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**DESCRIPTION OF DOCTORAL PROGRAM IN EXPERIMENTAL PSYCHOLOGY
AND GRADUATE HANDBOOK**



**DEPARTMENT OF PSYCHOLOGY
WASHINGTON STATE UNIVERSITY**



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WHAT ARE THE GOALS OF THE EXPERIMENTAL PROGRAM?

The doctoral program in Experimental Psychology at Washington State University is designed to produce highly skilled, innovative and productive experimental psychology researchers and teachers. Each student will build his/her program of study around one or more specialty areas in Biological, Cognition, Health, Industrial/Organizational, Social, and Applied Quantitative Methods. Degree recipients are expected to be highly knowledgeable about their specialty areas, to have a strong background in general experimental psychology, to be able to identify significant research problems, to be conversant with a wide variety of strategies for generating and testing hypotheses that emerge from these problems, and to be able to effectively communicate these ideas. It is expected that graduates will leave Washington State University well equipped to become successful professionals in competitive research and teaching positions in academia, as well as competitive research or applied positions in government and industry.

Program Objectives:

1. Produce highly skilled, ethical, creative and productive research psychologists
2. Produce highly skilled, ethical, creative and effective instructors capable of teaching general psychology and/or teaching in one or more specialty areas of psychology
3. Prepare students to become successful professionals in research and teaching positions in academia, as well as research or applied positions in government and industry.

Outcomes For Each Program Objective

1. To produce highly skilled, ethical, creative and productive research psychologists in one or more specialty areas, the program aims to provide a variety of experiences that will help students to:
 - Become independent, self-motivated, ethical researchers with the ability to recognize problems in their field of expertise and formulate solutions to the problems.
 - Develop a comprehensive knowledge of previous and current research in their field of expertise.
 - Generate viable questions and identify significant research problems within their field of expertise, and be conversant with a wide variety of strategies for generating and testing hypotheses that emerge from these questions/problems.
 - Apply sound methods to research problems in their field of expertise and describe the methods effectively.
 - Perform statistical analyses of research data and present the results in a way that makes clear sense of the data and conclusions to be drawn.
 - Discuss the solution to the research problem and the support or lack of support for the hypothesis in a way that effectively describes the contribution of the research to the area of study.
 - Communicate information clearly and effectively in written and oral form according to professional standards.
 - Achieve a mastery of knowledge in the general field of experimental psychology and the highest level of expertise in a specific, defined area of this field.
 - Develop a general knowledge of different psychological research methods, analyses, and data presentation tools to best answer a research question and convey this information clearly.
2. To produce highly skilled, ethical, creative and effective instructors capable of teaching general psychology and/or teaching in one or more specialty areas of psychology, the program aims to

provide a variety of experiences that will help students to:

- Become independent, self-motivated, ethical teachers with the ability to utilize appropriate teaching techniques and technologies in order to develop effective and engaging lecture material, class activities, and assignments relevant to the class being offered.
- Communicate information clearly and effectively in oral and written form and create a positive learning environment that encourages student understanding and utilization of the information presented.
- Develop effective quizzes and examinations to successfully evaluate learning in a manner that is fair to all students enrolled in the class.

3. To enable students to become successful professionals in preparation for competitive research and teaching positions in academia, as well as research or applied positions in government and industry, the program aims to provide a variety of experiences that will help students to:

- Achieve professional competency.
- Present research to local, regional, national and international audiences through publications in professional (peer-reviewed) journals and conference posters/papers.
- Participate in professional organizations, becoming members, attending meetings, and taking leadership roles where appropriate.
- Broaden their professional foundations through activities such as teaching, and submitting fellowship and grant applications.
- Secure employment.

WHAT ARE THE ADMISSION REQUIREMENTS?

The Experimental Psychology program typically admits six new graduate students each year (in the fall), and has approximately 30 students in the doctoral program at any one time. Faculty review applications and make admissions recommendations to the Director of Experimental Training (DET). The factors used to assess qualifications are:

- undergraduate GPA (average of admitted students ≥ 3.56)
- graduate GPA, if any
- scores and percentages on the general GRE test (Quantitative, Verbal, Analytical). The psychology GRE subject test is not required.
- Minimum of 3 letters of recommendation
- research experience
- background in statistics and experimental methods
- background in math, physical, biological, and computer sciences
- activities and jobs related to psychology
- teaching experience, if any
- goodness of fit in terms of research interests, with one or more WSU Experimental Psychology core faculty

The extent to which the applicant's interests match those of the faculty is very important; applicants are encouraged to discuss in their personal statements with whom they would like to study and why. Applicants should also contact prospective mentor(s) to discuss shared interests and determine whether the prospective mentor intends to recruit a new student during that application year. Every effort is made to evaluate each applicant individually; students who have special skills or qualifications that they feel strengthen their application are encouraged to state them in the personal statement.

Faculty are selective in the admission process because they expect that students admitted to the program will complete their doctoral degrees at Washington State University in a timely manner. The department does not admit a large entering class and then drastically reduce the class at the end of the first or second year. Rather, we attempt to provide the instruction and financial support needed for every student to become a skilled experimental psychologist and to earn their Ph.D.

The graduate program in Experimental Psychology at Washington State University admits students based on a careful assessment of their potential as psychologists, without regard to race, sex, or creed. Nonetheless, admission of under-represented students is an important goal and special efforts are made to facilitate admission of qualified racial/ethnic groups. The Experimental Psychology Program welcomes applications from any student who feels she/he is qualified, and who has identified one or more faculty whose research interests closely match her/his own.

WHAT TYPES OF FINANCIAL SUPPORT ARE AVAILABLE?

A variety of sources of financial assistance are available within the Department of Psychology. The most common forms of support are halftime teaching assistantships (academic year and summer) and research assistantships. Special funding may be available for qualified minorities. Admission into the graduate program is usually accompanied by a 4-year commitment of financial support; the majority of students in the program over the past 30 years have received a *minimum* of 9-months/year support for 5 years. It is our policy to bring new students into the program only if we believe we can fund them during their graduate training for at least 4 years. Students who receive an assistantship are expected to be available for meetings and any work related to the assistantship starting on the date the assistantship begins, which is typically one week before the start of the semester, and ending one week after finals.

WHAT TYPES OF FELLOWSHIPS AND GRANTS ARE AVAILABLE?

Fellowships and grants are available through the Psychology Department, the Graduate School, and the College of Arts and Sciences. The **grants and fellowships offered annually through the department** are competitive, and serve to financially support travel to conferences and financially reward teaching and research excellence. The department currently awards one teaching fellowship and two research fellowships annually that are significantly higher in pay than the traditional stipends -- thanks to the Marchionne Foundation. The department also offers 4-5 Marchionne Summer Research Fellowships annually and offers conference travel awards annually for which students can apply. Furthermore, the department typically awards a summer fellowship to one first-year student in Experimental Psychology each year. The Graduate School offers a two-semester research assistantship for first-year minority students. The Graduate School also offers travel funds to present master's-level and doctoral-level research at a professional conference. Other opportunities for funding are available through several programs at WSU, depending on research interests.

MEDICAL AND PARENTAL LEAVE

Medical and parental leave can be requested. Students who have a medical issue that is interfering with their academic performance or assistantship, and students who are soon to be parents are encouraged to go on medical leave. If a student has a medical issue or is soon to be a parent, they are encouraged to inform the Director of Experimental Training. Information and forms regarding medical and parental leave can be found on the Graduate School Website <http://gradschool.wsu.edu/>.

WHAT SPECIALTY AREAS OF TRAINING ARE OFFERED?

The Experimental Psychology program emphasizes several major specialty areas: Applied Quantitative Methods, Biological, Cognition, Health, Industrial/Organizational, and Social. The specialty areas provide a broad intellectual context in which specific interests in that area can be pursued. The following describes how each of the specialty areas is conceived of by the faculty.

Biological (Pullman and Vancouver campuses)

Neuropharmacological and behavioral approaches are combined to explore the relationship between the biology of the organism and its behavior. Research in the department incorporates neurochemical, immunohistochemical, molecular and genetic techniques to determine causation of behavior from numerous perspectives, in collaboration with faculty in the department of Integrative Physiology and Neuroscience (IPN). These collaborations greatly facilitate the quality of training and the post-doctoral and job placement opportunities for our students. Students who select this specialty area are expected to take, in addition to the core course in biopsychology (Psychology 574), graduate courses in Behavioral Pharmacology (Psychology 577) and Neuroscience (various). Supplemental courses for the biopsychology specialty area should be selected through consultation with an advisor and may include courses in biology and molecular biosciences.

Cognition (Pullman and Spokane campuses)

The study of mental processes and how they relate to brain function are a major focus of human research in the department. Areas of faculty expertise include attention, perception, action representation, memory, affect, decision making and general information processing at both the micro and macro levels. Some faculty collaborate with others in the neuroscience program, particularly on the WSU Spokane campus, to understand the relationship between sleep and cognition. Other faculty collaborate with researchers at the University of Idaho and Wright Patterson Air Force Base who conduct research on attention, perception, memory, and decision making in applied environments. Students entering the program with an emphasis in cognition will follow the general requirements of all experimental students and must take Psych 592 (Cognition and Affective Basis of Behavior), then design an elective program that suits their specific needs and aspirations. It is expected that students in this specialty area will take supplemental courses in computer science, statistics, neuroscience, and engineering psychology/human factors, based on consultation with a faculty advisor.

Health (Vancouver and Spokane campuses)

Health psychology in the department focuses on how biological, psychological, environmental, and cultural factors affect health. Research in health psychology examines the causes and development of illness, methods to help individuals develop lifestyles to promote health and prevent illness, interventions to help people cope with and reduce stress and pain, biopsychosocial effects on immune function, and factors in the recovery, rehabilitation, and psychosocial adjustment of individuals with serious health problems, including mental health problems. Faculty research interests include: quality of life in medical populations; mechanisms and clinical treatment of pain; occupational health, well-being, and safety; methodological and statistical approaches to health research; neuropsychological substrates of mental and physical health; substance abuse and mental health; applying social psychological perspectives to health behavior motivation and change. Students pursuing the Health track are expected to complete Psych 523 (Health Psychology) and are encouraged to complete Psych 550 and Phil 540; additional courses relevant to the student's research will be selected in consultation with the advisor. Note that the Health Psychology interest area within the Experimental PhD program **does not prepare students to be clinical psychologists**. If interested in a Ph.D. in clinical psychology, please consult the description of the clinical psychology program.

Industrial/Organizational (Vancouver campus)

Graduates in this area have successfully gone on to applied and academic positions (both in Business Schools and Psychology Departments). Faculty research focuses on occupational health psychology and examines the impact of a variety of workplace stressors (e.g., job insecurity, work-family conflict, sexual harassment, discrimination) on individual, job-related, and organizational outcomes. Students pursuing this track will be expected to complete Psych 519 (Industrial/Organizational Psychology) and Psych 529 (Occupational Health Psychology) and are encouraged to complete Psych 550 and Phil 540; additional courses relevant to the student's research will be selected in consultation with the advisor. In general, students are encouraged to seek advanced training in quantitative and statistical methods and to enroll in relevant coursework available through the Management Department in the

Carson College of Business.

Social (Pullman campus)

Laboratory-based studies are utilized to study social psychological processes including cooperation, individual differences in social behavior, the interface between social factors and physical health, and social cognitive processes. Graduates in this area may find employment in academic settings, government agencies, private research firms, and businesses. It is expected that students will complete Psych 550 (Social Cognition) and will select other courses in consultation with the advisor. Training in statistics and methodology beyond the departmental core requirements is encouraged.

WHAT TYPES OF FACILITIES ARE AVAILABLE?

The Psychology Department has modern, specially designed laboratories and equipment for a wide variety of research in applied psychology, perception, cognition, biopsychology, psychophysiology, and social psychology. The department maintains a psychophysiological (EEG, EKG) lab, as well as electronic, metal, and wood shops for the construction and maintenance of equipment. The department also maintains computer terminals connected to the main university system, and microcomputers for experimental control and data analysis. Word processing, statistical software, experimental design software, survey software, and high-speed reproduction equipment is housed within the department to facilitate preparation of manuscripts, grant proposals, posters and other scholarly works.

WHAT ARE THE MAJOR STEPS IN THE GRADUATE PROGRAM?

Time Line of Major Requirements

If entering program with Bachelor's Degree:

- Year 1: begin coursework; propose M.S. thesis research [T-1]
- Year 2: complete coursework; defend M.S. thesis research [T-2]
- Year 3: prepare for and complete (pass) preliminary exam
- Year 4: propose Ph.D. dissertation research [D-1]
- Year 5: complete and defend Ph.D. dissertation research [D-2]

If entering program with approved Master's Degree

- Year 1: complete coursework; engage in research
- Year 2: prepare for and complete (pass) preliminary exam
- Year 3: propose Ph.D. dissertation research [D-1]
- Year 4: complete and defend Ph.D. dissertation research [D-2]

MASTER'S DEGREE

Do students need to obtain an M.S. degree on the way to obtaining a Ph.D?

All students entering the program with a bachelor's degree are expected to obtain an M.S. degree on their way to the Ph.D. unless they enter the program with an acceptable master's degree from another institution (see below).

Can a master's degree received at another institution be counted toward obtaining the Ph.D.?

A psychology-related Master's thesis earned at another institution should be submitted before matriculation (preferably by July 1) so that acceptability of the thesis can be determined as soon as possible. Only well-written theses *based on empirical research* will be acceptable. No more than half (up

to **13 credits**) of relevant graded coursework completed in another graduate program may also be applied to the Ph.D.; detailed syllabi should be submitted to the Director of Experimental Training as soon as possible so that previous coursework can be evaluated for possible transfer (typically by July 1 prior to starting the program).

For Master’s Thesis research credit, should students must enroll in Psych 700:

Psych 700. This option is referred to as the “thesis” option by the Graduate School; students are **required to submit a formal thesis to the Graduate School** (which must conform to the formatting requirements by the Graduate School) in addition to the research paper that would be given to their committee and submitted to the department. The format required by the Graduate School is available on the Graduate School website. The “thesis” degree program consists of at least 30 credit hours, including a minimum of **21 hours of graded coursework** plus a minimum of 4 credit hours of Master's Research (Psych 700).

What is the focus of the Master’s Thesis (Psych 700)?

The focus of the Master’s Thesis should be an original piece of empirical research performed by the student. While the demands for comprehensiveness of treatment, scope, and impact on the field are less than for the dissertation, the research should be original and of publishable quality if not quantity. **Every effort should be made by the student and his/her faculty mentor(s) to publish the work.** Normally a better strategy in the planning and execution of Master’s research is to address a single question in an elegant and clear manner rather than to attempt to answer several questions in an unclear and inconclusive manner. The emphasis should be on simplicity and elegance rather than on comprehensiveness.

When should faculty members be selected to serve on the Master’s Thesis Committee?

During the first year of study (typically during the second semester), the student selects faculty members to serve on her/his Master’s Thesis Committee.

Who can serve on the Master’s Thesis Committee?

The Master's committee consists of three or more faculty members, including the chairperson. The chairperson (usually the student’s primary research mentor) must be a member of the core, active tenured or tenure-track research faculty in the Psychology Department (and his/her primary appointment must be in Psychology). See listing on **pages 27-28** of this Handbook. At least one additional faculty member serving on the committee must have a primary appointment in Psychology. Any exception to this rule must be discussed with the Director of Experimental Training and approved by the Department Chair and the Graduate School.

Forming the committee. It is recommended that students meet with the Director of Experimental Training when deciding on committee members to ensure that all committee members meet the Experimental Program requirements.

Paperwork. After selecting the committee, download the “Program of Study” form from the Graduate School website, and have all committee members sign the document. This document should be turned in to the Psychology Graduate Program Coordinator for Department Chair signature. The Department Chair will not sign unless all committee members have signed and the coursework is approved. Consult the Graduate School website for paperwork deadlines <http://gradschool.wsu.edu/>. The Program Coordinator will send the signed program of study to the Graduate School.

MASTER’S THESIS PROPOSAL (T-1)

What are the student’s responsibilities in preparing the Master’s Thesis Proposal?

The student, under the direction of the chairperson, is responsible for a literature search, identification and contact with current researchers, preparation of the proposal, and development of required skills and

competencies to conduct the research. The student is also responsible for consideration and solution of logistical problems related to the research. The involvement of the chairperson may vary widely, depending on the student's background and the nature of the problem. It is valuable to discuss relative contributions, responsibilities, and authorship with one's mentor at this stage. The American Psychological Association's Ethical Principles of Psychologists should be the guide:

<http://www.apastyle.org/authorship.html>. The chairperson of the committee should help the student carefully edit the proposal, and give preliminary approval of the proposal before it is submitted to other committee members. Students are encouraged to edit the proposal carefully before it is disseminated to committee members, and to give the committee two weeks to read the document before the meeting. Members of the committee should be involved at this stage in a consultant capacity.

What is the T-1 meeting and how should a student prepare?

When a student finishes a research proposal that meets the primary mentor's approval, a meeting with the thesis committee is held (the T-1 meeting) to discuss and approve the research plan. The **T-1 meeting** is an "informal" meeting; that is, it is not scheduled through the Graduate School. The function of the T-1 meeting is discussion and evaluation of the proposal, to judge its feasibility and scientific merit; the committee will either accept the proposal, recommend changes, or reject the proposal. Pilot data may be useful but is not necessary for the T-1 meeting. *It is VERY important that the experiments be proposed rather than completed at the time of the T-1*, because the point of the meeting is for the committee to critique the experimental question and methodological approach.

Distribution of the proposal for the T-1 meeting. The complete and *polished* proposal should be distributed to the thesis committee at least two weeks in advance of the T-1 meeting. The student and his/her committee chair are responsible for ensuring that the thesis proposal is highly polished and free from mechanical errors, *before* it is distributed to the committee.

Format of the Master's Thesis Proposal. Most decisions regarding format, length, and organization are up to the master's committee. Unless the intention is to publish in a non-APA journal, the thesis paper should be written in the style described in the most recent edition of the Publication Manual of the American Psychological Association: <http://www.apa.org/>.

Content that must be included in the Master's Thesis Proposal. See "The Preparation of Thesis and Dissertation Proposals" on **page 20** of this Handbook.

Scheduling the T-1 meeting. It is the student's responsibility to determine the availability of the committee members and to schedule a time and place for the meeting. If videoconferencing is required, the student should notify the Psychology Graduate Program Coordinator as soon as possible. Room scheduling should be requested through the Psychology Graduate Program Coordinator.

Paperwork for the T-1 meeting. The Psychology Department requires that the student bring the "Thesis (T-1) Approval Form" available on the Department SharePoint Site, to the T-1 meeting. This form must be signed by all committee members and turned into the Psychology Graduate Program Coordinator within five business days after the T-1 meeting.

Oral presentation for the T-1 meeting. It is generally advisable to prepare a brief (15-20 minute), well-organized visual and oral overview of the proposed project. It may be useful to have reprints of major references at hand to facilitate answering questions. The T-1 meeting typically includes the student and his/her committee, although others may attend with permission of the committee chair. The degree of formality of the T-1 meeting varies with chairpersons and committees. The student should consult with their advisor ahead of time to discuss expectations. Regardless of the degree of formality, the student is asked to cover the following list of topics. These review what is available in the proposal, but they remind the committee of details, help to maintain a logical order, and permit the student to summarize the proposal.

- Theoretical or empirical background relevant to the question being investigated, leading to a precise

statement of the hypothesis.

- Statement of procedures, including subjects, apparatus, steps in procedure, and anticipated timeline.
- Description of experimental design, showing how the design is appropriate for testing the hypothesis.
- Description of proposed statistical analysis of the data.
- Statement of predicted results (with graphics if appropriate) – and how particular outcomes will be interpreted.

Note: Committee members and faculty may ask questions related to any of the above points, or any other matters relevant to the thesis and the student's graduate and professional experience.

The T-1 committee's role and responsibility. The committee members judge the significance, soundness, and feasibility of the proposed research and the ability of the student to carry it to a successful conclusion.

The action of the committee at this meeting may be:

1. To accept the proposal as presented.
2. To suggest changes in the procedure.
3. To suggest limitation or expansion in the scope of the research.
4. To suggest a different emphasis or direction.
5. To reject the proposal.

Actions (2), (3), (4), or (5) may require additional meetings of the committee. If an additional meeting is scheduled, responsibilities for scheduling and distribution of materials should be as described previously. If an additional meeting is not required but changes are needed, the student should prepare a statement of those changes and distribute a copy to each committee member before data collection begins.

Rejection of the proposal usually results in the selection of a new problem. Depending on how much this deviates from the original problem, a change in committee or chairperson may be warranted.

Should students communicate with their T-1 committee while conducting research?

Yes! The chairperson should be cognizant of progress in all stages of the research. Periodic informal reports of progress – particularly when the project takes longer than 1 year to complete – should be made to other committee members by the student. Significant changes in design or procedure should be reported to the committee. The determination of "significant" will be made by the student and her/his chairperson.

Master's Thesis Defense (T-2)

After the research and paper (thesis) are completed, an oral presentation and examination is conducted (the T-2 meeting). It is important to check the Graduate School Website <http://gradschool.wsu.edu/> for deadlines, rules, and forms required for the Master's Thesis Defense.

How is the Master's Thesis Defense (T-2 meeting) conducted?

This is an oral examination/defense. It is a formal examination designed to assess the student's breadth and depth of knowledge, presentation skills, ability to think logically and to answer questions clearly. An examiner may ask about any topic that s/he feels the student should know as a research psychologist, even if it does not pertain directly to the study being presented. The student should prepare an oral presentation of the study with visual aids. Typically this presentation is 20-30 minutes long, although the advisor may recommend a shorter or longer presentation.

This is a **public meeting**: all Psychology Department faculty and students are welcome to attend, but students may not participate in the examination. The student will be examined by all members of the committee, and may also be examined by any other members of the faculty who attend the defense.

Students may attend but may not ask questions. The Experimental Director will attend when possible. If s/he cannot attend (or is a member of the committee), s/he may designate a member of the Experimental Faculty to act as proxy. All other Experimental Faculty are encouraged to attend. For further information, refer to the Graduate School website <http://gradschool.wsu.edu/>.

If the student or committee anticipates significant conflicts at the defense, they should request that an outside “grad rep” attend the defense (contact the Graduate School). **Grievances by the student**, if not informally resolved, should be discussed with one or more of the following: the Committee Chair, the Director of Experimental Training, the Department Chair, the Dean of the College, and/or the Dean of the Graduate School. For further information, refer to the Graduate School website <http://gradschool.wsu.edu/>.

When and how do students schedule the Master’s Thesis Defense (T-2 meeting)?

It is expected that the student will *complete the T-2 by the end of the second year* of study.

Preparation. The oral defense should not be scheduled until the student has produced a thesis draft that the advisor judges to be defensible. Typically, this requires multiple revisions of the document. Students are advised to carefully edit the document before it is given to the committee. However, the student has the right to proceed with a defense even if the committee feels that the document is not defensible; in that case an outside “grad rep” should be requested to attend the defense (contact the Graduate School).

When to schedule. The T-2 should be scheduled during the fall or spring semester of the regular academic year rather than during the summer. Students who defend in the summer **MUST** enroll in 2 credits of Psych 700, and will have to pay tuition and fees. Consult the deadlines and procedures listed on the Graduate School website: <http://gradschool.wsu.edu/>.

Student schedules the T-2 meeting. It is the student’s responsibility to identify a date and time for the defense that can be attended by all committee members. All members of the committee must participate in the defense, and must be present in person (in the room or via WSU videoconference or Skype, not on the phone). Off-site committee members must use videoconferencing technology to be visible to the Committee Chairperson for the duration of the defense. The student must schedule a 2-hour time period for the T-2, with no exceptions.

The T-2 must be scheduled through the Graduate School. *It is the student’s responsibility to file the paperwork necessary for scheduling the defense with the Graduate School, and to adhere to Graduate School deadlines.* The required form can be found on the Graduate School website <http://gradschool.wsu.edu/>. The form requires signatures from all committee members and should then be submitted to the Graduate Program Coordinator for the department chair’s signature at least **12 BUSINESS DAYS** before the scheduled defense. This will allow an additional two business days for the department to process and submit this form to the Graduate School by their deadline of **10 BUSINESS DAYS**. This form and the thesis must be sent to the committee members two weeks before the scheduling form is due in the department. This means that the thesis **must be prepared at least one month prior to the scheduled exam date** in order to give the committee members the appropriate amount of time necessary to read the thesis before agreeing to sign the scheduling form.

One week prior to the T-2 meeting, the student must send the thesis electronically (PDF) to the Psychology Graduate Program Coordinator so that it is available to the Psychology Department on the Sharepoint site.

An electronic copy (PDF) of the paper in its final form must be placed in the Psychology Department’s permanent collection within five business days of the successful defense (this is the same deadline as the Graduate School).

How should the Master’s Thesis be formatted?

Most decisions regarding format, length, and organization are up to the Master's committee. Unless the intention is to publish in a non-APA journal, the thesis paper should be written in the style described in the most recent edition of the Publication Manual of the American Psychological Association: <http://www.apa.org/>. The thesis will additionally need to be sent to the Graduate School with their required table of contents and sheet of 100% cotton paper, which is available to students at the Graduate School.

When should students apply for Graduation for the Master's Degree?

The student must apply to graduate *at the beginning of the semester that he/she plans to complete the T-2*. Consult Grad School website <http://gradschool.wsu.edu/> for specific deadlines and procedures.

THE DOCTORAL DEGREE

What are the required course credits for the Ph.D. Program?

The Ph.D. program must include at least 72 credit hours of coursework and research; 26 credit hours must be *graded* coursework and a minimum of 20 hours of Psych 800 are required. All research credits should be Psych 800, once the Master's Degree has been obtained.

What major exams are required for the Ph.D.?

Preliminary Exam (described below)

Dissertation Exam (including a dissertation proposal and the final defense; described below)

When do students select the Doctoral Committee?

Generally immediately following completion of the Master's degree, the student chooses a doctoral committee in consultation of his/her major advisor.

What is the purpose of the Doctoral Committee?

The purpose of the doctoral committee is to assist the student in preparing for the preliminary exam, conducting the preliminary exam, directing the dissertation, and conducting a final examination on completion of the dissertation.

Who can serve on my Doctoral Committee?

Committee. The doctoral committee must include a major advisor and a minimum of two other faculty members, with the major advisor serving as chairperson of the committee.

Chairperson. The chairperson of a doctoral committee must be a member of the Psychology faculty, although two co-chairs (in some cases, one co-chair from outside of Psychology) are permissible with approval of the Director of Experimental Training, the Department Chair and the Graduate School.

Requirements for committee composition. At least two of the members on the committee must be Psychology faculty (that is, faculty whose primary departmental affiliation is WSU Psychology, which does not include adjunct faculty). Additional committee members who hold the highest appropriate degree and whose special knowledge is particularly important to the proposed program, but who are not members of the faculty, may be appointed to the committee and shall vote.

Forming the committee. It is recommended that students meet with the Director of Experimental Training when deciding on committee members to ensure that the committee meets Experimental Program requirements.

Faculty approved to serve on committees is updated annually. See **page 27-28** in this Handbook.

Approval of the committee. The doctoral committee is subject to approval by the chairperson of the major and minor (if applicable) departments, the Director of Experimental Training, the Department Chair and the Graduate School.

How and when should students submit their “Doctoral Program of Study”?

The student must file this paperwork with the Graduate School at least 4 months prior to taking the preliminary exam. The Program of Study for Doctoral Degree form is available on the Graduate School website. The student and her/his advisor, in consultation with suggested committee members from the major (and minor, if the student chooses a minor) department, prepare the doctoral program of study. After filling out the Program of Study for Doctoral Degree form and obtaining signatures from all committee members, the student submits this form to the Psychology Graduate Program Coordinator for Department Chair signature. The Department Chair will not sign unless all committee members have signed and the coursework is approved. Check the deadlines under "*Policies and Procedures*" available on the Graduate School website.

Requirements for the Doctoral Program of Study. Specific requirements regarding the Ph.D. program are detailed in the "*Policies and Procedures*" on the Graduate School website <http://gradschool.wsu.edu/>.

Preliminary Examination

What is the Preliminary Examination?

The preliminary examination is a comprehensive written examination in at least three areas of psychology. The preliminary examination must **conform to all rules** of the Graduate School, as stated in the "*Policies and Procedures*" of the Graduate School: <http://gradschool.wsu.edu/>.

What are the examination areas and how are they determined?

The preliminary examination covers areas in which the student, in consultation with his/her faculty advisor, decides to concentrate. Each student is expected to define three substantive areas that directly or indirectly relate to the general dissertation topic, and ask each member of the doctoral committee to serve as mentor for a single exam (thus, the student must identify a committee member who possesses expertise relevant to each exam topic of interest). The student's committee is responsible for the preparation of an examination that will:

- (a) test the student's knowledge of theory, methodology, and research in the areas of concentration;
- (b) evaluate the student's ability to integrate and synthesize the areas of concentration and related areas of psychology.

What constitutes appropriate preliminary examination areas will be determined by the student and her/his doctoral committee; consult with the Director of Experimental Training if unsure. Definitions of the nature, breadth, and depth of these areas, and decisions regarding the methods and scope of the student's preparation (including reading lists), will be determined in a manner designed to make the examination most beneficial to the student's development as a scientist, taking into account the student's career aspirations, research interests, and other educational goals. *The preliminary examination is primarily designed to prepare the student for her/his dissertation research*, and thus differs from a qualifying exam, which assesses general knowledge. However, avoid defining the areas of the preliminary examination too narrowly. The areas of the examination should be clearly different from one another, and not just minor variations of one area.

When preparing the three preliminary examination areas, the student is encouraged to state one or more GOALS at the top of each reading list for a given exam topic ("My goal for this exam is to learn..."). As for exam format, one of the three preliminary exams may be a review article or a grant proposal. A review article is appropriate if the student and advisor determine that one exam area has not been

addressed recently in a published review, and therefore the student's article may be publishable. A grant proposal is appropriate if the student has the opportunity to later apply for a research grant on that particular topic. The remaining two examination areas must be tested by closed-book written examinations, each up to 8 hours in length.

How is performance assessed (passing/failing) on the Preliminary Exam?

Passing. To pass the preliminary exam, the student's performance in each of the 3 examination areas must be deemed to be at a "B" level or better by each member of the student's preliminary exam committee. The judgment of the mentor for a given preliminary exam will carry the most weight, but each exam is read by all 3 mentors.

Failing. If the student's performance on one or more exams is deemed to be at less than a "B" level, the ballot will reflect failure of the preliminary exam, the student will receive a grade of "U" for Psych 800 for the semester they failed the exam, and the student will be permitted one re-test. The re-test may not be taken sooner than 3 months from the date of the original exam, and must be scheduled through the Graduate School 17 business days before the scheduled re-test. The Graduate School will appoint a representative from outside the department to attend the discussion at the second ballot meeting. The format of the re-test is determined by the preliminary exam committee, and may range from a written revision of one or more exam questions, a review article on the topic on which the student still needs to demonstrate mastery, or a completely new closed-book exam. A second failure of the preliminary exam will result in dismissal from the program, as stipulated by the Graduate School.

When should the Preliminary Examination be scheduled?

It is expected that the preliminary examination will be completed within 2 semesters after the T-2 (or within 4 semesters after entering the program, for students entering with a Master's degree). To complete preliminary exams within the 12-month period after the T-2, the student should have the doctoral committee in place no later than 6 months after completing the T-2, with reading lists and goals generated during the next month. This allows for several months of study before the 14-day examination period commences. The preliminary examination must be completed and passed before the Ph.D. dissertation can formally begin (i.e., before the dissertation proposal [D-1] meeting).

What do students need to do BEFORE scheduling the Preliminary Examination?

Students must have successfully completed/defended their Master's research project (T-2). Most students can also complete all coursework before the preliminary exam, except in rare cases in which irregular course offerings prevent the student from doing so.

Students must submit a "Program of Study for the Doctoral Degree" to the Graduate School (download from the Graduate School website <http://gradschool.wsu.edu/>). This document must be completed by the student with signatures from his/her doctoral committee, and submitted to the Psychology Graduate Program Coordinator for approval by the Department Chair. Importantly, this **paperwork must be completed and sent to the Graduate School at least 4 months before taking the Preliminary Exams.** If the Doctoral Program of Study is not sent to the Graduate School at least 4 months before the preliminary examination, the preliminary examination must be postponed.

Students must schedule a preliminary exam proposal meeting with the committee. The student schedules this initial meeting with all committee members as soon as all 3 reading lists/goals have been developed. The point of this meeting is to gain consensus on (a) the scope, goals and expectations for each exam; (b) the format of each exam; (c) the dates on which the exams will be taken. A form titled, "Experimental Psychology Prelim Exam and Prelim Proposal Guidelines" available on the Department SharePoint Site must be completed to document these decisions and must be signed by the student and committee chair. The completed form should be given to the Director of Experimental Training immediately after the meeting.

Enroll in Psych 800. The Graduate School requires that the student is enrolled in at least 2 credits of

Psych 800 during the semester in which the preliminary exam is taken.

How do students schedule their Preliminary Examinations?

Preliminary exam scheduling and time line. The preliminary examination itself must be completed within a 14-day period, typically near the beginning or end of Fall or Spring semester. If one exam is a review article or a grant proposal, that exam must be submitted by the last day of the 14-day exam period. The available exam dates are listed on the "Experimental Psychology Prelim Exam and Prelim Proposal Guidelines" form and should be circled when the form is turned in to the Director of Experimental Training. Preliminary examinations may not be taken during the summer except in extraordinary circumstances, with approval of the exam committee, the Director of Experimental Training, and the Department Chair; additionally, the student must be enrolled in 2 credits of Psych 800 during the semester in which the exam is taken (and may have to pay for these credits).

Required paperwork.

Complete Scheduling Exam: Preliminary Exam form available on the Graduate School website <http://gradschool.wsu.edu/>; submit to the Psychology Graduate Program Coordinator for Department Chair signature. The Department Chair will not sign unless all committee members have signed. The form requires signatures from all committee members and should then be submitted to the Psychology Graduate Program Coordinator for the Department Chair's signature **12 BUSINESS DAYS** before the scheduled ballot meeting, which will allow an additional two business days for the department to process and submit this form to the Graduate School by their deadline of **10 BUSINESS DAYS**. Consult the Graduate School website for deadlines and procedures. **IMPORTANT:** *It is the student's responsibility to schedule the ballot meeting with his/her committee; this date must also be provided on the Graduate School "Scheduling Exam: Preliminary Exam form."* The ballot meeting should be held no more than 10 working days after the last day of the exam period.

What do students need to do a few days before taking Preliminary Exams?

Preparation of CD-RW for preliminary exam. It is assumed that the student will complete the examinations using a computer, which will be provided by the department. The student is responsible for providing a blank CD-RW, and for scheduling the exam room for the specific days with the Psychology Graduate Program Coordinator (it is best to request an exam room immediately after the initial prelim exam meeting with the committee, to ensure that the preferred exam days are available). Three days before the first exam, the student must give the CD-RW to the Psychology Graduate Program Coordinator, who will examine the contents to ensure that they contain no material that could aid the student in preparing answers. Make sure committee members submit their prelim questions on time. *It is the student's responsibility to ensure that each committee member submits her/his questions to the Graduate Program Coordinator no later than 3 business days before the student is scheduled to take each exam.*

The Dissertation

When does one become an official candidate for the Ph.D.?

Following successful completion of the preliminary examination, the student officially becomes a candidate for the Ph.D.

What are the requirements for the Dissertation?

Course Credits. The student must enroll in Psychology 800 when engaged in dissertation research, and the Graduate School requires that students on an assistantship be full-time students, registered for 10 credits each semester in which an assistantship is provided. Thus, all credits other than coursework should be Psych 800 once the Master's Degree has been obtained.

D-1 committee meeting. A dissertation project is proposed (see description below).

D-2 committee meeting. The dissertation project is defended (see description below).

What defines an appropriate Dissertation?

Many considerations that define an appropriate dissertation and its approach, type of data, and design are dictated by the nature of the problem chosen for study and cannot adequately be anticipated or delineated in a formal policy statement. In general, the dissertation is a scholarly, original study that represents a significant, novel contribution to the field of psychology. It should be a major piece of research, comprehensive in scope. Ordinarily, a dissertation should be designed with strong theoretical underpinnings rather than being strictly exploratory. The emphasis should be on an experimental rather than a correlational approach. It is recognized, however, that many important questions in psychology cannot be addressed through experiments, and such questions sometimes are appropriate for dissertation research. Because correlational and quasi-experimental approaches afford less opportunity for control than is the case with experiments, they must be conducted with special care and comprehensiveness to be sufficiently high-quality for a dissertation.

How do students select a dissertation committee?

Committee composition. Usually the dissertation committee consists of the same faculty as on the preliminary examination committee. However, the student and her/his major advisor may decide to add to or change the committee. In this case, the student must submit a “change of committee” form located on the Graduate School website <http://gradschool.wsu.edu/>, and turn this form into the Psychology Graduate Program Coordinator.

Committee selection. Committee members should consist of faculty most knowledgeable in the area of the research. The student and the chairperson develop a list of possible committee members. Thereafter, it is the student's responsibility (a) to contact these nominees to determine their willingness to serve, and (b) to prepare and submit all necessary forms. Students are strongly encouraged to meet with the Director of Experimental Training when deciding on committee members to ensure that the committee composition meets Experimental Program requirements.

Committee requirements. The chairperson of the doctoral committee must be a member of the Psychology Department Faculty and must meet departmental requirements for eligibility to chair such committees. Any exception to this policy must be approved by the Director of Experimental Training, the Department Chair, and the Graduate School. The dissertation must address a problem that lies within the doctoral committee chairperson's direct expertise, not in an area with which s/he is only marginally acquainted. Faculty that can serve on committees (updated annually) can be found on **page 27-28** of this Handbook.

Dissertation Proposal Meeting (D-1 Meeting)

What is the D-1 meeting and how should students prepare?

When the student has completed a research proposal, in consultation with the advisor and possibly other members of the doctoral committee, a formal meeting is held, the D-1 meeting, to discuss and approve the research plan. The D-1 is not scheduled through the Graduate School, but is scheduled through the department.

The D-1 meeting typically includes only the student and his/her committee, although others may attend with permission of the Committee Chair.

The function of the D-1 meeting. The function of the D-1 meeting is to discuss and evaluate the proposal. This results in a judgment of feasibility and scientific merit and an action accepting the proposal, recommending changes, or rejecting the proposal.

Scheduling the D-1 meeting. It is the student's responsibility to determine the availability of committee members and to schedule a time and place for the meeting. If videoconferencing is required, the student should notify the Psychology Graduate Program Coordinator as soon as possible. Room scheduling should be requested through the Psychology Graduate Program Coordinator.

Paperwork for the D-1 meeting. Students must complete the Dissertation (D-1) approval form located on the Department SharePoint Site. This form must be signed by all committee members and submitted to the Director of Experimental Training within three business days after the D-1 is completed.

Pilot data for the D-1 meeting may be useful but is not necessary. *It is VERY important that the experiments be proposed rather than completed at the time of the D-1*, because the point of the meeting is for the committee to critique the experimental question and methodological approach.

Dissertation Proposal format. Most decisions regarding format, length, and organization are up to the Doctoral committee. Unless the intention is to be published in a non-APA journal, the dissertation proposal should be written in the style described in the most recent edition of the Publication Manual of the American Psychological Association: <http://www.apa.org/>.

Content to include in the Dissertation Proposal. See “The Preparation of Thesis and Dissertation Proposals” on **page 20** of this Handbook.

Distribution of the Proposal for the D-1 meeting. Dissertation proposals should be sent to committee members at least two weeks prior to the scheduled meeting.

Oral presentation for the D-1 meeting. It is generally advisable to prepare a brief (20-30 minute), well-organized visual and oral overview of the proposed project. Students should consult with their advisor on the presentation. It may be useful to have reprints of major references at hand during this meeting, to facilitate answering questions. The degree of formality of the D-1 meeting varies with chairpersons and committees. The student should consult with their advisor ahead of time to discuss expectations. Regardless of the degree of formality, the student is asked to cover the following list of topics (bulleted items below). These concern what already is available in the proposal, but remind the committee of details, help to maintain a logical order, and permit the student to summarize the proposal.

- Statement of background, interests, and professional goals of the student (very brief).
- Why a particular interest in this problem area? How is it related to goals?
- Theoretical or empirical background, leading to a precise statement of hypotheses to be tested.
- Statement of procedures, including subjects, apparatus, steps in procedure, and timeline.
- Description of experimental design, showing how the design will test the hypotheses.
- Description of proposed statistical analyses.
- Statement of predicted results (with graphics if appropriate) and how particular outcomes will be interpreted.

Review by the D-1 committee. Committee members and any other faculty in attendance may ask questions related to any of the above points, or any other matters relevant to the dissertation and to the student's graduate and professional experience.

The D-1 committee's role and responsibility. The committee members judge the significance, soundness, and feasibility of the proposed research and the ability of the student to carry it to a successful conclusion. The action of the committee at this meeting may be to:

- a. Accept the proposal as presented.
- b. Suggest changes in the procedure.
- c. Suggest limitation or expansion in the scope of the research.
- d. Suggest a different emphasis or direction.
- e. Reject the proposal.

Actions (b), (c), (d), or (e) may require additional meetings of the committee. If an additional meeting is scheduled, responsibilities for scheduling and distribution of materials should be as described above. If an additional meeting is not required but changes are needed, the student should prepare a statement of those changes and distribute a copy to each committee member. Rejection of the proposal usually results in the selection of a new problem. Depending on how much the new proposal deviates from the original problem, a change in committee or chairperson may be warranted.

What are the student's responsibilities in preparing the dissertation proposal (D-1)?

The student, under the direction of the committee chair, is responsible for a literature search, preparation of the proposal, and the development of required skills and competencies. The student is also responsible for consideration and solution of logistical problems related to the research. Students are encouraged to edit the proposal carefully before it is disseminated to committee members, and to give the committee at least 2 weeks to read the document before the meeting.

What is the involvement of the chairperson and committee members in helping the student prepare the dissertation proposal (D-1)?

The relative involvement of the chairperson may vary, depending on the student's background and the nature of the problem. It is valuable to discuss relative contributions/expectations, responsibilities, and authorship with the mentor at this stage. The American Psychological Association's Ethical Principles of Psychologists should be the guide: <http://www.apastyle.org/authorship.html>. The chairperson of the committee should help the student to carefully edit the proposal, and indicate preliminary approval of the proposal before it is submitted to other committee members. Members of the committee should be involved at this stage in a consultant capacity.

Do students need to communicate with their D-1 committee while conducting research?

Yes! The chairperson should be cognizant of progress in all stages of the research. Periodic informal reports of progress – particularly when the project takes longer than 1 year to complete – should be made to committee members by the student. Significant changes in design or procedure should be reported to the committee. The determination of "significant" will be made by the student and her/his chairperson.

Dissertation Defense (D-2 meeting)

When and how do students schedule the Dissertation Defense (D-2 Meeting)?

After the research and the dissertation are completed, a final oral presentation and examination (D-2) is conducted. The D-2 should be conducted during the Fall or Spring semester; if conducted during Summer, the student will need to be enrolled in 2 credits of Psych 800, and will need to pay tuition and fees. The D-2 should not be scheduled until the student has produced a dissertation draft that the committee chair judges to be defensible. Typically, this requires multiple revisions of the document; students are advised to carefully edit the document before it is given to the committee. However, the student has the right to proceed with a defense even if the committee feels that the document is not defensible; in that case an outside "grad rep" should be requested to attend the defense (contact Graduate School).

Student schedules the D-2. It is the student's responsibility to identify a date and time for the defense that works for all committee members. All members of the committee must participate in the defense, and must be present in person (in the room or via WSU videoconference or Skype, not on the phone). *It is the student's responsibility to file the paperwork necessary for scheduling the defense with the Graduate School, and to adhere to Graduate School deadlines.* A 2-hour time period just be scheduled for the D-2, with no exceptions.

Paperwork and formal scheduling of the D-2 with the Graduate School. The student should consult the "Policies and Procedures" of the Graduate School for university requirements. Since specific requirements

change periodically, the student should contact the Graduate School early in the dissertation project for information about forms to be filed and deadlines: <http://gradschool.wsu.edu/>.

To schedule the D-2 through the Graduate School, students must download the “Scheduling Exam: Doctoral” form from the Graduate School website <http://gradschool.wsu.edu/>. The form requires signatures from all committee members and should then be submitted to the Psychology Graduate Program Coordinator for the Department Chair’s signature **12 BUSINESS DAYS** before the scheduled defense, which will allow an additional two business days for the department to process and submit this form to the Graduate School by their deadline of **10 BUSINESS DAYS**. This form and the dissertation must be sent to the committee members at least two weeks before the scheduling form is due in the department. This means that the **dissertation must be finalized at least one month before the scheduled exam date** to give the committee members appropriate time to read the dissertation before signing the scheduling form.

Department copy of the dissertation. An electronic copy (PDF) of the dissertation must be submitted to the Psychology Department Graduate Program Coordinator at least 10 working days before the oral examination, so it can be posted on Sharepoint. Following the oral examination, a final electronic copy (PDF) of the dissertation must be placed in the Psychology Department’s permanent collection **no later than 5 business days after the defense** (this is the same deadline as the Graduate School). For more information, contact the Psychology Graduate Program Coordinator.

Course Credits. Students must be registered for a minimum of 2 credits of PSYCH 800 during the semester in which they defend.

How should the Dissertation be formatted?

Format for committee and department. Most decisions regarding format, length, and organization of the dissertation are up to the doctoral committee. In general, the paper should be written in the style described in the most recent edition of the *Publication Manual of the American Psychological Association*; <http://apastyle.apa.org/>, unless the student will publish the work in a non-APA journal.

Format for Graduate School. For format and copies required by Graduate School, see Graduate School Website <http://gradschool.wsu.edu/>.

How is the Dissertation Defense (D-2) conducted?

This is an oral examination/defense. It is a formal examination designed to assess the student’s breadth and depth of knowledge and ability to think logically. An examiner may ask about any topic that s/he feels the student should know as a research psychologist, even if it does not pertain directly to the study being presented. The primary purpose of these questions is to ensure that the student possesses doctoral-level knowledge of psychology. The student should prepare an oral presentation of the study with visual aids. Typically the presentation is 30-40 minutes long, although the advisor may recommend a shorter or longer presentation. The Graduate School requires that the D-2 meeting is scheduled for **2 hours**.

Primary responsibility for conducting this examination belongs to the doctoral committee, but it is a public meeting scheduled with the Graduate School, open to any member of the public. The student will be examined by all members of the committee, and may also be examined by any other members of the faculty who attend the public defense. Students or others (i.e., family members and friends) who attend may not ask questions or participate in the examination. The Director of Experimental Training will attend when possible. If s/he cannot attend (or is a member of the committee), s/he may designate a member of the Experimental Faculty to act as proxy. All other Experimental Faculty are encouraged to attend.

If the student or committee anticipate significant conflicts at the defense, they should request that an outside “grad rep” attend the defense (contact Graduate School).

Grievances by the student, if not informally resolvable, may be discussed with one or more of the

following: the committee chairperson, the Director of Experimental Training, the Department Chair, the Dean of the College, and the Dean of the Graduate School. See the Graduate School Website <http://gradschool.wsu.edu/>.

Graduate School Requirements. See also Graduate School forms and paperwork requirement for dissertation defense and deposit of dissertation to Graduate School on the Graduate School Website <http://gradschool.wsu.edu/>.

When should the student apply for Graduation?

The student must apply for Graduation at the beginning of the semester that the student plans to complete his/her D-2. Consult the Graduate School website <http://gradschool.wsu.edu/> for specific deadlines and procedures.

Preparation of Thesis and Dissertation Proposals

Content and Format should include:

- Title, name of investigator, and abstract
- Objectives. Statement of the major objectives of the work (aims) and its significance in relation to the present state of knowledge in the field.
- Background Literature. Summary of relevant research literature, including details germane to the proposed research. Considerable care should be taken with this background section, for it is an index of scholarly preparation for the project.
- Hypothesis/Predictions. A step-by-step theoretical and empirical development of the questions or hypotheses to be investigated.
- Methods and procedures
 - Subjects, including relevant background information concerning development, health, age, sex, and species.
 - Apparatus and/or Materials, including description of anything that needs to be constructed.
 - Design
 - This should include a step-by-step analysis of preliminary and experimental treatments, and a rationale for what is to be done, including controls. Procedural contingencies, depending on outcomes, also should be described.
 - Principal procedures for data analyses should be described, as well as supplemental analyses where appropriate.
- Expected results. A statement of expected results or when possible preliminary results, preferably in graphic form. It is a good idea to consider alternative outcomes and suggest how the project as designed will contribute some useful knowledge about the problem, regardless of outcome.
- Significance. A general statement of the significance of the potential outcomes.

ANNUAL PERFORMANCE EVALUATION

The performance and progress of each graduate student in Experimental Psychology is reviewed annually at a formal meeting of the Experimental Program faculty. This meeting takes place at the end of spring semester, although in special cases such evaluations also may be held at the end of the fall semester. Each student's progress in research, in relevant work assignments, and in general academic and professional performance is carefully evaluated by the entire experimental faculty. Each student receives an electronic "Annual Evaluation" form on which they provide performance/progress information and self-evaluation; the student sends this completed form and an updated *curriculum vita (c.v.)* to their faculty mentor. A sample annual review form is in the appendix. The *c.v.* should be up-to-date and accomplishments for the academic year (since the last review) should be highlighted in yellow. The mentor adds his/her comments to the student's annual review and all program faculty meet to discuss each student's progress in the program. The Director of Experimental Training oversees the review process and

adds comments to the student's annual review, such as recommended areas of focus for the next academic year. Students are encouraged to use this constructive feedback to improve their performance, keeping in mind that the intent of the feedback is to help students progress at a reasonable pace through the program, and to become strong experimentalists and competent professionals who will be competitive in the job market.

CURRICULUM

All first-year graduate students will begin their careers at Washington State University with the assumption that they have had the following undergraduate courses or acceptable equivalents (either through undergraduate or previous graduate work): research methods/experimental design, statistics, biological psychology, sensation/perception, learning, social/personality. Those who are lacking appropriate background in these areas (as determined by the Director of Experimental Training when they enter the program) must remedy the delinquency by one of the following methods:

1. Take a graduate course in the deficient area(s), with the consultation and consent of the instructor;
2. Take (or in some cases audit) an undergraduate course in the area(s);
3. Other method, with the approval of the Director of Experimental Training. The principal objective is to work out a plan for meeting the assumption of basic knowledge so that the student can succeed in advanced courses.

The following was adopted as a general policy by the faculty in the Psychology Department: "*All resident candidates for a graduate degree in psychology are required each semester to be involved in research, teaching, and/or clinic assistance. The level of involvement is expected to be 20 hours per week. This requirement applies to each student, whether or not the student holds an assistantship appointment. Exceptions to this policy may be made only by the Department Chair.*" The implication of this policy for students in Experimental Psychology is that they will be involved in research as soon as they enter the program. This may involve participating in ongoing research projects in their mentor's laboratory, developing their own research interests in collaboration with appropriate faculty, beginning work on a Master's Thesis, or some other involvement, depending on the student's needs, goals, previous experience, and other circumstances. The faculty consider research to be the most important activity for an experimental psychologist, and graduate students should expect to be involved in research *at all times* throughout their Graduate School careers.

Although students typically enter the program assigned to work with a particular faculty mentor, the Director of Experimental Training may serve as a secondary advisor for all new students in the program, or at any time during their graduate training in which students would like to consult with another faculty member. *If a student wishes to switch major advisors, the Director of Experimental Training should be consulted before any actions are taken.*

The program requires that the student work closely with his/her advisor. The advisor will chair the student's master's and/or dissertation committee. By the end of the second semester in residence, the student will meet with his/her advisor and plan the remaining years of his/her program. While it is not required that the student keep the same advisor throughout his/her graduate career, maximum continuity of training is achieved when the master's committee chairperson (if applicable) also serves as the doctoral committee chairperson. ***Students are strongly encouraged to maintain regular contact with their advisor at all stages of their training, and to regularly ask for feedback regarding performance expectations.***

The following is the usual curriculum for graduate students in Experimental Psychology. It assumes that the student has no previous graduate training in psychology and that the student is on a half-time teaching or research assistantship or its equivalent. Exceptions to these assumptions will require appropriate adjustments. Students who enter the program with previous graduate experience will have

their graduate records evaluated by the Director of Experimental Training, who, in consultation with relevant faculty members, will determine which requirements have been met, which courses to waive, and an appropriate first-year schedule.

Core Requirements

All students must complete the Experimental Program's core requirements. These include 5 graded courses. The following 3 graded courses are required of ALL students:

- Psych 504:** History of Psychology: Theoretical and Scientific Foundations (3 credits)
- Psych 511:** Analysis of Variance and Experimental Design (3 credits)
- Psych 512:** Correlation, Regression, and Quasi-Experimental Design (3 credits)

Additionally, students must choose 2 from the following 7 graded courses:

- Phil 530 or 540*:** Bioethics (2 credits) or Ethics for Social Scientists (3 credits)
- Psych 519:** Industrial/Organizational Psychology (3 credits)
- Psych 523:** Health Psychology (3 credits)
- Psych 550:** Social Psychology (3 credits)
- Psych 574:** Clinical and Experimental Biopsychology (3 credits)
- Psych 591:** Principles of Learning (3 credits)
- Psych 592:** Cognition and Affective Basis of Behavior (3 credits)

*Phil 540 is specifically targeted to graduate students conducting social science research with human participants; Phil 530 is available for students conducting animal research only. Industrial/organizational students alternatively may elect to take MgtOp 587 (3 credits) Professional Ethics and Practice in Business.

All first-year students are also required to complete two semesters of Psych 506 Current Research in Psychology, which is a one-credit, pass/fail seminar designed to introduce students to research in the Experimental Program and to provide a general introduction to graduate training and professional development.

Psych 506, Psych 511 and Psych 512 must be completed during the first year, and the remaining 2 graded courses should be completed before the T-2 is conducted. Scheduling conflicts can occasionally prohibit enrolling in a class until the third year, which is permissible if necessary. **Students must obtain a grade of a B or better in Psych 511 and Psych 512 before completing Preliminary Exams.**

Psych 505 (Spring of year 1 and Fall of year 2) is required for all Pullman-based students [P] who will be supported on a teaching assistantship while enrolled in the program.

Course Enrollment for All First-Year Students

- **First-Year Program for all students (pre-M.S.).** *Students must enroll in a total of 10-12 credits.*

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
Psych 506	1	Psych 506	1
Psych 511	3	Psych 512	3
Psych 504	3	Additional core &/or electives	3-6
Additional core	3	Psych 700*	1+
Psych 700*	1	Psych 505 [P only]	1

- **First-Year Program for all students entering with an approved M.S. degree.** *Students must*

enroll in a total of 10-12 credits.

<u>Fall</u>	<u>Credits</u>	<u>Spring</u>	<u>Credits</u>
Psych 506	1	Psych 506	1
Core/electives	6-9	Core/electives	6-9
Psych 800	1+	Psych 800	1+
Psych 505 [P only]	1		

Additional Course Requirements and Information

See the “Program Requirements Checklist” (in appendix)

Students must register for 10 credits each semester (or more, if one credit of Psych 700 or 800 increases the total above 10). The difference between 10 total credits required and the number earned from coursework are credits earned for research, Psych 700/800; thus, after the first year, most students enroll in fewer course credits and more Psych 700/800 credits.

***Pre-Masters:** The Graduate School requires 21 hours of graded coursework before or during the semester in which the T-2 is conducted for students enrolled in **Psych 700**. The Experimental Core Requirements yield 15 graded credit hours. Thus, students must complete 6 credits of electives (2 more courses) before or during the semester of the thesis defense.

~All students must register for Psych 800 credits during each semester after the M.S. is completed. Students who leave campus before the T-2 or D-2 is completed and need to return for an oral defense must register for 2 credits of Psych 700 or 800 during the semester in which the defense is conducted. The student will be responsible for paying the tuition associated with these 2 credits if he/she is not on an assistantship.

Ph.D. students must complete 26 hours of graded coursework before the D-1. Thus, students must complete an additional 5 graded credits of electives (in addition to the 21 credits required for the master’s thesis degree) before the D-1. Below is a list of recommended electives for each of the areas of concentration.

Recommended Electives

Recommended electives for ALL students (Pullman Campus) who want to increase teaching assistant support options (fall, spring and summer)

Psych 505: Teaching Introduction to Psychology (Spring, Fall)

Psych 510: Introduction to Online Instruction

Recommended electives for students in Biopsychology:

Neurosci 509: Affective Neuroscience

Psych 575: Foundations of Neuropsychology

Psych 577: Behavioral Pharmacology

Neurosci 404 or 430: Neuroanatomy or Principles of Neurophysiology

Neurosci 520: Fundamentals of Neuroscience

Neurosci 540-543: Special Topics Neuroscience courses

Recommended electives for students in Cognition:

Neurosci 509: Affective Neuroscience

Psych 561: Human-Computer Interaction (cooperative with U of I)

Psych 562: Advanced Human Factors (cooperative with U of Idaho)

Psych 574: Clinical and Experimental Biopsychology

Psych 575: Foundations of Neuropsychology

Recommended electives for students in Health:

Psych 514: Psychometrics

Psych 515: Multilevel and Synthesized Data

Psych 516: Applied Structural Equation Modeling

Psych 533: Adult Psychopathology

Psych 544: Medical Psychology: Psychological and Pharmacological Interventions

Psych 574: Clinical and Experimental Biopsychology

Recommended electives for students in Industrial/Organizational:

Psych 523: Health Psychology

Psych 514: Psychometrics

Psych 515: Multilevel and Synthesized Data

Psych 516: Applied Structural Equation Modeling

Mgtop 582: Personnel and Human Resource Management

Mgmt 585: Advanced Negotiation Skills

Mgtop 593: Managerial Leadership and Productivity

Recommended electives for students in Social:

Psych 523: Health Psychology

Psych 514: Psychometrics

Psych 515: Multilevel and Synthesized Data

Psych 516: Applied Structural Equation Modeling

Mktg 507: Consumer Behavior Theory

Pol S 533: Topics in Political Psychology

GRADUATE COURSES OFFERED IN EXPERIMENTAL PSYCHOLOGY

Below are the numbers and descriptions of courses in Experimental Psychology offered at Washington State University (or cooperatively at the University of Idaho). This list does not include most courses for which the primary responsibility belongs to the clinical program, although such courses are occasionally taken by Experimental Psychology students. A complete listing of all graduate Psychology Department courses can be found in the Washington State University online catalog. The number immediately following each course title (e.g., 3) indicates the number of credit hours earned in that course. Following each course description is a set of notes, the principal purpose of which is for intra-departmental reference. Such notes are used by faculty and students to provide clarification of the purpose and content of each course, and to help maintain continuity from year to year regarding how the course is taught.

Psych 504 History of Psychology: Theoretical and Scientific Foundations 3 Roots of scientific explanation in psychology are traced through various philosophical schools and psychological movements.

Note: This course is offered every year (alternates between WSU-Vancouver and WSU-Pullman, typically with videoconferencing to the other campus). Its purpose is to provide students with an understanding of how scientific method and explanation evolved, particularly as it is applied to psychology. Various approaches may be used, depending on the instructor. The emphasis may be on the philosophical development of ideas and thought, the development of scientific method, advances in epistemology, and/or the historical development of schools and theories in psychology. The principal idea is to ensure that students understand why psychologists approach questions the way they do, how such strategies developed and their historical context, and what the advantages and disadvantages are of such conceptions.

Psych 505 Teaching Introductory Psychology 1 Problems and techniques related to teaching of introductory psychology; for graduate students who are teaching their own courses.

Note: This course is offered every fall and spring to students who are teaching their own sections of undergraduate courses. It is a seminar-format course designed to help new instructors develop effective lectures, solve problems related to grading and examinations, learn audio-visual techniques, etc. It should be taken first in the spring *before* the first semester of independent teaching (usually in

Spring of the first year, to prepare to teach independently in Fall of the second year).

Psych 506 Current Research in Psychology 1 May be repeated for credit.

Note: This course is offered every fall and spring and is required for all new students, to introduce the various research areas represented in our department. In some weekly meetings, a faculty member or senior student will present a research seminar, providing the theoretical background for the research problem, discussing some of the most current findings, and explaining how the problem fits into the larger context of his/her sub-discipline with psychology. Other meetings involve discussion of professional development issues for Experimental Psychology graduate students, to help new students adjust to the demands of graduate training.

Psych 508 Special Topics in Psychology V1-3 May be repeated for credit.

Note: This seminar is used for special topics that lend themselves to a variable credit format.

Psych 510 Introduction to Online Instruction 1 Instruction in teaching online courses addressing issues faced by instructors and students; students are mentored while teaching online.

Note: This course provides formal training in, and supervision of, online instruction. It is taken by students who are teaching online the same semester as they are enrolled in the course. The first few weeks of the semester covers techniques in online education. Once this component of the course is complete, the instructor will meet individually with the graduate instructor to discuss the content and structure of the instructor's assigned course and, with a mentorship model in mind, the instructor will provide feedback and guidance on the graduate instructor's performance in his/her course for the duration of the semester.

Psych 511 Analysis of Variance and Experimental Design 3 Parametric, nonparametric, repeated-measures, and multivariate ANOVA; planned comparisons; confidence intervals and power analysis; experimental design and variants.

Note: This is the first graduate-level statistics course, taken by all graduate students in psychology (experimental and clinical) unless waived on the basis of previous work. It assumes that the student has had at least one undergraduate level course in statistics. It covers a variety of basic rationales and techniques (as indicated in the above description), preparing the student to use a number of basic designs in research. **To pass the course, students must receive a minimum grade of B.**

Psych 512 Correlation, Regression, and Quasi-Experimental Design 3 Simple and multiple correlation and regression; time-series analysis; factor analysis; field research and quasi-experimental design.

Note: Like 511, this course is required of all graduate students in psychology. After having completed the 511-512 sequence, the student should be well prepared to use a wide variety of sophisticated research designs and analyses as well as be conversant with necessary basic computer skills. **To pass the course, students must receive a minimum grade of B.**

Psych 513 Seminar in Quantitative Methods and Research Design 3 May be repeated for credit. Prereq Psych 512. Advanced topics in specialized quantitative procedures and in design of research in psychology.

Psych 514 Psychometrics 3 Prereq Psych 512. Scientific construction of behavioral assessment instruments, including validation and reliability; types of scales and responses; statistical scaling; test theory issues.

Psych 515 Multilevel and Synthesized Data 3 Prereq Psych 512. Structural equation modeling, hierarchical linear modeling and meta-analysis and the software used to conduct these analyses.

Psych 516 Applied Structural Equation Modeling with Current Software 3 Prereq Psych 512; Psych 514. Confirmatory factor analysis, path analysis, structural regression analysis, multilevel analysis and latent growth analysis with current software.

Psych 519 Industrial/Organizational Psychology 3 Application of psychological principles to the study of work behavior; includes topics such as personnel selection, performance appraisal, training, work motivation, teams, leadership, and job attitudes.

Psych 523 Health Psychology 3 Overview of the field of health psychology from a social-cognitive

perspective; includes a focus on health behavior models addressing how beliefs, expectations, affect, and other social influences impact health decisions and behavior.

Psych 529 Occupational Health Psychology 3 Overview of major occupational health psychology content areas and foundational theories; causes and consequences of work-related stressors, injury, and illness; individual and organizational interventions.

Psych 550 Social Psychology 3 Attitude structure, function, and change; social cognition and motivation, and attributions.

Note: This course provides an in-depth survey of the research in social psychology directed at attitude structure and function, as well as the cognitive processes that underlie social interaction. It serves as a foundation for students interested in specializing in social psychology.

Psych 561 Human-Computer Interaction 3 Overview of human-computer interaction (HCI) topics, including user models, dialog, display design, usability, software development, groupware, and multimedia.

Cooperative course taught by UI (Psyc 561); open to WSU students. **NOTE: you must sign up for these courses early. See timeline and procedures at <http://www.uidaho.edu/registrar/registration/coop>.**

Psych 562 Advanced Human Factors 3 Review of topics and theories germane to human factors such as performance measurement systems, design specifications, research issues, controls and displays, human reliability, and illumination.

Cooperative course taught by UI (Psyc 562); open to WSU students. **NOTE: you must sign up for these courses early. See timeline and procedures at <http://www.uidaho.edu/registrar/registration/coop>.**

Psych 574 Clinical and Experimental Biopsychology 3 Neuroanatomical, neurochemical, and other biological cases of human and animal behavior.

Note: This course is recommended for all experimental students. It provides a solid background in biological psychology, giving students in the other specialty areas important perspectives from which to view some of the work in their own specialty area.

Psych 577 Behavioral Pharmacology 3 Survey of drugs which affect brain function with emphasis on animal models and clinical applications.

Note: This course is taught every 2-3 years. It is a required elective for students in the biological area, providing coverage of a rapidly changing specialty in that area.

Psych 591 Principles of Learning 3 Principles of learning from a behavioral perspective using the experimental analysis of behavior.

Note: The principal intent of the course is to provide students with an overview of the development and function of models and theories of learning, the context in which they developed, and the research literature that has emerged from such conceptions. Students enrolled in Psych 591 attend online Psych 491 in addition to biweekly discussion meetings on outside readings. If an undergraduate learning course was completed before matriculating into the graduate program, only attendance in graduate-level discussion meetings is required.

Psych 592 Cognition and Affective Basis of Behavior 3 Experimental approaches to human information processing, memory, and cognition.

Note: This course is a recommended first-year course for all experimental graduate students. It covers advanced topics in attention, perception, memory, decision-making, problem solving, and language, and how affect influences these processes. This course serves as a foundation for future work that students elect to do in cognitive psychology; it also provides needed breadth of experience for students in other specialty areas.

Psych 700 Master's Research, Thesis, and/or Examination Variable credit. Independent research and advanced study for students working on their master's research, thesis and/or final examination.

Note: This course number is used whenever the student is working on any aspect of a formal Master's Thesis. The student must enroll in

at least one Psych 700 credit each semester until the thesis defense is successful.

Psych 800 Doctoral Research, Dissertation, and/or Examination Variable credit. Independent research and advanced study for students working on their doctoral research, dissertation and/or final examination.

Note: This number is used whenever the student is working on any aspect of a doctoral dissertation. The student must enroll in at least one credit of Psych 800 during each semester after the M.S. is completed, including the semester in which the final oral examination is scheduled.

FACULTY IN EXPERIMENTAL PSYCHOLOGY

A description of faculty and their research interests are on the Psychology Department webpage <https://psychology.wsu.edu> under “Experimental Graduate Studies”.

Faculty Approved to Serve on Experimental Graduate Student Committees

❖ **Core, Active Tenured or Tenure-Track Research Faculty in Experimental Psychology Program (can serve as committee chair, committee co-chair, or committee member)**

Rebecca Craft (Pullman; Experimental Psychology Faculty)
Joyce Ehrlinger (Pullman; Experimental Psychology Faculty)
Lisa Fournier (Pullman; Experimental Psychology Faculty)
John Hinson (Pullman; Experimental Psychology Faculty)
Renee Magnan (Vancouver; Experimental Psychology Faculty)
Mike Morgan (Vancouver; Experimental Psychology Faculty)
Craig Parks (Pullman; Experimental Psychology Faculty)
Tahira Probst (Vancouver; Experimental Psychology Faculty)
Raymond Quock (Pullman; Experimental Psychology Faculty)
Bertha Rangel (Vancouver; Experimental Psychology Faculty)
Sarah Tragesser (Tri-Cities; Experimental Psychology Faculty)
Brendan Walker (Pullman; Experimental Psychology Faculty)
Paul Whitney (Pullman; Experimental Psychology Faculty)

❖ **Other Core, Active Tenured or Tenure-Track Research Faculty in Psychology, not in Experimental Program (can serve as committee chair, committee co-chair, or committee member)**

Art Blume (Vancouver; Clinical Psychology Faculty)
Jessica Fales (Vancouver; Clinical Psychology Faculty)
Benjamin Ladd (Vancouver; Clinical Psychology Faculty)
Maureen Schmitter-Edgecombe (Pullman; Clinical Psychology Faculty)
Paul Strand (Tri-Cities; Clinical Psychology Faculty)

❖ **Other Core, Active Tenured or Tenure-Track Research Faculty in Psychology Clinical Program (can serve as committee member)**

Christopher Barry (Pullman; Clinical Psychology Faculty)
Tammy Barry (Pullman; Clinical Psychology Faculty)
Len Burns (Pullman; Clinical Psychology Faculty)
Maria Gartstein (Pullman; Clinical Psychology Faculty)
Paul Kwon (Pullman; Clinical Psychology Faculty)
David Marcus (Pullman; Clinical Psychology Faculty)
Karen Schmaling (Vancouver; Clinical Psychology Faculty)

Bruce Wright (Pullman; Clinical Psychology Faculty)

❖ **Other (can serve as committee co-chair or committee member)**

Carrie Cuttler (Pullman, Department of Psychology; Clinical Track Faculty, Non-Tenured)
Kimberly Honn (Spokane; College of Medicine; Research Track Faculty, Affiliated with Psychology)
Ryan McLaughlin (Pullman; Integrative Physiology & Neuroscience; Affiliated with Psychology)
John Roll (Spokane; College of Nursing; Affiliated with Psychology)
Hans Van Dongen (Spokane; Department of Neuroscience; Affiliated with Psychology)

❖ **Other (can serve as a committee member only)**

Stephanie Bauman (Tri-Cities; Clinical Psychology)
Celestina Barbosa-Leiker (Spokane; College of Nursing)
Greg Belenky (Spokane; Sleep & Performance Research Center)
Naomi Chaytor (Spokane; College of Medicine)
Rajal Cohen (U Idaho; Human Factors Psychology; Adjunct)
Lee Daffin (Pullman; Clinical Track Faculty, Non-tenured)
Brian Dyre (U Idaho; Human Factors Psychology; Adjunct)
Stephen Lakatos (Vancouver; Psychology Department)
Matthew Layton (Spokane; WWAMI Medical Sciences)
Allison Matthews (Tri-Cities; Clinical Track Faculty, Non-tenured)
Sterling McPherson (Spokane; College of Nursing)
Suzanna Penningroth (Pullman; Clinical Track Faculty, Non-Tenured)
Andy Perkins (Pullman; Department of Marketing)
Janet Peters (Tri-Cities; Clinical Track Faculty, Non-Tenured)
Dee Posey (Pullman; Clinical Track Faculty, Non-Tenured)
Laurie Smith (Pullman; Clinical Track Faculty, Non-Tenured)
Samantha Swindell (Pullman; Clinical Track Faculty, Non-Tenured)
Thomas Tripp (Vancouver; Management Information Systems and Entrepreneurship)
Steffen Werner (U Idaho; Human Factors Psychology; Adjunct)
Amy Wharton (Vancouver; Department of Sociology)

FORMS*

- **Course Checklist** (Psychology Department Only; Department SharePoint Site; **appendix**)
- **Sample Timeline** (**appendix**)
- **Annual Review Form (Sample)**—See **appendix** (last document)
- **Master's Program of Study** (Graduate School Website; <http://gradschool.wsu.edu/>)
- **T-1 Proposal Form** (Psychology Department Only; Department SharePoint Site; **appendix**)
- **T-2 Master's Thesis Defense Scheduling** (Graduate School Website; <http://gradschool.wsu.edu/>)
- **Doctoral Program of Study** (Graduate School Website; <http://gradschool.wsu.edu/>)
- **Preliminary Exams: Pre-meeting (prelim proposal meeting)** with committee to discuss contents of exam (Psychology Department only; Department SharePoint Site)
- **Preliminary Exams Scheduling** (Graduate School Website; <http://gradschool.wsu.edu/>)
- **D-1 Proposal Form** (Psychology Department Only; Department SharePoint Site; **appendix**)
- **D-2 Doctoral Defense Scheduling Form** (Graduate School Website; <http://gradschool.wsu.edu/>)
- **Application for Graduation** (Graduate School Website; <http://gradschool.wsu.edu/>)

***Questions about required forms? Ask the Psychology Graduate Program Coordinator.**

APPENDIX

- ✓ **Program Requirements Checklist**
- ✓ **Sample Timeline**
- ✓ **Sample Annual Review Form**
- ✓ **T-1 Form**
- ✓ **P-1 Form**
- ✓ **D-1 Form**

PROGRAM REQUIREMENTS CHECKLIST

The doctoral program in experimental psychology at Washington State University is designed to produce highly skilled experimental psychologists. The Ph.D. program requires a minimum of 72 credit hours of course work and research, including 26 graded credit hours (up to 6 credits may be upper division undergraduate), completion of a master's degree, preliminary examination and dissertation. Specific requirements of the Ph.D. are detailed in the Graduate Handbook.

I. Core Requirements. All students must complete:

A. THREE Required Courses: Semester Completed

- | | | |
|--------------------------|--|-------|
| <input type="checkbox"/> | Psych 504 History of Psychology (3) | _____ |
| <input type="checkbox"/> | Psych 511 ANOVA (3) | _____ |
| <input type="checkbox"/> | Psych 512 Cor., Reg. & Quasi-Exp. Des. (3) | _____ |

B. At least TWO courses from the following:

- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | Phil 530 Bioethics (2) or Phil 540 Ethics for Social Scientists (3) | _____ |
| <input type="checkbox"/> | Psych 519 Industrial/Organizational (3) | _____ |
| <input type="checkbox"/> | Psych 523 Health Psychology (3) | _____ |
| <input type="checkbox"/> | Psych 550 Social Psychology (3) | _____ |
| <input type="checkbox"/> | Psych 574 Clin. & Exp. Biopsych (3) | _____ |
| <input type="checkbox"/> | Psych 591 Principles of Learning (3) | _____ |
| <input type="checkbox"/> | Psych 592 Cog & Affect. Behav. (3) | _____ |

GRADED CREDITS from 5 required courses total 14-15; in addition, take 2-3 elective courses (6-9 more credits) = ≥ 21 total graded credits for M.S.; add 1-2 more elective courses = ≥ 26 total graded credits for Ph.D.

C. Current Research in Psych (required during first year; non-graded (S/F) credits):

- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | Psych 506 Current Research in Psych (1) | _____ |
| <input type="checkbox"/> | Psych 506 Current Research in Psych (1) | _____ |

D. Research Hours (required, non-graded (S/F) credits):

the Graduate School prefers all other credits/sem (up to the total of 10-11 for a full-time student) to be:

- | | | |
|--------------------------|-------------------------|-------|
| <input type="checkbox"/> | Psych 700** (pre-M.S.) | _____ |
| <input type="checkbox"/> | Psych 800** (post-M.S.) | _____ |

**Must enroll in at least one credit of Psych 700 or 800 with committee chair each semester

II. Recommended Electives. Students are encouraged to select elective courses from the recommended electives for their area of concentration.

Elective Courses* Semester (to be Completed)

- | | | |
|--------------------------|-------|-------|
| <input type="checkbox"/> | _____ | _____ |
| <input type="checkbox"/> | _____ | _____ |
| <input type="checkbox"/> | _____ | _____ |
| <input type="checkbox"/> | _____ | _____ |

**TOTAL minimum GRADED CREDIT REQUIREMENT:
21 for M.S.; 26 for Ph.D.**

III. Additional Requirements: All students are expected to obtain a master's degree, complete a preliminary examination and Ph.D. dissertation.

M.S. Degree Requirements

Total minimum credit hours required: 27 (21 graded credits + non-graded credits)

- Master's thesis (Psych 700, minimum 4 credits)

†T-1 proposal meeting: _____

*T-2 final defense: _____

Ph.D. Degree Requirements

Total minimum credit hours required: 72 (26 graded credits + non-graded credits)

- Minimum 26 graded credits[†]
 Preliminary Exam Proposal (P-1)
 *Preliminary Examination (P-2): _____
 Dissertation (Psych 800, minimum 20 credits)

D-1 proposal meeting: _____

*D-2 final defense: _____

†refer to graduate school deadlines and procedures on Graduate School Website

***must be scheduled with Graduate School**

Sample Timeline:

	Graduate School	Psychology Department
First year (typically spring semester)	Submit M.S. program of study form.	Schedule T-1 with committee; complete T-1 paperwork > notify graduate program coordinator and DET.
Second year (typically spring semester)	Schedule T-2 (defense of M.S. thesis). Complete scheduling form.	Schedule T-2 (defense of M.S. thesis) with committee > notify graduate program coordinator and DET.
Third year (typically fall semester)*	Submit Ph.D. program of study form.	
Third year (typically spring semester)*	2. Submit preliminary exam scheduling form (single form has both exam and balloting dates).	1. Schedule initial meeting (P-1) with committee (usually ~3 mos. BEFORE anticipated exam period) to review goals/reading list for each exam >> invite DET to attend. During P-1 meeting with committee, complete prelim proposal paperwork > submit to graduate program coordinator.
Fourth year (typically fall semester)		Schedule D-1 with committee > notify graduate program coordinator and DET. Complete D-1 paperwork.
Fifth year (typically spring semester)	Schedule D-2 (dissertation defense). Complete scheduling form.	Schedule D-2 with committee > notify graduate program coordinator and DET.

***for students entering program with M.S.**, Ph.D. program of study should be submitted by spring semester of the 1st year, and preliminary exams should be taken the 2nd year. If the student is prepared to progress to the prelim faster, forms need to be turned in sooner--**SEE GRADUATE SCHOOL WEBSITE FOR DEADLINES, PROCEDURES AND FORMS.**

“DET” = Director of Experimental Training.

GRADUATE SCHOOL WEBSITE: <http://gradschool.wsu.edu>

Thesis Proposal (T-1) Approval Form

Student NAME:

Thesis Proposal TITLE:

T-1 DATE:

We have approved the student's thesis proposal:

Date

Chair Signature: _____
Print Name: _____

Member 1: _____
Print Name: _____

Member 2: _____
Print Name: _____

Member 3: _____
Print Name: _____

Please submit this form to the Graduate Coordinator or place in her mailbox within 5 business days of your successful T1.

Dissertation Proposal (D-1) Approval Form

Student NAME:

Dissertation Proposal TITLE:

D-1 DATE:

We have approved the student's dissertation proposal:

Date

Chair Signature: _____
Print Name: _____

Member 1: _____
Print Name: _____

Member 2: _____
Print Name: _____

Member 3: _____
Print Name: _____

Please submit this form to the Graduate Coordinator or to her mailbox within 5 business days of your successful T1.

Experimental Psychology Program Preliminary Exam Guidelines

The Graduate School only allows students to schedule preliminary exams if 6 or fewer graded credits remain to be completed on the program of study.

Goals of the preliminary exam in Experimental Psychology are:

- To help the student develop an appropriate depth and breadth of knowledge on which to build her/his dissertation project
- To evaluate the student's ability to comprehend scientific literature to the extent that s/he can synthesize ideas, conclusions and future directions from it

In order to meet the first goal, the preliminary exam process in our program is highly individualized. Each student, in collaboration with their major advisor, shall choose 3 areas of focused study related to the dissertation topic. It is assumed that at least 2 exam topic areas relate directly to the dissertation topic; the third may be more peripherally related or may help the student prepare for another aspect of her/his career. The student is expected to be an active participant in negotiating prelim exam topics, as part of developing her/his career path. Major steps of the prelim exam process are:

- Student + Major Advisor: Choose 3 exam topics and associated faculty mentors who are available and willing to work with student in preparing reading lists.
- Student: Meet with each faculty mentor to clarify the goal(s) and the reading list for each prelim exam; this process may range from the faculty mentor stipulating exactly what articles/books should constitute the reading list, to the faculty mentor asking the student to generate a preliminary list that will then be shaped given feedback from the mentor. *If a faculty mentor is outside of Experimental Psychology, give them a copy of these guidelines to inform them about our exam process.*
- Student: As soon as preliminary reading lists are assembled, schedule a meeting with all members of the preliminary exam committee; the Director of Experimental Training also should be notified of this meeting, and may attend. The goal of this initial meeting is to gain consensus on:
 - the goal(s) of each prelim exam, and a reasonable reading list for each exam
 - which exams will be taken as "closed-book" (at least two), and which (if any) will be a review article or grant proposal*
 - each faculty member's preferences regarding provision of exam questions, and meeting with the student to discuss readings and/or questions
 - the 2-week period in which exams will be taken, and a proposed timeline for prelim *preparation*
- Student: Immediately after the initial prelim exam meeting, finalize timeline for preparation – then **STICK TO IT**. As soon as possible, schedule actual dates of the closed-book exams with Kendra Cochrane (Pullman students) or Janet Dewitt (Vancouver students), to ensure that there will be a room and computer available to you on the days you want to take your exams during the 2-week exam period.

*A review article typically covers an area directly related to the dissertation and may ultimately serve as an introductory chapter of the dissertation. A detailed outline should be developed with feedback from the faculty mentor but the review itself shall be submitted to the prelim committee for evaluation *without editing by the faculty mentor*. Similarly, a grant proposal may be on the same topic as the dissertation and may ultimately serve as the basis for the D-1 document; however, after a detailed outline of the proposal is developed with input from the faculty mentor, the written product shall be submitted to the prelim committee for evaluation *without editing by the faculty mentor*. ***The review article or grant proposal, because it can be prepared with full access to references and prepared well ahead of the 2-week exam period, is expected to be of superior quality in terms of both content and mechanics. Content must include synthesis/analysis of the literature rather than just summary.***

**Experimental Psychology Program
PRELIMINARY EXAM
CHECKLIST & PROPOSAL (P-1) FORM
SAMPLE – DO NOT USE (DATES CHANGE ANNUALLY)**

Submit to the Director of Experimental Training after the initial prelim committee meeting.

STUDENT NAME: _____ Date of Prelim Proposal: _____

PRELIM COMMITTEE CHAIR: _____ (topic #__)

PRELIM COMMITTEE MEMBER: _____ (topic #__)

PRELIM COMMITTEE MEMBER: _____ (topic #__)

PRELIM COMMITTEE MEMBER: _____

Prelim topic #1: _____

Exam type (circle one): closed-book review article grant proposal

Prelim topic #2: _____

Exam type (circle one): closed-book review article grant proposal

Prelim topic #3: _____

Exam type (circle one): closed-book review article grant proposal

2-week exam period (circle one): Aug 21 – Sept 1, 2017

Nov 6 – 17, 2017

Jan 8 – 19, 2018

Apr 2 – 13, 2018

Aug 20 – 30, 2018

Nov 5 – 16, 2018

Student signature: _____ Date: _____

Committee Chair signature: _____ Date: _____
(signature confirms that the information listed above has been approved by all committee members)

Experimental Program Director signature: _____ Date: _____

Experimental Psychology Graduate Student Annual Review

Annual Review Year: Fall 2017 through Spring 2018 (USE AS SAMPLE ONLY)

1. Student completes this section (only fill out areas that are applicable):

Student:	Date:
Degree sought:	Year/Term studies began:
Advisor:	Co-Advisor (if applicable):
Pre-Master's Students: Has M.S. program of study been approved by your committee and filed with the graduate If no, anticipated file date is	Yes No Date:
Thesis Title:	Master's Thesis Committee: Chair or Co-Chairs: Member: Member: Member:
Post-Master's Students: Has your Ph.D. program of study been filed with the Graduate School? If no, anticipated file date is	Yes No Date:
Preliminary Exams	
Have you selected a doctoral committee?	Yes No
If yes, indicate committee members	Doctoral Committee: Chair or Co-Chairs: Member: Member: Member:
Have you met with your committee?	Yes No
Have you scheduled your exams with the Graduate School?	Yes No
If yes, what is the exam date?	Exam date:
If no, what is the anticipated exam date?	Anticipated Exam date:
If you completed your exams, did you pass?	Yes No
If you did not pass, will you retake the exam?	Yes No No (failed second attempt)
Dissertation	
Dissertation Title:	Doctoral Committee (if different from above): Chair or Co-Chairs: Member: Member: Member:
Has your proposal (D1) been approved?	Yes No
If yes, date of approval	Date:
If no, anticipated date of D1	Estimated Date:
If your D1 has been approved, when do you plan on scheduling your Dissertation Defense (D2)?	Estimated Date:

2. Student completes this section

Describe academic progress since last review (courses taken; preparation and progress toward Master's Thesis, Prelims, or Dissertation). If you were on leave for one or more semesters, please indicate that here also.

Professional activities since last review (attach vita and highlight accomplishments for the current annual review period). *Please include:*

- Y Awards, grants, fellowships or scholarships applied for, received, or pending since last review
- Y Conferences attended
- Y Abstracts/papers published
- Y Presentations given
- Y Courses taught
- Y Guest lectures
- Y Courses TA'd (course, semester, name of course instructor or advisor):
- Y Departmental Committees
- Y Other:

3. Certification of Assistantship Duties (student completes, if applicable):

If the student served in an assistantship position during the past year, please have the student review and sign below, along with the student's faculty advisor or supervisor.

The graduate assistantship position that you have held during this past year and the related tuition waivers were contingent upon factors as outlined in your offer letter. By signing below you certify you have met the following contingent factors for the preceding semester(s) during which you held an assistantship during the Fall and Spring of year: 2014/2015

- I remained enrolled full time in Fall 2014 and Spring 2015 in at least 10 credits as defined in Graduate School policy manual, chapter 9; during the period of the appointment.
Confirm (yes/no): _____
- I maintained a 3.0 cumulative GPA during the period of the appointment.
Confirm (yes/no): _____
- I met the service requirement of an average of 20 hours per week for 0.5 FTE as scheduled by my department/supervisor (or based on hours required for partial FTE appointment).
Confirm (yes/no): _____

Student Signature: _____ **Date:** _____

Director of Experimental Training Sign Date

4. Both Student and Faculty Rate Performance (X= student rating; + = faculty rating)

Category	N/A	Unsatisfactory	Needs improvement	Meets expectations	Exceeds expectations	Explanation of Rating (Faculty Only)
Academic Performance						
Research Performance						
Technical Skills (programming, analyses, specialized techniques,						
Work Habits						
Productivity						
Independence						
Critical Thinking						
Communication Skills (oral)						
Communication Skills (written)						
Teaching Performance						
Professionalism						
Responsiveness to Feedback						
Rate of Progress in Program						
Overall Rating						

* If unsatisfactory, the program director will meet with the thesis or doctoral committee to develop formal written recommendations.

5. Faculty completes this section: Explanation of ratings and student progress. Please be specific on what the student is doing well and what specifically he/she needs to improve with suggestions on how he/she can improve. Also indicate what goals the student should focus on for the next year (e.g., publications, research productivity, gaining certain knowledge/skill, lab management, writing, grant applications, technical training, research talk, coursework, professionalism, management, job applications/talk, etc.,)

6. Faculty and DET complete this section: Specific conditions or expectations that must be fulfilled prior to next review.

7. DET completes (after faculty discussion):

Enrollment should be continued _____ or discontinued _____

Items 8 and 9 below are to be completed by student after receiving and reviewing his/her annual review which includes comments by faculty and the Director of Experimental Training.