Department of Psychology

APPALACHIAN STATE UNIVERSITY

Graduate Student Handbook and Thesis Guide
2017-2018

Contents

Welcome Message

Welcome to the graduate psychology program at Appalachian State University (ASU)! This guide is designed to assist you in completing your graduate studies in the Psychology Department with a minimum of confusion or misguided effort. Please read it thoroughly.

Dr. Rose Mary Webb is the interim Chairperson and Dr. Kurt Michael is the interim Assistant Chairperson of the Department of Psychology. Drs. Twila Wingrove, Lisa Curtin (Off-Campus Scholarly Assignment, Fall 2017), Pam Kidder-Ashley, and Tim Huelsman are the Program Directors, and they will be your contact persons for most graduate information or concerns. Additional resources you should consult include the Graduate School website (http://www.graduate.appstate.edu/) and the graduate psychology program guide in your area, obtainable from your program director and/or on your program website.

Introduction to the Department and Programs

Psychology Department

The Department of Psychology has 34 full-time doctoral level faculty members, approximately 900 undergraduate majors, and 80 full-time graduate students in four master's degree programs, including Experimental, Clinical, Industrial-Organizational and Human Resource Management, and School Psychology. The latter also provides a specialist degree in addition to the MA. The Department offers a clinic for training, research, and service to the community. The faculty are dedicated to mentoring students and offering opportunities for experiential learning.

Experimental Psychology

The first graduate program in psychology began with 10 students in 1968 with Dr. Willard Brigner as the Program Director. Previous program directors include Drs. Mark Zrull, Ken Steele, Jim Denniston, Doris Bazzini, and Rose Mary Webb. The Experimental Program is presently designed for those students planning to pursue doctoral-level training in a sub-discipline of experimental psychology.

Experimental psychology is the cornerstone of an academic program in psychology. The Experimental Master of Arts Program is committed to quality training of students at the graduate and undergraduate levels and the production of high quality research. Our goal is to offer courses and training in basic areas of experimental psychology. We strive to train our students to become researchers and/or teachers in experimental psychology. Because our faculty members maintain active research laboratories, we provide a rich environment for graduate and undergraduate students to participate and learn about the research process. Our purpose is to provide graduate students with extensive background in several basic areas of research, with the ultimate goal of training students to plan and execute original research in the field, as well as to advance their oral, writing and critical thinking skills. These actions are intended to prepare master's graduates for advanced study so that they will be competitive applicants for doctoral programs.

Program Director:	Dr. Twila Wingrove	
Committee Members:	Dr. Mary Ballard	Dr. Doris Bazzini
	Dr. Skip Beck	Dr. Jim Denniston

Dr. Chris Dickinson	Dr. Lisa Emery
Dr. Paul Fox	Dr. Amy Galloway
Dr. Christopher Holden	Dr. Robyn Kondrad
Dr. Andrew Monroe	Dr. Andrew Smith
Dr. Ken Steele	Dr. Doug Waring
Dr. Rose Mary Webb	Dr. Mark Zrull

Clinical Psychology

In 1970, Dr. Richard Levin began the Clinical Program at ASU. Other former program directors include Drs. Hank Schneider and Bob Hill. In 1971, Dr. William Knight founded the separate Rehabilitation Psychology program that had tracks in Vocational Rehabilitation and Health Psychology. From 1998-2005 under the leadership of Dr. Stan Aeschleman and later Dr. Denise Martz, the Rehabilitation Program changed to an applied Health Psychology degree. The current Clinical Psychology program is a result of a merger of the pre-existing Clinical and Health psychology programs. The program prepares students for N.C. licensure as a Licensed Psychological Associate and prepares students to pursue doctoral education in clinical psychology or allied health fields.

The Master of Arts program in Clinical Psychology is a terminal master's program that provides students with the skills necessary to become master's level clinical practitioners or to pursue doctoral-level work in applied psychology. The clinical training adheres to the scientist-practitioner model, and emphasizes generalist practice and rural service delivery. The program involves four semesters of course work in research methods, professional issues in psychology, intelligence and personality assessment, health psychology and behavioral medicine, community psychology, as well as diagnosis and treatment of psychological disorders for adults and children. Students in the Clinical Psychology Program are also required to either complete an empirical thesis or complete additional coursework through a non-thesis track. Two clinical practica are taken during the second and third semesters of the program, and a 600-1,000 hour supervised internship completes the program. Graduates of the program are eligible for licensure as master's level psychologists in North Carolina.

Program Director:	Dr. Lisa Curtin (Dr. Denise Martz, Interim, Fall 2017)	
Committee Members:	Dr. Josh Broman-Fulks	Dr. Will Canu
	Dr. Jacqueline Hersh	Dr. Bob Hill
	Dr. J.P. Jameson	Dr. Denise Martz
	Dr. Kurt Michael	

School Psychology

Through the joint efforts of the Department of Psychology and Counselor Education and Research, the Level II School Psychology program began in the fall of 1979 under the leadership of Dr. Eric Hatch. The program is now housed solely within the Department of Psychology and provides both a Master of Arts degree and a Specialist in School Psychology degree. Dr. Jim Deni served as the program director between 1992 and 2006, and Dr. Pam Kidder-Ashley has served in that capacity since then. The program has been identified by the National Association of School Psychologists as an Approved Program since 1991.

The primary mission of the Master of Arts & Specialist in School Psychology Program at Appalachian State University is to provide learning experiences grounded in the scientist-practitioner model that enable our students to become well-rounded, effective school psychologists who work in public schools or in other related settings. Our program prepares our graduates to work with diverse populations in a variety of settings and to practice competently, ethically, and from a scientific perspective in the major domains of school psychology practice, including consultation, assessment, prevention, intervention, training, diversity, home-school collaboration, and research. Ultimately, we aspire to produce leaders in the field of School Psychology who advocate for and facilitate positive change for the children, families, and institutions they serve by employing the best available scientific evidence and the most effective interpersonal and collaborative skills.

Program Director:	Dr. Pam Kidder-Ashley	
Committee Members:	Dr. Jim Deni	Dr. Sandy Gagnon
	Dr. Lindsay Masland	Dr. Jamie Yarbrough

Industrial-Organizational Psychology and Human Resource Management
During the fall of 1982, a two-year program in Industrial-Organizational Psychology was founded in the Department of Psychology. It was revised in 1993 under the leadership of Dr. Mary Powell (Psychology) and Dr. Hugh Hindman (Management) to become the Industrial-Organizational Psychology and Human Resource Management (IOHRM) program, a joint offering of the Department of Psychology and the Department of Management (in the Walker College of Business). A dual-degree option with the MBA is available.

The IOHRM program at Appalachian State University is an interdisciplinary Master of Arts degree program with the mission to prepare professionals for work in business, industry, and government. The program is designed to equip students with specialized training in human resource management and I-O psychology, and it emphasizes professional development based on students' developing knowledge of theories, methods, and research findings derived from the behavioral sciences. The program also emphasizes the acquisition of skills and the application of this knowledge to such organizational activities as selection, placement, and motivation of employees; leadership; training and development; performance appraisal; and development and change of organizations.

Program Director:	Dr. Tim Huelsman (PSY)	
Committee Members:	Dr. Yalçın Açikgöz (PSY)	Dr. Jacqui Bergman (MGT)
	Dr. Shawn Bergman (PSY)	Dr. Kemp Ellington (MGT)
	Dr. Tim Ludwig (PSY)	Dr. Jim Westerman (MGT)
	Dr. Brian Whitaker (MGT)	
Advisory Board Chairperson:	Mr. Tim Bailey (COB)	

Department Facilities

Main Office
The main office for the Psychology Department is in room 100 of Smith-Wright Hall. It houses our chairperson, assistant chairperson, and administrative staff:

Dr. Rose Mary Webb, Interim Chairperson, Room 100-F, 262-2272 (webbrm@appstate.edu)
Dr. Kurt Michael, Interim Assistant Chairperson, Room 100-C, 262-2272, Ext 410
      (michaelkd@appstate.edu)
Ms. Carol Anderson, Dept. Office Manager, Room 100-A, 262-2272, Ext 402,
      (andersncm@appstate.edu)
Ms. Gail Day, Departmental Secretary, Room 100, 262-2272, Ext 401 (daygg@appstate.edu)

Graduate Lounge

The graduate lounge is in Smith-Wright 111. The lounge houses computers, a printer, the student mailboxes, a refrigerator, a microwave, and a toaster oven. It also contains daytime lockers, which are to be used on a first come, first served basis. You must supply your own lock and remove possessions daily.

The lounge is meant to be a casual work and break space. However, please note that the lounge is near faculty and student instructor offices, so students are encouraged to maintain a professional demeanor.

Research Space

Many faculty members have dedicated research space in the building and allow/encourage their students to use that space for work when it is available.

Some of the faculty share rooms within the suite in Smith-Wright 201 and there is available workspace with computers in the common area. Graduate students are allowed to use that space, so long as they maintain a professional demeanor and do not interfere with research being conducted. The door contains a lockbox. If you need access to the room, check with your mentor/supervisor for the code.

If you need to schedule shared space to conduct research for yourself or your mentor/supervisor, then several rooms can be signed out: SW 104, Edwin Duncan 218, and Sanford 101. The rooms in Edwin Duncan and Sanford also have lockboxes, so you will need to acquire the code from your mentor. You can reserve the space through Gail or Carol.

Student Offices

Unfortunately, space constraints prevent the department from providing most students with offices. However, some students will be assigned to shared space, with preference given to those with teaching assignments.

Charleston Forge

The department leases auxiliary space at the Charleston Forge building, which is located at 251 Industrial Park Drive. The space houses the Psychology Clinic, which offers assessment and therapeutic services to students and the community. Therefore, clinical students regularly have classes, meetings, and placements there.

There is also research space in Charleston Forge, used primarily by AGE Labs, a group of researchers from the Experimental Program. Faculty and students who are in need of space for community-based research are encouraged to contact AGE Labs (Drs. Kondrad, Emery, or Wingrove) to see if space is available and work on coordinating sharing it.

Departmental Resources and Services

Mail
Mailboxes for faculty and 2nd year graduate students who teach are in the main office. All other 1st and 2nd year graduate students have mailboxes in the graduate lounge on the 1st floor. Please check your mail regularly.

Students may send internal and external mail out by placing it on the front desk in the main office. Personal external mail must have a stamp. All external mail must have a name and return address. Mail goes out/comes in at approximately 10:00 a.m. and 2:00 p.m. each weekday.

Copier
The departmental copier is located in the main office. Personal copies (including copies of coursework) are $.05 per image. Please request the office staff to enter the access code. If you are making copies for a faculty member, you should obtain their personal code so that they can be billed properly.

Conference Poster Printer
Poster printing may be done in the department; however, it is expected that students will submit an application for a research grant from Office of Student Research (https://osr.appstate.edu/). Please write the grant for $35 for a 36 x 48 inch poster. For larger posters please discuss the amount with Carol. One side must be no larger than 36 inches to be printed in the department. Posters should be ready to print including size and resolution. Do not use black or other dark background colors. The poster file should be submitted to Carol Anderson via the M-drive (smb://ustor.appstate.edu/PSY for Mac users) by your mentor at least one week (5 business days) prior to the pick up date. No emailed poster files will be accepted. After the file has been placed in the shared drive, please send an email to Carol notifying her and stating the date the poster needs to be ready for pick up. Costs of posters are subject to change.

Psychological Assessment Library
The Assessment Library (SW 310D) houses psychological assessment materials for a wide variety of tests. Students enrolled in assessment classes are given priority access to materials. Practicum students and interns also may access materials from the Assessment Library, but they generally are expected to use materials supplied by their practicum/internship sites. Faculty members also may use Assessment Library materials in teaching and conducting research.

Weekly library hours will be emailed to everyone and posted on the Assessment Library door, and changes in the schedule will be announced in advance via email. As a courtesy to other students and the Assessment Library assistants, do NOT ask to check out or return a test kit or purchase a protocol when the Assessment Library is closed.

Test kits must be checked out. Consumable test forms/protocols must be purchased. Bring checks (preferred) or exact change for protocol/test record purchases. If you are unsure of the cost of your purchase, bring a check or small bills. The Assessment Library assistants cannot provide change for larger bills. Checks must be made payable to ASU Psychology Department.

Handle all test kits with care. Do NOT write in test manuals. If you do, you could be charged for damages. Many test kits contain numerous test booklets and stimulus materials; you will be accountable for all of these materials for any kit checked out to you. If you allow another student to use a kit that is checked out to you, be sure that all materials are in the test kit upon exchange. If a test kit is checked out in your name, you are ultimately responsible for replacing missing materials.

All materials should be returned immediately after you are finished with them. Assessment materials are limited in number, and they are shared among a large number of students and faculty members.

Financial Information

In-State Tuition
For out-of-state students, the only option for obtaining an in-state tuition rate during your first year is to be awarded a North Carolina Tuition Scholarship (NCTS), and they are offered on a competitive basis. The offer is made by the Program Director around the time of interviews and admissions offers.

We strongly encourage all students, however, to establish in-state residency for their 2nd and 3rd years, which can mean approximately $13,000 in savings. You may apply for in-state residency status after you have resided in NC for twelve consecutive months. Please note that obtaining residency is **not** automatic, and you must demonstrate, through records of your behavior over the past twelve months, that you meet the legal definition of a NC resident (See "Residency Manual" from the registrar's website: http://registrar.appstate.edu/residency/). In short, you will be responsible for providing a preponderance of evidence for the following:
1. financial and legal capacity to make NC your permanent home without significant support from persons in other states, i.e., you are independent or you are dependent on another NC resident;
2. presence of at least 365 days as a resident in North Carolina;
3. intent to reside indefinitely in NC.

There are several things to do to try to meet the standard, but completing these tasks before you have even begun your general coursework will help (the sooner the better!).
- Attain housing and change your permanent mailing address appropriately. Provide your local address to the Registrar's Office. Keep documentation of paid rent, electric bills, etc.;
- Set up a local bank account;
- Secure summer employment;
- Attain a NC driver's license immediately;
- Register your car in NC and secure local insurance;
- Register to vote and vote in all elections;
- Use your name (not that of your parents) to pay car and health insurance;
- Pay your own federal and NC taxes (you must *not* be claimed as a dependent on your parents' tax forms);
- Become part of the community (e.g., join, volunteer, or participate in a local organization).

- Avoid listing "went home" when describing your activities during the year (you may say "visited parents");
- In general, actions that you can document will carry more weight than your written commitment to becoming a NC resident;
- Keep your records after you apply in case they are needed for an appeal;
- If applicable, try to avoid obtaining a summer practicum outside of NC;
- Try to have your car title in your name (rather than a parent/partner).

There are some circumstances that will be interpreted as **VERY STRONG** evidence that you are **NOT** a North Carolina resident for tuition purposes:
- Being under 24 years old without clear evidence that you have not resided with or received support from parents/guardians living in another state for at least one full year;
- Being claimed as a dependent on the income taxes of someone outside North Carolina;
- Moving to North Carolina just before applying for admission or after applying and before being admitted (i.e., your actions indicate you moved to North Carolina to go to school);
- Being in North Carolina as an international person on a VISA that has a termination date or needs to be renewed in order for you to stay (i.e., you don't have the legal capacity to reside indefinitely in North Carolina).

Scholarships and Loans
Larger sources of funding, like fellowships and some assistantships, are available through the Graduate School, and students should apply directly to the Graduate School for those awards. The Graduate School website also lists other potential sources of financial aid, including student loans. Students must submit a FAFSA to obtain student loans.

Smaller awards are available within the department. All graduate students are eligible to apply for the department's Frank R. Terrant, Jr. Memorial Scholarship ($200-$800). Second-year clinical students may apply for the Donna Clark Scholarship (up to $500). First- and second-year school students may apply for the Moore Scholarship (amount varies annually).

Health Insurance
All students in public universities in NC must have health insurance for enrollment. You can "hard waive" and show proof of your own, your parents', or your partner's coverage, or purchase ASU's Blue Cross Blue Shield policy for $2,540 for the year. They also offer plans for students' partners and children. See the Health Services website for more information.

We recommend that you shop for the plan that is the most cost effective and appropriate for your health needs. You may wish to discuss this with parents/partners before you make your decision. **Students who are from out-of-state who intend to apply for in-state residency in their second year and remain in NC for employment will need a personal insurance policy. Reliance on parent's insurance has resulted in denial of in-state residency in the past.**

Graduate Assistantships in Psychology
The standard graduate assistantships within the Psychology Department require either 10 or 15 hours per week and pay $5,500 or $8,250, respectively (in bi-monthly installments throughout the academic year). We assign assistantships and contracts one semester at a time. Decisions for

the second semester are based upon student performance, grades, progress in the program, and the needs of the department. Students holding assistantships must be enrolled in 9-13 hours of coursework, maintain a 3.0 GPA or better, track their hours on a biweekly report form, and attend the graduate school's orientation on ethics and confidentiality. Certain special Graduate School Fellowships and Assistantships require maintaining a GPA higher than 3.0; if you received one of these, be sure to read the requirements carefully. Early course registration is imperative for students with assistantships to avoid a delay in payroll. The assistantships fall into the following categories. Note that the last two are associated with different pay amounts compared to the standard assistantships.

Graduate Research Assistant (GRA)
A research assistantship is typically assigned to first-year students. The primary responsibility is to help a faculty supervisor complete research by gathering data, reviewing literature, and completing drafts of research manuscripts, etc., in order to support the faculty research program. Students may wish to complete a thesis with a faculty member who is also their GRA; however, students need to note that hours towards their thesis are independent from the expected hours towards the assistantship. Occasionally, a student has the opportunity to begin a personal research program in an allied area.

Graduate Assistant (GA)
This assignment may involve clerical service in which case the student might be assigned to assist the office staff or faculty. For example, a GA may coordinate our undergraduate research participation program (helps investigators secure subjects, space, etc.). Graduate Assistants also help faculty administrative responsibilities and program needs.

Graduate Teaching Assistant (GTA)
This assignment involves assisting a faculty member primarily in his/her teaching responsibilities. Duties may include assisting in preparation of lectures, classroom activities, and exams, scoring exams or papers, and occasional teaching. GTAs with access to student files or products must sign a confidentiality pledge.

Graduate Research Associate Mentor (GRAM)
Faculty who are recipients of a GRAM grant sponsor their students for $12,000 per year for a 20-hour assistantship. GRAMs are hired to assist a faculty member with their program of research.

Graduate Teaching, Instructor of Record (GTFA)
A GTFA entails responsibility for a section of General Psychology or a Psychology lab course and is supervised by Drs. Paul Fox and Robyn Kondrad. This 15-hour assistantship is only available to *second-year* students. GTFs are paid $8,250 to teach one course per semester for a total of two courses across the academic year. Potential teachers must take PSY 5011, the Teaching of Psychology, during the spring semester of their first year and every semester in which they teach.

Administrative Requirements for Assistantships

Employment Agreement
Your employment agreement must be signed at the beginning of each semester and you cannot work or be paid until it is processed. The agreement specifies the number of hours you are

expected to work for that semester, as well as your supervisor(s). You will be given a copy of the agreement. You should keep this copy in a safe place for future reference.

Paychecks
Paychecks are direct deposited into your chosen account. You set this up when you meet with HR to process your employment-related tax forms. You should bring a valid passport or unaltered Social Security Card and driver's license, state-issued ID, or certified birth certificate. In addition, you should bring a cancelled check to set up the direct deposit.

Payments are deposited on the 15th and last working day of the month, and for GAs and RAs are based on the number of hours reported in the prior given time period (see Timesheets below). GTFAs and GTAs will receive equal installment pay. If you do not receive your paycheck or the amount seems incorrect, please contact Carol.

W-2s
W-2 forms are sent to your permanent address, which is the address you provided on the Biographical Data Sheet that you filled out when you signed your employment agreement. If your addresses changes, it is your responsibility to contact Human Resources and the payroll office in writing to request a change of address. This change will only affect payment and taxes; you should also change your address with the Registrar's Office to continue receiving student-related mail.

Timesheets
All graduate assistants, no matter what type, must complete a paper timesheet. This timesheet must be signed by your supervisor and submitted to Carol twice per month, on the 15th and last day of the month, by 10am. Students with multiple supervisors must submit separate timesheets and get signatures from both. If the 15th or last day of the month are not on working days, you must submit it on the last working day prior to those dates. Graduate assistants, graduate research assistants, and GRAMs must also complete online timesheets. Failure to submit online and hardcopy timesheets on time will result in pay delay.

Please keep the following rules in mind regarding hours worked:
- You cannot exceed the number of hours in your contract, unless you have prior approval from the Chair in writing.
- No holiday work is permitted; therefore, your timesheet should never include holiday work, or dates the university is closed for staff.

Graduate Assistantship Orientation
All Assistants must attend the Graduate School orientation in the fall. If you have teaching responsibilities, you will be given confidentiality training and must sign a confidentiality pledge.

Support for Research
Obtaining research support is not only necessary for some students to complete their work, but it is an important professional development opportunity. For many graduate students, this process from application to monitoring expenditures to writing the final report is a skill they will use throughout their career. Here is a general outline of the steps you will need to take to walk through this process:

Step 1: Design study and outline budget
You cannot obtain research support without demonstrating a strong research idea and a need for money to execute it. All applications will require a specified budget. If you are applying solely to cover the costs of conference poster printing, then you should apply for the OSR research grant, described below.

Step 2: Identifying funding
The most important details for any potential funding mechanism are: maximum amount of money available, deadline, and whether you need a letter of support from a faculty member. If the maximum amount for any particular funding source is too low, you should consider applying for funding from multiple sources to accumulate sufficient funds. Depending on when you apply, some of the internal options will not be available because the deadline will have passed. Therefore, it is important that you plan early to take advantage of every opportunity you can. It is your responsibility to identify which mechanisms you intend to apply to and notify your faculty letter-writer at least one week prior to the deadline. A summary of the internal funding options currently available is on the next page.

Students are strongly encouraged to also consider applying for external funding. APA, APS, and various APA divisions offer funding to support student research and travel. You should consult with your mentor to identify appropriate opportunities.

Step 3: Monitor expenditures
Once you obtain funding, you must work closely with Carol to follow the appropriate procedures for spending it. It is ultimately your responsibility to make sure that you spend the funds appropriately, save all documentation of expenditures, and meet the spending deadline. Do not incur any expenses prior to meeting with Carol.

Step 4: Submit final report
Most funding mechanisms will require the submission of a final report. The details of this requirement are typically shared upon receiving the award notification. If you intend to seek future support, then meeting this deadline is critical.

Grant Name	Source of Funding	Website	Supports Research?	Supports conference travel?[*]	Supports mTurk?	Maximum Amount	Deadline(s)
WiSE grants	Psychology Department	https://psych.appstate.edu/students/scholarships	Yes	Yes	Yes	$300 for research; $200 for travel	Varies; see website
Student and Faculty Excellence (SAFE) Fund	College of Arts & Sciences	https://cas.appstate.edu/faculty-staff/student-and-faculty-excellence-safe-fund	Yes	Yes	Yes	$100-$2000	Fall and Spring deadline
OSR Grants	Office of Student Research	https://osr.appstate.edu/apply	Yes	Yes	Yes[^]	$500 for research; $300 for travel	15th of each month
Creating a Healthy, Just and Sustainable Society Student Research Grants	Office of Student Research	https://osr.appstate.edu/apply	Yes	No	?	$500 for single student; $1000 for student group	Fall deadline
International Student Research Grants	Office of Student Research	https://osr.appstate.edu/apply	Yes	No	?	$1500	Fall deadline
Community Based Research Student Research Grants	Office of Student Research	https://osr.appstate.edu/apply	Yes	No	?	$500 for single student; $1000 for student group	Spring deadline
Cratis D. Williams Graduate Research Grants	Office of Student Research	https://osr.appstate.edu/apply	Yes	No	?	$500	Fall and spring deadline

Support for Travel
There are a variety of options available for support for travel (see Table). The maximum awards may not be sufficient to cover all expenses, so students are encouraged to apply to multiple awards to support their travel. Importantly, most of these applications require a letter of support from a faculty member; you must give your letter-writer at least one week's notice to write their letter. In addition, please note that you must complete a **travel authorization form** at least **two weeks prior** to any work-related travel. The form is available from Gail in the main office.

Travel Checklist:
- ☐ Estimate budget at least a month before travel
- ☐ Identify funding sources and apply at least one month prior to travel; notify letter-writer at least one week before deadline
- ☐ Fill out a Travel Authorization Form with Gail due at least two weeks prior to travel
- ☐ During travel, save all receipts and boarding passes; you may submit a printout of a digital boarding pass
- ☐ Upon return, submit receipts and boarding passes to Gail.

General Program Requirements
The following is a list of general requirements that apply to all programs. For those students who are also completing a thesis, those requirements are in a later section.

Good Standing
Graduate students must maintain at least a 3.0 GPA. If the GPA falls below 3.0, no assistantship may be held, and the student may continue in the program for one semester of probation *only* with the approval of the Program Director, the Chair of the Department, and the Graduate School. If permission to continue is granted, a contract is negotiated that delineates the probationary conditions for continuation. For students who are required to enroll in practica or internships, a grade of Unsatisfactory (U) or a C or below in a placement will result in a student's expulsion from both the program and the university.

Program of Study
A Program of Study (POS) must be on file for every graduate student by the time the student has completed 50% of his or her required hours. The POS for each student is recorded in *DegreeWorks*, the University's academic advising and degree audit tool (http://degreeworks.appstate.edu/). Each program has a *default* program curriculum entered in *DegreeWorks*. For all students following the default program curriculum, the Program Director submits an email to *graduaterecs@appstate.edu* listing the following information for each student (they can be submitted as a batch in a single email): name, Banner ID number, term of entry, and concentration (if applicable). Once that information is received and processed by the Graduate School, the POS for those students will be considered to be officially on file. For each student *not* following the default program curriculum, and for any student whose original POS must be changed, the Program Director must submit a separate Program Customization Form. This form specifies courses to be substituted for those on the default curriculum and elective courses that are not listed on the default curriculum that have been approved for the student by

the Program Director. These individual forms may be emailed OR printed and sent to the Graduate School via campus mail.

Comprehensive Exam

All graduate students are required to successfully complete a comprehensive exam, specific to their program, typically in their second year. Your program director will provide you with the specific nature and performance requirements of the exam for your program.

Admission to Candidacy

All students must be formally admitted to candidacy for their respective degrees. The "Admission to Candidacy for a Graduate Degree" form should be obtained from the Graduate School's web page (https://graduate.appstate.edu/about-us/forms). You will complete this form with the assistance of your program director, and your program faculty must approve it. Each program determines when the candidacy review and approval process will be completed, as a method of evaluating students' readiness to continue in the program and to advance towards the master's or specialist degree. Before a student can be admitted to candidacy for the degree, the following conditions must, at a minimum, be met:
1. Program of Study is on file with the Graduate School.
2. A 3.0 or higher GPA across all completed courses.
3. Recommendation of the Program Faculty.
4. Completion of a minimum of 9 semester hours.
5. Individual programs have additional requirements for admission to candidacy. Check with the appropriate resources.

Foreign language, computer science, statistics

Competence in a foreign language, computer science, or statistics is required for graduation. Successful completion of Psychology 5020 will satisfy this requirement and will be indicated on your Admission to Candidacy form.

Independent Study

When a student wishes to study a subject not offered in the catalog, and a graduate faculty member is willing to supervise the student's work, the student may enroll in an independent study (e.g., Psychology 5500 – Brain and Gender). Additional permission is needed from the program director to ensure the course can be placed on the Program of Study. An Independent Study form may be obtained from the Psychology Department office or the Psychology Department website. For Independent Study, a course prospectus must be approved and the appropriate form must be signed by the supervising professor and your Program Director. In addition to the departmental form, you must also complete a Special Course Form to formally register for these credits.

Internship/Practica

Internships and practica may be required components of your program. The Practicum is similar to an internship, except that it requires closer supervision and fewer hours of participation at the field-based site. Internships tend to be more intensive and longer. You will work with your Program Director and designated program faculty in securing these placements. Although some internships are paid, many are not. Students must be enrolled in the appropriate Practicum or Internship course concurrent with this experience to secure liability/malpractice coverage

through ASU. You will have an on-site supervisor and ASU faculty supervisor for both. The on-site supervisor is responsible for arranging and monitoring the day-to-day activities and for supervision of specific applied professional activities. Expectations for students, the supervisor, and program director are stipulated in an internship agreement. Some programs (e.g., Clinical and School) and training sites require additional agreements beyond the mandatory ASU agreement. You should consult your program's materials (e.g., internship syllabi, program handbook) to confirm all the requirements of the experience. Clinical students completing a thesis must have their final thesis defense prior to beginning the internship or secure their thesis mentor's endorsement for beginning internship as a result of adequate thesis progress (e.g., completed thesis but has not formally defended it).

Students are expected to exhibit professional and ethical behavior and to use their supervision appropriately. Practica and internships are intended to be valuable learning experiences but also allow for the evaluation of a student's ability to learn and consolidate applied skills. Students having any difficulties on site should contact their on-site supervisor(s) and ASU faculty supervisor/program director immediately.

Applying to Graduate
Degree-seeking students must apply for graduation (regardless of whether they plan to attend the commencement ceremony). The form is available **online**, which requires a non-refundable/non-transferrable application fee. The deadline for application to graduate is posted on the Graduate School website. Students who do not meet the deadline may experience long delays in receipt of their diplomas or be required to apply for a later term. A late fee will be assessed on all applications submitted after the deadlines below.

Professional Development
The intent of all of our programs is to train students in professional and ethical behavior, in preparation for employment at the master's (or Specialist) level, licensure (if applicable), or application for doctoral programs (e.g., PhD, PsyD, MD). Full professional development requires more than attending classes and satisfying degree requirements. Many students request letters of recommendation from faculty members towards the end of their tenure at ASU. Such letters often comment on students' academic progress, classroom behavior, professional interactions with fellow students and faculty, abilities to conduct research, progress on the thesis, presentation skills, clinical or applied skills, etc. Professional expectations include communicating respectfully with clients, peers, and other professionals; attending and presenting research at professional conferences; requesting additional supervision at practicum/internship sites when needed; and taking full advantage of professional development opportunities, as well as the following behaviors:
- Taking responsibility for educational goals by maintaining one's own completion timeline, initiating contact with supervisors/mentors, and allowing supervisors adequate time to respond to feedback requests
- Maintaining professional demeanor (e.g., using appropriate language and exhibiting decorum) and dress when teaching classes or on practicum/internship sites
- Respectfully communicating with faculty, staff, and students

- Turning off or silencing cell phones/electronic devices during classes, meetings, and other types of interpersonal communication
- Demonstrating dependability (e.g., punctual; following through on tasks)
- Seeking out and responding appropriately to supervision and feedback (e.g., accepting criticism, incorporating feedback into assignments/reports, etc.)
- Demonstrating appropriate time management skills (e.g., adhering to established timelines, meeting deadlines, etc.)
- Displaying appropriate level of independence in performing duties
- Managing stress appropriately
- Showing evidence of ongoing self-evaluation.

In addition to professionalism, students are encouraged to take advantage of relevant professional development opportunities. For many students, this will include attending conferences. In addition, the university regularly offers workshops to graduate students on everything from how to format a thesis to enhancing your statistics training. Students should also explore professional organizations that may be relevant to their career goals, like divisions of APA. One local opportunity is the Graduate Student Association Senate (GSAS). The GSAS represents all graduate students at ASU. One member and an alternate are elected from each academic department. Students will arrange the election early in the Fall semester. GSAS is also a source of financial support for research-related expenses (including travel). Ciera Ferrone, a second-year experimental student, will be the psychology GSAS senator for the current year.

General University Requirements and Resources

Code of Student Conduct
As stated on the University website (https://studentconduct.appstate.edu/pagesmith/20) "All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected." Please consult this resource for more detailed information on the Student Code of Conduct, including information on how to report an incident, student rights, and policies regarding discipline and remediation. Another important resource regarding harassment, discrimination, and reporting procedures is the Equity, Diversity, and Compliance Office (https://edc.appstate.edu/).

Grade Appeals
Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the faculty member which is professionally acceptable, communicated to everyone in the class, and applied to all students equally. Prejudiced, arbitrary, or capricious academic evaluation by a faculty member, however, is a violation of the student's rights and is a valid ground for a final grade appeal (http://policy.appstate.edu/Final_Grade_Appeal_Procedure).

University Resources
There are several excellent services available to you as a student at no cost, including confidential counseling for faculty and staff (https://cfs.appstate.edu/), confidential Ombuds services (https://ombuds.appstate.edu/), and a broader array of supports through Guidance

Resources. If you elect to use these services, call 1-844-449-6537 either from an ASU phone or tell the operator you work for ASU.

The Psychology Thesis

A thesis is required for students in the Experimental program and is an option for students in the Clinical and IOHRM programs. It is highly recommended that all students who plan to continue toward a doctoral degree complete a thesis. Completing an empirical thesis provides a student with the opportunity to conduct research with the thesis chairperson, and affords the student the opportunity to get to know his/her faculty advisor on a closer, one-on-one, basis as well as to experience how professional scientists (i.e., the committee) work collaboratively to enhance the quality of reported research. Students frequently request detailed letters of recommendation for future employment, licensure, or applications to doctoral programs from the thesis chair and committee members. Our department strongly encourages that all thesis projects be considered for professional presentation and publication. Having one's thesis presented or published, with the student as an author, enhances chances of entry into doctoral programs and makes students' families very proud!. Students may also request to work on other lab projects to pursue research interests and to increase the likelihood of obtaining authorship on other scholarly products.

Thesis Steps and Timeline

The thesis process can be divided into the following three stages: idea development, prospectus, thesis. Each stage is characterized by administrative and substantive requirements. Below are the general guidelines. Students should work closely with their mentors to ensure the process runs smoothly.

Idea Development

The student's mentor serves as the chair of the thesis committee. Hence, picking one's chair and one's topic often occur simultaneously. Experimental and Clinical programs match their students to a faculty chair upon admission. IOHRM students may "shop" for a faculty chair by approaching a faculty member working in an area of interest to the student (current research interests and recent publications of faculty members may be found on the psychology department's website, http://psych.appstate.edu/faculty-staff). The faculty member may request a brief written summary of the project before determining whether to chair the thesis.

Students tend to find the process less frustrating if they secure a chair sooner, rather than later (e.g., during the first semester). While many faculty members honor a student's desire to pick an independent or novel topic, theses tend to progress most smoothly when a student picks a project that dovetails with a topic area and methodology ongoing in a professor's lab. It is also important that the student/professor interview one another carefully before committing to this professional relationship. Students are encouraged to converse with senior students about their thesis experiences before committing to the process (provided it is an option in their program) and before securing a thesis chair and committee.

Checklist
- ☐ Identify a mentor and develop an idea.
- ☐ Form a committee. File Psychology Department Formation of a Thesis Committee Form with Carol. See guidelines below.

☐ Enroll in Psy 5998. This requires a Special Course Form.

Guidelines for Committee Composition

The Thesis Committee must have a minimum of three members, the student's mentor and two other professors with Graduate Faculty status. The chair and one additional member of the Thesis Committee must be a *tenured* or *tenure-track* faculty member of the Department of Psychology (or Department of Management for IOHRM students). Additional members may be from other academic departments, so long as they hold Graduate Faculty status.

The other members of the committee should be identified through conversations between the student and mentor. The committee members should be chosen on the basis of their expertise and interest in the topic. The student should approach the faculty members to determine their willingness to serve on the committee. The Thesis Chair should confirm the committee appointment with the designated members and should ensure that the "Psychology Department Formation of a Thesis Committee Membership Form" is signed and submitted immediately to Carol (form is available from her or on the Psychology department website. This form must be filed before the student can enroll in PSY 5998.

Prospectus Development

The prospectus is a proposal of your thesis idea. Students are to use APA format as outlined in Chapter 2 of the 6th Edition of the *Publication Manual of the American Psychological Association* for a submitted manuscript (not a final product) when completing their theses. No Graduate School pages are necessary for the prospectus with the exception of the signed "Thesis/dissertation Committee Membership" form found on their website. The prospectus should have a title page, abstract, introduction, method, and planned analysis section. It should also include at least these appendices: the IRB/IACUC approval document, consent form for human subjects (if applicable), and all materials used for data collection.

Checklist

☐ Write and revise prospectus drafts with your mentor. You should expect to go through multiple (five or more is not uncommon) drafts before your mentor approves your prospectus.

☐ Give digital or hard copy of prospectus (ask their preference) to committee members at least one week before the prospectus meeting. Schedule a date for the prospectus meeting.

☐ Schedule space for the meeting with Carol.

☐ Prospectus meeting. Bring copy of the Graduate School Thesis Committee Membership Form to the meeting. If members approve the prospectus that day, they will sign the form. If they request revisions, you must seek signatures once the final version is approved.

☐ Submit an IRB or IACUC application. You may want to submit this prior to the prospectus meeting with the expectation that modifications to the application may be required. IRB/IACUC approval documentation must be included in the final copy (next step).

☐ Once all signatures are obtained, file the prospectus with Carol. You must file it with Carol to register for 5999.

☐ Enroll in 5999. This requires a Special Course Form.

Guidelines for Prospectus Meeting

The student should begin with a brief, formal description (10-20 minutes) of what he or she plans to study and how it will be studied. The Committee will discuss each section of the proposal and

make recommendations for revision. Particular attention will focus on the Method section to ensure that the study is feasible, that there are no ethical difficulties, that all instruments, questionnaires, and procedures (including participant rights) are clear and appropriate, and that the number of participants and statistical analyses are justified. If the Committee approves the Prospectus, edited paper copies of the manuscript are (or digital files with comments are emailed) collected from the members in order to facilitate revision.

After the meeting, the Thesis Chair should write a memo to the student and all Committee members summarizing all agreed upon substantive changes. This memo and the Prospectus thereby constitute an agreement between the student and the Committee and assure the student that no further substantive changes will be required relative to the *design* of the research project. If the student or other members of the Committee feel the memo is incomplete or inconsistent with the recommendations generated at the Prospectus Meeting, the Thesis Chair should be informed and the issues clarified (via an additional meeting of the Committee, if necessary).

Thesis Development
The thesis document is a full manuscript with an abstract, introduction, method, results, and discussion sections. It should be submitted in APA format, except to accommodate the requirements of the Graduate School. Students must closely follow the graduate school's formatting requirements to ensure timely review and acceptance of the draft. Some guidelines for formatting are presented in a later section.

Checklist
- ☐ Conduct study, write and revise multiple drafts with mentor.
- ☐ Give digital or hard copy (ask their preference) to committee members at least one week before the defense. Schedule a date for the defense.
- ☐ Schedule a space for the meeting with Carol. Let her know the meeting is for your defense, so she can notify the Graduate School as required.
- ☐ Defense. Bring multiple copies of your signature pages to the defense. If you are not planning to order any printed, bound copies of your thesis, the signature pages can be on regular paper. If you do want printed, bound copies, you must use bond paper (see Graduate School website). **The defense date must be at least one month before the last day of classes.**
- ☐ Revise and get signatures if necessary.
- ☐ Submit an electronic copy of the final thesis draft to Dr. Webb (webbrm) and Carol (andersncm).
- ☐ Submit at least one copy and your signature pages to Carol so that she can acquire Dr. Webb's signature. If you are in the experimental program, you must first get approval from the Program Director, Dr. Wingrove, before you can submit it to Carol.
- ☐ Submit documents to the Graduate School. The deadlines for submission are posted on the Graduate School website. Await Graduate School approval; they may require changes, so check email regularly.
- ☐ If you want printed, bound copies of your thesis, follow the additional steps explained on the Graduate School website, including payment of a fee.

Guidelines for Thesis Defense
All members of the Committee must attend the thesis defense meeting. Visitors to the meeting, other than the Dean, should be seated away from the meeting table at which the student and committee are seated. The Thesis Chair should introduce all in attendance and request that visitors withhold questions and comments until after the student formally summarizes the study.

The student should present a 15-30-minute summary (usually in a PowerPoint presentation) of the research reviewing the statement of the problem and concentrating on the results and conclusions. The Committee discusses the thesis, asks questions of the student, and makes recommendations for the final revision.

At the end of the thesis defense (usually around the 50-minute mark), the Thesis Chair should excuse the visitors and the student for a brief executive session. Discussion relative to the final decision will ensue. The Thesis will either be a) approved with non-substantive revisions (committee members *may* choose to sign the approval pages on site), b) approved with substantive revisions (committee signatures will be granted only after revisions are approved), or c) disapproved. In the event of disapproval, the committee and the student will meet to discuss requirements for approval. The student and visitors are readmitted, at the Thesis Chair's discretion, and a review of the status of the work is provided. The Thesis Chair may invite comments and questions from the visitors at this time.

Guidelines for Thesis Format
The thesis will consist of three sections: front matter, thesis manuscript, and appendices.

Front Matter
The formatting of the front matter is dictated by the Graduate School. Students should download the template in Word format and add in their specific information.

Manuscript
The manuscript is the heart of your thesis. It should be formatted in accordance with APA style (Chapter 2 of the 6th Edition), beginning with a title page and ending with Tables and Figures.

Appendices
Appendices go at the end of the document. At minimum, you should include your IRB/IACUC approval page, a consent form (if applicable), and a copy of all materials used in your study, unless those materials are copyright protected and should not be published publicly.