

# GRADUATE STUDENT GUIDEBOOK

Department of Psychological Science

Ball State University

2009-2010



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- Graduate catalog
- Grad School forms
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## Introduction: Program Descriptions

This handbook is designed to acquaint graduate students with the policies and standards of the Department of Psychological Science. It also describes some specific procedures that students must follow during their graduate training. Students should be aware that they are subject to the policies and standards established by the Graduate School. They should also be aware that some policies are more stringent in our department than in the Graduate School. Any questions about policies should be directed to the Director of Graduate Studies.

### Graduate Programs in Psychology

The department offers two M.A. programs in Psychology: (1) Clinical and (2) Cognitive and Social Processes. The two-year **Clinical** program is designed to provide training consistent with a scientist-practitioner model of clinical psychology. Its primary purpose is to prepare students for doctoral study in Clinical or Counseling Psychology. Therefore, the program consists of a rigorous combination of classroom, research, and supervised internship experiences. In addition to their course requirements, students must complete a practicum of at least 400 hours. Moreover, we recommend that they do a thesis or other type of independent research project.

The Master's in **Cognitive and Social Processes** is a two-year program designed to provide extensive training in cognitive psychology, social psychology, research methods, and statistics. Its primary purpose is to prepare students for doctoral programs in Cognitive or Social Psychology or a related area (e.g., I/O, psychology and law). However, graduates will also be qualified to work in business, industry, or research settings. Students are encouraged to participate actively in research, either by collaborating with faculty members or by conducting an independent project (e.g., a thesis).

Course requirements and sequences for the two programs are described on the following pages. The best preparation for these programs is an undergraduate major in psychology, including courses in statistics and research design. Students with minimal or no background in psychology will not necessarily be disadvantaged with regard to admission but may need to take additional courses, to be determined in consultation with the Director of Graduate Studies.

### Research Requirement

To receive the M.A. degree in either program, students must complete a University research requirement. This requirement may be met in one of three ways:

1. Completion of PSYSC 680 (Research Methods) and EDPSY 642 (Intermediate Statistics). These courses are also required for both programs, thus automatically meeting the University requirement. However, we strongly recommend that students also complete one of the other two requirements if they plan to seek admission to a doctoral program.
2. THES 698 (Thesis). See Thesis Procedures for detailed information.
3. RES 697 (Research Project). See university Graduate Catalog.

## Clinical Program Requirements

Clinical Course Requirements	Hours	Semester Taken*
PSYSC 632 Abnormal Psychology	3	Fall, 1 <sup>st</sup> Year
PSYSC 640 Assessment I	3	Spring, 1 <sup>st</sup> Year
PSYSC 644 Assessment II	3	Fall, 2 <sup>nd</sup> Year
PSYSC 652 Psychotherapy I	3	Spring, 1 <sup>st</sup> Year
PSYSC 653 Psychotherapy II	3	Fall, 2 <sup>nd</sup> Year
PSYSC 685 Clinical Internship	6	Fall and Spring, 2 <sup>nd</sup> Year
<b>Total Clinical Requirements</b>	<b>21</b>	

Psychology Core Requirements	Hours	Semester Taken
PSYSC 616 Perception and Cognition <u>or</u> PSYSC 623 Theories of Personality**	3	Fall Semester, 1 <sup>st</sup> Year
EDPSY 642 Intermediate Statistics	3	Fall Semester, 1 <sup>st</sup> Year
PSYSC 668 Physiological Psychology	3	Spring Semester, 1 <sup>st</sup> Year
PSYSC 680 Research Methods in Psychology	3	Fall Semester, 1 <sup>st</sup> Year
PSYSC 681 Professional Orientation	1	Fall, 1 <sup>st</sup> Year
PSYSC 691 Systems of Psychology***	3	Spring Semester, 2 <sup>nd</sup> Year
PSYSC 696 Seminar on Diversity	3	Spring Semester, 1 <sup>st</sup> Year
Electives****	8	Varies
<b>Total Psychology Core Requirements</b>	<b>27</b>	

**Total hours = 48 minimum**

\*Recommended course sequence; actual sequence may vary depending on availability of desired electives

\*\*PSYSC 623 is required if no undergraduate course in Personality

\*\*\*Will be waived if student had undergraduate course in History & Systems (replace with an elective)

\*\*\*\*Students may earn more than 8 hours of electives. Electives Must be approved by Director of Graduate Studies. See options on next two pages.

## Recommended Course Sequence for Clinical Program

In the sequence below, the number and the position of the elective courses are flexible. In addition, the thesis (THES 698) is not required (although we strongly recommend it for students intending to apply to doctoral programs). Students must take responsibility for making sure that they take all required courses in the right order (for courses with prerequisites) and that they complete enough electives to bring their total credit hours to at least 48. See the Graduate Catalog for courses that may count as electives. All PSYSC, EDPSY, and CPSY courses will count; students interested in courses offered by other departments should contact the Director of Graduate Studies to find out whether a specific course will apply toward their degree. **Please note: 700-level electives require Graduate School approval.** You can register for a 700-level elective, but e mail the Director of Graduate Studies specifying the course number and the term you intend to take the course immediately after registering and before the course begins. For all issues related to internship, communicate with the Internship Coordinator at PSYSCintern@bsu.edu.

### First Year, Fall:

PSYSC 616, Cognition or 623, Personality  
 PSYSC 632, Abnormal  
 PSYSC 680, Research Methods  
 PSYSC 681, Professional Orientation  
 EDPSY 642, Statistics

### First Year, Spring:

PSYSC 640, Assessment I  
 PSYSC 652, Psychotherapy I  
 PSYSC 696, Diversity  
 PSYSC 668, Physiological Psychology

### Summer:

Electives

Examples:

EDPSY 741, Regression Analysis  
 EDPSY 742, Multivariate Techniques  
 EDPSY 743, Factor Analysis

### Second Year, Fall:

PSYSC 644, Assessment II  
 PSYSC 653, Psychotherapy II  
 PSYSC 685, Clinical Internship (3 credits)  
 Elective

### Second Year, Spring:

PSYSC 685, Clinical Internship (3 credits)  
 THES 698, Thesis (6 credits)  
 PSYSC 691, Systems of Psychology (if needed; if not, replace with elective)  
 Elective

### Summer:

Electives

## Licensure as a Master's-Level Therapist

Even though our department emphasizes preparation for doctoral study, some students may decide that they would prefer to obtain a job in a mental health setting after graduating. In Indiana

and most other U.S. states, Master's-level therapists must apply for licensure after they complete their M.A. Therefore, students may want to know whether our clinical program will adequately prepare them for licensure. The answer is that, although the Department of Psychological Science will provide some guidance and assistance to students, we can't guarantee that every requirement of every state's laws will be met by completing our program. Licensure laws differ from one state to another, and most states don't recognize licenses granted by a different state. Some states have rather complex rules, and applicants may need to meet certain requirements both while they're enrolled in their Master's program and afterward. For example, they may need to take particular courses or complete a practicum experience that includes a particular number of contact hours with clients. Moreover, applicants may need to accumulate a certain number of post-graduate contact hours with clients or meet other post-graduate requirements in order to get licensed.

Students who plan to pursue Master's-level licensure must take responsibility for (a) learning about licensure laws in the state where they want to work and (b) planning a course of study that will enable them to obtain licensure. If you intend to work in Indiana, you can go to <http://www.in.gov/pla/2345.htm> to access this state's licensure law. Based on our experience in helping students work toward licensure in Indiana, we have found that there are three main areas that licensure-oriented students need to consider carefully when planning their course of study:

(1) **Specific courses.** In addition to the courses required by our program, students wishing to pursue licensure may need to take courses in Career Theories (CPSY 610), Group Counseling (CPSY 688), and Human Development (EDPSY 603). We recommend that students wanting licensure in Indiana complete all three of these courses. Please note: CPSY 688 has a prerequisite, which you can fulfill by taking PSYSC 652; make sure to complete the prerequisite before registering for CPSY 688.

(2) **Clinical training/internship hours.** Although our department requires students to accumulate a total of only 400 hours in Clinical Internship (PSYSC 685), the Indiana licensure law demands that students accumulate a total of 1000 clinical hours, which can be done through three courses:

(a) Orientation to Professional Clinical (PSYSC 682), 1 credit hour. This course serves as a 100-hour pre-practicum and can be taken during the spring of the first year or the summer following.

(b) Clinical Internship (PSYSC 685), 6 credit hours (3 credits taken each of two different semesters). This is the internship required for all clinical students and should be taken after the spring semester of the first year. Although only 400 hours are required in order to graduate, students pursuing licensure often earn a total of 600 hours in PSYSC 685.

(c) Advanced Clinical Internship (PSYSC 687), 3 credit hours. This course is taken after PSYSC 685 and allows students to obtain the remaining internship hours they need for licensure.

Many states also require Master's level practitioners to accumulate an additional 3000 post-degree client contact hours under the supervision of a licensed mental health professional before applying for licensure.

3) **Total number of credit hours.** Although students must complete 48 credit hours to receive an M.A. in our program, Indiana requires that students complete a total of 60 credit hours before applying for licensure. Students may choose to take extra courses either prior to or after graduating (e.g., while working on the 3000 post-degree client contact hours) to fulfill this criterion.

## Cognitive & Social Processes Program Requirements

Area Course Requirements	Hours	Semester Taken
PSYSC 616 Perception and Cognition	3	Fall, 1 <sup>st</sup> Year
PSYSC 623 Theories of Personality	3	Fall, 2 <sup>nd</sup> Year
SOPSY 610 Social Psychology*	3	Fall, 1st Year
PSYSC 617 Memory Processes and Applications	3	Spring, 1 <sup>st</sup> or 2 <sup>nd</sup> Year
PSYSC 618 Thinking	3	Spring, 1 <sup>st</sup> or 2 <sup>nd</sup> Year
SOPSY 615 Social Cognition	3	Spring, 1 <sup>st</sup> Year
SOPSY 620 Group Dynamics <u>or</u> SOPSY 640 Social Psychology of Attitudes <u>or</u> SOPSY 660 Contemporary Social Psychology <u>or</u> PSYSC 619 Psychology of Language	3	Varies
Electives**	9	Varies
<b>Total Hours, Area Requirements</b>	<b>30</b>	

\*Waived if student had undergraduate social psychology course (replace with an elective)

\*\*Students may earn more than 9 hours of electives. Electives must be pre-approved (see list on next page) or submitted to Director of Graduate Studies for approval

Psychology Core Requirements	Hours	Semester Taken
EDPSY 642 Intermediate Statistics	3	Fall, 1 <sup>st</sup> Year
PSYSC 680 Research Methods in Psychology	3	Fall, 1 <sup>st</sup> Year
PSYSC 681 Professional Orientation	1	Fall, 1 <sup>st</sup> Year
PSYSC 691 Systems of Psychology***	3	Spring, 2 <sup>nd</sup> Year
PSYSC 696 Seminar on Diversity	3	Fall, 2 <sup>nd</sup> Year
<b>Total Psychology Core Requirements</b>	<b>13</b>	

\*\*\*Waived if student had undergraduate course in History & Systems (replace with an elective)

**Total hours = 43 minimum**

## **Cognitive & Social Processes Program Pre-Approved Electives**

Students are strongly encouraged to complete a thesis (THES 698) as an elective, particularly if they intend to apply to doctoral programs. You may also take Abnormal Psychology (PSYSC 632), any non-clinical PSYSC courses, or any courses listed below. Some courses may have prerequisites not listed here. **Please note: 700-level electives require Graduate School permission.** You may register for a 700-level elective, but e mail the Director of Graduate Studies specifying the course number and the term you intend to take the course immediately after registering and before the course begins. If you wish to take electives not listed here, contact the Director of Graduate Studies to make sure the courses you're interested in will apply toward your degree.

### Anthropology

- 521 Social Organization
- 601 Scope of Cultural Anthropology

### Communication Studies

- 540 Interpersonal Communications
- 551 Communication in Organizations
- 602 Human Communication: Process and Theory
- 610 Studies in Persuasion
- 625 Interviewing
- 650 Business and Professional Communication
- 651 Applied Communication in Organizations
- 652 Dyadic Communication in Organizations
- 653 Issues in Communication Consultation
- 654 Executive Influence Systems

### Counseling Psychology

- 610 Career Theories and Realities
- 614 Career Counseling, Assessment, and Intervention
- 618 Industrial Vocational Psychology

### Education: Higher (EDHI)

- 609 Preparing for the Professoriate: Teaching in Higher Education

### Educational Psychology

- 603 Psychology of Human Development
- 625 Psychology of Later Life
- 645 Survey of Advanced Research Methods and Statistical Designs
- 740 Computer Analysis of Educational and Psychological Data
- 741 Applied Regression Analysis for the Social Sciences
- 742 Multivariate Statistical Techniques
- 743 Introduction to Factor Analysis
- 746 Theory of Measurement

### Management

- 500 Managing Organizational Behavior

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- 661 Human Resources Management
- 663 Training and Development
- 669 Human Resources Management Applications

### Social Psychology

any courses

### Sociology

- 502 Sociological Theory
- 503 Readings in Sociological Theory
- 521 Racial and Cultural Minorities in the United States
- 522 Social Trends in Mass Society
- 541 Social Change
- 583 Evaluation Research

## **Institutional Research Certificate**

Cognitive/Social students may be interested in BSU's institutional research certificate. Institutional research involves the collection and analysis of data related to planning and decision making in higher education. Therefore, the field is a unique combination of research methodology, data analysis, education policy, and applied research. Institutional researchers typically work in colleges and universities, state and federal government offices, and other organizations related to higher education. For more information, see <http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool/Academics/ProgramsofStudy/CertificatePrograms.aspx>.

## **Changing Programs**

The Graduate Committee recognizes that students' interests may change, particularly during the first year of graduate work. However, a student may transfer to the other program within the department only if the desired program is not full and only if the Graduate Committee approves the request. The Committee may require the student to go through the regular application process. Contact the Director of Graduate Studies for more instructions on how to apply for a transfer.

## **Department of Psychological Science Graduate Policies and Procedures**

### **General Procedures**

Graduate Academic Load. Graduate students without assistantships may register for a maximum of 15 hours during a semester, 6 hours during a five-week summer term, and 12 hours for the combined summer terms. Cognitive/Social students who are graduate assistants may register for a maximum of 12 hours during a semester and 3 hours during a five-week summer term. Clinical students who are graduate assistants may register for a maximum of 12 hours during a semester and 6 hours during a five-week summer term. The minimum course load for graduate assistants in the PSYSC department is 9 graduate hours during a semester; for graduate assistants in other campus

offices the minimum is 6 hours. All requests for overloads or exceptions to the established minimum course load must be submitted to the Director of Graduate Studies for approval and may also require approval from the Dean of the Graduate School.

A full-time graduate student, as defined for the purpose of classification for financial aid or veterans' benefits, is a student registered for 9 or more credit hours during the fall or spring semester. A full-time student as defined by the Bursar's office for billing purposes is a student registered for a minimum of 12 semester hours.

Graduate students may take undergraduate-level courses, but those credit hours will not count toward a Master's degree, and they are not covered by the partial tuition waiver given to graduate assistants.

Time Allowed for a Masters Degree. All degree requirements must be met within six years unless an extension of time is approved by the Graduate Dean on the recommendation of the Department Chair.

For degree requirements fulfilled more than 6 years earlier, a student must apply for re-validation. In doing so, the student must obtain permission from the Department Chair and the Graduate Dean to demonstrate evidence of current knowledge in the out-of-date requirements. Re-validation of the out-of-date requirements may be demonstrated through examinations, retaking of out-of-date courses for credit or audit, or by presenting other evidence of currency in the field. The Department Chair will present a written statement to the Graduate Dean outlining the conditions for re-validation of the requirements; the Graduate Dean will make the final determination on these conditions. If the Graduate Dean approves the conditions for re-validation, the Department Chair will forward written results of these conditions once satisfied along with a recommendation for or against granting credit for the course(s) in question.

The student must meet additional requirements as determined by the Department Chair and Graduate Dean if:

- the examinations are not passed with a B or higher (i.e. a "B-" grade is not considered passing) or evidence of current knowledge is not persuasive or
- the original recommendation of the Department Chair and Graduate Dean was that examinations and/or presenting of evidence were not appropriate.

Registration. For a student's first semester, the Graduate Secretary will take care of registration. For all subsequent semesters, students are responsible for their own registration (<http://cms.bsu.edu/Gateways/CurrentStudents>). Some courses require permission to register. For such courses in PSYSC, contact the Graduate Secretary for help in securing permission. For such courses in other departments, contact the appropriate department. Electives must be approved by the Director of Graduate Studies unless they are specifically described as pre-approved in this Guidebook.

A topic approval must be on file before students can register for thesis hours (see Thesis Procedures). Topic approval is granted following successful completion of a thesis proposal meeting. Clinical students must have completed the prerequisite courses and be approved for internship before registering for and starting the internship.

Withdrawals and Incompletes. Withdrawal from class may be accomplished during dates established by the Registrar. Be aware that withdrawing from a class may affect the course sequence

and delay the completion of the M.A. degree. It may also affect the student's assistantship if dropping a course reduces the student's course load to less than 9 graduate hours; contact the Director of Graduate Studies for more information.

In extenuating circumstances, an incomplete may be given upon approval from the professor. At that time, conditions are set forth for the work to be completed. The student is responsible for completing the work by the deadline established by the professor. The maximum time allowed is one year, although a shorter time may be established depending on circumstances, at the professor's discretion.

MASTR 600 is a 0-credit hour course for active-status master's degree students who have completed all of their coursework for the degree except for one or more incompletes outstanding. The Graduate School requires you to register for this course during spring and fall semesters if you fit this description.

Application for Graduation. Students should apply for graduation through the Graduate School no later than the second week of the term in which they plan to graduate or after they have registered for their final coursework. Students who chose the THES or RES option should check with the Graduate School about how and when work must be turned in.

## **Student Performance and Progress**

Grade Requirements. Only grades of "C" or higher (i.e., not "C-" or lower) are acceptable in fulfilling Graduate School requirements. Some classes may require higher performance than a "C." The option for credit/no-credit is not available for graduate courses. Classes may be audited by completing a form at the Graduate School five class days before the semester begins.

Normal Progress. Normally, a full-time graduate student will progress through the program in two calendar years or less. Please refer to "Time Allowed for a Master's Degree" (p. 8) for further information.

Departmental Procedure for Evaluating Graduate Students. All students are evaluated at the beginning of each Spring Semester. A form (see Appendix A) will be completed by all departmental faculty who taught the student in class, served as a research advisor, or was the student's assistantship supervisor. If there is only one departmental faculty member who had such contact with a student, one or more professors in other departments who had contact with the student will be asked to complete an evaluation. The completed forms will be provided to the Graduate Committee, but will not be shown to the students. The Graduate Committee will examine the progress of all students using the following criteria:

1. Students must maintain an overall GPA of at least 3.00 both in Psychological Science courses and in all courses taken outside the department.
2. As described above, faculty will be asked to inform the committee about the quality of each student's performance (see form, Appendix A). Both excellence and deficiencies in the following two areas will be considered:

- i. Academic skills not necessarily reflected in GPA (e.g., research proficiency, ability to communicate effectively when writing and speaking)
  - ii. Professionally-related behaviors (e.g., responsibility, ability to communicate effectively, willingness to treat others respectfully).
3. If the student holds an assistantship in the Department of Psychological Science, the faculty supervisor(s) will report on the student's performance with respect to assistantship duties.

Using these criteria, the Graduate Committee and Director of Graduate Studies will classify (by majority vote) each student in one of two categories: "progressing well" or "not making satisfactory progress." The Director of Graduate Studies and the Graduate Committee Chair will send each student a letter reporting the committee's assessment and the reasons for it and will place a copy in the student's file. Students who are not making satisfactory progress will be required to meet with one or more members of the Graduate Committee, who will explain the committee's concerns, invite the student to respond to the feedback, and outline the changes the student needs to make, along with a timeline for making the improvements. At the end of the specified time, the Graduate Committee may request a followup evaluation of the student. Using the results of this evaluation, the Graduate Committee will vote a second time to classify the student. If the committee agrees that the student is still not making satisfactory progress, then it will vote to do one of the following:

1. Place the student on probation for one semester or for a specific number of graduate credit hours with specific requirements for removal of probation stated in writing to the student.
2. Remove the student from the program.

Unsatisfactory Evaluation on Section Relating to Assistantship. Students with departmental assistantships who were not making satisfactory progress at the beginning of spring semester on items relating to performance of their assistantship duties will meet with one or more members of the Graduate Committee as described above to discuss the specific improvements that are needed. In addition, these students will be required to reapply for the privilege of maintaining a departmental assistantship during their second year. The Director of Graduate Studies will provide instructions for reapplying. The Director will also ask the student's assistantship supervisor(s) to submit a written report at the end of the spring semester explaining whether the student successfully improved upon the deficiencies identified in the evaluation made at the beginning of the semester. Using the student's application materials and the report from the supervisor(s), the Graduate Committee will decide whether or not to allow the student to continue holding a departmental assistantship during his or her second year of study.

Evaluation of Clinical Students Prior to Admission to Internship. Clinical students will work with the Internship Coordinator (use PSYSCintern@bsu.edu to communicate with the coordinator) throughout their internship experience. Students do not enter the internship phase of their training automatically. Instead, students must demonstrate that they are ready for this training. Specifically, the Internship Coordinator must be satisfied that students have (a) mastered basic and applied knowledge of psychology; (b) developed appropriate clinical skills, and (c) demonstrated an ability to function as a responsible professional. The recommendation for internship admission will be made by the Internship Coordinator in consultation with Clinical faculty, the Director of Graduate Studies, and the Graduate Committee. Student requests for admission to internship will be minimally supported by the following:

- (a). Student will be in good academic standing (i.e., 3.00 or B graduate GPA or better).
- (b). Student must have completed at least 20 credit hours within the Clinical program.

(c). Specific prerequisites include PSYSC 632, 640, 652, and 696. Specific co-requisites (taken concurrently with internship) are PSYSC 644 and 653.

Recommendation for admission to internship does not ensure acceptance at any particular internship site. Beginning in the second semester of the first year students will work with the Internship Coordinator to help students choose a suitable site. Final placement is based upon site availability, the Internship Coordinator's assessment of site suitability, and student preference. In addition, most sites require a vita, references, and an interview prior to acceptance and may require a student to compete with others in the department, students from other BSU departments, or students from other universities. Potential sites include the University Counseling and Psychological Services Center, Riley Hospital for Children, the Youth Opportunity Center, the Veterans' Administration Hospital in Indianapolis, and various community mental health services in the area. Actual internship duties vary by site and are negotiated with the site supervisors.

After a student is placed at an internship site, the supervisor at that site, along with the Internship Coordinator, will monitor the student's performance and progress. Substandard performance and/or unsatisfactory progress could result in termination of the internship.

### **Appropriate Student Conduct**

Students are expected to maintain certain standards of behavior. They should treat all other members of the department respectfully. They should refrain from all forms of academic dishonesty. In activities related to the teaching, service, and research functions of the department, each graduate student must conform to reasonable standards of academic and professional conduct, and all Graduate Assistants must sign a Confidentiality Agreement (see Appendix B) in which they promise to respect the privacy of research participants or other students whose records they handle as part of their assistantships. Students are also expected to adhere to the ethical standards of the American Psychological Association.

Graduate students are advised to familiarize themselves with Ball State's student ethics code (<http://www.bsu.edu/sa/srcs/studentcode/>), which all students are required to follow. The following is a partial list of prohibited behaviors:

- Physical abuse of other persons, harassment (see following section), stalking, hazing, and sexual misconduct
- Obstructing or disrupting university-sponsored activities, including classes and meetings
- Using, possessing, selling, distributing, manufacturing, or transferring drugs except as expressly permitted by law
- Using, possessing, or distributing alcoholic beverages except as expressly permitted by law and university policies
- Academic dishonesty of any type

It is possible that a graduate student may become aware that a classmate has violated university or departmental policies regarding appropriate conduct. To safeguard the welfare of persons with whom this classmate might interact and to ensure timely remediation, faculty, staff, students, and internship/practicum supervisors (through the Internship Coordinator) have an obligation to inform the Director of Graduate Studies as soon as possible after becoming aware of a possible violation. In cases of uncertainty, it is better to inform the Director of Graduate Studies rather than to take no action.

### **Anti-Harassment Policy**

- A. Harassment of any other person is prohibited. Harassment is defined as follows: Any actions, threats, gestures, and/or fighting words directed toward another person which have the purpose to or which tend to incite a breach of the peace or cause physical injury or emotional distress to that person because of the humiliating, degrading, intimidation, insulting, coercive, ridiculing, and/or alarming nature of the conduct. It frequently, but not always, involves a pattern of conduct. Harassment is particularly reprehensible when it is directed toward a person because of his or her race, ethnicity, national origin, ancestry, religion, creed, sex, sexual orientation, age, or disability.
- B. Examples of harassment include using or threatening to use violence or other criminal means to cause physical harm to another person or his or her property or reputation; making repeated communications by telephone or mail anonymously, at extremely inconvenient hours, or in offensively coarse language; taunting, insulting, or challenging another person in a manner likely to provoke a violent or disorderly response; and subjecting another person to offensive touching. However, this is not an exhaustive list of the types of conduct which may constitute harassment.
- C. This anti-harassment policy will in every case be construed and applied so as to avoid violating individuals' free-speech rights protected by the First Amendment to the United States Constitution. Therefore, language or other conduct which is used as a part of, or in the context of, the expression or discussion of an idea, ideology, or philosophy does not constitute harassment under this policy even if it would otherwise be proscribed hereby. Words or gestures used during a class discussion or in other academic settings will be presumed not to constitute harassment unless the evidence to the contrary is clear and convincing.

## Student Concerns and Grievances

Students may find that they have requests or concerns regarding courses, department policies, facilities, equipment, or other aspects of their program (excluding complaints about classmates or individual faculty). Such concerns may be submitted to the Clinical program student representative or the Cognitive/Social student representative (whichever is appropriate). If unsure who the representative is, contact the Director of Graduate Studies.

Student Representatives to the Graduate Committee. Two students, one from the Cognitive and Social Processes Program and one from the Clinical Program, serve a one-year term as representatives to the Departmental Graduate Committee. The students in each program participate in an election to select their representative. Students should consult Appendix C: Duties of Personnel Associated with the Graduate Program for a description of the responsibilities of those individuals.

These individuals are voting members of the Graduate Committee on all matters **except** those that involve complaints about individual faculty, the evaluation of current students, the selection of incoming students, Graduate Assistantship assignments, or faculty members' requests for Graduate faculty status. The representatives are responsible for bringing issues of concern from the students to the Graduate Committee and for voicing student opinion on all issues brought before that committee. Although students can express concerns directly to the Department Chair, the Director of Graduate Studies, the Graduate Committee Chair, or other faculty, it is hoped that students will utilize their representation on the Graduate Committee as a vehicle for communication with faculty, unless their concerns involve classmates or individual faculty, in which case they should contact the Director of Graduate Studies as described below.

Grievances Involving Individual Classmates or Faculty. If a conflict arises between a student and another member of the university community, the student should first attempt to resolve the conflict by communicating directly with the other student or faculty member. If this attempt fails, the student should next contact the Director of Graduate Studies, who can offer advice, serve as a mediator, or otherwise help resolve the conflict. If the student is unsatisfied with the outcome of the meeting with the Director of Graduate Studies or if the Director is involved in the original conflict and therefore the student does not wish to meet with him or her, the student should meet with the Department Chair. If the student is unsatisfied with the outcome of the meeting with the Department Chair or if the Chair is involved in the original conflict and therefore the student does not wish to meet with him or her, the student should meet with the Dean of the College of Sciences and Humanities.

## Thesis Procedures

The requirements presented here describe how a master's thesis should be conducted. The entire thesis committee must agree on any alternative procedures. Such agreement can prevent future difficulties for the student.

Preparing to begin a thesis. A students who want to complete a thesis should consult with faculty members whose research interests overlap with the student's chosen topic and, through mutual agreement, obtain one of these professors as a thesis chair. The chair will help the student develop the topic into a proposal, set a timeline, and determine the membership of the thesis committee, keeping in mind the guidelines of the Graduate School. **Visit the Graduate School's website (<http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool/CompletingGraduateStudy/WritingGuidelines.aspx>) for information regarding the thesis format and deadlines.** In Research Methods (PSYSC 680), students will receive a handout called "Doing A Thesis." That handout is reprinted in Appendix D. Students are encouraged to consult that handout for additional detailed information about the process.

The proposal and the proposal meeting. The proposal, written in APA style, includes a literature review, planned method, and planned analysis. A copy will be given to each committee member at least 2 weeks before the proposal meeting so that the committee has sufficient time to carefully review the paper. Although committee members may be able to review the proposal in less than two weeks, students should not assume or expect this to be the case and should plan accordingly. It is recommended that students solicit feedback from committee members prior to the proposal meeting to maximize the likelihood that the meeting will result in an approved proposal.

The proposal meeting should ideally take place early in the fall semester of the student's second year or earlier. The objective of the meeting is to assess the student's knowledge of the area, the methodology of the proposal, and the planned statistical analyses. It is the student's responsibility to make sure that all committee members are available for the proposal meeting. The same principle holds for the final defense.

Near the end of the proposal meeting, the committee will have an opportunity to discuss the student's performance without the student in attendance. The student will then be informed by the Thesis Chair of any important comments made during this discussion. If the committee members approve the thesis proposal, they will sign a form indicating this approval. The student is responsible for bringing this form to the meeting; it can be obtained from the Grad School's website at <http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool/Forms/>

**ForMastersStudents.aspx** (Master's topic approval 6 hrs). Students should type the committee members' names on the form before printing it out.

**Students should not register for THES 698 until after the proposal meeting.** If necessary, they can initially register for PSYSC 698 (independent study) so that they will be carrying at least as many credit hours as required. Then, after the successful proposal meeting, they can drop PSYSC 698 and add THES 698; this can be done midway through a semester. If a student registers for THES 698 before filing the proposal approval form with the Graduate School, the Graduate School may remove the student from THES 698. Both PSYSC 698 and THES 698 require permission from the thesis chair in order to register.

After the proposal meeting. If a proposal meeting is unsatisfactory, a revised proposal meeting should occur as soon as possible. Once a committee approves a proposal, the committee is bound by its decision. If a student wishes to make a change after the proposal is approved, he/she must obtain permission from the committee. Barring unusual circumstances, the committee's membership should not be changed after the proposal meeting.

Before collecting data, the student must obtain authorization from Ball State's Institutional Review Board (IRB). This process often takes three weeks but may take longer, so students should submit their proposals as soon as possible after receiving approval from the thesis committee. Go to <http://www.bsu.edu/irb/> to get instructions and to submit a proposal.

The final defense. Students should understand that the purpose of a final defense is to ascertain whether they understand: 1) how their thesis relates to the relevant literature, 2) the reasons for the procedures they used, 3) how and why their statistical analyses were conducted as they were, 4) problems with and/or possible improvements to their thesis, 5) how to interpret the results obtained, and 6) directions for future research. Questions may cover any or all of these areas.

Copies of the thesis should be provided to members of the committee at least two weeks prior to the defense meeting so that the committee has sufficient time to review the paper carefully. In order to avoid a negative outcome, the student should not attempt to schedule the defense meeting until he or she has determined that each committee member agrees that the student is ready for the defense.

At the beginning and end of the defense meeting, the committee will have the opportunity to discuss student performance without the student in attendance. After such discussions, students will be informed by the chair of any important comments made during the discussion.

The final copy of the thesis must be submitted electronically to the Graduate School. Students must upload their documents at <https://apps.bsu.edu/ElectronicThesis> and afterwards their committee members will electronically approve the project. Students can choose whether the entire paper will be released for public access via the Networked Digital Library of Theses and Dissertations (<http://www.ndltd.org/>) or only the title page and abstract. Students can consult with their thesis chair if unsure which option to choose.

Although the thesis must be submitted electronically, students must also submit two paper forms to the Graduate School. The first is the final approval form, which students create by following a template that can be obtained at <http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool/Forms/ForMastersStudents.aspx> (Signature Page Master's 6 hr - Sample). The second form is the ETD signature form, which is available at the same website under

the label Research Paper, Thesis, Creative Project, or Dissertation (ETD) Signature Form. Note that the Department Chair (as well as the members of the thesis committee) must sign both forms before they are submitted to the Graduate School.

## **Deadlines**

Concerning all aspects of Graduate School policy (e.g., registration, withdrawals, incompletes, thesis, application for graduation), responsibility rests with the student for meeting deadlines. Making yourself aware of these deadlines can prevent any difficulties from arising. Information about deadlines is available on the Graduate School web page (<http://cms.bsu.edu/Academics/CollegesandDepartments/GradSchool.aspx>).

## **Financial Aid**

Graduate Assistantships. Any admitted, full-time student in good standing in the Department of Psychological Science can be considered for an assistantship. Assistants receive a partial tuition remission (excluding certain fees that the university requires students to pay) as well as a stipend. Assistantships require a 20 hour per week work commitment during the academic year. The Graduate Secretary will put an absence report in each assistant's mailbox once during each pay period. The report should be completed, signed by the assistant and his/her supervisor(s) and returned to the Graduate Secretary as soon as possible.

Applicants should indicate their interest in an assistantship at the time of their application to the program. Assistantships are awarded by decision of the Graduate Committee. In the case of a resignation, the Director of Graduate Studies will invite applications, and the Graduate Committee will evaluate the applications and will decide how to fill the open position.

Assistantships are not available to part-time students or students on probation. A minimum of 9 hours of graduate courses must be taken each semester in which the student holds an assistantship. Acceptance of an assistantship contract implies availability for work from the first day of the semester through the last day of finals week. If an assistant cannot fulfill assistantship duties on a given day, he or she must personally notify the faculty supervisors and arrange for a substitute to cover his/her duties. Failure to fulfill assigned duties, failure to complete assignments promptly or substandard performance may result in reduced pay and/or termination of the assistantship.

Graduate Assistants are assigned to work a total of 20 hours per week for one or two individual faculty members (either 20 hours for one or 10 hours each for two professors). Most assignments take the form of research assistantships and teaching assistantships. A small number involve administrative duties, such as helping the Director of Graduate Studies or staffing the Advising Resource Center. All assistants must sign up to proctor a minimum number of departmental make-up exam sessions (see the department secretaries at the beginning of each semester for instructions). The Director of Graduate Studies will assign assistants to faculty members and will try to honor faculty requests for specific students. Students may not themselves request assignment to specific professors, but they may ask a professor to submit a request.

**Teaching Assistants** are assigned to professors who are teaching either undergraduate Research Methods or graduate Assessment I. They are expected to perform duties related to

teaching that specific course. Examples of such duties are holding office hours, attending the class and taking notes, proctoring exams, grading assignments, and holding review sessions.

**Other Graduate Assistants** may be required to perform duties related to their faculty supervisor's research and/or teaching. Examples of research-related duties are collecting and analyzing data, attending research team meetings, and conducting library searches. Examples of teaching-related duties may be found in the above section titled "Teaching Assistants." It is hoped that faculty supervisors will consult with their assistants to discover their preferences and strengths and then assign duties so as to accommodate the assistants' preferences and put their strengths to good use. Ultimately, however, the supervisors make the final decisions in assigning duties.

Because assistants may work with students' academic records, research participants' data, and other sensitive information, they must sign a confidentiality agreement at the beginning of each academic year (see Appendix B). The signed agreements will be kept in the assistants' files.

It is Ball State University's policy that students who have an assistantship may work no more than 10 hours at another job on campus. These additional hours must be approved, preferably in advance, by the Director of Graduate Studies. There is no University policy about the number of hours students with assistantships may work off campus. The decision to work additional hours off campus is an individual one. In general, we discourage students with assistantships from working more than 10 additional hours, either on or off campus. Should students choose to do so, we assume that their assistantship will be their primary concern (e.g., will come before outside work in their priorities). Also, we caution that an outside job may interfere with coursework, which should also be a priority. If grades fall below a 3.0 average or if outside work unduly interferes with the assistantship, students should be aware that they might lose their funding from the department.

Students who are not awarded an assistantship in the Department of Psychological Science may seek one outside the department. The Director of Graduate Studies can provide information regarding outside assistantships that may be available, but it is the student's responsibility to locate and secure an outside assistantship if he or she wants one.

Loan Programs Available to Graduate Students. In addition to assistantships, loans are available to graduate students. To be considered for a loan, students must complete a Free Application for Federal Student Aid. Loans are processed through the Office of Scholarships and Financial Aid. For more information, contact the Office of Scholarships and Financial Aid, Ball State University Muncie, IN 47306 or call 765-285-5600 or <http://www.bsu.edu/finaid/>.

## **Graduate Research Grants**

The Office of Research and Sponsored Programs offers two opportunities during the year for graduate students to apply for research grants. Information regarding these grants are available at the Office of Research and Sponsored Programs during the year announcing the Fall and Spring competitions. For additional information students are encouraged to visit their website at [www.bsu.edu/research](http://www.bsu.edu/research). These are excellent opportunities for second year students to receive funding for their Thesis research. Students are responsible for meeting all deadlines associated with research and grant funding.

Students interested in pursuing outside grants or fellowships for graduate study are encouraged to explore the Community of Scholars web page at <http://www.cos.com>. This service

provides detailed information about funds available for graduate students within disciplines. At Ball State University, this web page can only be accessed by an on-campus computer.

Data collection for any research project must be approved in advance by the Institutional Review Board in the Office of Research and Sponsored Programs. Proposal guidelines and forms may be obtained at [www.bsu.edu/research](http://www.bsu.edu/research).

## Miscellaneous

Offices. Office space for Graduate Assistants is assigned by the Director of Graduate Studies. The department's general policy is to assign two to three students per office. Students without departmental assistantships will be assigned offices if space is available, and second-year students are accommodated before first-years.

Keys. The Department Secretaries in the Main Office (NQ 104) will issue keys for student offices and the Graduate Student Office upon payment of a \$5.00 deposit (please bring exactly \$5.00 when you request a key). The deposit is refunded upon return of all keys. If assistantship or research duties require use of a faculty member's lab, that lab key will be issued with the professor's permission. Under no circumstances should an individual have a University key duplicated.

Paychecks. Graduate Assistants are responsible for obtaining supervisor signature(s) on absence reports and returning these to the Department Secretary punctually. Paychecks will be delivered to assistants' mailboxes.

Refrigerator and Microwave. A refrigerator and a microwave are available in the main office, and there is a refrigerator in the Graduate Student Office. Please clean up after yourself.

Mail and Messages. Graduate student mailboxes are located in the main office. Be sure to check your mailbox regularly (e.g., at least twice daily). The main office is open 8:00 a.m. - 5:00 p.m. on weekdays (7:30 a.m. - 4:00 p.m. summer) and is closed on weekends.

E mail. Get a BSU e mail account by taking your student ID to Room 165 of the Robert Bell (RB) building. You will need this account to access some online services, but you can have your messages forwarded to another account if you wish. Be sure to check regularly for messages from your instructors, supervisors, and the Director of Graduate Studies.

Graduate Student Office. This office, in G13, is available for all PSYSC graduate students to use. The office has a computer with SPSS and a printer; log onto the computer using your BSU username and password. There's also a refrigerator, and a telephone (285-8591). Some faculty members with offices in the east basement may share the phone line. Therefore, check the line before dialing; if it's in use, replace the receiver quietly and wait until the line is clear. Report equipment problems to the Director of Graduate Studies. In order to provide security for this room, it needs to be kept **locked** when not in use or when no students are present. When a student leaves the basement and is the last one out, he or she should check G13 and make sure it is locked. Because this room is for all PSYSC Graduate Students, all of those students are responsible for keeping it clean and secure.

Testing Room (G23). This room is suitable for collecting data from small groups of research participants (up to approximately 15 individuals). A student may schedule a testing session in G23 by recording the start time and stop time, along with his or her name, on an online calendar (contact Dr. Pickel to learn how to access the calendar). A key to the room may be borrowed from the Graduate Student Office (G13) or from the combination lockbox on the door handle; please return this key immediately after your testing session so that other students who need it can find it. Because data and research equipment are often kept in G23, it is important that students do not leave the door unlocked when they are not present. Additionally, anyone who uses the room must help keep it clean; because the custodial staff does not have access to G23, researchers must take responsibility for carrying out trash, cleaning up messes, and keeping desks and equipment orderly.

Duplicating Facilities. The copier in the main office is to be used for departmental purposes only. Personal copying (including copying for graduate coursework) can be done at Bracken Library, the Student Center, or copy stores in the Village. Copying required for one's assistantship for faculty members may be done on the office copier by the student helper employed for that purpose or by the graduate student. The department secretaries will assist students in operating the machine.

## Appendix A: Graduate Student Evaluation Form

Ball State University  
Department of Psychological Science  
Graduate Student Evaluation Form

Student: \_\_\_\_\_ Evaluator:

Ratings are based on the following scale:

- 5 =superior for this level of training
- 4 =above average for this level of training
- 3 =average for this level of training
- 2 =below average, student needs to develop this area\*
- 1 =clearly inadequate, serious attention is needed in this area\*
- X = unable to make an accurate evaluation in this area

\*areas marked with 1 or 2 are to be specifically addressed in PART III

### **PART I: Course Related Skills**

1. Makes meaningful contributions in class discussion
2. Communicates effectively in written work
3. Communicates effectively in oral presentations
4. Communicates effectively on exams
5. Comes prepared for class
6. Prompt in the completion of assignments

*If you have comments about areas not included here, please note them in Part III.*

### **PART II: General Professional Skills**

1. Responds well to feedback
2. Exhibits good judgment
3. Dependable
4. Displays an appropriate level of maturity
5. Conducts herself/himself in an ethical manner
6. Shows motivation to succeed
7. Willing to learn

*If you have comments about areas not included here, please note them in Part III.*

### **PART III: Skills Related to Graduate Assistantship** (to be filled out by the professor for whom this student is a Graduate Assistant)

1. Meets responsibilities on time
2. Plans and organizes effectively
3. Contributes original ideas
4. Demonstrates knowledge of relevant literature
5. Shows initiative
6. Follows instructions
7. For Research Assistant: Able to conceptualize research issues
8. For Research Assistant: Has appropriate statistical knowledge
9. For Teaching Assistant: Develops appropriate exams/course assignments
10. For Teaching Assistant: Present materials effectively

*If you have comments about areas not included here, please note them in Part III.*

**PART III: General Comments.** Please provide, in a least a sentence or two, comments about the student's strengths and weakness. In addition, for those areas marked with 1 or 2, summarize ways in which the student needs improvement:

**Appendix B:**

**Confidentiality Agreement**  
**Graduate Assistants**  
**Department of Psychological Science**  
**Ball State University**

This confidentiality agreement applies to all private, confidential information, regardless of format: oral, written, computerized, printed, faxed, etc.

I am a Graduate Assistant in the Department of Psychological Science at Ball State University. I am aware that the data and materials to which I may have access are to be treated in a professional and confidential manner. I agree herein, as a consideration of my employment in the Department of Psychological Science, that I will not disclose or cause to be disclosed any confidential and private information that I may have knowledge of at any time. Such information includes, but is not limited to, student records to which I have access, data collected from human participants, student addresses, phone numbers, or identification numbers, exams, or any materials that I may be asked to photocopy.

I am aware that any breach of the confidentiality of this material or any abuse of my position, including but not limited to alteration of records, destruction of records, or other similar acts, will constitute a basis for termination of employment and may result in further disciplinary action.

Graduate Assistant (print name): \_\_\_\_\_

Graduate Student ID number: \_\_\_\_\_

Signatures of Graduate Assistant Supervisor(s): \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## **Appendix C:**

### **Duties of Personnel Associated with the Graduate Program**

#### **Director of Graduate Studies**

The Director of Graduate Studies is appointed by the Chair each academic year. The appointment is renewable each Spring; there is no limit to the number of consecutive years that an individual may serve. Although the position is funded for two semesters only (Fall and Spring), some of the position's responsibilities are carried out during the summer and between semesters. The Director is responsible for the administration of the two graduate programs in the Department of Psychological Science, serves as liaison to the Graduate School, and serves as an ad hoc member of the Graduate Committee. Additionally, the Director serves at the pleasure of the Chair and may be assigned other duties and responsibilities as needed. In the Chair's absence, the Director serves as the administrative supervisor in the department and assumes the responsibilities of the Chair.

Specific duties:

1. Carry out any policies or decisions made by the department or the Graduate Committee concerning the graduate programs or individual students (includes giving formal feedback to students concerning their progress or lack thereof)
2. Communicate University policies concerning graduate study to the department and to the graduate students
3. Be available to meet with prospective applicants to the Graduate Programs
4. Bring issues concerning policy, curriculum, etc. before the Graduate Committee for discussion
5. Serve as mediator in student/faculty disagreements
6. Be available to consult with the Graduate Committee
7. Complete all correspondence and other paperwork concerning graduate studies as needed
8. Initiate the process of filling assistantship positions as they become available
9. Make adjustments in the schedule of curriculum offerings as needed
10. Serve as the contact person for students from other departments who wish to enroll in PSYSC graduate courses
11. Respond to faculty concerns or complaints concerning graduate students
12. Be available to serve as departmental representative in the Chair's absence
13. Oversee the admissions process
14. Complete all paperwork as requested by APA
15. Complete any requests for information concerning the graduate programs that are solicited by the College or the University (this includes summaries of demographic data concerning our applicants and our current students, self-study reports, etc.)

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16. Work with the student representatives to the Graduate Committee as needed
17. Assist the Chair in identifying temporary or adjunct faculty to teach any unassigned graduate courses
18. Relay information from the Graduate School to students (re: grants, thesis deadlines)
19. Maintain and update PSYSC graduate program web pages
20. Ensure diversity of course content

Fall Semester (some of the duties below are completed before the start of the semester)

1. Solicit requests for Graduate Assistants from faculty
2. Assign offices to Graduate Assistants
3. Assign Graduate Assistants to faculty
4. Conduct orientation for incoming graduate students
5. Meet with each student upon request to discuss goals for graduate study and post-MA plans
6. Respond to problems with Graduate Assistants' work performance; make reassignments as needed
7. Revise any application materials to be sent to prospective applicants
8. Revise the Graduate Student Guidebook as needed
9. Organize PSYSC 681 (Professional Orientation)
10. Oversee the process of sending application/information packets to prospective students
11. Work with the Chair to schedule graduate classes for Spring
12. Monitor enrollment of students from other departments in PSYSC courses
13. Solicit requests for Graduate Assistants from faculty for Spring Semester
14. Advise graduate students regarding registration for Spring Semester
15. Assign Graduate Assistants for Spring Semester

Spring Semester

1. Oversee the evaluation of graduate students; provide feedback to students who are not making satisfactory progress

2. Coordinate any appeal procedures initiated by students in response to their progress letters
3. Work with the Graduate Committee to establish the calendar for evaluating and admitting new students
4. Oversee the process of responding to questions from prospective applicants
5. Oversee the scheduling of visits by prospective applicants; meet with visiting students
6. Complete all correspondence concerning admissions, denials, and wait-listed applicants
7. Oversee the awarding of assistantships
8. Work with the Chair to make any revisions in the schedule of Graduate Courses for the upcoming academic year
9. Oversee the registration process for incoming students and returning students
10. Monitor enrollment of students from other departments in PSYSC classes
11. Work with the Chair in establishing summer schedule of graduate offerings
12. Oversee the process of administering exit surveys to graduating students
13. Solicit letters of recommendation from faculty for renewing assistantships if necessary

### **Internship Coordinator**

The Internship Coordinator is appointed by the Chair each academic year. He or she oversees the Clinical Internships for all sites at which are students are placed. Decisions regarding internship placement are at the discretion of this individual. The appointment is renewable each Spring; and there is no limit to the number of consecutive years that an individual may serve. Usually, internship credit is offered during the Fall and Spring Semesters; however, some of the Position's responsibilities are carried out during the summer.

1. Be available for meetings with Clinical Graduate Students about issues related to internship or clinical psychology more generally
2. Be available for meetings with internship supervisors
3. Meet with first-year students during Fall Semester to initiate plans for internship placement
4. Assess the need for development of new internship sites, based upon students' interests and changes in former sites
5. Prepare list of students needing University insurance coverage for Department Administrative Coordinator; advise the University Insurance Coordinator of the names of students who need liability coverage for internship
6. Assess the availability of internship slots for first-year students who have been approved for internship

7. Discuss with members of the Graduate Committee student eligibility for internship and, as soon as is feasible, identify students who might not be eligible for internship (with Director of Graduate Studies)
8. Notify Clinical students regarding their status for internship
9. Consult with prospective internship students about interviewing at an internship site
10. Distribute syllabus for PSYSC 685
11. Makes final decision regarding site(s) to which internship site a student may apply
12. Contact internship sites about the availability of positions and submit student credentials to available sites
13. Confirm placement of student at a site after the site has accepted the student for an internship placement
14. Prepare letters of reference as needed
15. Monitor student progress during internship and provide feedback as necessary
16. Meet with internship supervisor as needed and participate in evaluation meeting at the end of internship training; assign grade for internship, taking into consideration the supervisor's recommendation
17. Complete grade and "I" removal paperwork related to PSYSC 685 and PSYSC 687
18. Notify Graduate Committee of any problems with students at various internship sites; work with Committee and site supervisor to develop solutions
19. Review vita and letter of interest of prospective internship students

**Department Graduate Secretary**

Duties are:

1. Schedule classes and classrooms for all department Graduate Courses
2. Process all assistantship contracts
3. Forward all correspondence regarding current students to Director of Graduate Studies
4. Forward all application materials to Graduate Program Assistant
5. Communicate with other departments concerning application materials for incomplete files (e.g., missing GREs, transcripts).
6. Maintain file of Minutes of Graduate Committee meetings

7. Notify Director of Graduate Studies and/or Internship Coordinator of any problems concerning graduate students that arise
8. Forward list of internship students needing insurance coverage each semester to the insurance office
9. Submit registration materials, once approved by the Director of Graduate Studies, to the Graduate School
10. Forward inquiries from international students to the Center for International Programs
11. Release and collect keys to student offices
12. Be responsible for upkeep of graduate student offices (e.g., painting, furnishings, etc.).
13. Forward routine Graduate School correspondence to students (mass mailings)

**Graduate Assistant to the Graduate Program**

This assistant works under the supervision of the Director of Graduate Studies and performs tasks associated with graduate student recruitment and admissions. A second-year graduate student is assigned to the position for 10 hours per week as part of his/her assistantship. Duties are as follows:

1. Answer questions from prospective students via e mail
2. Respond promptly to prospective students' requests for application/information packets; send e mail to confirm that packet has been sent
3. Maintain a database of requests for application packets and the date the packet was sent
4. Assist the Director of Graduate Studies in updating application materials and informational materials
5. Make copies of application materials and prepare application/information packets
6. Create and maintain files for all applicants
7. Correspond with applicants re: status of file (i.e., complete, items missing, etc.)
8. Prepare list of applicants to each program to be reviewed for admission by the Graduate Committee after the March 1 application deadline (name, program, overall GPA, Jr/Sr. GPA, psych GPA, GRE scores)
9. Work with Administrative Coordinator concerning contacting Graduate School or other departments concerning application materials they may have (e.g., GRE scores for one of our applicants)
10. Schedule campus visits for prospective graduate students: provide driving directions and information about hotel accommodations; obtain parking pass and (if possible) send it to visitor in advance; schedule half-hour meetings between the visitor and the Graduate Program Director, the Graduate Program Assistant, and any other specific members of the department that the visitor wishes to meet; create a written itinerary for visitor that shows all meetings with faculty and

students that the visitor will have and distribute it to the visitor, Graduate Program Director, department secretaries, and anyone who will meet with the visitor

11. Meet with prospective graduate students who visit the campus; answer questions about the program, department, university, and Muncie area (including housing)
12. Keep the “graduate school information” on the bulletin board (outside NQ104) current
13. In the main hallway of NQ, post flyers describing each of the graduate programs on the west bulletin board and post faculty research interests booklets on the east bulletin board
14. Carry out other duties as assigned by the Director of Graduate Studies

#### **Graduate Student Representatives to the Graduate Committee**

These are not supervised positions; students from each program select a representative to the Graduate Committee. These students attend all meetings of the Committee except when confidential student or faculty items are on agenda. The representatives of the two programs will work independently on issues specific to their own programs, but collaboratively on issues that pertain to psychology graduate programs as a whole. Their duties are:

1. Attend all meetings of the Graduate Committee except those involving admissions decisions or other evaluation of students on faculty; in the event that a representative cannot attend a meeting, he or she should send another student in the same program in his or her place
2. Bring student concerns (except those about individual faculty) to the Graduate Committee; concerns about faculty and courses should be handled according to the procedures discussed in the section entitled “Student Concerns and Grievances”
3. Keep students informed about Graduate Committee decisions as directed by the Graduate Committee
4. Maintain confidentiality of meetings when appropriate (e.g., minutes of meetings are not to be distributed to other students)
5. Participate as subcommittee member as needed
6. Organize a welcoming party for incoming first-year students or delegate this responsibility to another second-year student
7. Give students the opportunity to respond to the items before the Graduate Committee
8. Present student feedback to members of the Graduate Committee
9. Initiate business to the Graduate Committee on behalf of graduate psychology students as needed; in this event, the student representative will contact the Graduate Committee Chair prior to scheduled meetings and ask that items of importance to students be placed on the agenda for consideration

10. Vote on all motions proposed by the Graduate Committee with the exception of admissions decisions and motions which concern evaluation of specific individual psychology graduate students or faculty
11. Compile and distribute a summary (not the minutes) of each Graduate Committee meeting to all PSYSC graduate students
12. In the event that a graduate psychology student files an appeal, the student representative shall make him- or herself available to support the appellant throughout the appeal process
13. Near the end of the representative's last semester of study or if the representative feels he or she can no longer function in this role, the representative will take nominations and coordinate the election of a new representative

#### **Chair of Graduate Committee**

This position is an elected one, decided by members of the Graduate Committee. Ad hoc members of the committee can not serve as chair. Duties are as follows:

1. Schedule Graduate Committee meetings as needed
2. Inform Committee members of scheduled meetings
3. Prepare agenda for Graduate Committee meetings
4. Conduct Graduate Committee meetings
5. Solicit, collect, and summarize all graduate student evaluations during the evaluation process each January
6. Meet with students to deliver evaluative feedback as directed by the Graduate Committee
7. Collect and summarize Committee members' ratings of applicants in preparation for the Committee's meeting to make admissions decisions
8. Speak on behalf of the Graduate Committee in Department, College, and/or University meetings (with the Director of Graduate Studies)
9. Be available, as schedule permits, to meet with prospective students
10. Be available to current graduate students as a resource person

#### **Recorder for Graduate Committee**

This is also an elected position, based on elected membership to the Graduate Committee. The duties of the Recorder are:

- I. Provide a written record of the actions of the Graduate Committee, including information regarding motions, seconds, and votes on those motions
  
- II. Distribute a copy of the minutes for each meeting to all members of the Graduate Committee and to the Department Administrative Coordinator; be certain the Administrative Coordinator is aware of all actions relevant to her job description
  
- III. Maintain a file of all committee action and be certain a copy of this file (kept in the main office) is updated after each meeting

## **Appendix D: Doing A Thesis**

By Dr. Bernard E. Whitley

### **Doing a Thesis**

Near the end of the first part of one's graduate education looms one of academe's milestones-the thesis. This reading outlines the nature of a thesis and the steps in doing a thesis. For information on administrative requirements see the Department's Handbook for Graduate Students in Psychological Science.

### **What Is a Thesis?**

Your thesis is literally your masterpiece-the piece of work that demonstrates your mastery of psychology as a science. As such, it serves four classes of purposes: social, educational, scientific, and demonstrative.

### **Social Purpose**

From the social point of view, the thesis serves as an initiation ritual and as part of a rite of passage into the profession of psychologist. An initiation ritual is an ordeal (either great or small, short or long) designed to test an aspiring group member's desire to belong to the group. In this case, psychologists are the group and the thesis tests your willingness to work to become a member of the group and demonstrates your acceptance of the group's values. Completion of the initiation ritual has two effects: members of the group are motivated to perceive aspirants as qualified for group membership and to accept them into the group, and the effort required by the initiation helps to bind the new members to the group (Forsyth, 1990).

The thesis, along with your course work, qualifies you for a rite of passage marking your transition from lay person to psychologist. This rite of passage- graduation-confers upon you a visible mark of your new status your diploma-thus making the world aware of your status change.

### **Educational Purpose**

The thesis is a practicum in research. Although you may have worked as a research assistant, the thesis is your opportunity to learn how to be a principal investigator in research by conducting your own research project. You will learn at first hand how to deal with the problems that arise in the development, execution, and dissemination of research. Through this process you will refine existing skills and develop new ones.

### **Scientific Purpose**

The scientific purpose of a thesis is the same as that of all research-to generate knowledge. This purpose is fulfilled when a research project is properly designed and executed, regardless of whether its

hypotheses are confirmed; a study that does not support well grounded hypotheses provides information about the underlying theory just as does one that confirms its hypotheses.

### **Demonstrative Purpose**

Completion of a thesis requires you to demonstrate that you possess the characteristics of a scientific psychologist. You will have developed some of these characteristics during your education prior to the thesis; others will be developed or refined through the process of doing the thesis. The thesis functions as a performance test of these characteristics, and your thesis will be judged according to the degree to which it manifests them. The characteristics include the following:

#### **Creativity**, demonstrated through

- development of a research topic and hypotheses;
- creation of a research design.

#### **Scholarship**, demonstrated through

- locating and organizing a body of theoretical and research literature relevant to your topic;
- critically reviewing that literature;
- drawing implications from that literature that are relevant to developing and testing your hypotheses;
- integrating the results of your research with the existing theoretical and empirical literature;
- identifying the implications of your results for theory, research, and application

#### **Skill in**

- professional communication, both written and oral;
- research design;
- data analysis.

### **Should You Do a Thesis?**

Because a thesis is not required for the M.A. degree at Ball State, students may feel uncertain and sometimes anxious about deciding whether to do one. It is very difficult to offer hard and fast rules that will help with this process. However, here are some general guidelines. (a) Students who are certain they

want to pursue a Ph.D. degree may want to complete a thesis. Most doctoral programs expect their students to write a thesis before becoming candidates for the doctoral degree, and many will accept a thesis completed at another university. For students entering such programs, a completed thesis can offer a jump start to the next stage of their education. In addition, doctoral programs typically look for students who have strong research skills; a thesis is an excellent way to hone those skills. (b) Students who are certain they want a professional degree or a Psy.D. may not want to do a thesis. Many of those programs do not require a Master's thesis and, hence, for students with an interest in those degrees, a thesis may not be the best use of one's time. (c) Students who are certain they want to seek employment, either for the short term or the long term, after graduation may want to take additional course work relevant to their interests rather than pursue a thesis. Students in the General Program, for example, might benefit more from advanced statistics or business-related classes than from a thesis. Even if one's long term plan is to pursue an advanced degree, it is possible that a thesis would not be of great benefit. For example, some doctoral programs may be less willing to accept a "dated" thesis than a more recent one, so students may have to repeat the thesis requirement if they have been out of school for awhile. This is not to say, however, that a thesis offers no benefit for those seeking employment. Employers seek workers who are responsible and can follow through. Many also seek applicants with data analysis skills. A complete thesis makes evident that you can see a large scale project to fruition and that you have excellent data analysis skills. The question to consider, then, is whether other options would benefit you more.

Many students are simply not certain about into which of the above categories they fall. For those students, the decision will be the most difficult. However, one should keep in mind that completing a thesis is not a "life or death" decision. It is highly unlikely that career goals will be blocked by this decision. At worst, it may mean backtracking a bit to complete a thesis at a later time. Similarly, completing a thesis is a highly valuable process regardless of one's career goals: Writing and thinking skills are enhanced and students often gain a strong sense of accomplishment. Sometimes students feel social pressure to do a thesis. If you find yourself in this situation, remember that doing or not doing a thesis is a highly individualized decision; the worst reason for doing a thesis is that your peers are doing one.

### **Steps in Doing a Thesis**

In this section I outline the sequence of events in doing a thesis. Although these steps are presented as discrete events for heuristic purposes, some may occur simultaneously. For example, you might develop a topic in conjunction with a faculty member, thereby combining the first two steps.

#### **Select a Topic**

The first task that you must accomplish is that of deciding what you want to study. In doing this, you must bear three guidelines in mind:

1) Work on something that you are familiar with. Choosing a topic about which you already know something will greatly ease the process of reviewing the literature and developing hypotheses.

2) Choose a topic that will contribute to knowledge. Such topics have strong theoretical, empirical or applied bases, involve research questions that can be transformed into unambiguous hypotheses and variables that have clear operational definitions, and asks a question that is important to its theoretical, empirical, or applied context. If your committee (see below) thinks that your topic is trivial, your thesis will not be approved.

3) Remember your constraints. Time and material resources will be limited; design a research project that can be done within these constraints.

During the process of topic selection, do not hesitate to consult faculty members for assistance. They can provide guidance in identifying important theoretical, methodological, and practical issues (e.g., the feasibility of your research given the available resources), and can refer you to articles and books relevant to your topic. You can also use this exploratory period to help you decide on who to invite to be your thesis advisor and to be on your committee. Consulting people at this stage does not commit you to having them on your committee, so draw on as many people as necessary. This process allows you to get feedback on your ideas and to gauge how much more development is needed before you can start on a prospectus. During this process be sure that you clearly explain to the faculty members you talk to that you are exploring ideas at this point, not asking them for a commitment to serve on your committee

### **Select a Thesis Advisor**

Your thesis advisor (or committee chair) is, after you, the most important person involved in this project; choose carefully. He or she will be your principal guide through the thesis jungle, and so must meet two characteristics. First, your advisor should be familiar with the theory and research relevant to your topic and with the methodology you plan to employ to study it. This familiarity does not have to be at the level of complete expertise, but rather at a level from which he or she can guide you through your project with the collaboration of the other members of your committee. Second, your thesis advisor should be someone with whom you feel that you can work. The latter characteristic is very important; you will be spending a lot of time with this person, so if you can't get along, life will be difficult.

You are under no obligation to choose a particular faculty member as your thesis advisor or for your committee. For example, you do not have to choose someone just because you have been his or her research or teaching assistant. As faculty, we understand the constraints that you are under in choosing a thesis advisor and committee; we won't be upset at not being chosen.

### **Select the Other Members of Your Committee**

This step is often done in conjunction with the next, developing the prospectus. As you get a more specific idea of what you will do, you will get a better idea of the kinds of people you will need on your committee.

The committee consists of at least two faculty members in addition to your thesis advisor. They have three principal duties: assisting you in developing your hypotheses and method, analyzing your data,

and interpreting your result; ensuring that the study is well-developed and well-designed prior to approving data collection; and ensuring that the final product is completely and properly done. You should therefore choose committee members who are familiar with your topic or with the method you will use, and so can assist you through the thesis. Their skills and expertise and those of your thesis advisor should be complementary so that you have a well-rounded committee who can advise you on all aspects of your project. As with your thesis advisor, you should choose people with whom you feel that you can work.

From time to time faculty members will decline an invitation to serve on a thesis committee. Don't take this declination personally. Most likely, the faculty members are either too busy or feel that they do not have sufficient expertise to do a good job. They will usually refer you to someone whom they feel is better qualified.

### **Develop a Prospectus**

The prospectus is a description of the research that you plan to do and of the reasons for it. As such, it consists of the introduction and method sections of your thesis. You develop the prospectus under the guidance of your thesis advisor and in consultation with the other members of your committee.

The introduction section presents the theoretical and empirical basis for your hypotheses. It thus performs the same function as the introduction section of a research article, but usually in more detail. This greater level of detail is in support of the scholarship function of the thesis--it demonstrates to your committee that you have thoroughly researched the relevant issues and have addressed all potential problem areas. The introduction must address each independent variable that you intend to use, showing its relevance to the research question in terms of theory and prior research. It should also address any relevant methodological issues, such as the relevant merits of different operational definitions. Overall, the introduction should provide a logical development of your research question, with your hypotheses as the conclusion.

The method section describes how you will test your hypotheses. As in a research article, you will describe who you will use as subjects, including the selection criteria for special populations (e.g., diagnostic groups), and your procedures. The procedures section should lead your committee through your study step by step; they should get a complete picture of the experiences that you intend for your subjects. You should justify your operational definitions by presenting evidence for their reliability and construct validity, and copies of all stimuli, questionnaires, scripts, etc., should be attached as appendices. Finally, you should describe the data analyses that you plan to do, including the statistical techniques that you will use and a description of the pattern of results that would indicate support for your hypotheses. Sternberg (1988) and Van Wageningen (1991) provide excellent guides to scientific writing and thesis writing, respectively.

How long should a prospectus be? Unfortunately, there is no absolute answer to this question. The body of a prospectus (introduction and method sections) can run anywhere from 10 to 30 (or more) pages depending on the topic and methodology. The only rule that can be given is to write your prospectus

in sufficient detail that the members of your committee can have a full understanding of what you plan to do and why you plan to do it. Your thesis advisor will let you know when you have reached this point.

In the end, your prospectus should answer three broad questions: (1) What hypotheses are you going to test and do they have adequate theoretical and empirical rationale? (2) Can the procedures provide clear and unambiguous answers to the research questions? (3) Are the appropriate statistical procedures being used? On the way to this end, you should expect to do multiple rewrites of your prospectus as you and your thesis advisor mold it into shape.

These rewrites are necessary because the first few drafts and any written work will be rife with ambiguities, shortfalls in explanation, and verbosity that pass the writer by but are noticed by other readers. Remember, you know what you are trying to say, so you automatically fill in any gaps as you read, but your reader doesn't have this knowledge base to draw upon. The process of writing and rewriting the prospectus is usually lengthy (and frustrating), taking up to a semester to complete. One reason that it will take so long is that you won't be working on it full-time; you'll also have course work to do.

### **The Prospectus Meeting**

At the prospectus meeting you officially present your thesis to your committee for approval. I say "officially" because throughout the prospectus development process you should have been consulting with your committee members. As a result, they will have had the opportunity to point out to you any potential problems that they noticed. Nonetheless, the prospectus meeting is when they judge the prospectus as a whole piece of work, and the committee members might notice other potential problem areas. Therefore, you should provide each committee member with the final version of your prospectus at least two weeks prior to the meeting. This amount of time will allow them to study the prospectus carefully and provide you with initial feedback before the meeting. In very rare cases someone will notice a "fatal flaw" and suggest that the meeting be postponed until the flaw is corrected. Often, the committee members will give you a list of questions and issues that they want you to address at the meeting.

There is no set procedure for conducting the meeting. Typically, however, it opens with the student presenting an oral overview of the prospectus, interspersed with or followed by questions from the committee members concerning any problems of clarity of expression or of design that they saw in your prospectus. The resulting discussion also frequently brings to light previously unnoticed problems and questions. As a result of this process, the committee might recommend (or require) changes to the introduction section or to the procedures to be used in the research. The student might then be asked to wait outside the meeting room until a decision is made. The decision is almost always favorable, but frequently includes conditions such as changes in procedures or the wording of questionnaire items. Once the committee approves your prospectus, that approval normally cannot be revoked. That is, your committee cannot later fault you for something that it approved as part of your prospectus. (This is one reason for making your prospectus as detailed as possible.) You should schedule two hours for the meeting, although most will take 60 to 90 minutes.

Your prospectus will be judged on four criteria: (1) Does the prospectus describe the intended research completely, concisely, and clearly? That is, is it well written? I list this item first because the committee members cannot judge the other criteria from a poorly written document. (2) Does it have scientific merit? That is, does it address an important question? (3) Do the proposed procedures adequately test the hypotheses, leaving minimal room for alternative explanations if the hypotheses are supported? (4) Is the proposed statistical analysis appropriate?

### **Data Collection and Analysis**

After your prospectus is approved by your committee, your procedures must also be approved by the Institutional Review Board (IRB); approval by the IRB takes a minimum of two weeks, and sometimes longer. You can request IRB approval prior to the prospectus meeting, but if the meeting results in changes to your procedure, those changes will also have to be approved by the IRB. Once everything is approved, you can collect and then analyze your data. These steps are usually supervised by your thesis advisor, although you should consult your other committee members as needed, such as for statistical advice. If you want or need to do anything differently than or in addition to what you stated in your prospectus, you must get the approval of all of the committee members.

Sometimes students want to collect data off campus, such as in schools, community service agencies, or businesses. Although using such data collection sites enhances the ecological validity of the research, you should carefully consider the problems and risks involved as well as the benefits. For example, it might be difficult and/or time consuming to obtain permission to collect data at the site or the site might withdraw its support after data collection has begun. It is always best to use a site that you or your thesis advisor has or has had an association with; the knowledge of the site and its key personnel will help you determine the likelihood of problems arising and will facilitate the solution of any problems that do occur.

When you examine the results of your data analysis, it is important to bear in mind that although you started with the expectation that your hypotheses would be fully supported, the most common research outcomes fall short of full support. The most common outcomes are partial support for the hypotheses or none at all. Don't be misled into thinking that most research is successful because all published research is successful. There are two reasons why you see so much successful research in journals: (1) By and large, only successful research gets published (Greenwald, 1975). (2) Published research is written so that it looks like that what the researchers found was what they were looking for (Judd, Smith, & Kidder, 1991). So don't be too disappointed if your results don't turn out exactly as you expected.

### **Thesis Defense**

The defense is the final evaluation of your thesis. As in the prospectus meeting, you present an oral summary of your research and answer questions from your committee members. In the "bad old days" this meeting was open to the public and advertised campus-wide, and members of the audience were also allowed to ask questions. Some universities still use this procedure for dissertation defenses.

Because your introduction and method sections were the foci of the prospectus meeting, the defense will emphasize your results and discussion sections, although the other sections will not be ignored. The evaluation of your thesis will hinge on the following issues in addition to those listed earlier: (1) Were the statistical analyses appropriate to the hypotheses and data, and were they correctly carried out? (2) Were the correct conclusions drawn from the results of the statistical analyses? (3) Was there a clear and complete description of how your results fit in with theory and prior research on the topic? (4) Are the implications that you drew for theory, research and application on the topic clear and reasonable? (5) Were there any implications that you overlooked?

In order for your committee to make these judgments, you must provide members with a copy of your thesis at least two weeks prior to the meeting. As with the prospectus, most people will, prior to the defense, discuss with you any concerns that they might have. Again, you should schedule two hours for the meeting. As in the prospectus meeting, the committee may ask you to wait outside the room while it makes its decision. The decision is almost always positive, although some revisions are almost always necessary; the other committee members usually have the thesis advisor ensure that the revisions are made. It is customary to give a copy of the revised final version of the thesis to each committee member.

### **Conclusion**

As you can see, the thesis is a long and arduous process. There are, however, three additional matters to consider: administrative requirements, time planning, and publication.

### **Administrative Requirements**

In addition to the process described above, there are a number of administrative matters to which you must also attend. These matters include completion of forms for the approval of the prospectus and thesis (including signatures of the committee members and the department chair), notifying the Graduate School office of your intent to do a thesis, and registering for course credit for the thesis. See the Graduate Student Handbook for information on these matters, and check with the Department or Graduate School offices if you need clarification on anything.

### **Time Planning**

Here is a recommended time schedule for completing a thesis:

#### **First Year**

Fall Semester	Consider thesis topics and possible advisors. Get involved in research, either as part of an assistantship or as a volunteer. Take as much responsibility for the project as possible.
Early Spring Semester (1st half)	Narrow down potential topics. Begin interviewing possible faculty advisors. Continue work on other research projects.

Late Spring Semester (2nd half)	Decide on a thesis topic. Choose an advisor. Begin outlining thesis topic. Complete a literature search on thesis topic.
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### **Summer**

Formalize research question.  
Outline methods for research question.  
At minimum, complete a draft of your proposal.

### **Second Year**

Early Fall Semester	Complete thesis proposal (introduction and method for project). Have thesis proposal meeting. Prepare IRB Protocol.
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Late Fall Semester	Begin data collection. Prepare data for analysis.
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Spring Semester	Complete data collection. Analyze data and write-up results. Revise and update introduction and method sections. Write discussion. Have final thesis defense.
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This is very much an idealized schedule and you will be very fortunate if you can keep to it exactly. However, if you intend to graduate in May of your second year, you should keep as closely to it as possible. Although the official deadlines are more liberal than the schedule shown above, an early start is good for several reasons. First, the more time you have, the better job you will do. Second, if you wait too long to hold a prospectus meeting, many faculty members will decline to serve on your committee because they will believe that you will not be able to finish in the time available; they will want to put their resources into projects that they see as more likely to bear fruit. Finally, if you plan to use the PSYSC 100 subject pool, the availability of subjects declines sharply in the Spring Semester, and is almost zero in the Summer.

Do bear in mind, though, that the schedule is usually flexible, and it is not uncommon for students to complete their data analyses near the end of the Spring Semester, finalize and defend their theses during the first part of summer, and graduate in August. However, one situation in which a conservative schedule is important is when the research involves an off-campus site; obtaining permission to collect data may take quite a bit of time. In any case, you should avoid stretching out your thesis beyond the end of your second summer: It will be extremely difficult to complete your thesis while coping with the demands of a doctoral program or job.

Finally, sometimes students begin the thesis process with full intention to complete it, but find that other time demands make finishing the thesis impossible. If you find yourself wondering if you will be able to finish your thesis, consult with your thesis advisor immediately and make a decision to continue or

to stop. Although you may be reluctant to give up what you've started, trying to avoid the problem will only make it worse.

### **Publication**

As noted earlier, one of the purposes of a thesis is to add to the knowledge base of psychology as a science. This purpose can be fully achieved only if the results of your thesis are communicated to the scientific community. This communication can take place through either presenting your findings at a professional meeting or publishing them in a scientific journal (or both). Although publication, especially journal publication, can be a long and arduous process, one might look upon it as an ethical obligation, for two reasons. One reason is that there is a basic scientific obligation to disseminate the results of research so that it can be judged and used by others. The other reason is that you have used the labor of other people in your research—your subjects, your committee members, perhaps research assistants—and these people have a right to know that their contribution to your work has been useful. Publication of your research is an acknowledgment of the utility of their contributions.

### **A Final Note**

If you are curious to see what a finished thesis looks like, go to Bracken Library; they have copies of all the theses and dissertations done at the University. Any faculty member will recommend recent theses from the Department for students to examine.

### **Note**

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