

# Department of Psychology

## Graduate Handbook

### Preface

We recommend that new graduate students print or save an electronic copy of the version of the Handbook in effect when they enter the Department, as in some cases students will have the option of following the rules and guidelines in effect when they entered the Department rather than the newer versions of rules and guidelines.

Please provide suggestions for changes or additions to the Handbook to the current Graduate Training Committee. We revise the Handbook on an ongoing basis, and we appreciate your help in this process.

The original version of the Handbook resulted from work by Jon Krapfl, Professor of Psychology at WVU (1973-1981). The 2007 version of the Graduate Handbook was dedicated with admiration and affection to Hayne W. Reese, Centennial Professor of Psychology at West Virginia University from 1970 to 2000. The material covered by this handbook was shaped in large part by Professor Reese's academic values and his intellectual leadership in the Department of Psychology from before the inception of the first edition of the handbook in the 1970s to his retirement in 2000. The form of the handbook was no less shaped by his careful eye for procedural and editorial detail, and his fine ear for turning a phrase.

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# I. Introduction

Welcome to the Department of Psychology at West Virginia University. This handbook has been prepared by the Graduate Training Committee (GTC) to help students succeed in our graduate programs. Much of the graduate experience takes place outside the traditional classroom setting, and much of its quality depends upon students' own initiative and judgment. To help students make good decisions, this handbook describes many of the rules, regulations, requirements, and policies of the Department, College, and the University.

## I.A. Special Notes

The WVU Graduate/Professional Catalog is available online through WVU's Office of Graduate Education and Life at <http://grad.wvu.edu/>. The Graduate/Professional Catalog includes University rules and policies concerning graduate education and information about students' rights and responsibilities. Students are responsible for abiding by the rules and responsibilities listed in the Graduate/Professional Catalog. These rules and policies apply to all students in the Psychology graduate programs, unless a rule or policy is superseded by a more stringent rule or policy of the Eberly College of Arts or the Department of Psychology (described in this Handbook and Program Training Area Supplements).

Any deadlines in this Handbook that fall on a weekend or University holiday will be considered to be the next date the University is open.

## I.B. Overview of the Graduate Programs

### I.B.1. Values

In line with the University's Division of Diversity, Equity and Inclusion, the Department of Psychology embraces the following values: (1) We believe that every person has intrinsic worth and dignity. (2) We recognize that respect for law is fundamental to a civil society. (3) We hope for a time in which freedom from fear is universal. (4) We strive to create within the Department a climate of opportunity, mutual respect, and understanding. (5) We condemn discrimination and harassment based on age, color, disability, ethnic origin, gender, marital status, pregnancy, race, religious beliefs, sex, sexual orientation, and veteran status. (6) We celebrate the rich diversity among people and their cultures.

### I.B.2. Structure

The Department of Psychology offers a Doctor of Philosophy degree with concentrations in Behavior Analysis, Behavioral Neuroscience, Clinical Psychology, Clinical Child Psychology, and Life-Span Developmental Psychology (referred to as "Program Areas" below). Currently, enrollment is about 80 graduate students at various levels of training. The clinical program is

accredited by the American Psychological Association, and the Behavior Analysis program is accredited by the Association for Behavior Analysis. For any questions regarding accreditation of clinical programs, please contact the accrediting agency, the Office of Program Consultation and Accreditation of the American Psychological Association, 750 First Street, NE, Washington, DC 20002. Phone Number: (202) 336-5979; Website: <http://www.apa.org/ed/accreditation>.

### **I.B.3. Admissions**

The number of students admitted to a program is determined by marketability of graduates, faculty load, the availability of training sites and other facilities, and other resources. The current policy is to support all students in good standing throughout the normal period of training. Ordinarily, the doctorate requires 4 years of full-time study for students entering with a bachelor's degree or 3 years for students entering with an approved master's thesis (plus an additional year for an internship for Clinical and Clinical Child Program students). The Department may admit students without support rather than cut the number of admissions if insufficient funding is available. The Department is committed to recruiting underrepresented minorities.

### **I.B.4. Requirements**

Our programs place a number of requirements on students during their first year in graduate school. The overall curriculum, however, offers considerable flexibility so that as students proceed through the program, they can tailor their course work to meet individual objectives (see Plan of Study, Section II.C). Our programs emphasize not only classroom activities, but also basic and applied research and professional activities. Students in the doctoral programs are expected to become involved in research and professional activities during their first year on campus and to continue this involvement throughout their time in the program.

Students in the doctoral programs must demonstrate competencies in statistics, research design, and historical, philosophical, and theoretical issues in psychology. All students in the doctoral programs complete a master's thesis, either before or after entering their program. In addition to the Departmental course requirements, each Program Area requires specific courses for students specializing in the Program Area. The remaining hours in each student's program are selected by the student in consultation with the student's adviser and Advising Committee. Each student must fulfill doctoral candidacy requirements before beginning a dissertation; these requirements vary among the Program Areas. Upon admission to candidacy, the student completes a doctoral dissertation and defends it before a dissertation committee.

### **I.B.5. Advising and Orientation**

All first-year students attend orientation meetings during the week before classes begin in the fall. The graduate curriculum and assistantship assignments are discussed and explained by the department chair, director of graduate training, program area coordinators, and administrative staff. Therefore, new students must arrive in Morgantown in time to attend this orientation.

Students register for courses and complete a number of online training modules prior to arriving in Morgantown.

During orientation, students declare an academic adviser. Typically, students are informed which faculty member will serve as their academic adviser during the admissions process, prior to arriving in Morgantown. The academic adviser may or may not also serve as the student's research mentor.

Students are expected to be advised by one or more faculty members whose supervision facilitates development of the knowledge and skills needed for professional competence in both their Program Area and a specific research area. Continued professional development occurs through attending and participating in national and regional meetings, the Department of Psychology colloquium series, and other professional activities. Area Coordinators are available to students for information regarding Department and Program Area requirements, competencies, Departmental policy, and so forth.

## **I.C. The Department of Psychology**

### **I.C.1. Offices and Administrators**

The Department of Psychology is located in the Life Sciences Building (LSB) on the downtown campus of West Virginia University. The Main Office is in Room 1124. The Department Chair's office is Room 1130A. The Graduate Student Records Office is in Room 1120, email: [GradPsychAdmissions@mail.wvu.edu](mailto:GradPsychAdmissions@mail.wvu.edu).

Department Administrators include the Chairperson, Associate Chairperson, Director of Graduate Training, Director of Undergraduate Training, Director of Clinical Training, and Program Area Coordinators (Behavior Analysis, Behavior Neuroscience, Clinical, Clinical Child, Life-Span Developmental). The faculty directory on the Department's webpage provides contact information for all Departmental administrators.

### **I.C.2. Communication**

Mail sent to graduate students at the Department of Psychology, West Virginia University, P.O. Box 6040, Morgantown, WV 26506-6040, will be placed in their mailboxes along with campus mail and Departmental notices.

The general Department of Psychology telephone number is (304) 293-2001, and the fax number is (304) 293-6606.

**All graduate students are provided a university e-mail account.** Information of concern to graduate students is communicated primarily via e-mail. Graduate students should regularly check their e-mail, department mailbox, and the graduate bulletin board outside the Student Records Office.

### **I.C.3. Access**

Graduate students are provided with access to the outside doors of the LSB (which are locked on weekends and late at night), the main office (which houses faculty and graduate student mailboxes), and their office. Offices are typically shared by three graduate students.

## **I.D. Registration and Fees**

### **I.D.1. Enrollment Requirements**

Students must meet University continuous enrollment requirements: [catalog.wvu.edu/graduate](http://catalog.wvu.edu/graduate). All students who receive half-time graduate assistantships from the University (including research and teaching assistantships and paid practicum assignments) in the Fall or Spring semesters, and graduate teaching assistantships in the Summer, must meet University enrollment requirements, as outlined by the WVU's Office of Graduate Education and Life, [grad.wvu.edu/funding/assistantships](http://grad.wvu.edu/funding/assistantships). Depending on year of training and program area requirements, the normal course load for full-time graduate students in the Department of Psychology, with or without an assistantship, is 12-15 hours per semester. Students must register for at least one credit of practicum during any session in which they are involved in teaching or practicum work (see Section III.C.1).

Students with summer assistantships are advised to consider FICA withholding and College tuition and fees when registering for credit over the summer. Details about this can be found on the Office of Graduate Education and Life: [grad.wvu.edu/](http://grad.wvu.edu/)

International students are subject to enrollment requirements to maintain their student visa ([http://oiss.wvu.edu/students/current\\_students](http://oiss.wvu.edu/students/current_students)).

### **I.D.2. University Tuition Waivers**

There are two types of tuition charged to student accounts every semester at WVU: (a) University tuition, which is the amount charged to graduate students for attending WVU as either an in-state resident or out-of-state resident, and (b) College tuition, which reflects the cost of graduate education for trainees in programs within a given college (e.g., Eberly College of Arts and Sciences has a different college tuition than the School of Law or School of Medicine). For students who have an assistantship in the Fall or Spring semesters, University tuition will be paid by the University. Pending the availability of funds, Eberly College of Arts and Sciences graduate and professional tuition will be paid by the Department (see I.D.3). University tuition waivers for Fall and Spring semesters are processed automatically for students who have an assistantship.

To be eligible to receive a University tuition waiver for the summer session, a student must have been appointed to a graduate assistantship the preceding Fall and Spring semesters. Otherwise, students can receive a University tuition waiver only for the summer if they are appointed to a summer teaching assistantship. Summer University tuition waivers and Eberly College of Arts

and Sciences tuition waivers are processed by request only from eligible students. A memo and a form are distributed each March to prompt graduate student requests for these waivers. Students who do not return the form by the indicated due date are responsible for paying University and College tuition during the summer.

Students who do not have an assistantship (e.g., are on internship, declined an assistantship) may be eligible for a meritorious student waiver of University tuition. Recipients of meritorious waivers may not be employed as regular, full-time employees or graduate assistants at WVU. These waivers are awarded in the form of scholarships for meritorious students, and therefore, no employment is expected as a condition of these waivers. The Department of Psychology has a limited number of meritorious waivers available to be used for this purpose. Consequently, students should only request the number of hours needed in a given semester. An individual can receive support in the form of a University tuition waiver from only one academic unit. The recipient must be enrolled in a degree-granting program in the Department. Enrollment must be for at least the total number of credit hours waived. Meritorious University tuition waivers may be awarded for part-time or full-time enrollment. Recipients are required to notify the Graduate Records Assistant in Psychology in writing if they will not be using any portion of the credit hours awarded to them for the semester. This notification must be received no later than the last day to pay an invoice for the semester.

The Department of Psychology's policy on nominating students for Meritorious University Tuition Waivers is as follows:

Nominations for graduate student meritorious University tuition waivers in the Department of Psychology are processed by the Graduate Records Assistant and the Director of Graduate Training. Only students who are admitted to a degree program in the Department are considered for these waivers. Requests for consideration for waivers must be initiated by the student or by the student's Program Area Coordinator.

Students in the following prioritized categories will be considered for nomination:

- Students who are eligible for Department funding who receive funding from an approved source that does not cover University tuition and fees. The maximum number of credits to be waived is 9 per semester (full-time tuition and fees).
- Students engaged in an approved internship (limited to one year). The maximum number of credits to be waived is 9 per semester.
- Advanced students who are no longer supported by a graduate assistantship but who are making acceptable progress toward their degree (limited to one year). The maximum number of credits to be waived is 4 per semester.

As needed, prioritization within categories will be based on timely progress through the degree program, graduate grades received, and West Virginia residency. Prioritization will be done by the Director of Graduate Training, with difficult cases referred to the GTC. The Director of

Graduate Training may distribute any additional credits available after the above priorities have been met.

### **I.D.3. College Tuition**

For students who have an assistantship in the Fall or Spring semesters, or a meritorious tuition waiver, Eberly College of Arts and Sciences graduate and professional tuition will be paid by the Department, pending the availability of funds. Students may be responsible for College professional tuition if they enroll in courses outside the Eberly College of Arts and Sciences. College graduate and professional tuition is often higher in other colleges.

College tuition waivers for Fall and Spring semesters are processed automatically for students who have an assistantship. Summer College tuition waivers for the Eberly College of Arts and Sciences are processed by request only. Students request this waiver at the same time and using the same procedure as summer University tuition waivers (see section I.D.2, above).

### **I.D.4. Fees**

Students receiving waivers of any type are responsible for paying fees. See the Office of Graduate Education and Life at <http://grad.wvu.edu/> and the Financial Aid Office for tuition and fee schedule: <http://financialaid.wvu.edu/> for the fee schedule.

### **I.D.5. Payroll and Health Insurance**

Graduate students awarded assistantships are placed on University payroll. The official title for those holding teaching appointments is Graduate Teaching Assistant. For those holding practicum or research appointments, the official title is Graduate Research Assistant. As a University employee, students receive two paychecks per month as listed below:

<u>Number of Days in Month</u>	<u>Scheduled Paydays</u>
28	14th & 28th
29	15th & 29th
30	15th & 30th
31	16th & 31st

If a scheduled payday falls on a weekend or holiday, paychecks will be available on the last working day before the break. All new employees are paid under a payment-in-arrears system. Employees are paid for a prior work period, meaning their paychecks are always at least one pay period behind.

Graduate Assistants are automatically enrolled in student health insurance through payroll. Details about the coverage provided by this insurance is available through the Office of Graduate Education and Life at <http://grad.wvu.edu/> and through WVU's Student Insurance Office <http://studentinsurance.wvu.edu/>.

## **I.D.6. FICA—Federal Insurance Contributions Act (Social Security Exemption)**

Information about the student exemption for FICA tax can be found on the IRS website: <http://www.irs.gov/Charities-&-Non-Profits/Student-Exception-to-FICA-Tax>. The determination of whether or not a graduate assistant is exempt from FICA withholding is an automated process made on a pay cycle by pay cycle basis each semester. If a graduate assistant does not meet credit hour requirements each pay cycle, each semester, FICA will be withheld from his or her paycheck. FICA will continue to be withheld until the credit hour requirements are met. To ensure that FICA is not withheld from their paycheck, graduate assistants must be registered for classes by the appropriate payroll processing date. Students who receive summer funding should review information available from the Office of Graduate Education and Life <http://grad.wvu.edu/summer-enrollment> in deciding how many credits in which to enroll during the summer because the decision has consequences for the amount of take-home pay received.

## **I.D.7. Mountaineer Card (Identification Card)**

The Mountaineer Card serves a number of functions in addition to photo identification. It also can be used to access library privileges, Student Health Services, the Student Recreation Center, and other services (some of which require special fees). It can be used as a debit card for the Mounty Bounty program. The card also provides access to the Life Sciences Building and some of its rooms and offices when they are locked. For more information on your Mountaineer Card, visit the Mountaineer Card Services web page at <http://wvucard.wvu.edu/>

## **I.E. University Support Services for Students**

The University provides a variety of services for students. The most comprehensive resource for learning about these services (as well as a great deal of other useful information) is the WVU A-Z Site Index link at <http://www.wvu.edu/>. The webpage of the Office of Graduate Education and Life (<http://grad.wvu.edu>) includes a brief description of some of these services; a sample of just a few of the university services available to students is described below.

### **I.E.1. Counseling and Psychological Services**

A list of local service providers not affiliated with the University can be found in the “Wellness” folder on the Department Documentation drive. Confidential psychological services are also available to students through WVU Family Health (<http://wvumedicine.org>) and The Carruth Center for Psychological and Psychiatric Services <http://well.wvu.edu/ccpps>, both of which accept student health insurance. Psychologists on staff at WVU Family Health include alumni who can assist graduate students with referrals. The Carruth Center is staffed by psychologists and other behavioral health professionals who can assist students with such problems as stress, depression, eating disorders, and career choices. The Carruth Center staff also is available to students after hours via a 24-hour crisis phone (304-293-4431). Answers to frequently asked questions can be found at: [http://well.wvu.edu/ccpps/ccpps\\_faqs](http://well.wvu.edu/ccpps/ccpps_faqs)

The Student Assistance Program is a counseling, education, and information program for students concerned about their drinking or drug use or about alcohol or drug use in their family. Services available include consultations, individual alcohol/drug counseling, and alcohol/drug awareness groups for students who want to learn more about the nature of alcohol and drug abuse. Alcoholics Anonymous (AA) groups and support groups for students with drinking or drug problems meet regularly. For more information, call 304-293-6972.

In addition, a number of private clinicians are available in the Morgantown area. Their names, addresses, and phone numbers are listed in the Yellow Pages under “Counselors,” “Marriage, Family, Child, and Individual Counselors,” “Mental Health Services,” “Psychiatrists,” “Psychologists,” and “Social Workers.”

### **I.E.2. Student Health Center (WellWVU)**

WellWVU ([www.well.wvu.edu](http://www.well.wvu.edu)) aims to promote the well-being of students through health care, and comprehensive wellness to all WVU students. Information about health care services, mental health services, and graduate student insurance is available from WellWVU. Students may also choose to select a primary care provider through WVU Family Health (<http://wvumedicine.org/>).

### **I.E.3 Office of Information Technology (OIT)**

The Office of Information Technology (OIT) has information about how students can purchase software and computers at a discount. Free antivirus software can be downloaded at the Office of Information and technology website available. Visit the OIT website for more information about resources and services: <http://oit.wvu.edu/software/>

### **I.E.4 Student Family Resources**

Student Family Resources aims to support the retention, recruitment and wellness of WVU students who are parents: <http://childcare.wvu.edu/>

### **I.E.5. Veterans Programs and Support**

Veterans Programs and Support offers support to veterans: <http://wvuveterans.wvu.edu/>

### **I.E.6. Office of Accessibility Services**

The Office of Accessibility Services is part of the Division of Diversity, Equity and Inclusion. This office helps students with documented physical, learning, psychological, sensory or other disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances: <http://accessibilityservices.wvu.edu/>.

## **I.F. Living in Morgantown**

### **I.F.1. Housing**

There are many strategies students can use to find housing. Perhaps the most useful strategy is to contact current graduate students for advice and information. Current students often know of apartments that will be available due to graduation of other students within the program. Other resources for finding housing include the classified ads for houses or apartments for rent. These are listed on the web sites for the University newspaper, the Daily Athenaeum <http://www.thedaonline.com/> and the Morgantown newspaper, the Dominion Post <http://dominionpost.com/>. The WVU Off-Campus Housing Office also maintains current listings of housing available in Morgantown. Visit them at the front desk of Elizabeth Moore Hall or at their web site: <http://www.wvu.edu/~studlife/>. Students with pets will find locating housing more difficult.

Students looking for a roommate to help keep costs down might contact people on the list of incoming graduate students and make arrangements to have one or both of you come to Morgantown early to find housing.

In any case, it is advisable to begin looking for an apartment not later than two months before orientation. Many incoming students visit Morgantown to find a place to live as early as the spring before classes start, for example, while they are on spring break at their undergraduate institution.

Fraternity and sorority houses often will provide inexpensive rooms for short periods during the summer if students need a place to stay while looking for housing. Also, current graduate students often offer temporary housing.

### **I.F.2. Campus Parking**

Parking on or near campus is very difficult. Some private parking spaces are listed for rental every so often in the newspaper. See the following website and the list below for a list of private parking: [http://studentlife.wvu.edu/commuter\\_student\\_programs/parking\\_and\\_traffic](http://studentlife.wvu.edu/commuter_student_programs/parking_and_traffic). Most students do not drive their cars to class. Rather, they walk, ride bikes, use the PRT, or use buses. Morgantown buses are free for students. Remember this problem when looking for an apartment. The Mountainlair has a parking garage and there are two pay lots near the Life Sciences Building, but early arrival (usually before 8:00 a.m.) is needed to get a space, and parking in these places is moderately expensive.

### **I.F.3. Budgeting**

In calculating your monthly budget, take into account rent, utilities, food, car costs (insurance, gas parking, maintenance etc), clothing, College tuition and fees, books, copies/printing, and incidental research costs. Current graduate students can provide you with information about their costs of living in Morgantown and attending graduate school. Be sure to ask a few different people about costs because one person's "essentials" may be another person's "luxuries". For example, an inexpensive "broadcast basic" cable package is available (upon request from the cable company), in addition to the more extensive (and expensive) packages that the company

advertises. The costs of maintaining (and parking) a car can be avoided by using public transportation (free with WVU ID) and WVU's zip car (information available at <http://www.zipcar.com/wvu>).

## **I.G. Guidelines Concerning the Junior Colleague Model**

The Department of Psychology at WVU uses a "Junior Colleague" training model. Many of the following activities, conditions, or arrangements are components of the Junior Colleague Model. Others may not be exclusive to the Junior Colleague Model, but represent goals for positive and productive relations between faculty and graduate students.

### **I.G.1. Department Participation**

Graduate students serve as voting representatives on all standing Department committees. Graduate student representatives are encouraged to participate freely in all meetings.

Graduate students are encouraged to participate in all Departmental activities, and appropriate university and community activities. For example, graduate students are involved in planning and conducting Departmental conferences and social events, and in selecting graduate applicants and new faculty members.

Graduate student input is considered whenever possible when faculty members make decisions that affect graduate student training (such as making changes in requirements, assigning office or research space, implementing new policies, making teaching and practicum assignments).

Graduate students' evaluations of the graduate training program are solicited annually via the Graduate Student Satisfaction Survey. Normally, the survey is distributed a week prior to spring break. Survey results are reviewed by the Graduate Training Committee and Area Training Committees to identify and address areas of concern.

Alumni of the doctoral program are surveyed twice after graduation to assess satisfaction with training experiences. The first survey invitation is sent one year after graduation, the second survey is sent five years after graduation, the timing is subject to modification per Department needs. Survey results are reviewed by the Graduate Training Committee and Area Training Committees to identify and address areas of concern.

Graduate students are involved in faculty evaluations at several levels, including evaluating individual and classroom faculty performance and serving, if elected, as full voting members of the Faculty Evaluation Committee.

### **I.G.2. Research Activities**

Students are selected for admission to the graduate program on the basis of both academic excellence and their general fit with a Program Area. Students are not "apprenticed" to individual faculty members. Rather, in consultation with their adviser, students may pursue

research and other scholarly interests in collaboration with any faculty member in the Department and some faculty members in other departments. Such collaboration is constrained, of course, by resources such as lab space, subject availability, and faculty time, expertise, and interests, as well as appropriate institutional approval.

Active collaboration between faculty and graduate students is encouraged during all steps of the research process, including data analysis and writing. Although graduate students initially will require much guidance in these areas, faculty members encourage development of students' skills with the goal of full collaboration in all aspects of the research process.

Faculty members encourage graduate students to publish and present their research, and provide opportunities for participation in faculty research projects that will lead to joint publications and presentations.

### **I.G.3. Authorship Guidelines**

Graduate students and faculty members share publication and presentation credits whenever appropriate. Faculty members are encouraged to discuss their authorship practices regularly with graduate student collaborators. Faculty and students in the Department are expected to adhere to Principle 8.12 of the Ethical Principles of Psychologists and Code of Conduct (APA, 2002 <http://www.apa.org/ethics/code/principles.pdf>) when determining authorship of written works and presentations. The components of Principle 8.12 are reprinted below:

Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.

Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisers discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

Further guidelines concerning authorship are provided in the most recent edition of the APA Publication Manual beginning on p.18 and in:

Fine, M. A., & Kurdek, L. A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, 48, 1141-1147.

### **I.G.4. Faculty/Graduate Student Relationships**

Contact among faculty members and graduate students outside of the classroom is frequent and informal. Faculty members and graduate students typically address one another on a first-name basis.

Graduate students share joint responsibility with their advisers for the student's timely progress in the program. Thus, faculty members show a professional interest in graduate students' general well-being, progress, and accomplishments. To that end, faculty members provide appropriate reinforcement and constructive criticism of students' research ideas, papers, teaching activities, and so forth. Faculty members also assist graduate students in obtaining resources to support their work and in solving work-related problems at least as much as they would assist any other colleague.

Faculty members and graduate students seek one another's input and advice when appropriate. Faculty members and graduate students are respectful of one another's time, opinions, professional questions, suggestions, and so forth, and are courteous toward each other at all times. Faculty members strive to be as accessible to graduate students for consultations as they would be for their faculty colleagues. Faculty members strive to minimize interruptions during meetings with students.

Within the limits of time and other resources, graduate students are free to select faculty members to serve as advisers and on thesis, prelim, and dissertation committees. These selections are, of course, also with the faculty members' consent and within the constraints of University and Department guidelines.

Faculty members treat graduate students as colleagues in social situations. For example, faculty members introduce students to colleagues and interact with students at social functions.

Student-faculty relationships sometimes can be disrupted by personality clashes or other considerations. If such disruptions occur, the parties should seek resolution through discussion. If consensus is not achieved, the student may seek advice from the Area Coordinator or the Director of Graduate Training (or the Department Chair in cases where the Director of Graduate Training is perceived to have a conflict of interest). As an alternative, or in addition to seeking advice from faculty within the Department, students may seek advice outside of the Department. Constina Charbonette, in WVU's Office of Graduate Education and Life ([graduate.wvu.edu](http://graduate.wvu.edu)), serves as a graduate student resource advisor and is available to consult with students.

### **I.G.5. Limitations on the Junior Colleague Model**

Graduate students receive advice and direction from their adviser and other faculty members concerning courses, research and teaching experiences, and service opportunities.

Graduate students and faculty members need not be "friends" in order to be colleagues. Faculty members also are not expected to serve as personal counselors to graduate students.

Although graduate students are junior colleagues, they also are students, and therefore faculty members are responsible for evaluating and making decisions about graduate student performance.

## II. Advising Committee and Plan of Study

### II.A. Introduction

Each student is required to select an adviser who, along with the student's Program Area Training Committee, assists in designing a Plan of Study intended to facilitate attainment of the student's long-term professional goals. The Plan of Study establishes a timeline for activities required for graduation and those geared toward individual goals.

The Plan of Study document serves as the Department's record of the courses a student must complete to meet graduation requirements. The Graduate Records Assistant enters information from the Plan of Study into "Degreeworks". Students use Degreeworks to monitor completion of graduation requirements. The College uses Degreeworks to determine if the student has met graduation requirements. Information about Degreeworks can be found on the WVU University Registrar's website <http://registrar.wvu.edu/dw>

Students and their advisers use the Plan of Study during preregistration to determine the courses that should be taken during the coming semester. In the annual evaluation of the student's progress, the Program Area Training Committee assesses the correspondence between the student's activities and the Plan of Study. The Plan of Study form and significant deadlines are listed in the Program Area Supplements.

### II.B. Advising Committee

#### II.B.1. Membership

Advising Committees consist of the core and associate faculty members of the student's Program Area Training Committee. The student's adviser and two other Area Training Committee members sign the student's Plan of Study form on behalf of the Area Training Committee. One of these members must be outside the student's Program Area. Clinical Child and Clinical students must have at least one signature from an Area Training Committee member who is not a clinical psychologist. The third signature will be provided by another core Area member.

#### II.B.2. Selecting an Adviser

During orientation, students declare an academic adviser. Typically, students are informed which faculty member will serve as their academic adviser during the admissions process, prior to arriving in Morgantown. If not, after obtaining the faculty member's explicit consent to serve as the adviser, the student must inform the Graduate Records Assistant of the name of his or her academic adviser by October 1. The adviser must be a core member of the student's Program

Area Training Committee. The academic adviser may or may not also serve as the student's research mentor and supervisor. The student can change his or her academic adviser at any time during graduate training (see Sections II.B.3 and II.C.5 below).

### **II.B.3. Replacing the Adviser**

If a faculty member is unable or unwilling to continue as an adviser, the student is responsible for obtaining a replacement. The student also may choose to replace the adviser. GTC will notify the replaced adviser after approving the change. The process for changing the adviser is discussed in Section II.C.5 below.

## **II.C. Plan of Study**

### **II.C.1. Components of the Plan of Study**

**Career Plans and Objectives** – The student prepares a brief statement (1-2 paragraphs) of career plans and objectives. This statement is used by the Advising Committee to assess the appropriateness of the student's choices of electives and to recommend any additional experiences that may help the student reach his or her objectives.

**Required Courses** – The student should review the course requirements of his or her Program Area and projected Departmental course offerings before drafting a Plan of Study. A two-year schedule of projected courses is provided each Fall. Required courses for the master's and doctoral degree are listed in the psychology section of the WVU Graduate/Professional Catalog: <http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/psychology/>

Recommended elective courses should be listed on the "Elective Courses and Experiences" form. If any of the courses are required for graduation, the credits should be listed on the Plan of Study under "Additional Requirements."

The student should consult with his or her adviser about areas in which additional training or experience is needed to meet the student's professional goals, and should select electives accordingly. If desired courses are not included in upcoming offerings, the student can consult relevant faculty members about using Independent Study (PSYC 795) to cover the material. Electives may be taken outside the Department of Psychology with approval of the Advising Committee. Electives may be designated with generic titles (e.g. "course in human behavior") on the "Elective Courses and Experiences" form without listing a specific course title and number.

**Course waivers** – Waiver request forms for any courses in the Plan of Study that the student wishes to waive must be attached to the Plan of Study. See Section III for further information on obtaining course waivers.

**Additional Requirements** – Some training areas have additional requirements that are not met by taking courses. These requirements are outlined in WVU Graduate/Professional Catalog.

Department and Training Area Deadlines – Where requested, completion dates for academic milestones must be specified in the Plan of Study. The dates specified should be either the probation dates listed in Section V or the probation dates specified in the appropriate Area Supplement, whichever are earlier. A list of dates for insertion into the Plan of Study will be provided to first-year students by the Coordinator of the student's program training area in the Fall as part of the first-year professional development class.

### **II.C.2. Obtaining Approval of the Plan of Study**

Advising Committee approval – Students review a draft of the Plan of Study with their adviser and incorporate any suggestions into the Plan of Study presented to the Advising Committee. The student submits the Plan of Study to their Area Training Coordinator by October 15. The Area Training Committee reviews and approves each Plan of Study during an Area meeting. Review of Plans of Study is considered student business, so student representatives are not present at these deliberations. The student whose Plan of Study is being reviewed may be invited to attend, may request to attend, or be required to attend the meeting, depending on the student's Training Area. The final version of the Plan of Study completed at this meeting (or modified and resubmitted by the student) must be submitted to the GTC by January 15 of the student's first year in the Program.

Review by the GTC – The GTC reviews each student's Plan of Study. If revisions are necessary, the Area Coordinator notifies the student. When approved, the Director of Graduate Training gives the Plan of Study to the Graduate Records Assistant to place in the student's file in the Department's Graduate Records Office.

### **II.C.3. Changing Required Courses**

To change a required course listed in the Plan of Study, the student submits a Plan of Study Amendment Form to his or her Area Training Coordinator. The amendment is then reviewed by the Area Training Committee and, if approved, signed by three Advising Committee members (the adviser, one core member, and one Associate member; note that these members do not have to be the same individuals who signed the original Plan of Study). The amendment is then reviewed by the GTC. If the GTC approves the amendment, the Director of Graduate Training files the amendment with the Department's Graduate Records Office. Note that the GTC will not normally consider requests to substitute a course that a student has already taken for one that is listed in the Plan of Study. Such requests must be made prior to taking the potential substitute course.

If the GTC does not accept an amendment, it may require that the student adhere to the existing Plan of Study or provide additional documentation. If the changes in the Plan of Study become too numerous or if the student's activities continue to differ from the Plan of Study, the GTC may require that a new Plan of Study be developed and approved.

### **II.C.4. Changing Elective Courses and Experiences**

Student requests for changes in the courses and experiences listed on the “Elective Courses and Experiences” form should be submitted to the Area Coordinator in writing. The Area Training Committee will consider the request and, if approved, the Graduate Records Secretary will indicate the change on the form retained in the student’s Department file, per request of the Area Coordinator.

### **II.C.5. Changing the Adviser**

To change the adviser listed in the Plan of Study, the student submits a Change in Adviser Form to his or her Area Training Coordinator. The requested change is then reviewed by the Area Training Committee and, if approved, signed by three Advising Committee members (the adviser, one core member, and one Associate member; note that these members do not have to be the same individuals who signed the original Plan of Study). The amendment is then reviewed by the GTC. If the GTC approves the amendment, the Director of Graduate Training files the amendment with the Department’s Graduate Records Office and notifies the replaced adviser of the change.

## **III. Department and Program Requirements**

### **III.A. University Requirements**

Students must adhere to the University requirements and regulations concerning degree conferral described in the WVU Graduate/Professional Catalog.

### **III.B. Master’s Degree**

#### **III.B.1. Doctoral Students**

Doctoral students must earn a Master’s degree prior to earning a doctoral degree. Students entering a doctoral program with a Master’s degree from another university or in another field are not required to obtain another Master’s degree, but may be required to complete a thesis following the guidelines in Section IV (see Section III.D.2 concerning thesis waivers) or a comparable research project. If completion of a thesis is required by the Program Area Training Committee, the student may elect to obtain another Master’s degree.

Doctoral students entering the program without a Master’s degree will receive an M.S. degree in psychology upon completion of requirements specified in the WVU Graduate/Professional Catalog:

<http://catalog.wvu.edu/graduate/eberlycollegeofartsandsciences/psychology/#masterstext>

#### **III.B.2. Maximum Time Limits for Meeting Master’s Degree Requirements**

Doctoral students who do not complete their Master's degree requirements by May 15 of their third year are ineligible for continued Departmental funding and also will be considered for termination.

The WVU Graduate/Professional Catalog provides information about maximum time limits for completing all course work used to meet Master's degree requirements [http://catalog.wvu.edu/graduate/advisingcoursesdegrees/index.html#Time\\_Limits](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/index.html#Time_Limits). Procedures for revalidating course work that falls outside the maximum time limit are also described in the Graduate/Professional Catalog. However, the Department may terminate students who fail to make adequate progress or for other reasons (see Section V.E) at any time.

## III.C. Doctoral Degree

### III.C.1. Courses

Many of the required and elective courses for the doctoral degree are taken while the student is working on the M.S. degree. The WVU Graduate/Professional Catalog explains how department requirements for three courses in research design and data analysis (includes the two courses required for the M.S) and one course in the history, philosophy, or theory of psychology as determined by the Program Area Training Committee are met within each Program Area.

Seminar on Teaching Psychology (PSYC 606) – Students who teach lecture courses are required to take a 1-credit Teaching Seminar simultaneously with their first experience teaching a lecture course.

Teaching Practicum (PSYC 790) – Students are required to enroll for 1-3 credits of PSYC 790 each semester or summer session during which they are teaching a Departmental course.

Other Practicum Courses (PSYC 630, 660, 670, 730, and 740) – Students in some programs are required to or may volunteer to engage in practicum experiences during their graduate education (see WVU Graduate/Professional Catalog). Both funded and unfunded practica are arranged only by the Program Area Coordinators, in consultation with the Director of Graduate Training. Students must not negotiate practica with out-of-Department individuals or agencies without the prior knowledge and consent of their Program Area Coordinator. Students must enroll for at least one credit of the appropriate practicum course during any semester or summer session during which they engage in paid or unpaid practicum work undertaken for the purpose of enhancing their education in psychology.

Program Area Course Requirements – Students must complete the core courses specified by their Program Area Training Committee, as specified in the WVU Graduate/Professional Catalog.

Elective Courses – Elective courses listed in the students' Plan of Study must be completed prior to graduation.

### III.C.2. Competencies and Other Requirements

Research Competency – Students are required to demonstrate research and communication skills through the development of a written Master’s thesis and a written dissertation, both based on empirical study of a psychological topic, and oral defenses of the thesis and dissertation. See Section IV for information on completing the thesis and dissertation.

The Department also expects students to conduct research in addition to the thesis and dissertation. Students normally receive Independent Study (PSYC 795) or other research course credit for this work.

Other Competencies – Some Program Areas require additional demonstrations of competencies. See the WVU Graduate/Professional Catalog for further information.

Internship – All students in the Clinical and Clinical Child Doctoral programs must complete a 1-year full-time internship before obtaining their doctoral degree.

### **III.C.3. Doctoral Qualifying Examination (Prelim)**

Passing the qualifying examination is a prerequisite for admission to doctoral candidacy. The examination is called the “preliminary examination” or “prelim” in this Department. Each Program Area Training Committee constructs and evaluates its own preliminary examination. Students should consult the Program Area Supplement for their program’s requirement and procedure.

Students must specify a timetable for completing the preliminary examination in the Plan of Study (see Section II.C) and, depending on the program, may be required to specify the general area(s) for the preliminary examination.

### **III.C.4. Admission to Doctoral Candidacy**

Admission to doctoral candidacy is by vote of the Department faculty, on the recommendation of the student’s Program Area Training Committee. A student is considered for admission to doctoral candidacy upon completion of all requirements for the Master’s degree (including documentation that the electronic thesis has been accepted by the library) and passing the preliminary examination. Program Area Training Committees’ recommendations are based on consideration of the students’ course work and grades, satisfactory performance of professional duties (including clinical skills for Clinical and Clinical Child students), timely progress, satisfactory performance in research, and consistent exhibition of professional behavior.

After a positive Department faculty vote, the Director of Graduate Training notifies the College Graduate Office and the student that the student has been admitted to doctoral candidacy. If a student is not recommended for admission to doctoral candidacy by either the Program Area Training Committee or the Department faculty, the student will be terminated from the program (see Section V.E).

### **III.C.5. Continuous Enrollment**

Students formally admitted to candidacy are subject to WVU continuous enrollment requirements for graduate students as a condition of their continued candidacy. These requirements are detailed in the WVU Graduate/Professional Catalog.

A student who fails to enroll will be dropped from candidacy unless the student has been granted a leave of absence (see Section III. H). If the student then wishes to request readmission to candidacy, the student must first retake and pass prelims. In addition, students who have been inactive (i.e., not enrolled) for two or more years must reapply for admission to the Department and University before completing a degree. See also Section III.C.4.

### **III.C.6. Maximum Time Limits for Meeting Doctoral Degree Requirements**

The WVU Graduate/Professional Catalog provides information about maximum time limits for completing all course work used to meet degree requirements following admission to doctoral candidacy [http://catalog.wvu.edu/graduate/advisingcoursesdegrees/index.html#Time\\_Limits](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/index.html#Time_Limits). Procedures for revalidating course work that falls outside the maximum time limit is also detailed in the Graduate/Professional Catalog. However, the Department may terminate students who fail to make adequate progress or for other reasons (see Section V.E) at any time.

In the event a student fails to complete the doctorate within five years after admission to candidacy, the student may request an extension from their Program Area Training Committee prior to the end of the 5 years. An extension of time can be obtained only by repeating and passing the prelim and meeting any other requirements specified in writing by the Program Area Training Committee. That committee may require that the student retake specific courses listed in the Plan of Study or engage in other activities to ensure that the student's knowledge is current. The student must also submit an extension request to the Associate Provost for Graduate Academic Affairs (see Graduate/Professional Catalog).

If a student does not meet the time limits specified in the student's Plan of Study, the Program Area Training Committee may terminate the student (see Section V.E) or stipulate another time limit that is less than the maximum stipulated by the WVU Graduate/Professional Catalog.

## **III.D. Course and Thesis Waivers**

### **III.D.1. Course Waivers**

Students may request waivers for any course listed in the Plan of Study by documenting competency in the material covered in the course. Competency may be demonstrated through completion of an equivalent course or through other experiences (e.g., applied work, independent reading, or passing an examination).

To apply for a waiver, a first-year graduate student must complete a Waiver Request Form and submit it to the WVU faculty member who currently teaches the course. The faculty member will assess the student's competence (which may include giving the student an exam), and complete and sign the waiver form. If approved by the faculty member, the waiver will then be considered

by the GTC. If the GTC approves the waiver, the signed Waiver Request Form will be returned to the student to be attached to the Plan of Study.

Students must submit waiver requests to the faculty member who currently teaches the course by September 1, and then to the graduate training committee by October 1. These due dates allow time to consider the request prior to the student's Plan of Study meeting. However, if the request is to waive a course that is normally required for students during their first semester, the student must submit a course waiver form no later than Monday of the week prior to the start of classes. Unless the instructor of the course recommends a waiver of the course prior to the first day of class, the student must attend, but not enroll in, the course. If the waiver is not recommended, the student must then add the course by the University deadline:

[http://registrar.wvu.edu/current\\_students/important\\_deadlines](http://registrar.wvu.edu/current_students/important_deadlines)

### **III.D.2. Thesis Waivers**

A student entering the program with a Master's degree from an accredited university may request waiver of the thesis requirement.

To apply for a waiver, the student must complete a Waiver Request Form and submit it and one copy of the thesis to the Coordinator of his or her Program Area Training Committee, by September 1 of the student's first year in the program. The Coordinator circulates the document among all core faculty members of the appropriate Program Area Training Committee. After reading the thesis, the faculty may ask to meet with the student and discuss the research in an informal oral examination.

The faculty will develop a consensus evaluation by the Plan of Study due date. Two outcomes are possible:

The document may be accepted as completely meeting the thesis requirement if, in the opinion of the faculty, the thesis is comparable in scope, purpose, method, and execution to theses successfully completed within the program. The student's progress in the program will be judged according to the probation and termination dates for major academic milestones for students entering with a master's degree, as specified in Section V.C and in the Program Area Supplements.

The document may be judged as not acceptable. In this case, the student will follow the standard sequence of steps to complete a thesis within the program (proposal, research, oral defense, etc.), but will not be required to obtain another master's degree. The student's progress in the program will be judged according to the probation and termination dates for major academic milestones for students entering with a bachelor's degree, as specified in Section V.C and in the Program Area Supplements.

Approved waiver requests will then be considered by the GTC. If the GTC approves the waiver, the signed Waiver Request Form will be returned to the student to be attached to the Plan of Study.

## **III.E. Course Grades**

### **III.E.1. Letter Grade vs. “P/F” Grades**

The WVU Graduate/Professional Catalog contains information regarding the use and interpretation of letter grades, and “P/F” grades for graduate students. This information can be found at: <http://catalog.wvu.edu/graduate/enrollmentandregistration>

Student performance in any courses other than independent study, practicum, and professional development courses will be assigned a letter grade (“A,” “B,” “C,” “D,” or “F”).

### **III.E.2. Incomplete (“I”) and No Report (“NR”) Grades**

Conditions under which the grade of I is given are described in the The WVU Graduate/Professional Catalog: <http://catalog.wvu.edu/graduate/enrollmentandregistration/>. The Catalog also explains how grades of “I” affect a student’s GPA and graduation status. The grade of NR is assigned by the Admissions and Records Office when no grade is reported by the course instructor. Faculty modify grades of “NR” and “I” through STAR.

### **III.E.3. Grades of “C” or Below**

A grade of “C” or lower (including “F”) in any course taken by a graduate student is unsatisfactory. A total of two grades of “C” or lower results in the student being automatically placed on probation and is grounds for termination. Two or more grades of “C” or below are grounds for termination. A student remains on probation until the Program Area Training Committee is satisfied that appropriate remediation has occurred. A grade of “C” in any course in the Plan of Study must be remediated. Appropriate remediation procedures are as follows:

For required courses, the Program Area Training Committee and the course instructor define remediation requirements, which could involve retaking the course. The student must submit an acceptable remediation proposal, including timelines for completion, to the Program Area Training Committee for consideration. The accepted proposal becomes a part of the Plan of Study and is considered in assessing progress through the program.

For elective courses listed in the Plan of Study, the student and his or her Advising Committee devise a remediation plan, which can be retaking the course (if acceptable to the instructor), or can be taking a different course that is approved by the Advising Committee and the GTC and substituted for the original course in the Plan of Study.

For elective courses not listed in the Plan of Study, the student has the option of remediating or not remediating the course. A grade of “C” or lower in such a course will still be considered in evaluating a student’s performance in the program.

## **III.F. Colloquia, Workshops, Special Events**

Each Program Area Training Committee determines student attendance requirements for the following activities:

**Colloquia and Special Meetings** – Colloquia and special meetings typically are scheduled on Mondays from 4:00-5:00 p.m. Colloquium speakers are invited from inside and outside the University. Graduate classes and other regular activities, including those related to practicum, are not scheduled by faculty or students during the colloquium time. The Director of Graduate Training coordinates scheduling of colloquia and special meetings during the colloquium time slot.

**Workshops** – The Department holds workshops on special topics, such as grant writing. These generally are longer than one hour. They may be program-specific or Department wide.

**Special Events** – Special events, such as conferences and scholar-in-residence programs, may occasionally be scheduled.

**Regular Program Area Meetings** – Students in the Clinical and Clinical Child Programs are expected to attend weekly clinical case conferences during the regular academic year. Students in the Developmental Program are expected to attend research group meetings and lunch meetings. Students in the Behavior Analysis Program are expected to attend weekly research group meetings, which are arranged to accommodate students' schedules. Students in the Behavioral Neuroscience Program are expected to attend regular lab meetings and biweekly program-wide meetings of the Neuroscience Research Group (NRG).

### **III.G. Outside Employment**

The student must inform in writing his or her Adviser and Program Area Coordinator of any employment outside the University. Students may not be employed by the University for more than 100 hours per semester beyond their assistantship duties (see Section VI.A). Other opportunities for brief employment can at times contribute to a student's training. Work for pay without substantial benefits directly related to the student's career goals, however, generally is undesirable. To ensure timely completion of the degree, these periods of employment will be monitored and students may be offered advice about the potential adverse consequences of such employment.

Students must adhere to APA Ethical Standards when representing their affiliation and credentials to outside employers. Note that only a licensed psychologist can use the title "psychologist." Students must also be aware that when they are engaged in outside employment or professional activities that are not part of their training program, they are not insured against claims of malpractice.

### **III.H. Leaves of Absence**

Students who wish to take a leave of absence must request the leave in writing. The request is submitted to the Coordinator of the student's Program Area Training Committee for

consideration. The Coordinator may consult the Program Area Training Committee for advice on the decision. Before doing so, however, the Coordinator weighs the sensitivity of the request with the need to inform the members of the committee. The Coordinator then submits the request and his or her recommendation to the Director of Graduate Training, who decides whether to grant the leave. A student who is not granted a requested leave may appeal the decision to the Department Chair.

A leave of absence may not exceed one calendar year. The student must notify the Director of Graduate Training by February 1 if he or she plans to return to the program in the fall semester following completion of the leave. Leaves of absence do not change the maximum time limits for graduation specified in Section III. In addition, students may have to revise their Plan of Study upon returning to the program.

The request for a leave of absence must contain the following information: A statement that the student must inform the Director of Graduate Training by February 1 if he or she plans to return to the program in the fall, and that failure to provide this notification will result in the student being terminated from the program, and a space for the Director of Graduate Training to indicate approval or disapproval of the leave and to sign the request. The Director of Graduate Training will place the signed request in the student's file.

## **III.I. Graduation**

### **III.I.1. Application for Graduation and Diploma and Declaration of Defense Date**

At the beginning of the semester in which a student plans to graduate, the student must email the Department's Graduate Records Assistant so that a change in status can be processed. The student then completes an "Application for Graduation and Diploma" form (available online through the student's MIX account and the STAR system). In addition to the "Application for Graduation and Diploma", the student must submit an "[Eberly College Thesis and Dissertation Defense Date Declaration Form](#)" online no less than 2 weeks prior to the scheduled defense date; the form replaces the "shuttle sheet" used in the past and is available from the Eberly College of Arts and Sciences website. Following the oral defense, when the student receives notice that the electronic thesis or dissertation has been accepted by the library, the student should forward this notice of acceptance to the Graduate Records Assistant.

Due dates for meeting graduation requirements will be distributed via email by the Graduate Records Assistant at the beginning of each semester and also will be posted above mailboxes in the main office of the Department.

If a student is deleted from the graduation list, he or she must file a new "Application for Graduation and Diploma" form.

Even if a student meets all requirements for graduation, the student's transcript and diploma can be withheld by the Office of Admissions and Records if the student has outstanding University bills. Students must return all keys before leaving campus.

The Graduate Records Assistant is student's point of contact in the Department for information about graduation deadlines and procedures.

### **III.I.2. Policy on Enrollment During Final Semester**

Graduate students are subject to University requirements for continuous enrollment as specified in the WVU Graduate/Professional Catalog during the semester (or summer) of graduation and must complete registration by the normal registration deadlines:

[http://registrar.wvu.edu/current\\_students/important\\_deadlines](http://registrar.wvu.edu/current_students/important_deadlines).

## **III.J. Job Search**

Announcements of position openings are regularly distributed to interested faculty and graduate students via e-mail. Many APA Divisions distribute job announcements on Division listservs accessible to members of that Division. In addition to such sources, students looking for positions also should frequently peruse the following sources:

American Psychological Association: <http://www.psyccareers.com/>

Association for Psychological Science: <http://www.psychologicalscience.org/jobs/>

[www.socialpsychology.org/career.htm](http://www.socialpsychology.org/career.htm)

[www.socialservice.com](http://www.socialservice.com)

[www.psychologyinfo.com/jobs/](http://www.psychologyinfo.com/jobs/)

[www.ihirementalhealth.com](http://www.ihirementalhealth.com)

[www.psychxchange.com.au/JobSearch.aspx](http://www.psychxchange.com.au/JobSearch.aspx) (Australia)

[www.psychminded.co.uk](http://www.psychminded.co.uk) (United Kingdom)

<http://www.nimh.nih.gov/about/jobs.shtml> (Jobs at NIMH)

[www.jobs.nih.gov](http://www.jobs.nih.gov) (Jobs at NIH)

Higher education positions:

Chronicle of Higher Education: <http://chronicle.com/>

<http://socialsciences.academickeys.com/>

[www.HigherEdJobs.com](http://www.HigherEdJobs.com)

<http://scjobs.sciencemag.org/JobSeekerX/SearchJobsForm.asp>

[www.Academic360.com](http://www.Academic360.com)

[www.academploy.com](http://www.academploy.com)

[www.academiccareers.com](http://www.academiccareers.com)

[www.APNjobs.com](http://www.APNjobs.com)

[www.sciencejobs.com](http://www.sciencejobs.com)

<http://gradschool.about.com/cs/beyondgradschool/a/acadjobs.htm> (List of online resources for locating academic positions – includes postdoc and community college positions)

Miscellaneous positions:

[www.monster.com](http://www.monster.com)

[www.jobs.ac.uk](http://www.jobs.ac.uk)

[www.careerbuilder.com](http://www.careerbuilder.com)

<https://www.onetonline.org/>

Specific sources:

Gerontological Association of America:

[http://agework.geron.org/c/search\\_results.cfm?site\\_id=312](http://agework.geron.org/c/search_results.cfm?site_id=312)

American Psychology – Law Society: <http://www.ap-ls.org/jobs/jobsIndex.html>

See also the Career Development Center site for postdoctoral students and early career scientists at:

[http://sciencecareers.sciencemag.org/career\\_development/](http://sciencecareers.sciencemag.org/career_development/)

Information on careers outside of academia is available at:

[http://www.apa.org/science/nonacad\\_careers.html](http://www.apa.org/science/nonacad_careers.html)

## IV. Procedures for the Thesis and Dissertation

Students in the doctoral program are required to complete thesis and dissertation research projects prior to obtaining the Ph.D. Each of these projects requires empirical research that is approved and overseen by a committee of faculty members selected by the student in accord with the guidelines provided below. The thesis research is conducted under the supervision of the thesis committee chair; the dissertation is developed and conducted more independently by the student with assistance and oversight provided by the dissertation committee chair. In addition to the information below, students also should refer to their Training Area's Supplement to the Handbook for additional regulations and guidelines, and to the WVU Graduate/Professional Catalog:

[http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree\\_regulations/#committeestext](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#committeestext)

### IV.A. Forming a Committee

#### IV.A.1. Master's Thesis Chair

Prior to selecting a thesis committee chair, the student often holds informal discussions with relevant faculty members about a research idea. Ideally, the agreed-upon research project will be in an area of interest to both the student and the faculty member. The chair may suggest the research area and problem, but allow the student flexibility in articulating the specific problem and developing the design of the experiment. Per University regulations, only "regular" members of the Graduate Faculty may be thesis committee chairs. Information regarding Graduate Faculty status of faculty members is available from the Eberly College website at [http://eberly.wvu.edu/faculty\\_staff/graduate-faculty](http://eberly.wvu.edu/faculty_staff/graduate-faculty). The chair of the thesis committee is not necessarily the student's adviser.

#### IV.A.2. Master's Thesis Committee

The thesis committee is composed of at least three faculty members, one of whom is the designated thesis committee chair. Committee members should be selected by the student in consultation with the thesis committee chair. The majority of the committee members (including the chair) must be regular members of the Graduate Faculty. Information concerning the Graduate Faculty status of faculty members is available from the Eberly College website. At least one committee member must be from outside the student's program area and can be from outside the Department of Psychology (in the case of Clinical and Clinical Child students at least one committee member must come from outside these two program areas). Questions about whether or not an individual qualifies as being outside the student's specialization area should be directed to the Department Chair.

#### IV.A.3. Dissertation Committee Chair

A student can form his or her dissertation committee only after being admitted to doctoral candidacy.

Prior to selecting a dissertation committee chair, the student should hold informal discussions with relevant faculty members about a research idea. Ideally, the agreed-upon research project will be in an area of interest to both the student and the faculty member. However, the student is expected to take leadership in both suggesting the research problem and designing the experiment under the guidance of the chair. Only “regular” members of the Graduate Faculty may be dissertation committee chairs. Information concerning the Graduate Faculty status of faculty members is available from the Eberly College’s website. The chair of the dissertation committee is not necessarily the student’s adviser.

#### **IV.A.4. The Dissertation Committee**

The dissertation committee is composed of at least four faculty members, unless otherwise specified in the student’s Program Area Supplement. One of the dissertation committee members serves as the dissertation committee chair. Committee members should be selected by the student in consultation with the dissertation committee chair. The majority of the committee members (including the chair) must be regular members of the Graduate Faculty. Information concerning the Graduate Faculty status of faculty members is available from the Eberly College website. At least one member must be from outside the Department of Psychology and at least one other member must be from outside the student’s program area (in the case of Clinical and Clinical Child students at least one committee member must come from outside these two program areas). Questions about whether or not an individual qualifies as being outside the student’s specialization area should be directed to the Department Chair.

#### **IV.A.5. Approval of the Committee**

Faculty who agree to serve on a thesis or dissertation committee, including the chair of the committee, indicate their willingness to serve by signing the Master’s Thesis or Dissertation Committee Request Form. The student obtains this form from the Department’s internal computer network and submits it to the committee members and to the committee chair for their signatures. Next, the student submits the Committee Request Form to the Graduate Records Assistant who confirms that the student has been advanced to doctoral candidacy and then submits the form to the Department Chair for approval. Approval of the committee depends on whether the requirements for committee composition outlined above have been met. The form must then be submitted to the Graduate Student Records Assistant. This process must be completed before the proposal meeting.

#### **IV.A.6. Substituting Committee Members**

Substitution is appropriate only if a faculty member resigns, is or will be on leave at the time the committee meetings are scheduled, or is unable to be present at the prospectus meeting or final defense.

Requests for substitution require formal action and must be submitted to the Graduate Records Assistant in the Department of Psychology prior to the proposal or defense meeting using the “Change of Committee Chair or Member” Form. The student and his or her committee chair first must discuss potential substitutions and then seek written approval of the change in committee membership from the Department Chair. If any changes in committee membership beyond the substitution of one committee member are necessary, a new committee must be formed.

In the case when the chair of a committee leaves the University, but is willing to complete service on the committee, the committee must be reorganized. The official chair of the committee must be a current faculty member who is a Regular member of the graduate faculty. Normally one of the other committee members will be willing to take on this role, although another faculty member with graduate faculty status may be asked to serve. The former chair of the committee can then be designated as a member of the committee, and their graduate faculty status changed to Associate member. The form outlining these changes, with appropriate approval signatures as described above, must be submitted to the Graduate Records Assistant in the Department of Psychology.

## **IV.B. Proposal Meeting**

### **IV.B.1. Proposal Preparation**

The student must prepare a formal proposal of the research. This proposal is prepared in consultation with the committee chair before the committee is convened for its proposal meeting. The student should check the Program Area Supplements for any special Program Area requirements for the proposal. See also Section IV.D for additional advice concerning the proposal.

### **IV.B.2. Proposal Meeting Arrangements**

After the proposal is approved by the committee chair, the student provides a paper copy of the document to each of the other committee members and schedules a meeting of the committee. Each member of the committee must receive the document and be informed by the student of the time and place of the meeting at least two calendar weeks before the date of this meeting. This meeting can be scheduled only after formal approval of the committee by the Department Chair.

The usual time allotted for a proposal meeting is two hours. The student is responsible for scheduling a room and making the necessary arrangements for audio-visual equipment needed for the proposal meeting. Departmental policy precludes students from providing food or beverages at the proposal meeting.

Because most faculty in the Department of Psychology are appointed on contracts that require service from August 16 to May 15 of the year, students have no claim on faculty members' time from May 16 through August 15. Committee meetings may only be scheduled on days when the Department of Psychology is open for business (i.e., meetings may not take place on weekends or University holidays) from August 16 through May 15. No constraints are placed on the time

of day for a meeting, but all committee members must agree to both the date and time of the meeting.

### **IV.B.3. The Proposal Meeting**

The student and all members of the committee must be present at the proposal meeting. Information about allowing participation of committee members via electronic means is provided in the WVU Graduate/Professional Catalog, available at: [catalog.wvu.edu/graduate/advisingcoursesdegrees/degree\\_regulations/#thesesdissertationstext](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#thesesdissertationstext). The meeting must be adjourned if any member is absent. Proposal meetings are closed to those not on the committee. The proposal meeting may be postponed or cancelled prior to the meeting if the majority of the committee agrees that the proposal is insufficiently developed for the proposal meeting to take place.

The proposal meeting consists of a brief presentation by the student followed by discussion of the proposal by the committee and the student. The student should assume that the committee members have read the written proposal document, and therefore the presentation should be no more than 10 minutes long, and devoted primarily to method. The rest of the meeting should be devoted to discussion and questions. The proposal meeting must include discussion and committee approval of the planned data collection procedures, including who will actually collect the data and when the data will be collected. The student is asked to leave the room at the end of the meeting, at which point the committee members decide the outcome of the proposal meeting.

### **IV.B.4. Outcome of the Proposal Meeting**

The outcome of the proposal meeting can be approval, disapproval, or approval with changes. If the proposal is approved, a copy of the proposal must be dated and signed by all committee members and given to the student to be placed in his or her file in the Student Records Office. If the proposal is not approved, the student may revise the proposal and hold another proposal meeting. If the proposal is approved with changes, the date and the words “approved with changes” should be written on the proposal, and committee members may either sign the proposal or withhold their signature until they review a written list of the changes. The student must make a list of the changes and submit the list by e-mail to the committee chair and to all committee members within one week of the proposal meeting. The chair is responsible for ensuring that the list is complete (consulting with other committee members as appropriate). The chair then signs the list and returns it to the student. The student then obtains any missing signatures on the proposal and places the signed proposal and signed list in his or her file.

The proposal is considered approved when both the signed proposal and the signed list of changes are placed in the student’s file.

Students are cautioned that any data collected before formal approval of the proposal may be disallowed by the committee. Committees may request that students collect pilot data before proceeding with the proposed study. The committee may ask to review the pilot data before approving the proposal (with or without changes).

### **IV.B.5. External Approval of Research**

Any research conducted by WVU faculty, staff, and students must be approved by the Institutional Review Board for the Protection of Human Subjects (IRB) or the Animal Care and Use Committee (ACUC) prior to the beginning of data collection. See Section IV.D.3 for further information. Note that Departmental approval is also needed if participants are to be recruited from psychology classes (see Policy on Research Studies Using Undergraduate Subjects for further information). Students are responsible for ensuring that their research has been approved by the IRB or ACUC even if they do not write the IRB/ACUC proposal. Students must submit for placement in their files along with their proposal a signed statement containing the following passage: “I attest that I have read the IRB or ACUC protocol that covers my research project, that the protocol has been approved by the IRB or ACUC, and that my research will be or has been conducted in strict adherence to that protocol. The cover page indicating IRB or ACUC approval of the protocol is attached.”

## **IV.C. Final Examination (Defense Meeting)**

The final examination for the Master’s degree is an oral defense of the thesis. For the Doctoral degree, the final examination is an oral defense of the dissertation.

### **IV.C.1. Declaration of Defense Date**

Two weeks prior to the final examination date, the student must submit an “Eberly College Thesis and Dissertation Defense Date Declaration Form” online. The form replaces the “shuttle sheet” used in the past and is available from the Eberly College of Arts and Sciences website. This electronic form is signed by the committee chair, each member of the committee, and the Department Chair and approved by the College. When the student receives notification of approval from the College, they forward the notification to the Graduate Records Assistant who enters the information into Degreeworks. The Thesis and Dissertation Defense Date Declaration Form sets up the final examination date and signifies that the student’s committee members agree to be present on the scheduled date.

### **IV.C.2. The Document**

Before the committee can meet for the final examination, the student must prepare a draft of the written thesis or doctoral dissertation. The student should check the Program Area Supplements for any special Program Area requirements and should refer to The West Virginia University Guide to the Preparation of Master’s Theses and Doctoral Dissertations (<http://thesis.wvu.edu/>).

After the draft is approved by the committee chair, the student delivers a paper copy of the document to committee members and schedules a meeting of the committee. Each member of the committee must receive the document at least two calendar weeks before the date of this final examination meeting.

### **IV.C.3. Other Final Examination Meeting Arrangements**

The usual time allotted for a final examination is two hours. The student is responsible for scheduling a room and making the necessary arrangements for any audio-visual equipment needed. Departmental policy precludes students from providing food or beverages at the examination. Defense meetings are open to the public and all members of the University community (i.e., faculty, staff, and students).

Because most faculty in the Department of Psychology are appointed on contracts that require service from August 16 to May 15 of the year, students have no claim on faculty members' time from May 16 through August 15. Committee meetings may only be scheduled on days when the Department of Psychology is open for business (i.e., meetings may not take place on weekends or University holidays) from August 16 through May 15. No constraints are placed on the time of day for a meeting, but all committee members must agree to both the date and time of the meeting.

#### **IV.C.4. Final Examination Meeting (The Defense)**

Two documents are required for the final examination meeting: the Eberly Thesis and Dissertation Oral Defense Form (available online from the Eberly College website) and an Electronic Thesis and Dissertation (ETD) Submission Signature Form (see IV.C.5). The ETD form is available at: <http://thesis.wvu.edu/> and in the "student forms" folder on the Department Documentation drive available from desktop computers in the Life Sciences Building. Each document serves a distinct purpose. The committee uses the Oral Defense Form to record the outcome of the final oral examination. The committee uses the ETD Submission Signature Form to record the committee's approval of the written document.

The student and all members of the student's committee must be present at the examination (the WVU Graduate/Professional Catalog contains information regarding substitution of committee members and participation via electronic means.) The final examination meeting may be postponed or cancelled if the majority of the committee agrees that the document is insufficiently developed for the meeting to take place. The meeting must be adjourned if any member is absent.

The final meeting presentation should be on the order of a research presentation at a conference symposium, that is, no more than 20 minutes to cover rationale, methods, results, and discussion. As with the proposal meeting, the remaining time should be devoted to discussion and questions. Upon completion of the discussion and questioning, everyone except the committee members must leave the room so the committee can deliberate and make a decision about passing or failing the student on the oral defense.

#### **IV.C.5. Outcome of the Final Examination Meeting**

At the conclusion of the oral defense, each committee member (including the chair) signs the Oral Defense Form and records his or her vote as to whether the oral defense is passed or is failed. Information regarding the conditions that constitute failure of the defense by the Committee as a whole are explained in the WVU Graduate/Professional Catalog in the section on degree regulations (see [http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree\\_regulations/#Defense](http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#Defense)).

Immediately following the meeting, the signed Oral Defense Form is returned to the Graduate Records Assistant. The Graduate Records Assistant makes a copy of the Oral Defense Form for the student's file and then sends the original to the College Graduate Records Office in Woodburn Hall. The Graduate Records Assistant must return the Oral Defense Form to the Graduate Records Office not later than 4pm the day following the defense meeting (or next business day).

If the committee decides that the student has failed the oral defense, the committee may decide whether or not to schedule a reexamination (which must be approved by the College Dean). If the committee decides not to allow a reexamination, the committee is disbanded and the student's future in their program (which could include termination or beginning a new thesis or dissertation with a new committee) will be determined by their Program Area Training Committee.

If the written thesis or dissertation document is approved at the meeting by the committee without changes, each member must sign the ETD Submission Signature Form. This form is available in the ETD instruction packet at: <http://thesis.wvu.edu/>. If corrections or changes are required, committee members have the right to see the fully revised document before signing the ETD Submission Signature Form. The chair of the committee should not sign the ETD Submission Signature Form until all corrections and changes to the document have been made.

The final approved version of the thesis or dissertation document must be submitted electronically to the WVU Library. Information about this process is available at <http://thesis.wvu.edu/>. After the document is accepted, the student must forward the notice of acceptance of the document to the Graduate Records Assistant who enters the date of approval into Degreeworks. Access to the WVU Guide to the Preparation of Master's Theses and Doctoral Dissertations is provided at the following website: <http://thesis.wvu.edu/>. Students are not expected to provide a final paper copy of the document to the chair and other members of the committee, unless requested to do so.

## **IV.D. General Information and Guidelines on Completing Thesis and Dissertation Research**

### **IV.D.1. Departmental and Other Support of Thesis and Dissertation Research Costs**

Funds to cover certain expenses associated with the conduct of thesis and dissertation research may be available through both the Department of Psychology and the University. The sources for such funds are described in Section VI.E.

### **IV.D.2. Student Responsibilities**

The student writes the proposal and final document for the thesis and dissertation. Any assistance with data collection and analysis from individuals other than Department faculty members or committee members must be specified at the proposal meeting and approved by the committee. Deviations from the proposed methods and analysis must be approved by the committee.

### **IV.D.3. Institutional Review Board and Animal Care and Use Committee Approval**

The Institutional Review Board and the Animal Care and Use Committee are extra-Departmental committees, the purpose of which is to ensure the safety and protection of, respectively, human and animal participants in research projects. Students should familiarize themselves with the IRB or ACUC guidelines for research with humans or animals, as is appropriate to their research. Before any research (including collection of pilot data) with humans or animals is initiated, the research must have official written approval from the IRB or ACUC. Ordinarily this approval involves submitting a protocol describing the research; however, students should consult with their research supervisor before seeking IRB or ACUC approval to ensure that the supervisor does not already have approval from the appropriate committee to conduct the research project. In cases where students conduct research under a previously approved IRB or ACUC protocol, the student is responsible for obtaining, reading, and adhering to the procedures described in the approved protocol. Students are advised that approval of research by either the IRB or the ACUC entails review at several levels and protocols should be submitted well in advance of the anticipated starting date of a research project.

The IRB and ACUC guidelines include procedures for submitting a protocol. A copy of the Guidelines, together with relevant forms, may be obtained from university IRB and ACUC offices at the Office of Sponsored Programs and are available electronically at <http://www.wvu.edu/~rc/irb/guidform.htm> and <http://www.wvu.edu/~rc/acuc/index.htm>.

Research that involves recruiting participants from psychology classes must also be approved by the Department. See Policy on Research Studies Using Undergraduate Subjects for guidelines.

### **IV.D.4. Guidelines for Thesis and Dissertations Proposals (see also Program Supplements)**

Topic and Method – Acceptable topics and methods for theses are determined by the thesis committee. Dissertations are expected to be an original contribution to knowledge.

Scope and Length – Note that the guidelines in this paragraph may be superseded by information in the individual Program Area supplements. The proposal should describe the research problem only in sufficient depth and breadth that the rationale for the study is clear to the committee members. The methods should be presented in sufficient detail that the procedures of the research could be replicated on the basis of the proposal alone. In most cases, the proposal document will be no more than 25 pages of text, excluding cover page, references, and supporting materials. The student should check with his or her chair and committee to determine if they prefer a brief introduction in the proposal that will be expanded for the final document, or if they prefer a complete introduction in the proposal that will require minimal modifications for the final document. The proposal, along with the list of changes requested by the committee at the proposal meeting, is a formal agreement between the student and the committee as to what will constitute the thesis or dissertation project. However, students are also encouraged to pursue additional logical analyses or research questions that arise in the course of conducting the proposed research.

Recommended Sections:

**Introduction** – The introduction should include a relevant and concise literature review based on a thorough search of appropriate computerized databases and relevant books and journals. In most cases, the literature review should be restricted to the specific issues to be investigated and a more complete literature review should be provided in the final thesis or dissertation (check the Program Area supplement for further guidance on the form of the introduction). The student is responsible for knowing that the problem to be investigated has not been studied previously in the proposed way.

**Statement of the Problem** – The statement of the problem should summarize the issues to be investigated and should include explicitly and clearly stated questions, hypotheses, or predictions that are clearly derived from the literature review.

**Method** – The method section should be as complete as possible. Ideally, the method section in the final thesis or dissertation will be virtually identical to this section of the proposal, but with the past tense instead of the future tense. It may be modified if changes in the method were approved by the committee. This section must be detailed and include information about the design, selection of research participants, tests, manipulations, instructions, and so forth. Also, attention should be given to issues such as the feasibility, reliability, and validity of the independent and dependent variables.

The proposed method must be sufficient to answer the research questions. Doing so may require only citation of previous research in which the procedures were used, or it may require pilot work.

**Data Analysis** – The section on data analysis should indicate how conclusions will be drawn from the data, that is, how the data will be used to address the research questions or hypotheses. This section should include information on how the dependent variables are measured, and if the measurements are to be reduced in some way to obtain descriptive statistics, the methods of reduction and the rationales for using them need to be specified. This section should also indicate what inferential statistics or other analysis strategies will be used.

**References** – The reference section must be complete and use accurate APA style.

**Appendices** – Copies of instruments and forms to be used in the research should be provided in appendices. Copyrighted materials must not be photocopied, but rather should be described and properly referenced in earlier sections. Original copies of copyrighted instruments may be provided with the proposal or loaned to committee members for reference during the proposal or final examination meeting. Unless appropriate approvals are granted by copyright holders, copyrighted materials should not be included in the appendices of the final document to be submitted to the ETD website.

#### **IV.D.5. Resources**

The APA Publication Manual contains a section on theses and dissertations. This information, in combination with the WVU Guide to the Preparation of Master's Theses and Doctoral Dissertations ( <http://www.wvu.edu/~thesis/>) and the rest of the APA Publication Manual,

provides guidelines for formatting the thesis or dissertation. In general, the thesis or dissertation is formatted in “final” publication format rather than as a “copy” manuscript, with the exception that the body of the text is double spaced.

Dissertations and theses from start to finish: Psychology and related fields by John D. Cone and Sharon L. Foster (former Department of Psychology faculty members) (2nd edition, 2006; American Psychological Association) may be purchased from APA. This book provides advice on all portions of the thesis and dissertation process, from selecting a topic to publishing the results.

WVU’s Office of Graduate Education and Life sometimes offers workshops on scholarly writing. Various books on scientific writing are available in the Student Records Office. The University Writing Center can provide assistance with writing <http://english.wvu.edu/centers-projects/writing-center>. The Carruth Center for Counseling and Psychological Services (<http://well.wvu.edu/ccpps>) can provide assistance for students with writer’s block or other anxieties related to completing the thesis or dissertation.

Information on electronic theses and dissertations is available at <http://www.wvu.edu/~thesis/>. The Office of Academic Computing (<http://oit.wvu.edu/>) and answers questions about the process Email: [oihelp@mail.wvu.edu](mailto:oihelp@mail.wvu.edu); Phone: OIT Service Desk: 304-293-4444.

Sample theses and dissertations completed by students in psychology can be found by visiting the electronic library at <http://wvusolar.wvu.edu/>.

#### **IV.D.6. Timely Completion of Theses and Dissertations**

Students are expected to complete their theses and dissertations in a timely manner (see Section V.C concerning milestone completion), but students sometimes encounter impediments to this process. The purpose of this section is to provide guidance and advice to students to help them complete their theses and dissertations in an appropriate amount of time. Some of the information in this section is derived from a survey of Department of Psychology graduate students about their Master’s theses.

Target Dates – Section V.C specifies probation and funding termination dates for thesis and dissertation proposal completion and thesis completion. However, target dates for the thesis proposal and thesis completion should be considered to be one semester earlier than the probation dates. Thus, students who are required to complete a Master’s thesis should plan to have their thesis proposal approved by the end of the Spring semester in their first year and to complete their thesis by the end of the Spring semester in their second year. The target date for dissertation proposal completion varies according to program and whether or not a student is required to complete a thesis (see Program Area Supplements).

Sample Time Line for Thesis or Dissertation Completion – The following sample time line illustrates how a thesis or dissertation can be completed according to the target dates. Variations from this time line may occur with different types of studies (large vs. small literature to review,

more or less difficult and time-consuming data collection, complex vs. straightforward analyses, etc).

<u>Thesis</u>	<u>Dissertation</u>	<u>Dissertation (entering with approved thesis)</u>
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Select a committee chair, begin reviewing literature, develop question and method.		
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Fall 1	Fall 3	Spring or Summer 2
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Complete literature review, write proposal, hold proposal meeting.		
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Spring 1	Spring 3	Fall 3
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Obtain IRB/ACUC approval, begin data collection.		
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Summer 1	Summer 3	Fall 3
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Complete data collection, analyze data.		
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Fall 2	Fall 4	Spring 3
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Write final document, hold final meeting.		
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Spring 2	Spring 4	Spring 3 or Fall 4
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### Suggestions on Completing Theses and Dissertations in a Timely Manner

Get started early. Begin discussing (and reading about) ideas for the thesis with potential committee chairs soon after beginning the program. Begin thinking about (and reading about) ideas for the dissertation while completing the thesis. Allow extra time for obtaining some needed articles and books through interlibrary loan.

Select a reasonable project. Read only the directly relevant literature initially; the rest can be read later. Pick a subject population that will be reasonably easy to obtain. Do not plan a study that requires a huge sample size (unless you are certain you can obtain the subjects). If necessary, conduct pilot work to determine the feasibility of obtaining subjects and of the experimental procedure. Make a reasonable estimate of the amount of time data collection will require by getting advice from others who have conducted similar studies.

Meet regularly with the committee chair. Commit to completing a specific task before each meeting.

Assume that there will be many revisions of both the proposal and the final document. Discuss with your chair whether he or she prefers submission of the document in sections or as a whole. If submitted in sections, work on other sections while waiting for feedback. Develop intermediate target dates and a plan for getting feedback on drafts.

Overlap tasks. Enter and code data and assess the analysis plan while collecting data. Run analyses on partial data to debug your analyses. Expand the introduction and rewrite the method section while collecting data.

Devote consistent amounts of time to the project.

Break the project into small, manageable tasks. Do not try to write the entire document or do all of the analyses at once.

#### **IV.D.7. Formatting Theses and Dissertations**

Follow the most recent edition of the APA Publication Manual on all matters of style not covered in this section.

Follow the format requirements for theses and dissertations described in the WVU Guide to the Preparation of Master's Theses and Doctoral Dissertations available at <http://www.wvu.edu/~thesis/>. Stylistic suggestions given in this guide should be followed unless they are in conflict with either the APA Publication Manual or with instructions given in this Handbook (including the Program Area Supplements).

References may be single spaced with a double space separating each reference rather than completely double spaced. They should appear in a hanging-indentation format.

## V. Student Evaluation

### V.A. Annual Evaluations

The annual evaluation is a comprehensive and systematic method of monitoring student progress that also provides students feedback regarding their work in the program. Program Area Training Committees evaluate the progress of first-year students at the end of the first semester and all students at the end of each year. The evaluation process is designed in part to ensure that students complete their degrees within the planned time frame. Students whose progress appears inadequate may be placed on academic probation. In addition, unsatisfactory performance, as determined by the annual evaluation, may result in withdrawing the student's support or terminating the student from the graduate program. Program Area Training Committees rely on several sources when gathering information concerning students' academic and professional activities: the Plan of Study, the Annual Activity Report, practicum and/or teaching evaluations (as appropriate), professional behavior and the student's vita.

#### V.A.1. Annual Activity Report

Students are asked to complete Annual Activity Report forms by April 15 each year. One copy of the completed Activity Report, accompanied by an updated curriculum vitae, must be submitted to the Graduate Records Assistant for placement in the student's permanent file. On December 15<sup>th</sup>, students submit only an updated curriculum vitae to the Graduate Records Assistant for placement in the student's permanent file.

#### V.A.2. Vita

The Latin word "vita" ("life") is usually understood to mean "professional life." Note that there are many formats for a vita and other examples may be obtained from faculty and other students. Maintaining the vita electronically facilitates frequent updating. Your adviser may be of help if you have questions about constructing your vita. Be certain to include in the vita the date on which it was constructed or modified. Advice on constructing a vita is provided at the following web sites:

<http://psych.hanover.edu/handbook/vita2.html>

<http://www.socialpsychology.org/vitatips.htm>

### V.B. Process and Outcome of the Annual Evaluations

#### V.B.1. Process

Each student's completed evaluation materials are reviewed and discussed by his or her Program Area Training Committee. Within four weeks of the evaluation by the Program Area Training Committee (if possible), each student receives written feedback concerning his or her

performance during the evaluation period. This feedback is provided by the student's adviser or, in some instances, by another core member of the Program Area Training Committee. The written feedback document is signed by all core members of the Program Area Training Committee.

### **V.B.2. Outcome**

Students whose progress is satisfactory will maintain eligibility for continued funding.

Students whose performance or progress is unsatisfactory may be given probationary status, have their funding terminated, and/or be recommended for termination from the graduate program (see Sections V.C through V.E).

## **V.C. Probation and Termination Dates for Major Academic Milestones**

### **V.C.1. Probation and Termination Dates for Doctoral Students**

The doctoral programs are designed for students to complete their training in 4 years (or 3 years if the student enters with an approved Master's thesis), plus an additional year in an internship for clinical students. In addition, students may anticipate funding for only 4 years (3 years for students entering with an approved Master's thesis) of doctoral training. Thus, to encourage timely progress through the programs, the Department has established probation and funding termination dates for the accomplishment of three major academic milestones: the thesis proposal and completion and the dissertation proposal. University regulations (<http://catalog.wvu.edu>) provide information on time limits for the completion of the dissertation. The Department dates are:

	<u>Milestone Probation date</u>	<u>Funding termination date</u>
Thesis proposal	December 15, Year 2	May 15, Year 2
Thesis completion	December 15, Year 3	May 15, Year 3
Dissertation proposal	December 15, Year 4*	May 15, Year 4*

\*Year 3 for students who entered with an approved Master's thesis.

### **V.C.2. Definitions Related to Probation and Termination**

The thesis or dissertation proposal will be considered completed when a copy of the written proposal with approval signatures of all thesis or dissertation committee members on the cover page is submitted to the Graduate Records Assistant for placement in the student's file. The signed proposal must be accompanied, when appropriate, by a list of changes required by the

committee that has been approved and signed by the committee chair, in consultation with committee members as needed.

The thesis or dissertation will be considered completed when the electronic document is accepted by the library.

### **V.C.3. Consequences**

Students who do not complete a milestone prior to the probation date will be placed on probation until the milestone is completed. Probation and its termination are automatic, and occur whether or not written notice is provided to the student.

Doctoral students who do not complete a milestone prior to the funding termination date will be ineligible for Departmental funding in the following year. In addition, the Graduate Training Committee (GTC) will recommend that the student's Program Area Training Committee terminate the student. If the student is not terminated the student may become eligible again for funding in a subsequent year. The counting of a student's years in the program continues unless the student receives an approved leave of absence (see Section III.H).

The GTC will recommend that the relevant Program Area Training Committee dismiss Terminal Master's program students who have not completed all requirements of their program by June 30 of their second year.

### **V.C.4. Target Dates**

Doctoral students should complete their milestones prior to the probation dates. Individual programs may have target or suggested dates for completion of these milestones, with or without associated consequences. Refer to the Program Area Supplements for further information.

## **V.D. Probation**

### **V.D.1. Grounds for Probation**

The WVU Graduate/Professional Catalog provides a definition of probation and explains the consequences for students of being placed on probation: <http://catalog.wvu.edu>. Information on procedures for removing students from probation also can be found in the Graduate/Professional Catalog.

Students may be placed on probation by their Program Area Training Committee for reasons related to academic or professional performance in addition to failing to meet the milestone dates described above. Specific grounds for probation include, for example, not removing an incomplete grade by the deadline and receiving one grade of C or lower.

### **V.D.2. Procedures**

University procedures require that letters notifying students of placement on probation include specific elements (described in the WVU Graduate/Professional Catalog <http://catalog.wvu.edu>). In the Department, when a Program Area Training Committee places a student on probation or removes a student from probation, the Program Area Coordinator sends a letter to the student and to the Graduate Records Assistant for placement in the student's file. A letter is not required for probation resulting from failing to meet a milestone and this probation sanction is automatically removed when the milestone is met.

### **V.D.3. Consequences of Probation**

Students who miss the probation date for a milestone in a particular year or who are on probation for other reasons at the end of an academic year will receive lower priority for the next year's assignments of teaching (including summer), practica, and offices (to the extent practicable).

## **V.E. Student Termination and Resignation**

### **V.E.1. Grounds for Termination**

The following conditions are grounds for termination of a student:

Graduation.

Unsatisfactory performance or progress as determined by Program Area Training Committee annual evaluation.

Major deviation from the approved Plan of Study including time table for graduation.

Failure of prelims.

Failure to be recommended for admission to doctoral candidacy by either the Program Area Training Committee or the Department faculty.

Inability to form a Thesis or Dissertation Committee.

Unauthorized leave.

Academic Misconduct (includes plagiarizing and research misconduct). See the WVU Graduate/Professional Catalog for more information: <http://catalog.wvu.edu/>. See course syllabi for special rules used in specific courses.

Two or more grades of "C" or below.

Failure to remove two or more concurrent incompletes (i.e., incompletes that are on the student's transcript simultaneously) by the deadline. See Section III.E.2 for more detail about incompletes.

Failure to meet the academic and professional standards described in this Handbook.

Violation of any of the institutional, academic, or behavioral standards described in the the WVU Graduate/Professional Handbook (<http://catalog.wvu.edu>), the American Psychological Association code of ethics (<http://www.apa.org/ethics/code.html>), or codes of ethics specified for the student's Program Area (see Program Area Supplements).

### **V.E.2. Procedures for Terminating a Student**

Recommendations for termination may be initiated by the adviser, Program Area Training Committee, or the GTC. The recommender writes a memo to the GTC specifying the grounds for termination of the student. Recommendations are reviewed by the GTC. The GTC votes on whether to accept or to reject the recommendation. The Director of Graduate Training records the vote and writes a brief memo to the Department Chair to report the vote, attaching the memo that specifies the grounds for termination. The Director of Graduate training forwards the memo to Department Chair for a decision.

### **V.E.3. Appeals and Grievances (see also Section VIII)**

Students should consult the WVU Graduate/Professional Handbook (<http://catalog.wvu.edu>) for details about grounds for termination and appeal procedures at the Department, College, and University levels.

### **V.E.4. Procedures for Resignation**

Students may choose to resign from the doctoral program in psychology for a number of reasons. To resign, the student submits a memo to the Director of Graduate Training. The Area Coordinator is "cc"ed (carbon copied) on this memo. The memo includes the effective date of the resignation and a few sentences that explain the reason for the resignation. If the effective date of resignation extends beyond the end of the current semester, the Area Training Committee specifies the conditions under which the student is allowed an extended resignation date. These conditions are reviewed by the Graduate Training Committee. The Director of Graduate Training normally meets with the student before accepting the resignation. After accepting the student's resignation, the Director of Graduate Training gives the memo to the Graduate Records Assistant to file in student records. The Graduate Records Assistant submits a request to the Registrar's Office to change the student to non-degree status.

## **V.F. Awards**

### **V.F.1. Philip E. Comer Award for Graduate Student Teaching**

The Comer Award recognizes outstanding teaching by students enrolled in the doctoral programs in the Department of Psychology. The award commemorates the exemplary contributions made by Dr. Comer to the teaching mission of the Department and University.

Any number (including zero) of students can be selected for the award each year. Students are nominated by faculty or graduate students, and award recipients are selected by the Graduate Training Committee. Nominations are due October 31.

### **V.F.2. Don Hake Award for Outstanding Graduate Student Career**

Purpose. To recognize doctoral students whose careers represent the ideals of scholarship, citizenship, and professionalism. The Outstanding Graduate Student Award was initiated in September 1986 in memory of Don Hake.

The Department may choose not to give the Hake Award every year. The nominees should be outstanding relative to all graduates of our program, not simply relative to students graduating in a particular year. However, in the noncompetitive spirit demonstrated by Dr. Hake, no upper limit is placed on the number of students who may receive the award in any year.

Eligibility. Graduate students who have had their dissertation proposal approved and who are in their last year of on-campus training (year 3 if they entered with an approved master's thesis and year 4 if not) are eligible.

Students who are expected to graduate after the normal training period (4 years for students who entered the program with a bachelor's degree and 3 years for students who entered with a Master's degree) will be considered for the award only if the extended training period is justified in the nomination materials.

Nominations. The Nominator assembles the following information for presentation to the GTC. Note that students should not be told that they are being nominated for this award. Items a and b below are available in student's files.

- a. The student's current vita
- b. Evaluation letters for each year the student has been in the department
- c. One-page (or less) memorandum of nomination in which the student's performance in each area of concern is summarized, including at least scholarship, citizenship, and professionalism (see definitions below).
- d. Additional letter of support from other faculty (not required).

Selection of Awardees. The Director of Graduate Training will solicit nominations for the award. Nominations are due February 15<sup>th</sup>. Nominations may be made by the Area Training Committees or by individual faculty members. The nomination letter should specify the source of the nomination.

Nomination materials will be made available for faculty review in the Student Records Office. All faculty will be invited to rate and comment on the nominees. Ratings and comments will be treated confidentially and reviewed by the GTC. The awardees will be selected from among the

nominees based on the information in the nomination packet and any ratings and comments received. The selection is an item of student business, and therefore the student representative will not take part in any aspect of the procedures.

Criteria. Nominees are expected to be outstanding in each of the following areas:

- a. Scholarship includes research and performance in courses, seminars, teaching, practica, or other applicants of basic knowledge in psychology. “Research and Other Scholarly Activity” is broadly defined in the Department’s Faculty Activities Report. In general, Awardees are expected to have published and presented their research.
  
- b. Citizenship is defined by the quality of a person’s participation in a community, such as the department, university, city or profession. The good citizen participates actively in departmental affairs and may participate in the concerns of the university, city or profession. The Department is a community of student and faculty scholars and of professional staff. Its community affairs include but are not limited to the following: committee work; advancement of its members (e.g., by mutual cooperation in research, help in writing, if authorized, and sharing of expenses for professional travel); opportunities for learning (e.g., by developing seminars and by participating in colloquia); opportunities for research (e.g., by sharing of laboratory space, equipment, and skills); and extracurricular activities (e.g., departmental parties and picnics). The good citizen of any community also improves or at least maintains the quality of life in the community.

Professionalism means conformity to the ethical and behavioral standards of one’s profession.

Ethical standards are specified by at least three professions: (a) the standards of psychological research and/or service delivery specified, for example, by the American Psychological Association or Society, the Association for Behavior Analysis, the Society for Research in Child Development, and the Gerontological Society of America; (b) the standards of a university instructor specified, for example, by some of these organizations and by the American Association of University Professors; and (c) the standards of a university student specified in the West Virginia University Student Handbook and the Department of Psychology Graduate Handbook.

### **V.F.3. The Barry Edelstein Graduate Student Research Award**

Purpose. To encourage graduate students to publish their master’s theses and recognize the best published thesis each year.

Eligibility. Graduate students in the Ph.D. program whose thesis has been published or is in press. The graduate student must be the first author on the publication and the research must have been conducted at WVU. Students must be full time students in the Ph.D. program at the time of nomination. Students who have exceeded five years of training (four years if entering the program with an approved master’s thesis) are ineligible. Students may apply for the award only once.

Nominations. Only self-nominations are allowed. Nominations are submitted by the student via email to the Director of Graduate Training and the Graduate Records Assistant for review by the Graduate Training Committee. Other supporting information (e.g., letters of recommendation) will not be considered. Nominations should include (a) the published manuscript based on the master's thesis, and (b) a one-page or less letter of nomination. If the manuscript is 'in press,' a copy of the editor's letter indicating that it has been accepted for publication without changes should accompany the nomination. The nomination letter should include (a) how the study contributes to the field (e.g., its strengths, what makes it unique), (b) a brief description of the journal and why it was selected (e.g., it is the flagship journal in the field and so has a high impact, etc), (c) the date of ETD approval, and (d) the date the manuscript was submitted to the journal in which it was published. Nominations should be submitted no later than February 15 of the academic year in which the award is to be given. The award will be presented at the annual Department of Psychology award ceremony.

Selection of Awardee. The awardee will be selected by the Graduate Training Committee from among the nominees based on the overall quality and merit of the document. One award of \$1,000 will be given to only one student each year.

Criteria:

- A. Potential impact on the field
- B. Originality/creativity
- C. Importance of questions addressed
- D. Use of existing theory, research, or both
- E. Extent to which methodological elements (e.g., sample, measures, data analysis) are adequately described
- F. Quality of interpretations and conclusions

**V.F.4. Department of Psychology Graduate Student Award for Outstanding Service**

Purpose. To recognize doctoral students who demonstrate outstanding and extraordinary service to the department/university, discipline of psychology, and/or community. Students who are nominated should be notable for their efforts with regard to advocacy, giving back to the discipline or local community, and/or improving the Department of Psychology at WVU, the Eberly College, or University.

The Department may choose not to give the Award every year. The nominees should be outstanding relative to all graduates of our program, not simply relative to students graduating in a particular year. Up to two students may win this award each year.

Eligibility. 3<sup>rd</sup> or 4<sup>th</sup> year graduate students

Nominations. Only self-nominations by students are allowed. Award nomination packages should include:

- a. The student's current vita.

- b. A memorandum of nomination which specifies in 500 words or less why the student's service to the Department/College/ University, profession, and/or community is to be considered outstanding and extraordinary.
- c. The names of three faculty members who have agreed to endorse the nomination. Names should be listed at the bottom of the memorandum of nomination. The student must seek advance permission from the three faculty members to include their names.

Selection of Awardees. The Director of Graduate Training will solicit nominations for the award. Nomination materials are submitted by the student to the Graduate Records Assistant by February 15.

Nomination materials will be made available for faculty review in the Student Records Office. All faculty will be invited to make evaluative comments on the nominees. These comments will be treated confidentially and reviewed by the GTC. The awardee(s) will be selected by the GTC from the nominations received, based on nomination materials and faculty comments on these materials. The selection is an item of student business, and therefore the student representative will not take part in any aspect of the procedures.

Criteria. Nominees are expected to have demonstrated extraordinary commitment to service, evidence of which may be found **within at least two** of the following three categories:

a. Service to the Department/College/University: Examples of service in this category include the following: outstanding service as the student representative to Department committees; extraordinary service as a volunteer for example, through serving as an unpaid graduate teaching assistant, consistently serving as a capstone poster reviewer, representing the Area, Department, or University at events (e.g., recruiting events, First Year Academy briefings/tours, Psi Chi meetings); outstanding contributions to graduate student professional organizations such as WVU's Graduate/ Professional Student Senate, or as a member of other University groups (e.g., Black Student Union, Science Policy Organization, Neuroscience Club).

b. Service to the profession: Evidence of service to the profession may include: (a) outstanding service as a leader to professional organizations such as American Psychological Association Graduate Student (APAGS) Association, Association for Psychological Science, or other professional organizations; (b) Professional service to local divisions or chapters of national organizations (e.g., coordinating training opportunities for others) (c) voluntarily seeking professional training that benefits others; (d) advocating on behalf of other professionals; and (e) engaging in significant service on behalf of the science of our profession (e.g., consistently reviewing manuscripts for publication; reviewing conference presentations for awards).

c. Service to the community: Outstanding community service may include providing voluntary services to under-served or under-represented groups or fundraising for social services in the community. This activity is in addition to any such services provided as part of a practicum placement.

Examples of service are not limited to the ones described above.

## **VI. Student Financial Support**

Graduate assistantships or fellowships normally are provided for all students in good standing throughout the normal graduate training period. Continued funding requires progress according to the guidelines in Section V.C as well as satisfactory performance of the duties associated with prior assistantships. The following guidelines apply to all students in the program, regardless of their time in the program or their source of funding.

### **VI.A. Regular Academic Year Support**

Students may be supported by fellowships (such as the Swiger or Dubois Fellowships), teaching assistantships, research assistantships, practicum placements, or other positions. Students also may be assigned to apply for or to accept University assistantships outside the Department. The particular form of University support a student receives must be approved by their Program Area Training Committee and the Director of Graduate Training, regardless of the source of funding (i.e., Department of Psychology funds, individual grant funds, funds from other departments, etc.).

In January of each year, the Associate Chairperson of the Department solicits information from students concerning their preferred source of funding for the following academic year. The Associate Chairperson then asks the Program Area Training Committees to consider the appropriateness of the requested funding assignment in relation to each student's strengths and training goals. Assignment of students to specific assistantships, opportunities for assistantships, and practica takes into consideration students' standing in the program, interests, competencies, and preferences to the extent possible. Based on the Program Area Training Committees' recommendations and Departmental needs, the Associate Chairperson will inform students of the source of their funding for the following year. In cases where students request funds that are not controlled by the Department of Psychology (i.e., research assistantships funded by grants, teaching assistantships funded by other departments, etc.), students must obtain approval from the Program Area Training Committee and Director of Graduate Training before seeking and/or accepting such support. Faculty members seeking or obtaining grant funds to support students are advised to check with the appropriate Program Area Training Committee before assuming that a particular student will be available for that support.

Per University policy, students may not hold more than the total equivalent of one assistantship (WVU Graduate/Professional Catalog). Normally, students should not work at jobs within the university for more than 20 hours per week (see also Section III.G regarding guidelines concerning outside employment). However, students on assistantships are allowed to work up to 100 additional hours per semester for a unit within the University with permission from their Program Area Training Committee and the Director of Graduate Training. Working more than

100 hours per semester for a unit within the University in addition to the assistantship requires permission from Office of Graduate Education and Life.

## **VI.B. Summer Support**

Students do not need to obtain approval to accept summer support, but should consult with their adviser before accepting summer support outside the Department. Students must inform the Associate Chairperson about any sources of support they will be receiving if they request any summer funding from the Department. Departmental summer funding consists of teaching assistantships, practicum assignments, research stipends, and occasionally other forms of funding. The Director of Clinical Training solicits applications for clinical practicum placements that begin in the summer and the Associate Chairperson solicits applications for other forms of Departmental summer funding in March. Students are assigned to these sources of funding based primarily on their qualifications, and secondarily on their rank, history of prior funding, and progress and standing in their program. To the extent possible, students are not assigned to more than one source of Departmental summer funding.

## **VI.C. Policy and Procedures Concerning Number of Years of Funding**

Students entering a doctoral program in Psychology after completing a bachelor's degree can expect to receive a stipend and University tuition waiver for 4 years. Students entering a doctoral program after completing a Master's degree elsewhere can expect this funding for 3 years if their request for a thesis waiver is approved, and for 4 years if they are required to complete a thesis as part of their program (see Section III.D.2). Eberly College of Arts and Sciences fees are non-waivable and thus are the responsibility of the student. The current fee schedule is available through The [Office of the Vice President for Administration and Finance](http://financialservices.wvu.edu/home/wvu-tuition-and-fees): <http://financialservices.wvu.edu/home/wvu-tuition-and-fees>.

Students who are not on probation may request an additional year of funding. For students who enter the program with a bachelor's degree, such requests are normally submitted by the student to the area training committee during the 3<sup>rd</sup> year of training and not later than April 1<sup>st</sup> of the student's 3<sup>rd</sup> year, or for students entering with an approved master's degree, by April 1<sup>st</sup> in the student's 2<sup>nd</sup> year. This allows sufficient time for the student to establish a performance record for the training area to consider in its deliberations about whether to grant the funding request.

To request an additional year of funding, students submit a short (one page or less) rationale for remaining at WVU for an additional year, along with a copy of their vita to their area coordinator. The area training committee reviews the requests and decides whether or not to grant the request, taking into consideration the student's professional development and training area needs for admitting new students during the next admissions cycle. If the request is granted, it is understood that this constrains the availability of resources that might be offered to an incoming student because the student will have the same funding priority as any other student in the 'normal' period of training. It is also understood that because the Department is committed to funding the student in the next academic year, the student will refrain from entering the job

market, and that faculty will refrain from writing letters of recommendation in support of such efforts. The additional year of funding is conditional on the student remaining in good standing, including but not limited to proposing the dissertation by Dec 15 of the following academic year (year 4 if the student enters the graduate program with a bachelor's degree).

Students who plan to enter the job market in their final year of graduate training (4<sup>th</sup> yr for students entering with a bachelor's degree; 3<sup>rd</sup> yr for students entering with an approved master's degree) should not request an additional year of funding. However, if the student's job search is unsuccessful, and funding is available, they will be eligible to receive funding. Similarly, if a student requests an additional year of funding and the request is disapproved, the student is still eligible to receive funding, when funding is available.

## **VI.D. Research/Travel Funding Resources**

Below, internal and external sources of funding are described. Some funding sources specify a limited number of applications per a given Department. In these cases, applications are subject to a preliminary review by the Graduate Training Committee. Students should contact the Director of Graduate Training for information regarding internal due dates and application materials to be submitted to the Graduate Training Committee. Students are advised that these internal due dates likely will be at least one month in advance of any external due dates, or even sooner in the case of applications due over the summer.

### **VI.D.1. Psychology Alumni Fund**

The Psychology Alumni Fund provides financial support for graduate and undergraduate student research and travel. A request for applications is distributed at the beginning of the Fall and Spring semesters. The maximum amount of a grant depends on the availability of funds. Research requests are favored over requests for travel to professional meetings and research to fulfill dissertation and thesis requirements is favored over other types of research.

A complete description of the program and application forms may be obtained from the folder on the Department's internal computer network. Applications are due October 15 and April 15 each year.

The Psychology Alumni fund receives contributions from graduates of the Department, present and former faculty members, and other friends of the Department.

### **VI.D.2. Eberly College of Arts and Sciences**

The Eberly College may provide funding for student's travel to professional conferences. Further information about this program and the application form is available from the Eberly College web site: <http://eberly.wvu.edu/graduate>. Students should apply for these funds at least 1 month before the travel is to take place.

**VI.D.3. William E. Vehse Endowment for Graduate Student Travel or Research**

\$500-\$1000 is provided by this fund to support professional travel by Department graduate students. When funds from this award are available to the Department, the Graduate Training Committee (GTC) typically selects one student in the spring and fall semesters to receive half of these funds.

**VI.D.4. Office of Academic Affairs and Research – Doctoral Student Research Program**

The Office of Academic Affairs and Research provides funding to assist a student with dissertation research. Guidelines and application forms are available from the Eberly College web site:

<http://eberly.wvu.edu/graduate>

**VI.D.5. Office of Academic Affairs and Research – Doctoral Student Travel Program**

The Office of Academic Affairs and Research provides funding for doctoral student's travel to a professional conference. Guidelines and application forms are available from the Eberly College web site:

<http://eberly.wvu.edu/graduate>

Students are advised to apply as early as possible during fall or spring semester for these funds, as they are depleted quickly every year. If a group of students plan to attend a conference, they should submit the applications together.

**VI.D.6. WVU Office of Sponsored Programs**

The Office of Sponsored Programs (886 Chestnut Ridge Road, 293-5967) has a collection of funding opportunity reference material, including detailed directories of funding agencies. Some information about funding can also be obtained from their web site:

<http://www.wvu.edu/~osp/>

**VI.D.7. American Psychological Association**

The American Psychological Association Dissertation Research Award provides \$1000 to support dissertation research, with a deadline typically in mid-September. Our Department is a member of COGDOP, which also gives \$1000 awards for research, with a deadline typically in May or June. Information about these awards as well as links to many other funding sources for research and travel through APA and other organizations can be obtained from their web site:

<http://www.apa.org/students/funding.html>

**VI.D.8. American Psychological Society**

See the following web site for information on funding for graduate students available from the American Psychological Society:

<http://www.psychologicalscience.org/apssc/awards/>

#### **VI.D.9. AcademicKeys.com Future Faculty Grants Program**

Academic Keys provides grants up to \$1000 to support learning activities of graduate students who intend to pursue faculty careers. Deadlines are December 31 and June 30. More information is available at:

<http://socialsciences.academickeys.com>

#### **VI.D.10. Sigma Xi**

Sigma Xi supports a Grants-in-Aid of Research program for graduate and undergraduate students whose advisers are members of the organization. Awards are made in amounts up to a maximum of \$1,000. Submission deadlines are October 15 and March 15. Further information is available on their web site:

<https://www.sigmaxi.org/programs/grants-in-aid>

#### **VI.D.11. Government Agencies**

See the following web sites for information on funding (including loan repayment programs through NIH) from two government agencies. Depending on the type of research, other agencies may provide graduate student funding as well.

National Science Foundation:

[http://www.nsf.gov/funding/education.jsp?org=NSF&fund\\_type=2](http://www.nsf.gov/funding/education.jsp?org=NSF&fund_type=2)

National Institute of Health:

<http://grants1.nih.gov/training/extramural.htm>

#### **VI.D.12. Other Sources**

<http://sciencecareers.sciencemag.org/funding>

<http://srcd.org/advancing-field/srcd-awards-research-grants/secc-dissertation-research-funding-awards>

<https://www.geron.org/membership/member-sections/behavioral-and-social-sciences-section/awards/?showall=&start=4>

## VII. Organizational Structure of the Department of Psychology

This section outlines the responsibilities of the individuals and committees involved in Departmental governance, emphasizing how these responsibilities pertain to graduate training. These descriptions do not necessarily include all responsibilities included in individuals' job descriptions, and responsibilities may be assigned to or revoked from committees or personnel by the Chair or Dean. Except where noted, all members of committees have equal participation and voting rights.

### VII.A. Committees

#### VII.A.1. Full Faculty Committee

**Membership** – The members are all faculty members with full-time appointments in the Department and one doctoral student from each Program Area. Faculty members with joint, part-time, visiting, or adjunct appointments may be invited by the Department Chair to serve on the Committee as voting or nonvoting members with approval from the Full Faculty Committee. Students in each Program Area elect one student representative to attend faculty meetings. Students have full participation and voting rights except on issues involving individual students.

**Functions** – The Department Chair and the Full Faculty Committee are ultimately responsible for the Department's graduate training. Initiation and termination of all graduate programs require approval by the Full Faculty Committee and administrative approval by the Chair, College, and University.

#### VII.A.2. Program Area Training Committees

**Membership** – Each Program Area Training Committee is chaired by a Program Area Coordinator. Program Area Training Committees are made up of core, associate, and student members.

Core members are Departmental faculty whose primary appointment is to a particular Program Area Training Committee. Core members vote on the admission of additional core or associate committee members. Associate members are Departmental faculty from outside the Program Area. They are involved in all areas of committee functioning except voting on committee membership. Each Program Area Training Committee's membership must include at least one regular faculty member from each of the other Program Area Training Committees unless fulfilling this requirement poses an undue burden on a given faculty member. The Department Chair is responsible for ensuring that faculty within each Program Area apply for associate memberships in the other Program Area Training Committees in sufficient numbers and distribution to meet this requirement, taking into consideration the workload of faculty members.

Each Associate member will be given one vote on Program Area Training Committee issues, unless the number of Associate members exceeds N-1, where N equals the number of core members of the committee. In that case, the Associate members will be given a total of N-1 votes.

Associate members are expected to be active members of the committee, with active participation defined as attending at least 50% of the meetings per year. Associate members are expected to find a replacement from their own Program Area Training Committee when they are unable to attend a meeting, if at all possible.

Any faculty member may apply for associate or core status (or change in status) on any Program Area Training Committee by applying to the Program Area Training Committee. Status is assigned by the Department Chair with the approval of the faculty member and core members of the Program Area Training Committee.

Student members are elected by students in the Program Area during the first month of the fall semester or earlier. The Program Area Training Committee determines specific functions of the representatives. Student representatives are considered to be full members and have voting rights on all issues except those involving individual students. Student members may be excused from the meeting when discussions of these issues occur.

The Program Area Coordinator initiates requests for removal of committee members. This request must be approved by the Department Chair and then voted on by the core members of the Program Area Training Committee.

#### Functions –

Serves as the search committee and makes recommendations to the Full Faculty Committee concerning hiring new core faculty.

Plans curriculum and requirements for Program Area students, subject to GTC approval.

Regularly reviews the content of any graduate course that is required of or regularly taken by Program Area students. The goal of this review is to advise the instructor of the course of any suggestions for modifications in the course content to ensure that the course is meeting the needs of the students and fulfilling its role in the curriculum.

Makes recommendations to the Director of Graduate Training concerning graduate course offerings (e.g., topic and frequency).

Specifies the form and grading of preliminary examinations, subject to approval by GTC.

#### Student-Related Functions:

Recommends the number of new student admissions to the GTC.

Designs systems for evaluating student performance.

Develops and implements procedures for reviewing student applicants to the Program Area and reviews applicants.

Selects student applicants for admission, subject to approval by the Director of Graduate Training.

Selects student applicants for “provisional” status, subject to approval by the Director of Graduate Training.

Conducts annual (or more frequent) evaluation of student progress (biannual for first-year students).

Reviews overall student performance and recommends to the Full Faculty Committee (minus graduate student representatives) for or against admission to doctoral candidacy upon satisfactory completion of the master’s degree and preliminary examinations.

Recommends student leaves to the Director of Graduate Training (see Section III.H).

Sets Program Area policy for student recruitment, within WVU and Departmental restrictions.

Makes recommendations for student termination and then forwards them to GTC for review (see Section V.E).

### **VII.A.3. Graduate Training Committee (GTC)**

**Membership** – The GTC consists of the Director of Graduate Training, the Program Area Coordinators, and one student representative. The student representative is chosen by the GTC from a list of students nominated by the graduate students.

**Values** – The GTC’s actions and accomplishments will reflect the following values to assure quality graduate education:

Maintains the autonomy of each of the graduate Program Areas, within the context of Departmental unity.

Assures high academic and professional standards for all graduate students.

Assures the quality of each graduate program.

Adheres to principles of representative decision making.

Maintains fairness in allocation of department resources across all program areas.

Functions –

Policy functions:

Applies Departmental policy to graduate training and recommends policy changes to the Full Faculty Committee for approval.

Applies policies on course waivers, deadlines, and other requirements and recommends changes to the Full Faculty Committee.

Applies policies concerning special (individualized) training programs.

Determines policy for assignment of student support.

Determines graduate student admission policy.

Determines special status policy for students (e.g., part-time, provisional, leaves of absence).

Program and curriculum functions:

Initiates and maintains activities that enhance the quality of graduate education.

Reviews and approves proposed changes in Departmental graduate program requirements, including prelims.

Reviews and approves proposed changes in Program Area curricula.

Approves graduate course offerings.

Reviews and approves Plans of Study and amendments of Plans of Study.

Other functions:

Selects or nominates students for awards, fellowships, etc.

Reviews applications of Departmental faculty members for appointment and continuation as regular and associate members of the Graduate Faculty of the Eberly College of Arts and Sciences.

Plans and implements the Departmental colloquium series.

Reviews recommendations for termination of students initiated by the Program Area Training Committees (see Section V.E).

#### **VII.A.4. Undergraduate Training Committee**

Membership – The Committee is composed of the Director of Undergraduate Training, three or four faculty representatives (appointed by the Department Chair), a graduate student representative (elected by the graduate students), and an undergraduate student representative (appointed by the Director of Undergraduate Training).

Functions –

Recommends to the Full Faculty Committee and implements approved curricular changes in the Undergraduate Program.

Maintains the Undergraduate Program.

Provides oversight of Psi Chi/Psychology Club, PSYC 490, 495, 491, and 498, advising, etc.

Designs and conducts the Departmental pre-graduation program.

#### **VII.A.5. Chair's Advisory Committee**

Membership – The Chair's Advisory Committee exists and functions at the discretion of the Department Chair. At present, the Committee consists of the Department Chair, the Associate Chair, the Director of Graduate Training the Director of Undergraduate Training and the Director of Clinical Training.

Functions – The Chair's Advisory Committee provides advice and consultation to the Department Chair.

#### **VII.A.6. Laboratory Animal Board**

Membership – The Laboratory Animal Board consists of all faculty members who conduct animal research within the Department, one other faculty member appointed by the Department Chair, and one elected representative of the Department's graduate students who use animals. The Board elects its Chair from among the faculty members.

Functions – The Committee provides oversight of animal care, use, and allocation issues in the Department. This Committee is different from the University Animal Care and Use Committee, which has responsibility for approval of all animal research protocols.

#### **VII.A.7. Library Committee**

Membership – The Library Committee consists of one faculty member (appointed by the Department Chair).

Functions – The Library Committee receives, coordinates, and processes requests from Departmental faculty members recommending book purchases, receives, reviews, and edits

information from the library about psychology books and journals, and makes relevant information about the library available to the Department.

### **VII.A.8. Faculty Evaluation Committee**

**Membership** – The faculty at large elects four tenured faculty members (two associate professors and two full professors) and two untenured professors to serve on the committee. One advanced (third year or beyond) graduate student is elected by all graduate students from a list nominated by the GTC (consisting of one student per program). The student members have full participation and voting rights, except as constrained by University policy.

**Functions** – The Committee conducts annual evaluations of every faculty member's performance and makes recommendations for continuation, termination, tenure, promotion, and emeritus status; the Committee also makes nominations for various awards. The evaluations made by this committee also are used to determine salary increases.

### **VII.A.9. Faculty Search Committees (for tenure-track positions)**

**Membership** – Faculty Search Committees consist of the core, associate, and student members of the Program Area Training Committee in which the hiring is to be made. The Search Committee is chaired by the Program Area Coordinator. If the coordinator believes that the Search Committee needs additional expertise, another member may be appointed with the approval of the Department Chair.

**Functions** – Faculty Search Committees first prepare an ad for the Department's approval, describing the parameters of the open position as negotiated between the Department Chair and the Dean of the Eberly College (with input from the Full Faculty Committee). The Committee then constructs criteria for selection, solicits applications, organizes applicant visits, recommends offers to the full faculty, and submits reports on the selection process to the Dean of the College.

### **VII.A.10. Diversity Committee**

**Membership** — The Diversity Committee consists of two faculty members and two student members. Faculty members serve two-year staggered terms. Student members serve one-year terms. Members are self-nominated and elected by their peers

**Functions** — The Diversity Committee's primary focus is to generate ideas and carry out activities that foster an inclusive environment within the Department.

## **VII.B. Individuals**

### **VII.B.1. Department Chair**

The following is a list of many of the Department Chair's functions relevant to graduate training:

### Thesis and Dissertation Committees:

Approves thesis and dissertation chairs and committee members.

Approves replacement of thesis and dissertation committee members.

Designates which adjunct faculty members of the Department are “outside the Department” for purposes of dissertation committee composition.

### Student Admission, Support, Termination, and Appeals:

Receives recommendation from GTC about number of admissions to each graduate training program and makes final decision.

Approves all student support.

Administers the Alumni Fund, which provides research support to graduate students and undergraduate honors students. Organizes fund-raising efforts to maintain the program.

Receives from the Graduate Training Committee recommendations of graduate student terminations, makes final decisions, and, when necessary, writes the termination letter and sends it to the student (with copies to the Director of Graduate Training, the initiator of the recommendation, and the Dean)

Receives student appeals of decisions concerning grading and other issues.

### Graduate Training Programs:

Approves initiation and termination of graduate training programs.

Assigns core and associate status on Program Area Training Committees, with approval of the faculty member and the core members of the Program Area Training Committee.

Approves requests by Program Area Coordinators for vote on removal of a member of the Program Area Training Committee. (The vote is by core members of the Program Area Training Committee).

### Faculty Appointments:

Recommends new faculty appointments to the Dean; recommends faculty for continuation, termination, tenure, promotion, and emeritus status.

Appoints the Program Area Coordinators, Associate Chair, Director of Graduate Training, Director of Undergraduate Training, Director of Clinical Training, and Director of the Quin Curtis Center.

Appoints faculty members to departmental committees as specified in Section VII.A.

Reviews applications of Departmental faculty members for appointment and continuation as regular and associate members of the graduate faculty of the Eberly College of Arts and Sciences.

Considers nominations for appointment as adjunct faculty members according to Department and University policy.

Miscellaneous:

Approves grant applications, Animal Care and Use Committee protocols, and sabbatical leave requests.

Determines equipment needs of Area Training Programs in consultation with the Director of Graduate Training.

Reviews priority areas for faculty recruiting in consultation with the Director of Graduate Training.

### **VII.B.2. Associate Chair**

The duties of the Associate Chair are determined by individual arrangement with the Chair, and also include serving on the Chair's Advisory Committee and providing advice and assistance to the Chair.

### **VII.B.3. Director of Graduate Training**

The following is a list of many of the functions of the Director of Graduate Training:

Program:

Implements graduate program policy.

Conducts graduate program evaluation and operates monitoring systems.

Communicates graduate program equipment needs to the Department Chair.

Identifies priority needs for graduate and undergraduate curriculum and instruction. For faculty recruitment, reviews these needs with the Department Chair.

Curriculum:

Oversees curriculum development in Program Areas.

Recommends curriculum evaluation procedures to Program Area Training Committees and to GTC.

Monitors Program Area policies.

Presents course schedule to the GTC.

Plan of Study:

Administers and monitors course waiver procedures.

Maintains list of Advisers and Advising Committees.

Serves as coordinator for specialty (inter-area) programs.

Makes available the 2-year schedule of projected courses each year.

Practicum:

Oversees Departmental practicum policies and placements.

Determines with Program Area Coordinators and Agency Supervisors the number of students placed at an agency.

Negotiates with Program Area Coordinators the allocation of practicum placements at each agency to each Program Area.

Coordinates Departmental representation to outside agencies.

Student Support:

Assigns student support.

Oversees policy regarding outside employment of students.

Coordinates applications for fellowships.

Student Admission and Leaves:

Implements admission policy.

Coordinates student recruitment.

Approves student leaves.

Plans and monitors admissions process and interview weekend.

**Other:**

Verifies student status for outside agencies.

Certifies student graduation for outside agencies.

Provides information on graduate programs to interested agencies and individuals (e.g., NSF, APA, Peterson's Guide).

Oversees orientation of new graduate students.

Holds semiannual graduate student meetings.

Writes letters recommending doctoral candidacy following votes for candidacy by general faculty.

Certifies graduation lists for College.

Coordinates scheduling of colloquia and special meetings.

Serves on the Chair's Advisory Committee.

Provides advice and assistance to the Chair.

**VII.B.4. Director of Clinical Training**

The Director of Clinical Training is appointed for a five-year term by the Department Chair. Functions include:

Coordinates American Psychological Association accreditation of the clinical programs.

Serves as a representative of the clinical programs within and outside of the University.

Assists in the management of the Quin Curtis Center and oversees the efforts of the Quin Curtis Center Director.

Secures clinical practicum slots, assigns clinical students to clinical practica, and oversees clinical practicum monitoring

Certifies graduates' credentials for licensing purposes.

Serves on the Chair's Advisory Committee.

**VII.B.5. Program Area Coordinators**

Program Area Coordinators are appointed on an annual basis by the Department Chair in consultation with the Director of Graduate Training. Unless otherwise indicated, activities listed below are conducted within the Program Area.

Provide leadership for strategic planning, curriculum development, program enhancement, and professional visibility.

Prepare for and attend Graduate Training Committee meetings.

Prepare for and chair meetings of the Program Area Training Committee.

Oversee graduate student recruitment (maintain address lists, write letters, oversee poster and flyer development, respond to inquiries from potential applicants).

Oversee admissions.

Oversee Interview Weekend assignments and activities.

Participate in August orientation for new students.

Coordinate the Professional Development Seminar for first-year students in the Program Area.

Oversee offerings of graduate courses by Program Area faculty.

Write and revise documents regarding program goals and requirements (flier for prospective students, prelim requirements, graduate handbook supplement, web page updates, etc.).

Manage prelims.

Provide ongoing professional development activities for students.

Coordinate mid-year evaluations of first-year students and end-of-year evaluations of all students.

Chair search committees for hiring new faculty in the Program Area (includes writing ads, circulating ads, handling correspondence, handling telephone and e-mail inquiries, recruiting applicants, extra time meeting with interviewees, and preparing affirmative action reports).

Attend colloquia of and interview job candidates for departmental positions outside the Program Area.

Mentor new Program Area faculty members.

Respond to requests for information from the Chair, Director of Graduate Training, and others in and outside of the University.

Prepare reports on the Program Area, as requested.

General management of problems as they arise (including meetings and advising on student-faculty and faculty-faculty relations, etc.).

Arrange Program Area scholarly and social events.

Organize Program Area retreats.

Serve as liaison with other Program Areas.

Review and approve Institutional Review Board protocols for students and faculty in the Program Area.

Prepare accreditation reports, manage and participate in accreditation reviews and visits.

Serve as a liaison between the Program Area and the department chair.

#### **VII.B.6. Director of Undergraduate Training**

The Director of Undergraduate Training chairs the Undergraduate Training Committee and oversees undergraduate training.

#### **VII.B.7. Social Justice Liaison Officer**

The Department's Social Justice Liaison Officer serves as liaison between the Department and the Office of Social Justice concerning sexual harassment and other matters.

### **VII.C. Staff**

#### **VII.C.1. Administrative Associate (Chair's secretary)**

Functions –

Assists faculty and graduate students with requests for travel and research funds.

Processes University tuition waivers for Faculty, Staff, and Graduate Assistants.

Distributes keys.

Handles payroll forms for Graduate Assistants.

Maintains records and provides secretarial support for the Alumni Fund.

Maintains faculty personnel files and provides secretarial support for the Faculty Evaluation Committee.

Maintains files for faculty hiring and provides secretarial support for Faculty Search Committees.

Serves as liaison with the Expert Business Office.

Serves as department's purchasing agent.

Serves as Building Supervisor.

### **VII.C.2. Graduate Records Assistant**

Functions –

Assists graduate students with matters concerning the graduate program.

Maintains student records.

Maintains Graduate Student Tracking System Database (potential, current, and former students).

Processes Meritorious Student University Tuition Waivers.

Processes applications for admission to the graduate program.

Schedules courses (in consultation with the Directors of Graduate and Undergraduate Training and the Associate Chair).

Provides assistance to the Director of Graduate Training and Director of Clinical Training.

### **VII.C.3. Administrative Secretary in the Student Records Office**

Functions –

Assists undergraduate students and course instructors with matters concerning the undergraduate program.

Provides secretarial assistance to the Director of Undergraduate Training.

Carries out secretarial and clerical tasks for faculty.

Distributes and maintains file of job listings.

#### **VII.C.4. Information Systems Technician**

Functions –

Installs, maintains, and trouble-shoots computing hardware and software.

Maintains the Department electronic equipment, including multimedia equipment.

Maintains Department technical equipment.

#### **VII.C.5. Administrative Secretary in the Main Office**

Functions –

Answers and routes telephone calls.

Distributes incoming mail and handles outgoing mail.

Distributes paychecks.

Maintains system to reserve audio visual equipment and Department meeting rooms.

Maintains copying equipment.

Oversees supplies.

Provides visitor parking permits.

Carries out secretarial and clerical tasks for faculty.

## VIII. Ethical Issues and Grievances

### VIII.A. Ethical Standards

Students must be familiar with and abide by the ethical standards of appropriate professional organizations and the University as they relate to the student's professional activities. These standards include, but are not limited to:

American Psychological Association Ethical Principles and Code of Conduct

<http://www.apa.org/ethics/code.html>

American Psychological Association Guidelines for Ethical Conduct in the Care and Use of Animals

<http://www.apa.org/science/anguide.html>

Society for Research in Child Development Ethical Standards for Research with Children

<http://www.srcd.org/about-us/ethical-standards-research>

WVU Policy on Research Misconduct

<http://www.wvu.edu/~research/senateintegrity.html>

### VIII.B. Training Requirements

Researchers must complete the appropriate training listed below before commencing with their research activities:

Human Participants Protection Training: <https://www.citiprogram.org/>

Responsible Conduct of Research Training: [http://oric.research.wvu.edu/rcr\\_train](http://oric.research.wvu.edu/rcr_train)

HIPAA – Research Requirements Training: <http://oric.research.wvu.edu/>

Animal Welfare Regulatory Training: <http://oric.research.wvu.edu/>

### VIII.C. External Approval of Research

Any research conducted by WVU faculty, staff, and students must be approved by the Institutional Review Board for the Protection of Human Subjects (IRB) or the Animal Care and Use Committee (ACUC) prior to the beginning of data collection. Students are responsible for

ensuring that any research they conduct has been approved by the IRB or ACUC. The student is responsible for obtaining, reading, and adhering to the procedures described in the approved protocol. Any violations of the approved protocol must be reported to the Department Chair, the IRB or ACUC, or the University's Research Integrity Officer (see <http://oric.research.wvu.edu/>), as specified in WVU's research integrity procedure:

<http://www.wvu.edu/~lawfac/mmcidiarmid/aic/Final%20RIC%20Policy%20WVU%205-9-11.pdf>

## **VIII.D. Appropriate Use of Reference Material in Scientific Writing**

Students should purchase or borrow a copy of the most recent edition of the APA Publication Manual for use when writing psychology papers. This book may be purchased at the bookstore, via Amazon.com, or directly from APA. Copies are available for student reference use in the Student Records Office. Another good book that can help students learn to use sources appropriately is:

Harris, R. A. (2011). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyczak Publishing.

It can be ordered from the publisher at Pyczak Publishing, <http://www.pyczak.com/>

All graduate students are required to complete a set of readings and quizzes on avoiding plagiarism when they enter the program. Instructions for accessing these materials are provided during new graduate student orientation. Be sure that you thoroughly understand how to present the words and ideas of others in your writing without plagiarizing. Plagiarism (intentional or unintentional) can result in penalties in courses ranging from a lowered grade on an assignment to an unforgiveable F in the course and can be grounds for dismissal from a graduate program.

Refer to The WVU Graduate/professional catalog for details on WVU's policy and procedures related to academic dishonesty, which includes plagiarism:

<http://catalog.wvu.edu/graduate/enrollmentandregistration/#academicintegritytext>

## **VIII.E. Grievance Procedures**

### **VIII.E.1. Academic Appeals**

Students who have a grievance pertaining to an academic penalty (i.e., grade penalty, expulsion from class, academic probation, academic suspension, and academic dismissal) should consult the WVU Graduate/Professional Catalog for information on appeal procedures:

<http://catalog.wvu.edu/graduate/enrollmentandregistration/>. The Graduate/Professional Catalog provides general information on how students should be notified of an academic penalty and procedures students can take to appeal an academic penalty. Specific step-by-step guidelines for

appealing academic dismissals and academic sanctions by a faculty member, institution, and/or constituent colleges and schools are stated. Should a student have a grievance with an academic penalty, he or she is advised to consult The WVU Graduate/Professional Catalog immediately as appeals must occur within a specified amount of time and can be time-consuming.

The appeal procedures as described in the “Policies and Procedures” section of the WVU Graduate/Professional Catalog (<http://catalog.wvu.edu/graduate/enrollmentandregistration/>) are different for cases of academic dishonesty, final grade appeals, and probation, suspension and dismissal (termination). The appeal procedure for academic dishonesty is detailed in the in the section on “Academic/Research/Patent Integrity.” The final grade appeal procedure is detailed in the section on “Grades.” The appeal procedure for dismissal (termination) is detailed in the section on “Probation/Suspension.”

### **VIII.E.2. Nonacademic Professional Appeals**

The University has no formal policy regarding professional conflicts unrelated to academic performance, such as authorship and order of authors on professional presentations and publications. Consequently, the Department of Psychology has formulated its own policy regarding authorship concerns. This policy is given in Section I.H.3. This policy should be reviewed before making a grievance complaint, in order to ensure that a grievance complaint is warranted.

To make a grievance pertaining to authorship and/or similar professional nonacademic conflicts, the student should first discuss the issue with the person (faculty or student) with whom he or she has a grievance. If the grievance remains unresolved following this discussion, the student should ask his or her adviser to accompany the student to discuss the matter with the person with whom the student has a grievance. If the issue is still not resolved, the student should ask his or her Program Area Coordinator to meet with the student and the person with whom the student has a grievance. The next step, if the conflict still stands, is for the student to ask the Department Chair to attend a meeting with the student and the person with whom the student has a grievance. Finally, if the conflict is still unresolved, the student may ask the Dean of the Eberly College of Arts and Sciences to meet with him or her and the person with whom the student has a grievance.

If the grievance is with a departmental staff member, the student should first go to the staff member to resolve the conflict. If the conflict cannot be resolved in this way, the student should then go to the staff member’s immediate supervisor, then to the Chair, and then to the Dean.

### **VIII.E.3. Discrimination**

The Divisions of Diversity, Equity and Inclusions (<http://diversity.wvu.edu/>) handles grievance complaints due to discrimination and also provides educational materials regarding discrimination (i.e., definition and prevention) and affirmative action (address and contact information: 1085 Van Voorhis Road Suite 250 | P.O. Box 6202 | Morgantown, WV 26506-6202, Phone: 304.293.5600 | Fax: 304.293.8279 | Email: [diversity@mail.wvu.edu](mailto:diversity@mail.wvu.edu).)

Students may contact this office if they experience discrimination and/or would like more specific information regarding the university's nondiscrimination policy, complaint procedure, or affirmative action plan. Students are strongly advised to examine the University's Affirmative Action Plan ([http://diversity.wvu.edu/policies/affirmative\\_action](http://diversity.wvu.edu/policies/affirmative_action)) before filing a discrimination complaint.

If a student has a grievance regarding discrimination due to his or her race, ethnicity, nationality, age, gender, sexual orientation, disability, veteran status, religion and/or other personal variables or beliefs, the student can make a grievance complaint; an overview of the procedures for such complaints and specific steps for filing such complaints is described on the website of the Division of Diversity, Equity. The same grievance procedure is followed for complaints of discrimination on the basis of age, color, disability, ethnic origin, marital status, race, religious beliefs, sex, sexual orientation, or veteran status.

The WVU Council on Sexual Orientation (COSO) is available to students with concerns pertaining to sexual orientation and related discrimination. The WVU COSO co-sponsors the Safe Zone program [https://well.wvu.edu/sexhealth/safe\\_zone](https://well.wvu.edu/sexhealth/safe_zone) in collaboration with the Division of Diversity, Equity, and Inclusion. The Queer Student Union is a student-run WVU organization that provides support and services for bisexual, gay, lesbian, transgender and allied people (<http://qsu.studentorgs.wvu.edu/> phone: 304-293-8200; mail: Queer Student Union, c/o Student Org. Services, PO Box 6444, Morgantown, WV 26506

Students with disabilities and disability concerns should contact the Office of Accessibility Services, which is part of the Division of Diversity, Equity, and Inclusion (<http://accessibilityservices.wvu.edu/>). This office functions as a resource service, a support service, a counseling service, and a referral service for students with disabilities and disability concerns. Office of Accessibility Services, 1085 VanVoorhis Road Suite 250, P. O. Box 6423, Morgantown, WV 26506-6423, Phone: (304) 293-6700, FAX: (304) 293-3861, Email: [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu).

#### **VIII.E.4. Sexual Harassment**

Sexual harassment is prohibited by Federal law. The WVU policy and grievance procedure on sexual harassment is available in via the Division of Diversity, Equity and Inclusion's website (<http://diversity.wvu.edu/>). The grievance procedure for sexual harassment is the same as for complaints of discrimination on the basis of age, color, disability, ethnic origin, marital status, race, religious beliefs, sex, sexual orientation, or veteran status and is described on the Division of Diversity, Equity, and Inclusion's website.

Sexual harassment goes beyond unwelcome sexual advances. Casual comments or jokes about gender or sexual orientation can create a university environment that is offensive and demoralizing. Students and faculty in the Department must be sensitive to this important area of professional conduct.

A faculty member serves as the Departmental Social Justice Liaison Officer (see Section VII.B.7). The name of the current officer may be obtained in the Department Chair's office or from the Division of Diversity, Equity, and Inclusion (304-293-5496).

Further information about relevant University, Federal, and professional guidelines is available from Departmental Social Justice Liaison Officer, from the Department Chair and from the President's Office for Social Justice, B-1 Stewart Hall, P.O. Box 6202, Morgantown, WV 26506-6202, Phone: (304) 293-5600: <http://diversity.wvu.edu/>. Extensive training materials are available from the Division of Diversity, Equity, and Inclusion for students and faculty who are interested in further information on handling sexual harassment issues in the classroom and other professional situations.

If a student is unsure as to whether or not he or she was sexually harassed, the student can refer to the definition of sexual harassment (available through the website of the Office of Diversity, Equality, and Inclusion). The student can contact the Office for Social Justice to receive information and assistance in filing a complaint if sexual harassment did indeed occur. Students should realize that their filed complaint with the university does not become legal unless the accused person takes legal action. The university's role is to investigate the grievance within the university and pursue a just course of action.

Students can discuss and/or report a sexual harassment incident(s) within the university, by going to a faculty member, adviser, a Departmental Social Justice Liaison, one of the Departmental Program Area Coordinators, the Departmental Chair, the Dean of the College, or the WVU Office of Graduate Education and Life.

There are options available outside of the university for sexual harassment grievances. Students can report a sexual harassment and/or sexual assault incident to the Rape and Domestic Violence Information Center (RDVIC, phone: (304) 292-5100) and/or to the police. These outside sources, especially the RDVIC, will in all likelihood advocate for the victim. The role of the Office for Social Justice is not to advocate, but to pursue an investigation, in an attempt to determine the truth.

At its extreme, sexual harassment involves sexual assault. Resource information on sexual assault is available from:

University Health Services, Sexual Assault Prevention & Education Program,  
[http://well.wvu.edu/sexual\\_assault](http://well.wvu.edu/sexual_assault)

The University Student Life Office, Elizabeth Moore Hall, 304-293-5611,  
<http://www.studentlife.wvu.edu/>

The Rape and Domestic Violence Information Center (RDVIC), 24-Hour Hotline: 304-292-5100, <http://rdvic.org/>

West Virginia Foundation for Rape Information & Services, Inc. 304-366-9500

<http://www.fris.org/>

Procedures – Students who experience any form of sexual assault are encouraged to seek immediate medical attention, whether or not they choose to file a complaint report and involve law enforcement. WellWVU lists information about receiving medical attention following a sexual assault on their website:

[http://well.wvu.edu/sexual\\_assault/what\\_to\\_do\\_if\\_you\\_have\\_been\\_sexually\\_assaulted](http://well.wvu.edu/sexual_assault/what_to_do_if_you_have_been_sexually_assaulted). Students may prefer to contact the community centers for rape crisis and domestic violence (listed above) to get assistance in obtaining medical attention.

## **IX. Professionalism and Professional Etiquette**

Graduate students represent the profession of psychology in the classroom, clinical and research settings, and community. This involves demonstrating professionalism in actions and interactions with peers, faculty, staff, supervisors and other professionals as well as with students taught and/or mentored, clients, research participants, and others in the work environment.

### **IX.A. Student Assistance**

When a student recognizes that another student is encountering difficulty functioning in the work environment, the student typically offers assistance to the other student in obtaining help before discussing it with a faculty member. The graduate training program is a small professional community in which students support one another, much like the broader profession of psychology. Should the other student continue to engage in unhealthy behavior following peer assistance, the matter should be discussed with the student's Area Coordinator.

### **IX.B. Dress in Professional Environments**

Considerable research has demonstrated the influence of attire on the way we are perceived. As a young professional, it is particularly important to present oneself in a way that communicates an appropriate level of seriousness and respect for the work we do.

Students should discuss the topic of acceptable professional attire for any particular clinical, research, or teaching context with their supervisor (different supervisors may have different expected dress codes). Clothing that reveals cleavage, back, chest, stomach, or underwear is not appropriate in the academic environment or other places of business.

### **IX.C. Responsibilities Regarding Websites, Blogs, Email, Email Signature and Answering Machine/Voice Mail Messages**

Information students share in various electronic modalities, such as blogs, personal pages in sites such as FaceBook, on personal web pages, emails, and recorded messages on voicemail may have implications regarding their professional development as psychologists. These electronic media are being accessed or used in ways that extend beyond their original intent. That is, what may seem to be fun, informative, and candid might actually put the student and, by extension, the graduate program, West Virginia University, and/or the profession in a bad light. Furthermore, a number of instances have been reported in training programs and at universities where graduate students have been negatively affected by material on websites, emails, and voicemail answering messages. Examples of how these media have been accessed include, but are not limited to, the following:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Students view their graduate teaching assistants' social networking sites and pose potentially embarrassing questions in class based upon this information.
- Clients conduct web-based searches on trainees' names and find information about student therapists and may decline to come to clinics based on what they find.
- Potential employers conduct on-line searches of potential employees prior to interviews and job offers.
- Legal authorities look at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- Emails from faculty and students have been shared with and published in newspapers, which, in turn, has caused harm for those involved.
- Answering machine/voicemail messages might be designed to be entertaining to peers, express individuality, and be indications of one's sense of humor, but are perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.
- Although signature lines on emails are ways of indicating one's uniqueness and philosophy, one is not in control of where the emails will end up and might affect how others view one's professionalism. Quotations on personal philosophy, religious beliefs, and political attitudes might elicit adverse reactions from other people.

Consequently, what might be seen as "private" self-disclosures reflecting a student's perception of him or herself among friends may actually be very public. Anything on the World Wide Web is potentially available to all who seek.

Students are reminded that, if they identify themselves as graduate students in the program, then the program has an interest in how they portray themselves and the program. Students are advised to engage in "safe" web practices and be concerned about professional demeanor and presentations. If a student reports doing (or are depicted on a website or in an email as doing) something unethical or illegal, and this information is conveyed to program faculty, this information will be investigated and may be used as grounds for probation or even termination (see sections V.D Probation and V.E Termination). As a preventive measure, students should approach online blogs and websites that include personal information carefully. Students should consider the image they wish to portray in the content and signature lines of email

communications. In these cases, the student should consider if there is anything posted that they would not want the program faculty, employers, family, or clients to read or view.

## IX.D. Phones

Professionalism is expected when using cell phones or texting. Students should silence their cell phones during all classes, during clinical or data collection sessions, during supervision and meetings with mentors or mentees, while teaching, and when presenting at or attending sessions at a professional meeting or conference. It is disrespectful and inappropriate to send or respond to calls or texts during these activities.

## IX.E. Email

With regard to email messages, it is important to be professional in all communications concerning oneself, others, or the program. One is not in control of who eventually views these emails (e.g., if they are forwarded to others or inadvertently sent out to a complete email list) or how the content of the email will affect the impressions others may form of you, both personally and professionally.

West Virginia University provides an email account for all graduate students upon entering the University. The account is free of charge and remains active as long as the student remains actively enrolled. The assigned email address constitutes an official means of departmental and University communication. **Important program information and announcements are made primarily through email messages sent to graduate students through their university-provided email account, thus it is critical that students check their messages regularly and respond in a timely fashion when prompted to do so.**

According to University email policy, the University does not routinely monitor or screen electronic mail. However, the University reserves the right, consistent with this policy and applicable law, to access, review and release all electronic information that is transmitted over or stored in University Systems or facilities, whether or not such information is private in nature, and therefore complete confidentiality or privacy of electronic mail cannot be guaranteed. Confidentiality cannot be guaranteed because of the nature of the medium, the need for authorized staff to maintain electronic mail systems, and the University's accountability as a public institution, as well as in instances involving the health or safety of people or property; violations of University codes of conduct, regulations, policies, or law; other legal responsibilities or obligations of the University; or the locating of information required for University business.

## IX.F. Use of Technology

Faculty, graduate students, and staff are provided computers and related technology to maintain departmental communication and assist them in completing their assigned responsibilities. Use of computers is governed by WVU's Office of Instructional Technology and policies and

procedures associated with use of technology are located at: <http://it.wvu.edu/governance/standards-and-procedures>. Departmental computers are connected to a University server and all users agree to be compliant with these policies.

## **IX.G. Public Statements**

Graduate students in the Department of Psychology are free to make public statements endorsing or opposing candidates for public office, political positions, personal beliefs, or positions of importance at national, state, and community levels as long as they do not identify themselves as a member of the Department of Psychology or West Virginia University. Should a graduate student desire to use his or her affiliation with the Department or University for purposes of stating personal opinions publicly, he or she should consult with the Department Chair to obtain approval for using the affiliation for this purpose. Approval of the Department is not required for making public statements of a professional opinion in one's designated area of professional competence.

## **IX.H. Departmental Letterhead and Envelopes**

Graduate students are authorized to use departmental letterhead and envelopes for purposes of research, teaching, service, and administration as part of conducting daily business in the Department of Psychology. Authorized uses include communicating with research participants, students, clients, and personnel in other offices or institutions through one's official capacity as a member of the Department. Departmental letterhead and envelopes may not be used for personal purposes.

*Portions of the Professionalism Policy of the Department of Psychology at West Virginia University were adapted from policies from the Departments of Psychology at the University of South Dakota and the University of Kansas (April 21, 2010)*