The material in this handbook supplements university academic regulations for students and faculty connected with the graduate program of the Department of Psychology. These requirements, academic standards, and related procedures apply when duly published by the Department of Psychology. The Oklahoma State University Catalog also contains information on rules, regulations, and procedures which are of importance to a trouble-free graduate program.
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I. Welcome to the Department of Psychology

A. Preamble
Welcome to the Department of Psychology at Oklahoma State University! The department’s primary goal is to produce scholar-researchers with sufficient breadth and depth to permit successful independent and significant research. Your training will utilize a mentorship model. You will participate in the research program of a faculty member, but you will also be expected to initiate independent research. We, the faculty, hope and expect every one of you to successfully complete your Ph.D. degree; we do not attempt to weed out students.

B. Organizational Chart
The daily functions of the Department of Psychology are carried out through the hard work of many individuals. The following organizational chart provides an overview of the major areas.

C. Department Administration
The major leadership positions in the Department are as follows:

1. Department Head
Dr. Maureen Sullivan is the Head of the Department of Psychology. She is responsible for the functioning of the department. If you have questions, you are encouraged to contact her. She maintains several open office hours per week. If these are not convenient for you, you may make an appointment with the Head directly or through the Administrative Assistant. Her office is North Murray Hall room 116.
2. **Associate Department Head**  
Dr. David Thomas is the Associate Department Head. The Associate Department Head assists the chair in the daily functioning of the department. He coordinates graduate student funding and assistantship assignments. He also coordinates the computer lab and chairs the Technology Committee, and coordinated upgrades, tech services with the CAST office.

3. **Director of Clinical Ph.D. Program**  
Dr. Thad Leffingwell is the Director of the Clinical Ph.D. Program. The Director of the Clinical Ph.D. Program oversees functioning of the clinical area.

4. **Director of Lifespan Developmental Psychology Ph.D. Program**  
Dr. Melanie Page is the Director of the Lifespan Developmental Psychology Ph.D. Program. The Director of the Lifespan Developmental program oversees the functioning of the lifespan developmental area.

D. **Office Staff**  
Our hardworking office staff carry out the daily operations of our department. You will come to know them as well as your faculty advisor, course professors, and peers. They are happy to assist you as necessary, but please remember that they are responsible for many of the unseen tasks that ensure that our department runs smoothly. Currently, our staff includes Sue Robinson, the Administrative Assistant, Carol Timm, the Senior Clerk Typist, and Jeangay Potts, the financial assistant. The responsibilities of each are as follows:

1. **Administrative Assistant.** This person serves as the Assistant to the Department Head and supervises all office staff. Some of her duties of specific interest to graduate students are: petitions to be presented at Department Advisory Committee or faculty meetings, research subject reimbursement, telephone problems, office space or coordinating work requests with Physical Plant (Temperature control request, etc.) any problem with department staff, questions about psychology course schedules and classes, and questions regarding department or university policies and procedures.

2. **Financial Assistant.** Jeangay Potts serves as the bookkeeper keeps payroll records, travel requests, reimbursements, inventory, as well as the OSU Foundation Account.

3. **Administrative Support Assistant.** This person works with the Financial Assistant, and will handle travel requests and reimbursements, research participant payments, etc.

3. **Senior Clerk Typist.** Carol Timm serves as the departmental receptionist. She is responsible for the following duties of specific interest to graduate students: the checking out of all department keys, ordering desk copies of textbooks for teaching, maintaining the graduate student file folders, handling questions and problems with the photocopying machines, reserving rooms, handling repairs on office equipment and office space, coordinating courses evaluation forms, filing grades, makes files for admission, and processing mail. She also provides clerical services for faculty members and graduate teaching assistants in our department.

When the Senior Clerk Typist or Financial Assistant is unavailable, please see the administrative assistant for assistance. It is also important to note that the office staff’s desks are their own private property.
Please respect that privacy, and do not look for things in their desks if they are not present. Someone in the office can help you find what you need. Also, please do not sit at their desks if they are not present.

E. Academic Advisors
Our department is fortunate to have three advisors, one for graduate students and two for undergraduate students.

1. Graduate Advisor
Patricia Alexander advises and serves as a resource for all graduate students in the Department. She provides all orientation materials, including the special graduate student survival handbook. This office also arranges the orientation program for new students. Additionally, she functions as a support center used by many graduate students. If the student so requests, she serves as a campus liaison between the psychology graduate student and other campus offices. She facilitates applications for student fellowships and grant by publishing a newsletter twice a year.

Patricia also acts as the Coordinator of the Psychology Diversified Students Program (PDSP), whose mission is to recruit and retain students who have the background, and/or experience, and/or professional interest in populations that are underrepresented in psychology or underserved by psychology. These populations may include but are not restricted to ethnic minorities and the physically disabled. As the Psychology Diversified Students Program Coordinator, Patricia reports directly to the Head. Additionally, she is advised by the Psychology Diversified Students Program Committee (PDSPC).

2. Undergraduate Advisors
In recent years, the number of undergraduate majors is consistently between 500 and 600. The department has two undergraduate advisors, one full-time and one half times. The department’s full-time advisor is Silvia Frutos. Kevin Seymore serves our students in a half-time capacity.

F. Grievances
Occasionally, problems arise between students and/or OSU faculty and staff. There are three major types of grievances for which the university has procedures: 1) general grievances; 2) grade disputes, and 3) sexual harassment. If you encounter a troubling situation of any kind, we encourage you to seek out advice about the best course of action. It is generally recommended to consult your immediate supervisor. If an issue arises during teaching, it would be sensible to discuss it first with your teaching supervisor. Similarly, if an issue arises related to clinical duties, you can consult your Clinical Supplement or the Director of the Psychological Services Clinic (PSC), and if an issue arises related to research, you can consult your research supervisor. At any time, you can seek the Department Head and/or Associate Head or University administrators to discuss concerns you have. A copy of the University’s sexual harassment policy can be found at the end of this handbook (see appendix A), as well as procedures for handling grievances in general (see appendix B).

G. Department Facilities

1. Smoking Policy
No smoking or tobacco use is permitted on University property (see appendix C).

2. Office Space
Faculty and graduate students are assigned office space. Students typically share office space with other students. Some student offices are equipped with computers. Everyone is required to check out a key for his or her office space. Carol Timm maintains all keys and will provide you with a form to complete when you receive your key. Security is a serious matter. The loss of one key could require the re-keying of the entire building. In order to have access to research space on a one-time or longer basis, you must present written approval from that faculty member to Carol Timm.

3. Telephones
Faculty offices are equipped with telephones. Graduate student offices do not have telephones. There is a telephone in the graduate student lounge, which is located in North Murray Hall room 306. The number is 744-9062 and voice mail is available.

As a teaching assistant responsible for your own class, the office staff will take teaching-related messages for you. Remember the student can leave a message in your mailbox or meet you during your office hours. For other students, the secretaries will take emergency calls only. If you have a special need that requires a temporary change in this policy, you must obtain permission from the Administrative Assistant in advance of the time you want this special privilege. Please do not use the phones in the Departmental Office.

The Department main office will provide addresses/phone numbers of present and previous faculty and graduate students to faculty or present graduate students (unlisted numbers will not be made available). This information will not be given to anyone else. Each year, you will be asked to update your contact information. Doing so in a timely manner will ensure that others can reach you for matters related to courses, teaching, and research.

4. Mail Services
Mailboxes for faculty, graduate students, and staff are located in North Murray Hall 104. The mailing address for all members of the department is 116 North Murray Hall, Stillwater, Oklahoma 74078-3064. Office staff opens the mailroom during workdays between 7:45 a.m. and 4:45 p.m. Faculty and students receive keys that enable the room to be accessed at any time.

5. Photocopying Services
The Department’s photocopying needs are provided through two means. Large copy jobs are sent to University Printing services. Small copy jobs can be completed on the department’s photocopying machine, which is located in 104 North Murray Hall. The department will pay for copying directly related to your teaching assignment, e.g., there is a specific budget for teaching costs for PSYC 1113. All other copying will be considered personal and will be charged to you at five cents a page. You will receive a monthly bill. You may pay by check or cash. If you pay by cash, bring in your bill to be signed paid by the Financial Assistant. In cases where you question your billing, you will need your canceled check or the signed receipt. If your bill is three months past due, you will lose copying privileges until this bill is paid. Undergraduates do not have copying privileges. A request to alter this rule for a specific time/duty must be made by the faculty supervisor.

6. Typing Resources
A typewriter is available for your use in the mail/copy room in 104.

7. Psychological Services Clinic
The Department operates the Psychological Services Clinic (PSC), which is located in 118 North Murray Hall. Because of the need to maintain confidentiality for clinic clients, these areas are restricted to clinic personnel.

8. **Computer Labs and Office Computers**
The Department has sole use of a computer laboratory located in the basement of North Murray Hall (room 015). This facility is used for laboratory sections of undergraduate and graduate courses. Graduate students are encouraged to schedule office hours in the lab in order to ensure that the room receives continual usage. Computers and 2 networked printers (1 laser jet and 1 color printer) are available for your use in Room 306 in North Murray from 7:45 a.m. to 4:40 p.m. (and evenings or weekends if a key is checked out). To check out keys, contact Carol Timm in 116 North Murray Hall. Each graduate student office is also equipped with two computers. To report problems, request repairs or technical support, either contact Dr. David Thomas (x-7078) or the College of Arts and Sciences Technical Support office at x4-6844.

9. **General Purpose Classrooms**
The Department has two rooms available for scheduling on an as-needed basis. Rooms 001 and room 202 are equipped with a computer, projector, Internet connection, and VCR. Graduate courses, committee meetings, student proposal and defense, meetings, etc., are scheduled in these rooms. Carol Timm maintains the schedule for these rooms and checks out the key. ALWAYS SHUT OFF THE EQUIPMENT, LOCK THE CASE, AND LOCK ROOMS 001 and 202 WHEN NOT IN USE. REPORT EQUIPMENT MALFUNCTIONS TO DR. THOMAS AS SOON AS THEY OCCUR.

When no rooms are available in North Murray Hall, it may be possible to reserve classrooms in other buildings. Faculty can reserve classrooms on campus for research related activities by contacting classroom scheduling (744-6885).

10. **Equipment for Checkout**
The Department owns two portable multimedia carts that can be checked out for teaching or other department business on a temporary basis. Please see Carol Timm to schedule this equipment to use for department activities.

11. **Human Research Participant Pool**
Undergraduate students enrolled in psychology courses and courses in a few other departments (e.g., Education, HES) participate in research in exchange for course credit or extra credit. Students enrolled in Psychology 1113 (Introductory Psychology) make up most of the pool of research participants. We use the Sona online system to schedule and track participation in research by students enrolled in participating classes. Further information may be found at http://okstate.sona-systems.com/

12. **Parking**
Parking on either side of North Murray Hall is restricted to clinic visitors, physical plant vehicles, staff and residents of residence halls. Graduate students may obtain a parking permit from the parking office, which is located on Farm Road. Many students choose to park on nearby side streets and either walk or bike to campus.

13. **Your Personal File**
Beginning with the materials that you sent to us when you applied to graduate school, the department established a file of materials about you. This personal file is maintained in an active status as long as you are a graduate student in this department and is retained as an inactive file
after you leave. Many different pieces of information go into this file, including each semester’s reports on your course work, all departmental evaluations of you, a complete record of your employment as a graduate assistant, copies of all correspondence regarding you, as well as all records of your travel when supported by university funds. Reference letters for which you have waived access rights are placed in a sealed envelope. You may not have access to these. For clinical students a separate file of clinical evaluations is maintained. Only you and members of the clinical faculty may have access to this file. All remaining material is kept in your main file. You, all faculty, and office secretaries, as part of their duties, have access to this part of the file. You may not remove your file from the office.

II. GRADUATE STUDY
When you were admitted, it was with the expectation that you would complete the Ph.D. degree. We do not admit students for terminal master’s degrees. However, you must complete the requirements for your master’s degree within our department as an integral part of your doctoral training. You must also make satisfactory progress in your program to continue in the program. Your progress will be evaluated each summer by the faculty in your program (Clinical or Lifespan Developmental Psychology). Detailed information on yearly evaluation may be found on each program area supplement handbook.

A. Selecting a Faculty Advisor
All students have a major faculty advisor. The academic advisor is a faculty member representing the student’s program area. This individual is selected by mutual agreement between the student and faculty member. The academic advisor or the Graduate Advisor, Patricia Alexander are the only individuals with the authority to sign the advisee’s registration, drop, and/or add forms. Students should consult with their advisors concerning academic decision-making such as course selection, teaching preferences, and service activities. The Faculty advisor will also chair your Master’s thesis and dissertation committees, unless you arrange to designate research advisor that is different from your academic advisor. Clinical Students should notify the director of clinical training who their permanent advisor will be by the end of the first year. Clinical students are required to choose a clinical faculty member as academic advisor.

Each advisor in the department has his or her own working style. It is to your advantage to spend time learning what is expected and when. It is important to determine the expectations that your advisor may have for you each year. Advisors may place other restrictions on students. For example, since it is customary for the Dissertation Chair to serve as the academic advisor, the professor may make this a requirement for their agreement to serve as the research supervisor. Such restriction may be advantageous for both the student and faculty member.

Changing advisors is possible. If you change your advisor, you are required to submit the appropriate paper work. This form asks for the name of your previous advisor, the name of your new advisor, and a signature by you and your new advisor. The original copy goes to the Department Head. Clinical students should give a photocopy of this form to the Director of Clinical Training and lifespan developmental students to the Coordinator of the Lifespan Developmental Program. (See Appendix D for form)

B. Courses
1. Full-Time Equivalency
The Graduate College requires that a student be enrolled in six credit hours in both fall and spring semesters and three in the summer semester would be full-time equivalency for half-time teaching or research assistants. If a student does not have a half time assistantship, full-time enrollment is nine credit hours in fall and spring, and four in the summer semester.
For Financial Aid, however full time status requires 9 credits hours for both fall and spring semesters, and 4 credit hours for summer semesters. International students please see the Appendix E for information.

During the last semester of degree completion, the Graduate College will certify a student as full-time if he/she is enrolled in two hours. This waiver for two hours is only granted once. If the student fails to complete the thesis or dissertation, some students, especially international students, must increase the number of hours to meet immigration requirements. See also the section on Final Date to Add Dissertation Hours on p. 16 for final semester exceptions.

2. Transfer & Waivers
Requests for recognition of departmental course equivalence and/or requests for waivers of departmental course requirements must be submitted to the faculty member who is responsible for the specific course for which you request a waiver. For courses that meet departmental requirements, obtain the instructor’s approval, then submit your request through the Departmental Office to the Department Advisory Committee for its approval. The statement submitted for course waiver/transfer should include any information that demonstrates the equivalence of the course requested for transfer and the course offered at OSU. Such information would include a course syllabus, required texts, etc. It is strongly advised that you obtain the waiver in writing and place a copy in your departmental file.

For clinical students who want consideration for previous course work to count in lieu of required clinical courses, the following procedure must be followed. First, the student and his/her designated academic advisor should discuss the benefits and drawbacks of waiving required clinical courses. Second, if there is agreement that a request to waive a specific course is reasonable, the student and advisor should jointly write a memo to the Director of Clinical Training to ask that the request be placed on the agenda for discussion by the Clinical Training Committee. This memo should attach a summary of previous training that is relevant to the request for waiver. Third, the Clinical Training Committee will review the request. Finally, if approved by the Clinical Training Committee, the student will meet with the course instructor to determine requirements for waiving the specified course. No more than three clinical courses will be waived.

Lifespan developmental students cannot waive any LSD core courses. For courses other than departmental core courses, there are several steps to follow. First, the student and his/her designated academic advisor should discuss the benefits and drawbacks of waiving required courses. Second, if there is agreement that a request to waive a specific course is reasonable, the student should meet with the course instructor. If after meeting with the course instructor the student wishes to proceed with the request, the student and advisor should jointly write a memo to the Director of Lifespan Developmental program to ask that the request be placed on the agenda for discussion by the faculty. This memo should attach a summary of previous training that is relevant to the request for waiver (this includes the course syllabus). The faculty will review the request. Finally, if approved, the student will meet with the course instructor to determine requirements for waiving the specified course.

In addition to receiving departmental acceptance of course equivalence, the Graduate College will accept toward a master’s degree up to nine semester credit hours taken at another accredited college or university offering a graduate program. The student must have been fully admitted to a degree program. Courses taken as a special student at another
university will not be accepted by the Graduate College. Put the courses on your Plan of Study (after approval by your advisor and the members of your thesis or doctoral committee) and submit it with a copy of your transcript.

3. Quantitative Course Requirements
All students complete Quantitative Methods I and II (PSYC 5304 and PSYC 5314), usually during the fall and spring semesters of the first year, respectively. Students also take a design course. All students will take PSYC 6223 (Research Design). All students are required to take an additional advanced statistics course. The following list provides some examples of the courses that are available. Consult your advisor when making your final selections.

HDFS 6143—SEM in HDFS
HDFS 6153 – Advanced Statistical Procedures for Human Development and Family Science
MGMT 6553—Structural Equation Modeling Applications in Business

REMS 5320 Seminar in REMS: Factor Analysis
REMS 6013—Multiple Regression Analysis in Behavioral Studies
REMS 6023—Psychometric Theory
REMS 6663—Applied Multivariate Research in Behavioral Studies

PSYC 5620 – Multivariate
PSYC 5620 – Longitudinal Analysis in Psychology
STAT 4043 – Applied Regression Analysis (taken for graduate level credit)

STAT 5033—Nonparametric Methods
STAT 5053—Time Series Analysis
STAT 5063—Multivariate Methods
STAT 5073 – Categorical Data Analysis
STAT 5513 – Multivariate Analysis

If you so desire you may earn a minor in quantitative psychology. This will appear on your transcript. If you have met all the requirements outlined below, then you can request that Dr. Sullivan forward a request on your behalf to the Graduate College that you have met the requirements for the minor.

The required courses are outlined below and include 23 hours total. For the graduate minor to be awarded, students must have a 3.0 or better average among these required courses and earn at most one C.

1. PSYC 5304 – Quantitative Analysis I (4 hours)
2. PSYC 5314 – Quantitative Analysis II (4 hours)
3. PSYC 6223 Research Design (all other courses are 3 hours)
4. PSYC 5620 – Multivariate or REMS 6663 – Applied Multivariate or STAT 5063 – Multivariate Methods (for graduate credit)
5. Three other quantitative analysis classes from the following list
   HDFS 6143—SEM in HDFS
   HDFS 6153 – Advanced Statistical Procedures for Human Development and Family Science
   MGMT 6553—Structural Equation Modeling Applications in Business
   REMS 6013 - Multiple Regression Analysis in Behavioral Studies
REMS 5320 Seminar in REMS: Factor Analysis  
REMS 6023—Psychometric Theory  
PSYC 5620 - Longitudinal Analysis in Psychology  
STAT 4043 – Applied Regression Analysis (taken for graduate level credit)  
STAT 5033—Nonparametric Methods  
STAT 5053—Time Series Analysis  
STAT 5073 – Categorical Data Analysis  
STAT 5513 – Multivariate Analysis

4. Core Course Requirements  
Three core courses must be completed for the doctoral degree. No core courses can be waived. The following five core courses are regularly offered. In order to ensure that you are able to take the courses you desire, please note that most courses are offered once every two years or once every 18 months. Contact the instructor or the Head if you need assistance planning your courses.

a. Cognitive (5823 Cognitive Processes)  
b. Learning (6613 Experimental Learning Theories)  
c. Developmental (  
   i. Lifespan Cognitive Development  
   ii. Lifespan Social Development  
d. Social (6563 Advanced Social Psychology)  
e. Biological (6483 Neurobiological Psychology)

5. Teaching Practicum  
All students are required to complete Teaching Practicum (PSYC 5660) during spring semester of the first year.

6. Thesis and Research Courses  
All students are required to take six hours of PSYC 5000 (Master’s thesis hours) and a minimum of 15 credit hours of PSYC 6000 (Dissertation hours; maximum 60 hours). Students may enroll in up to 12 hours of PSYC 5380 (research hours). The grade of “SR” indicating satisfactory research progress or the grade of “UR,” indicating unsatisfactory research progress will be assigned for PSYC 5000 and PSYC 6000 at the end of the semester.

7. Grade Point Averages and Unsatisfactory Grades  
One index of the success you will have in graduate school is your grade point average. In this sense, graduate school is similar to your earlier educational experiences. However, in graduate school, there is a new definition attached to the letter grades that you receive in various courses. The grade of “A” continues to reflect superior performance. A grade of “B” now becomes the minimum level of performance expected from you. A grade of “C” reflects unsatisfactory performance by a graduate student. The grades of “D” and “F,” as will be noted below, reflect performance so unsatisfactory as to create a special problem should you receive one.

It is expected that as a graduate student you will maintain a “B” average. A grade point average worse than a “B” is indicative of serious difficulties on your part. If you receive a grade of “C” or below, you may retake the course. However, in the computation of your grade point averages, both grades that you receive in the course will be used. Thus, a grade of “C” or below can be remediated but cannot be eliminated from your grade point average.
If your grade point average in either of these categories falls below 3.00 or “B” or you receive a “D” or an “F” in a given semester, you will receive a letter from the Graduate College. If either of these happens in the next consecutive semester, the Graduate College may send you a second letter (with a copy to the department) and may prevent you from registering for the following semester.

It is important to note that satisfactory performance in course work is but one component of a students’ progress in the Ph.D. program. Students are expected to maintain satisfactory progress in all roles, including courses, teaching, clinical duties, research, and professional development.

C. Master Degree Requirements
All students who enter the Department of Psychology seeking a Ph.D. are enrolled in the Master of Science in General Psychology program, which is approximately two years in length and aims at providing students with a solid background in the methods, theories, and basic content areas of psychology.

1. General Requirements
The requirements for the M.S. degree are as follows:

- Successful completion and defense of the Master Thesis.
- Six hours of PSYC 5000 (thesis hours).
- Successful completion of Quantitative Methods I and II (PSYC 5304 and PSYC 5314).
- Successful completion of the Teaching Practicum (PSYC 5660).
- A total of 30 credit hours as specified on the M.S. Plan of Study. (Note: The requirements listed above add up to 15 credit hours. Course work taken to receive the 15 additional credit hours required may be determined by the specialty area.)

a. Plan of Study
Students are required to submit a formal plan of study for the M.S. degree to the Graduate College. Forms can be downloaded from the graduate college web page [http://gradcollege.okstate.edu/download/plansforms.htm](http://gradcollege.okstate.edu/download/plansforms.htm). Because the Graduate College routinely updates and changes forms, always check the web page for the most recent form. The plan of study for the masters degree must be completed during the semester in which you will complete your 17th credit hour. Students typically submit this form during spring of their first year. Students should consult their advisors when preparing this form. Three copies are filed in the Graduate College Office and one, in the department. All copies must be signed by the master’s committee members and the Department Head and approved by the Dean of the Graduate College. The Plan of Study is subject to modification as the student progresses; all changes must have the approval of the advisor.

Note: Degree is Psychology and option/specialization is Clinical or Lifespan Developmental.

A total of 30 credit hours as specified on the M.S. Plan of Study. Even if you take more than 30 credit hours by the time of filing the plan of study, do not list more than 30 hours on the plan of study. The plan of study must include 6 hours of thesis (PSYC 5000), 1 hour of teaching practicum (PSYC 5660), 8 hours of quantitative methods (PSYC 5304 & PSYC 5314), and 15 other hours. Courses that have been taken, but not listed on the Master’s Plan of Study can be applied toward your Ph.D. Plan of Study. (Note: The requirements listed above add up to 15 credit hours. Course work taken to receive the 15 additional credit hours
b. Master Thesis Committee
Each student, with the advice of the research advisor, must select two additional committee members (one may be from outside the department, but this is not necessary). All committee members must agree to this selection. The academic advisor typically serves as the chair of the committee, unless a research advisor is selected. By the end of the second week of the Fall semester, each first-year student must select a faculty member to serve as thesis committee chair (a.k.a. research advisor).

Students should enroll for research credit (5000) under the Department Head’s section if they have not selected a research advisor when enrolling. (Sign up under your advisor’s section in subsequent semesters.) You may change projects and advisors after the Master thesis is complete; however, research involvement is expected to continue in subsequent years.

c. Thesis Proposal
The research project that you will carry out for your thesis should be an empirical study of a scientifically important area of psychology. The first step is to develop a research proposal.

The proposal is a document that spells out very clearly what you propose to do, why you wish to do it (e.g., rationale in terms of importance of the problem, prior work in the area, etc.), and the specific methodological approach you have adopted. It will also indicate how you plan to analyze any data you obtain and, if possible, the interpretations you would make of various likely outcomes.

Normally, it will be your research advisor who will provide the greatest input and assistance to you as you develop your proposal. In some instances a committee member, because of his or her special expertise, may play a relatively major role in the preparation of your proposal. The major role played by members of your committee other than your advisor occurs at the time of your proposal meeting. When your advisor is satisfied with your proposal, the two of you will jointly schedule a proposal meeting with the other members of your committee.

It is also advisable to submit your proposal to your committee members several weeks, and no less than two weeks, prior to your proposal meeting. If they perceive serious problems with your proposal, you would have sufficient time to redo it and, if necessary, reschedule your meeting. You will then meet with your committee. This meeting is called the proposal meeting.

A proposal meeting may well be one of the more valuable experiences in your academic life. The purpose of the meeting is to give your proposed project close scrutiny before you invest months of effort. If there are flaws in your project, the proposal meeting is the best time to have them disclosed. Many times changes in your project emerge from the proposal meeting. These may even be major changes. There is no stigma associated with this as it is a normal and expected outcome. It is much better to have these changes made at the time of the proposal meeting than to discover them at the time of your thesis defense.

Students sometimes make an error, which is potentially serious, with respect to their proposal meeting. For a variety of reasons, including the pressures of time, they have begun to collect
their data prior to the proposal meeting. While such a practice is not forbidden, it is risky. A committee may decide to alter the study in such a way as to make the data already collected irrelevant. They have every right to do so. Indeed, they have an obligation to do so if the changes will correct flaws. A more positive approach, however, is to collect pilot data for inclusion in the proposal. Doing so helps the committee evaluate the student’s chances of dealing adequately with methodological and analysis problems and gives them basis of judging whether hypotheses may be supported in the final, more extensive completed project.

The conclusion of the proposal meeting represents an implicit contract between you and your committee. That contract gives you some assurance that, if you conduct your project in the manner in which you and your committee have agreed, no outcome of the project will be considered to be a failure.

The thesis proposal must be approved by the committee. Failure to successfully propose your master’s thesis in a timely manner may be assessed negatively by your program faculty at its annual evaluation of you. Following the proposal meeting, submit to the Head the signed form entitled “Result of Master’s Thesis Proposal Meeting” (see appendix F for materials).

Perhaps the single most important activity in which you will engage as a graduate student is research. There are several things which you should be aware of that are relevant to the process of doing research. First, research is a professional psychological activity. It requires substantial knowledge and methodological skills. Second, it is expensive. Lastly, there are ethical guidelines that govern its conduct. While you are a graduate student, the research that you undertake will require supervision by a person with research experience. You may have come to graduate school with ideas that could become the focus of research that you undertake. An important reason for requiring you to make an early selection of your initial research project advisor is to provide you with a ready forum for the discussion of these ideas. On the other hand, you may feel completely at sea with respect to research ideas. In this case, your initial project advisor will also be helpful by suggesting ideas to you or by asking you to work on some project that will, in time, generate them. It is not important whether you have original ideas from the outset or not. What is important is that you be able to do original research by the time you finish. You can do a great deal to move this process along by getting involved in and committed to research during your first days in the program.

d. IRB Approval for Research
Before data collection begins, you must obtain approval from the Institutional Review Board (IRB), which will review your research plans to ensure the ethical treatment of human research participants. You will be required to submit a copy of the IRB approval letter when you submit the final copy of your Master’s thesis. Failure to obtain IRB approval for your research prior to data collection can result in major delays in your progress. The IRB web page is located at http://www.okstate.edu/irb/. Current training materials and application forms are updated regularly. Before submitting an application, check the web page for the current forms. More information about research ethics and IRB procedures is provided in at the end of this handbook (see appendix G). You must complete the online ethics training before doing any research at OSU. You can find the information at https://www.citiprogram.org/.

e. Thesis Document
When the student has completed his/her data collection and analyses. The results and discussion are added to the thesis document. Students are to consult the *APA Publication Manual* to determine what should go into their written report.

Prepare a final draft copy of the thesis and submit it to your committee two weeks prior to the date of your oral defense. Your committee members may want the draft prior to that time. A final draft must also be filed with the Graduate College by the specified deadline.

Be available to meet individually with members of your committee if they should request it, or even better, initiate meetings with them in advance of the orals to talk with them about any potential problems they may have identified.

**f. Thesis Oral Defense**
The oral defense is very much like the proposal meeting in that once again you will be presenting a document that you have prepared to three faculty members. They will be subjecting that document and your understanding of it to a critical examination.

Typically, you and your chair will have prepared you sufficiently to pass your exam; just as typically, however, the committee will ask for some changes to be made that will be reflected in the final document. It is the responsibility of you and your chair to see to it that these changes are made. (see appendix J for Thesis Defense Results)

**g. Thesis Submission**
The Graduate College requires final theses to be submitted online. Information about these procedures can be found at the Graduate College web page: [http://www.gradcollege.okstate.edu/student/thesis/default.html](http://www.gradcollege.okstate.edu/student/thesis/default.html). A general informational sheet has been provided at the end of this handbook (see appendix J).

**h. Receipt of the Master Degree**
The student must send a memo to the Department Head by the end of the 4th week of the semester indicating that he/she plans to receive the master’s degree that semester.

Early in the semester in which the degree is to be conferred, you must have filed with the Graduate College the following:

(a) A final accurate master’s Plan of Study.

(b) File a Graduation Clearance form and complete a Diploma Application Form (available from the Graduate College and the Registrar (see appendix J for Graduation Clearance form and Diploma Application)

(c) Verification of successfully passing the thesis defense. (see appendix J for Thesis Defense Results)

(d) A draft of the thesis by the deadline set by the Graduate College. This deadline is the first Friday in November for December graduation, the fourth Friday of March for May graduation, and the second Friday of June for August graduation.

(e) A final copy of the thesis (including signatures) must be filed with the Graduate College by the deadline set by the Graduate College. This deadline is the first Friday in December for December graduation, the fourth Friday of April for May graduation, and four weeks after the second Friday in June for August graduation.
(f) The student must submit a copy of the signature page of the final thesis to the Department Head for inclusion in his/her file.

(g) According to the Graduate College, the Registrar sends to the Graduate College completed transcripts for each student who filed a diploma application. The Graduate College then completes a preliminary graduation check. A letter is sent to each prospective master’s-level graduate candidate indicating any deficiencies (copy to the Departmental Office). It is your responsibility to go to the Graduate College Office to discuss any discrepancies, problems, etc. That office will not clear you for graduation until any discrepancies in your Plan of Study are cleared up and until they have received the clearance approval from the department. To avoid problems, compare your transcript with your plan of study and make changes to the latter prior to your final semester as a master’s student.

D. Continuing Research after the Second Year
Following your second year, you will be in a position to make a much more informed decision about who will supervise your research. You may decide to continue with your thesis research advisor. Students may work with the same faculty member throughout graduate school. Assuming that this relationship does not bar contact with other faculty, this is a quite workable model. Alternatively, you may choose to work with someone else. Regardless of level, there are several things you should keep in mind in working with any research advisor.

Try to think of your understanding with your research advisor as a contractual agreement. There are several things which you should be aware of at this point, things which you and your advisor need to work out. It would be helpful for you to understand just what role your advisor intends to play in the development of your research. Encourage your advisor to be fairly specific about this. It might be helpful for you to know the extent to which your advisor has agreed to this role because of an interest in your topic or because of an interest in you. Is your advisor going to exercise a great deal of control over the specific problem you choose (likely if his/her interest is more in the topic), or is the advisor going to give you wide latitude with respect to methods, objectives, etc. (likely if his/her interest is more in you)?

One of the things that you should iron out with your advisor is a reasonable timetable for the completion of your research. There is no fixed period of time required to complete a dissertation research project. Some problems are inherently more time consuming and difficult than others. Some people seem to be able to work at a faster pace than others. Your advisor is probably the best person available to help you estimate how long you will need, since your advisor knows both you and the problem. If an estimate is not volunteered, ask for guidance with respect to the various stages of your project. When should your data be collected? When should your analysis be done? With respect to time, an error that students often make seems to stem from the belief that any written document they hand to an advisor will be immediately approved or at least approved with only minor changes. This is a mistaken belief. Your advisor will need time to read whatever you have written. Most likely when you do get it back, the required changes will be many and will take you quite a while to make them. This is not a bad reflection on you. After all, if you could write a perfect paper the first time, there would be no point in our requiring you to do so. Try to budget all these factors into your timetable. Try to make it as realistic as possible, but once you have it set, bend every effort to stay on it. Your timetable is now a set of deadlines. Meet those deadlines.

E. Comprehensive Examination
Doctoral students are required to pass an area specific comprehensive exam. The comprehensive exam is designed to be a comprehensive assessment of students’ knowledge.
of their chosen area of psychology (lifespan developmental psychology or clinical). The exam is designed to assess students' ability to think critically, to synthesize and integrate findings from the scientific literature, and to conceptualize issues of measurement, statistical analysis, experimentation, and design. The exam format includes both a written and oral component, but the content of the exam is program-specific. Therefore, the details are outlined separately for the clinical program and the lifespan developmental psychology program. These guidelines are presented at the end of this handbook (see appendix H for materials). Students should complete their comprehensive exam by the end of their third year.

F. Qualifying Examinations
Doctoral students are required to pass a “qualifying” examination. The Graduate College suggests that the qualifying exam be the same as the dissertation proposal and this suggestion is followed in the psychology department. The examination must be passed not less than 6 months before the Ph.D. is granted.

Students should complete their qualifying exam by the start of their fourth year.

In case of failure to pass any part of this examination, the student will be notified in writing of the conditions under which a second exam can be taken. A second exam may not be given earlier than four months after a failure. If the results of the second exam are unsatisfactory, no other exam may be given without permission of the Graduate Council.

G. The Ph.D.
The doctoral dissertation is the single most significant undertaking of your graduate career. When it is completed and you are out in the world, you will find that for many years your colleagues will ask you about your dissertation. The modal number of publications for the members of the American Psychological Association is zero, but all Ph.D. psychologists have done a dissertation. Take your doctoral dissertation seriously. It will be part of the packet of credentials that you will carry for the rest of your professional life.

All of the research you do as a graduate student leads directly into your doctoral dissertation. This early work may be positive in the sense that your dissertation is a natural and logical consequence of your prior work. But it may also be negative in that it has taught you to beware of certain problems that you (or anyone) are not able to research at present. The early work is, in either case, instrumental in that through this research you have prepared yourself to do an adequate dissertation.

Unlike your earlier research, which can be a replication of some previous study or can be based on an idea literally given to you by somebody else, the doctoral dissertation is to represent original and independent research on your part. The role of your dissertation advisor, other faculty members, and fellow students is still important even at the level of the doctoral dissertation. Ideally, a doctoral dissertation, while original and independent, is something that is developed out of a process of prior research. It grows from many conversations that you have with others. Often it is the result of a number of carefully constructed but ultimately rejected plans for the study. In particular, your dissertation advisor should become a very critical person in your life at this point. If it seems to you as your dissertation develops that you can no longer remember which ideas were yours and which your dissertation advisor contributed, then you are not doing anything wrong. You have a nearly ideal working relationship with your advisor. At some point (usually in your third year), you and your research advisor will feel that you are prepared to formally begin your dissertation.
1. General Requirements
The requirements for the Ph.D. degree are as follows:
   a. PSYC 6000—Dissertation, a minimum of 15 credit hours. (See section on research.)
   b. One course from outside the department. (This must be a graduate course taken at Oklahoma State University or a recognized university.)
   c. Completion of comprehensive examination. All students must successfully complete a written and oral exam. Please see the supplemental document for your program (clinical or lifespan developmental) at the end of this handbook (see appendix H for materials).
   d. Completion of qualifying examination (which is the dissertation proposal)
   e. Continued enrollment and involvement in research. (See section on research.)
   f. A total of 90 credit hours beyond the bachelor’s degree or 60 credit hours beyond the master’s degree is the minimum requirement for the doctoral degree. Area programs may require hours in excess of this minimum.

Note: Your area, Clinical or Lifespan Developmental Psychology, may have requirements in addition to the departmental requirements.

2. Ph.D. Plan of Study
The student and the student’s committee chairperson develop the Ph.D. Plan of Study. The Plan of Study is then submitted to the student’s committee for approval. This Plan must list all courses submitted for the Ph.D. degree. Do not list those courses previously listed on the master’s Plan of Study. Forms can be downloaded from the graduate college web page (http://gradcollege.okstate.edu/download/plansforms.htm). Because the Graduate College routinely updates and changes forms, always check the web page for the most recent form. Two copies go to the Graduate College, and one copy goes to the Department Head. Your advisor should also have a copy, and you should keep one for yourself. Prior to the semester you plan to graduate, you should check your copy of the (previously filed) Plan of Study to see if you have completed all courses listed or need to change your Plan of Study.(see appendix J for Doctoral Plan of Study)

NOTE: A STUDENT MAY LIST CLINICAL OR LIFESPAN DEVELOPMENTAL AS A SUBSPECIALTY ON HIS/HER TRANSCRIPT. TO DO SO, THE STUDENT MUST INDICATE ON HIS/HER PH.D. PLAN OF STUDY THE FOLLOWING DESIGNATION: Psychology: Clinical OR Psychology: Lifespan Developmental.

3. Filing the completed “Admission to Doctoral Candidacy” Form
The “Admission to Doctoral Candidacy” form (see appendix J for Admission to Doctoral Candidacy) verifies that the student has completed certain requirements and has met the Department’s admission to candidacy standards. This form includes: the date the Ph.D. Plan of Study was approved by the Graduate College; the title and date of approval of the dissertation proposal successful completion of the qualifying exam and date completed (verified by signatures of all members of your doctoral committee); the signatures of the student, the Department Head and the Dean of the Graduate College. Before submitting the completed form to the Graduate College, the student must place a copy in his/her Department file.

Note: The Graduate College requires that the Ph.D. be completed within seven years of receiving the master’s degree, and that the student have been continuously enrolled.
4. Final Date to Add Dissertation Hours
The final date to add dissertation hours is the deadline for adding courses, usually the Friday of the first week of classes.

Graduate College policy requires that graduate students must be enrolled in at least two hours during the semester in which they graduate. The Graduate College Intersession Policy is designed to assist those students who complete requirements before the beginning of the semester in which they are graduating. This policy states:

If a graduate student completes all requirements for their degree program (including submission of signed thesis or dissertation) prior to the first day of class, then they are eligible for a waiver of non-resident tuition and general enrollment fees (in-state tuition) for two hours of research during their final semester.

International students are ineligible for waivers of general enrollment fees (in-state tuition) according to Oklahoma State Regents for Higher Education policy. Consequently, international students will be exempted from enrollment during the semester they are graduating provided all requirements are met prior to the first day of class in that semester.

To be eligible for the tuition waivers (or the waiver of enrollment for international students), students must file a form giving certification that they have completed all requirements prior to the start of the semester in which they are graduating. This form can be picked up from Pat Anderson in the Thesis Submission Office of the Graduate College (202F Whitehurst).

5. Dissertation Committee
Once the M.S. degree is conferred, the student forms a Ph.D. advisory committee (i.e., a dissertation committee). The student, in consultation with the advisor, will select committee members.

The dissertation committee consists of a chairperson from within the department and three additional faculty members, one of whom must be an Oklahoma State University faculty member from outside the department, chosen in consultation with the chair. The chairperson and the committee must approve all decisions regarding the student’s doctoral program. (see appendix J for Admission for Doctoral Candidacy)

Once the dissertation committee is formed, the chairperson, in conjunction with the committee, directs and approves all research and plans of study for the remainder of the Ph.D. program. However, if your dissertation chairperson is from another area, it is recommended that you check requirements with a faculty member in your specialty area.

6. Dissertation Proposal
One’s dissertation research is expected to represent one’s original scholarly contribution to the field. The dissertation proposal is expected to be a high quality proposal circulated to the dissertation committee for formal feedback and approval (please review the section under “Thesis Proposal”)

7. IRB Approval for Research
Before data collection begins, you must obtain approval from the Institutional Review Board (IRB), which will review your research plans to ensure the ethical treatment of
human research participants. You will be required to submit a copy of the IRB approval letter when you submit the final copy of your Dissertation. Failure to obtain IRB approval for your research prior to data collection can result in major delays in your progress. The IRB web page is located at http://www.okstate.edu/irb/. Current training materials and application forms are updated regularly. Before submitting an application, check the web page for the current forms. More information about research ethics and IRB procedures is provided at the end of this handbook (see appendix G materials).

Again, the same principles apply to the dissertation orals as with the thesis orals. Typically, the oral examination is conducted on the assumption that you know best the topic of your dissertation. However, your committee is not restricted to questions that relate directly to your dissertation. Your oral defense is the final hurdle on the way to a Ph.D. Your committee has every right to give themselves a final assurance that you are indeed qualified for the degree. (see appendix J for Dissertation Defense Results)

Once you have successfully completed your oral defense, you will need to have the members of your dissertation committee sign the “Result of Final Examination” form (see appendix J). Make a copy of the signed form for your file and send the original to the Graduate College. This form must be filed with the Graduate College by the appropriate deadline for the semester in which you are graduating or earlier. This deadline is the third Friday of November for December graduation, the second Friday of April for May graduation, and the fourth Friday of June for August graduation.

9. Dissertation Submission
The Graduate College requires final theses to be submitted online. A general informational sheet has been provided in at the end of this handbook (see appendix J for Guidelines for Electronic Submission). Information about these procedures can be found at the Graduate College web page: http://www.gradcollege.okstate.edu/student/thesis/default.html.

10. Receipt of the Ph.D. Degree
Early in the semester in which the degree is to be conferred, you must have filed with the Graduate College the following:

(a) A final accurate doctoral Plan of Study.
(b) File a Graduation Clearance form and complete a Diploma Application Form (available from the Graduate College and the Registrar (see appendix J for Graduation Clearance form and Diploma Application)
(c) Verification of successfully passing the dissertation defense. (see appendix J for Dissertation Defense Results)
(d) A draft of the dissertation by the deadline set by the Graduate College. This deadline is the first Friday in November for December graduation, the fourth Friday of March for May graduation, and the second Friday of June for August graduation.
(h) A final copy of the dissertation (including signatures) must be filed with the Graduate College by the deadline set by the Graduate College. This deadline is the first Friday in December for December graduation, the fourth Friday of April for May graduation, and four weeks after the second Friday in June for August graduation.
(i) The student must submit a copy of the signature page of the final dissertation to the Department Head for inclusion in his/her file.

(j) According to the Graduate College, the Registrar sends to the Graduate College completed transcripts for each student who filed a diploma application. The Graduate College then completes a preliminary graduation check. A letter is sent to each prospective doctorate’s-level graduate candidate indicating any deficiencies (copy to the Departmental Office). It is your responsibility to go to the Graduate College Office to discuss any discrepancies, problems, etc. That office will not clear you for graduation until any discrepancies in your Plan of Study are cleared up and until they have received the clearance approval from the department. To avoid problems, compare your transcript with your plan of study and make changes to the latter prior to your final semester as a doctorate’s student.

To graduate, the student must make application for the diploma with the Registrar’s Office on the first week of the semester he/she plans to graduate. Graduate College policy requires a student to be enrolled in at least two hours during the semester he/she will graduate. If the student does not graduate as planned, he/she must refile the diploma card request the first week of the next semester.

The student must send a memo to the Department Head by the end of the 4th week of the semester indicating that he/she plans to receive the doctorate degree that semester.

It is the student’s committee, in its relationship to the Graduate College that determines when the student has successfully completed doctoral requirements. If the committee is satisfied that the student has met all requirements (including departmental requirements), then the committee should sign all required forms and forward them to the Graduate College. If there are discrepancies between the student’s achievements and departmental requirements, the committee may still approve the student’s program and recommend the awarding of the degree. If this is the case, however, it would be appropriate for the committee (or chairperson) to note these discrepancies and the rationale for waiving any departmental requirements in a memo to the Department Head. This memo would then be placed in the student’s folder so that any future questions, should they arise, could easily be answered.

11. Exit Meeting with the Head
All students are required to attend the meeting scheduled by the Head for students leaving campus (before leaving for internship for Clinical students, before graduating for Lifespan Developmental students). This mandatory meeting is for the purpose of providing information regarding enrollment and graduation, checking the accuracy of your department file, and receiving feedback from the students on their experiences and perceptions of their graduate training. The meeting is typically scheduled during colloquium time (Thursday, 3:30 – 4:30 PM) at the end of the semester.

H. EVALUATION BY DEPARTMENTAL FACULTY
Each student will be evaluated yearly at the end of the Spring semester by the faculty in the student’s program (Clinical or Lifespan Developmental). This evaluation will review performance in several areas: 1) course work (grades, completion of required course work); 2) research (including evaluation by research advisor, timely completion of projects, presentations,
publications, etc.); 3) work assignment or assistantship; 4) ethical behavior and professionalism; and 5) clinical work or practicum (for students in the Clinical Program). Students will be provided with written feedback regarding their evaluations, including whether they are making satisfactory progress and any deficiencies that must be remediated or addressed. Although students are normally evaluated at the end of the year, they can be evaluated at any time.

Satisfactory progress towards a degree means that you are on time in meeting the requirements for your degree program. More specifically, this means that you have passed all first-year requirements by the beginning of your second year, that all course work required by your Ph.D. Plan of Study has been completed by the end of your third year or can easily be completed in a fourth year, and that your doctoral dissertation has been completed by the end of your fourth year. Being behind on one of these, while tolerable, does not do you credit. Being behind on more than one is a bad idea, indeed.

Perhaps it is more important to define unsatisfactory progress toward a degree. After all, it is unsatisfactory progress toward a degree that can cause problems. In general, unsatisfactory progress toward a degree is a gross lack of progress. If you have not completed the first-year requirements satisfactorily by the end of your second year, then you are making unsatisfactory progress toward your degree. If you have been in the program for five years or longer without completing your dissertation, you are making unsatisfactory progress toward your degree.

All graduate students are required to conduct themselves in a professional and ethical manner, and abide by the Ethics Code of the American Psychological Association. As such, you will need to become familiar with the ethics code (see “Ethical Principals of Psychologists and Code of Conduct” published in the December 2002 edition of The American Psychologist). Behavior associated with your performance (in courses, teaching, supervision of undergraduate research assistants, clinical work, work assignments within the department, etc.), which is judged to be unethical by the faculty will jeopardize your academic status within the department. In other words, your progress and status as a graduate student in the Department of Psychology will be influenced by the degree to which you adhere to the Ethics Code.

I. Requesting a Leave of Absence
Students sometimes find themselves in situations (e.g., due to health or personal problems) that would prevent them from successfully completing their requirements for the year. At that time, the student has several options. (Regardless of the option selected, the procedure should be completed as early as possible.) First, the student could withdraw completely from the program and apply for readmission or request a leave of absence. Second, the student could postpone part of the requirements. Any request to change requirements will be taken seriously by the faculty and should not be considered lightly by the student.

Because the first-year evaluation is conducted by the faculty in the student’s program (Clinical or Lifespan Developmental) in the summer after the first year, students are strongly advised to request approval by the program faculty before taking any steps to alter their first-year programs. The request for such approval should be in the form of a petition to the program faculty submitted to the director of the program (Director of Clinical Training or Director of the Lifespan Developmental Program). The petition should contain pertinent information about why the student is asking for a change in a particular part of his/her first-year program. It is suggested that you see the program director for advice in these cases.

The faculty realizes that on occasion emergency situations arise when students will not have time to petition the program faculty. In such cases, the student should seek advice from the coordinator of
the program, Department Head and/or the members of the Department Advisory Committee (DAC). The Head or the Head and the DAC (as an advisory group to the Head) have the power and the obligation to make decisions in emergency cases. However, it cannot be assumed that such decisions are predictive of later full faculty evaluation of students completing first-year requirements.

To request a leave of absence, a petition must be submitted one week and one day prior to a scheduled program (Clinical or Lifespan Developmental) meeting with a copy to the Department head. The faculty may place contingencies (e.g., complete this “I”) on granting the leave and may place conditions upon your reentry into the program. In cases of emergency, the Department Head may grant you a leave of absence. It is advisable to check with the Graduate College regarding the deadline for removing “I” grades you may leave on your record. Unless otherwise justified, the leave will be granted for up to one year only.

J. Postdoctoral Options
There are a number of employment options for those who have received their Ph.D. We recommend that you spend some time considering your long-term career options well before the year that you complete your Ph.D. It is typical for students to begin applying for positions during the year that they are aiming to complete the dissertation. Most academic positions are advertised online and in paper copies, typically in sources like the *APA Monitor*, *APS Observer*, and the *Chronicle of Higher Education*. You should enlist the assistance of your advisor, the Department Head, and other faculty members in the department. The season for applying starts annually in August and extends into April for academic jobs. Postdoc position announcements typically come out towards the end of the season.

K. SUMMARY OF MAJOR DEADLINES
The following outline provides a list of major deadlines for the typical five-year plan of study.

1. **First Year**
   a. Submit the name of the thesis supervisor to the Department Head by the end of the second week of classes.
   b. Turn in master’s degree Plan of Study prior to completion of the 17th credit hour (usually when you pre-enroll for your first Spring semester). Provide copies to the department for your file.
   c. When requested (late Spring/early Summer), turn in to the Department Head preferences for second-year assistantships.
   d. Thesis proposal approved, if possible.

2. **Second Year**
   a. Thesis proposal approved (if not done in previous year).
   b. When requested (late Spring/early Summer), turn in to the Department Head preferences for third-year assistantships.
   c. Defend master’s thesis, if possible; final draft submitted to the Graduate College.

3. **Third Year**
   a. Defend Master’s Thesis (if not done in previous year); final draft submitted to the Graduate College.
b. Select dissertation committee.
c. Submit Ph.D. Plan of Study to the Graduate College. Provide a copy to the Department Office for your file.
d. When requested (late Spring/early Summer), turn in to Department Head preferences for fourth-year assistantships.
e. Complete comprehensive exam.

4. Fourth Year

a. In order to apply to internship, clinical students must defend their dissertation proposal, and be approved by the Clinical Training Committee (see the clinical supplement for specific due dates).
b. Complete your qualifying examination by passing your dissertation proposal (if not already completed)
c. Submit Application for Admission to Candidacy form to Graduate College. (Copy of this form should be placed in your file in the Departmental Office.)
d. Completion of defense of dissertation; submit final draft to Graduate College.
e. Submit “Result of Final Examination” form to Graduate College. (Copies of these forms should be placed in your file in the Departmental Office.)
f. Submit final copy of dissertation to Graduate College.
g. Final check of Plan of Study (compare plan of study with transcript and submit revised plan of study if necessary) and completion of paperwork pertaining to graduation. This should be done when you complete your Graduation Clearance Form.

(Note: See also the “Summary of Procedures for Doctoral Degree” in the Doctor of Philosophy Degree Programs section of the university Catalog.)

5. General

In order to graduate with an M.S. or a Ph.D. in a given semester, draft and final copies of your thesis or dissertation must be filed according to the following schedule:

Fall: Draft copy due first Friday in November.
Final copy due first Friday in December.

Spring: Draft copy due fourth Friday in March.
Final copy due fourth Friday in April.

Summer: Draft copy due second Friday in June.
Final copy due four weeks later.

III. Financial Matters

Every year the department goal is to obtain satisfactory financial assistance for every student. Although that goal is sometimes not met, every effort has been made to reach it. The Department of Psychology recognizes that the academic and professional preparation of students working for advanced degrees requires their participation in a variety of training activities that extend beyond the classroom.

Some form of financial aid, assistantship, traineeship, and fellowship is normally continued until academic work is completed. Aid is ordinarily reduced only for one of three reasons. These reasons include 1) where applicable, failure on the student’s part to perform work duties in a satisfactory fashion; 2) Failure on the student’s part to make satisfactory progress in an academic program; and 3) changes in the financial conditions of the individual student and/or department.
A designated faculty supervisor monitors performance of work duties. An evaluation by this supervisor is sought as part of the Clinical and Lifespan Developmental Program annual evaluation. In your assignment—be it as a teaching assistant, research assistant, clinical trainee, or anything else—you are expected to conduct yourself in a professional manner, particularly with respect to ethical considerations. Thus, you will need to become familiar with the Ethics Code of the American Psychological Association and abide by this code (see “Ethical Principles of Psychologists and Code of Conduct” published in the December 2002 edition of *The American Psychologist*). Behavior associated with your assignment that is judged to be unethical by the faculty may jeopardize your academic status within the department. In other words, your progress and status as a graduate student in the Department of Psychology may be influenced in part by your performance in your departmental assignment.

**A. Outside Work Policy**

Students who are engaged in half-time work for the department are discouraged from engaging in work outside the department. It is difficult, if not impossible, to complete a full-time program working more than half-time. If the student chooses to work outside the department, whether part-time, short-term, etc., and such work is of a professional nature, the student must arrange appropriate supervision with the department’s or area’s approval. If in doubt, ask!

For clinical students: To err here may be costly when you apply for licensure. The clinical faculty must approve employment of a clinical student in a professional capacity.

All students: If you plan to work outside the department, consult with your advisor and the Head.

**B. Tuition Waivers**

Traditionally, awards of in-state tuition waivers were granted to Oklahoma residents only. Beginning with FY1992, these can also be awarded to out-of-state students. In order to receive in-state tuition waivers, you must do the following:

1. Complete your FAFSA assessment package for each year of eligibility (see Financial Aid Office). This should be done in the Spring.

2. Advise the Department Head in writing of the number of credit hours in which you plan to enroll.

Note: Priority for in-state tuition waivers is given to those students with the least amount of funding.

Out-of-state students will receive an award of a waiver of out-of-state tuition if employed by OSU quarter-time. For out-of-state tuition waivers you do NOT have to fill out the FAFSA or notify the Head of credit hours in which you are enrolled.

Note: Assistants, trainees, and fellows are required to register for at least six credit hours each regular semester and three during the summer semester.

Note: If you are on the OSU payroll quarter-time for Fall and Spring semesters, you will also receive an out-of-state waiver for the Summer semester.

Note: If you are awarded a nonresident tuition waiver and you have a spouse who is enrolled at OSU, that spouse can also receive a nonresident tuition waiver. Go to the Registrar’s Office to complete a form requesting nonresident tuition waivers for both.
C. Assignments
The maximum duration of support from departmental funds is five calendar years for the Ph.D. Students in their fifth year have the lowest priority for funding. Assignments are made annually. Each spring, the Head requests students’ preferences for assignments and also requests faculty preferences regarding graduate student laboratory instructors. Head makes final remaining assignments. All assignments are made with the goal in mind that fourth-, third-, and second-year students in good standing are funded (in that order) with no student being double funded until all students are funded. If money is available for double funding, students who have volunteered for their second year of teaching/administrative service will have priority.

1. Practicum Assignments
Director of Clinical Training (DCT) or Associate DCT requests input from eligible students interested in going on outlying practica. Final assignments for outlying practica must be finally approved by clinical training committee (assuming site accepts student). (Please note: If a student chooses to take an unfunded practicum, he/she might not be covered by departmental funds.)

2. Research Assignments
The number of research assignments available each semester is determined by faculty grant funding. Students supported by research grant funding are assigned as research assistants to the faculty member who is the PI on the grant. If you have been asked by a faculty member to work on a research grant, please indicate this commitment on your funding request form that is submitted to the Department Head and Associate Head each spring.

3. Administrative Assignments
Students may be assigned to provide administrative assistance to the PDSP office.

4. Teaching Assignments
All students are required to have a one-year (two-semester) teaching experience (half-time) in the department whether with or without funding.

Because all students are expected to teach at some point during their graduate study, all students will complete PSYC 5660 a teaching practicum. The practicum is offered each Spring semester, and the student typically enrolls during the first year of graduate study. The practicum is designed to provide information on teaching techniques and to help the student develop his/her teaching skills. A major goal is to make the experience of standing before a classroom as non-stressful as possible.

After the teaching practicum a student may be assigned to teach two sections of PSYC 1113—Introduction to Psychology a semester. The first such assignment is usually to a fairly small class. Other teaching assignments are available, such as quantitative methods and research methods lab sections, discussion groups for abnormal psychology, etc. On occasion, advanced students with distinguished teaching records may be assigned to large sections of 1113 or other undergraduate courses.

a. Course Evaluations by Students
Students complete course evaluations anonymously at the end of each semester. Course evaluation consists of a computer-analyzed standard form, processed by the University Testing & Evaluation Service, and written comments. Each faculty member distributes evaluation forms during one of the last class periods. The instructor is not to be present
During the evaluation, someone other than the faculty being evaluated returns the forms to the Departmental Office. Separate evaluation forms are used to evaluate instructors for PSYC 6640 Practicum. This is coordinated by the DCT.

The results of the evaluation (summary statistics and written comments) are given to the faculty after grades have been turned in. The Head and program Directors also have access to these evaluations.

D. Research Expenses and Travel Funds
Research can be expensive. The Department does grant $50 travel awards for students who are the first authors on papers they are presenting at conferences. Submit a written request to the Head along with verification of your presentation.

The GPSGA offers Travel Awards for current OSU graduate students and are meant to alleviate costs associated with travel for students presenting their own research at a state, regional, national, or international meeting/conference etc. GPSGA does not have the funds to fully pay for student trips. The amount of each individual award depends on the number of applicants and other factors based on their travel award allocation formula. You can obtain more information on their web page: http://gpsga.okstate.edu/travel_award.htm

One thing that you should consider as your own research interests solidify is attempting to obtain research funds from sources external to the university. There are numerous agencies which provide research support to graduate students. You may obtain more information about these agencies from your advisor, your research supervisor, the Graduate Advisor and Coordinator of the Psychology Diversified Students Program, or the Department Head. The experience of writing a research proposal and the distinction of receiving a grant will be of great use to you throughout your career.

Alternatively, one way of funding research is to affiliate yourself with a faculty supervisor who has obtained outside funding for a project or who has some university funds for research. It is often possible for a student to develop a research project that is simply one of the projects involved in the faculty member’s funded research.

1. Supervising Undergraduate Research Assistants
It is possible to have an undergraduate research student, who has registered for PSYC 4990 credit under your research advisor’s section, assist you in your research. This must be arranged with your advisor prior to any commitment. A written contract detailing the roles of faculty research advisor, the undergraduate student, and yourself is strongly recommended. In dissertations and master’s thesis research projects, the tasks of the undergraduates are very much limited by the tasks you are required to do yourself.

E. Preparing Future Faculty (PFF) in Psychology
The purpose of PFF is to better prepare doctoral candidates who aspire to academic careers for the various roles and responsibilities expected of faculty in the diverse cultures of higher education in our nation’s colleges and universities. To apply to the PFF program, students must be in their 3rd year when entering thru PFF program (or 4th year if the student plans to stay a 5th year). Students from the Clinical Psychology and Lifespan Developmental should submit their application to the Department head. (See appendix J for an application)

IV. Service Opportunities for Graduate Students
In academia, faculty devotes time to three areas. These are research, teaching, and service. Service refers to serving on committees whose function is to contribute toward the daily functioning of the Department. It is strongly recommended that graduate students planning a career in academia to gain service experience at some point during their graduate study. Some of the regular service opportunities for graduate students are listed below:

A. Faculty/Staff Representative
Faculty and staff meet monthly to discuss the important matters affecting the entire department. One graduate student is also elected (by fellow graduate students) to serve as the graduate student representative. Although the graduate student representative will not vote on matters related to department functioning, he or she will be routinely asked to convey the views of graduate students on matters affecting graduate students.

B. Search Committees Representative
Search committees are formed when new faculty are hired in the Department. The Search Committee reviews applications and recommends to the faculty a “short-list” of candidates from which candidates will be selected for interviews. Each search committee contains a graduate student member. Serving on a search committee is an excellent way to learn about how academic job searches are conducted.

C. Area Representatives
The faculty in the clinical and lifespan areas meet monthly to discuss matters relating to the area. One graduate student representative is appointed in each area to attend these meetings and provide faculty with information about student concerns as well as student opinions about ongoing area issues. A clinical student is appointed to be the clinical area representative. A lifespan development student is appointed to be the lifespan area representative.

D. Department Advisory Committee Representative
The Department Advisory Committee (DAC) consists of the Head of the Department, the Associate Department Head, the Director of the Clinical program, the Director of the Lifespan Developmental Program, one faculty member elected by the full faculty, Graduate Coordinator, and a graduate student representative. The Psychology Graduate Student Association elects the student representative. Each representative receives input from his/her group and provides feedback to the respective group.

The student representative, with voting privileges, has an active role on the committee. Students are encouraged to direct their questions, suggestions, and complaints to the student representative. He or she will often be able to either deal with the issue or know where to direct the student.

As the name implies, the committee functions as an advisory board for the Department Head. The committee previews issues for full faculty evaluation and may advise the Head or make decisions which do not require the attention of the full faculty.

E. Curriculum Committee Representative
The Curriculum Committee is a standing committee of the Department of Psychology charged with the responsibilities of monitoring instructional and curricular functions, recommending changes, and reviewing such recommendations for the purpose of advising the faculty, implementing departmental policies regarding instructional evaluation and improvement, and giving advice and recommendations about the scheduling and coordinating of instruction in the department. On all relevant matters of policy, the Curriculum Committee is advisory to the faculty through the Department Head.
There are three members of the Curriculum Committee elected at large by the faculty. Each of these members will serve three-year terms, with one elected each year. To achieve balance, the Psychology Graduate Student Association shall appoint a graduate student member. In addition, there is one undergraduate representative selected by the undergraduate psychology organization in a manner of its choosing. The latter two members shall serve one-year terms. In addition to the above members, the Undergraduate Advisor serves as the executive officer for the committee, and the Associate Department Head serves on the committee.

F. Colloquium Representative
A graduate student may serve as the colloquium representative to assist the department in planning of colloquia throughout the year.

G. Graduate and Professional Student Government Association (GPSGA)
All graduate students are eligible to join the campus-wide Graduate and professional Student Government Association. Psychology graduate students may represent our department in GPSGA meetings.

H. Psychology Diversified Students Program (PDSP) Representative
The PDSPC is composed of faculty representatives from each program area, a Psychology Graduate Student Association representative, and a diverse graduate student representative. The function of the PDSPC is to serve in an advisory capacity in matters pertaining to the Psychology Diversified Students Program and to serve as a screening admissions committee for self-identified minority students. The PDSP has a number of graduate assistants assigned to it; the Coordinator supervises these. Other functions of the PDSP include recruitment and retention activities. The recruitment aspect focuses upon diversification and covers mailings to ethnic minority studies centers, organizations, psychologists, health career counselors, etc. Recruitment also involves campus visits, conference attendance, and participation.

I. Psychology Graduate Student Association (PGSA)
All graduate students within the Psychology Department are eligible to become members of the Psychology Graduate Student Association (PGSA). In addition to its sponsorship of social and academic functions, PGSA is the vehicle for student representation to all standing committees in the department as well as to the various interest groups. These representatives have a voice in departmental policies and procedures. PGSA also represents the interests of graduate students in psychology to other offices on campus (e.g., the Financial Aid Office, the Graduate College, etc.) when necessary. A PGSA representative meets with the Department Head on a regular basis, and the Head is often invited to attend the first part of PGSA meetings. The PDSP Coordinator is also often invited to attend PGSA meetings.

Regular PGSA meetings begin in the fall; all graduate students are encouraged to attend. These meetings provide an excellent forum to ask questions and/or voice concerns regarding the various programs and issues within the department. A list of the 2006-2007 PGSA officers and committee members appears below. Feel free to contact any of these persons should you have any questions or concerns.

President:    David Fedele
Vice President   Nathaniel Cooney
Secretary/Treasurer:  Kasey Claborn
DAC Rep.    Phillip Rambo
Clinical Rep.  Joe Mignogna
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Lifespan Developmental Rep.</td>
<td>Paul Stermer</td>
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<tr>
<td>Colloquium Rep.</td>
<td>Collin Davidson</td>
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<tr>
<td>Curriculum Rep.</td>
<td>Kathy Rasmussen</td>
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<tr>
<td>Faculty and Staff Rep.</td>
<td>Phillip Rambo</td>
</tr>
<tr>
<td>PDSP Rep</td>
<td>Melissa Mignogna</td>
</tr>
<tr>
<td>GPSGA Reps.</td>
<td>Darshon Anderson &amp; Nicki Aubuchon-Endsley</td>
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<tr>
<td>Social Chair</td>
<td>Jessica Parker</td>
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1.01 GENERAL STATEMENT OF POLICY

It is the policy of Oklahoma State University (OSU) that unlawful gender discrimination in any form, including sexual harassment of faculty and staff, or other forms of gender discrimination as referenced by Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e (Title VII), and Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 (Title IX), is prohibited in the workplace and in the recruitment, appointment, and advancement of employees. Gender discrimination of students, including sexual harassment, as referenced by Title IX, is prohibited in and out of the classroom and in the evaluation of students' academic or work performance. This policy is in keeping with the spirit and intent of various federal guidelines which address the issue of fair employment practices, ethical standards and enforcement procedures.

The University encourages victims to report instances of gender discrimination prohibited by Title IX or Title VII, including but not limited to, sexual assault or other sex offenses, either forcible or no forcible in nature. In addition to internal grievance procedures, victims of criminal gender discrimination (e.g., sexual assault or harassment) are encouraged to file complaints or reports with campus police or local law enforcement agencies as soon as possible after the offense occurs in order to preserve evidence necessary to the proof of criminal offenses. The OSU Police Department is available to assist victims in filing reports with other law enforcement agencies.

All students, members of the faculty, and non-faculty staff personnel are required to comply with the policy and procedures outlined to address complaints about gender discrimination, sexual harassment and sexual assault. In addition to the procedures outlined in this policy statement, discrimination and harassment complaints may be filed with the U.S. Equal Employment Opportunity Commission (involving employment) or U.S. Department of Education, Office for Civil Rights (involving education programs or activities). Any complaint of gender discrimination or sexual harassment filed under the University's policy shall be processed even if the complainant also files a complaint or suit with an outside agency, U.S. Equal Employment Opportunity Commission, or U.S. Department of Education, Office for Civil Rights. Retaliation against anyone who makes a complaint or participates in the complaint process will not be tolerated.

The University is committed to providing an environment of study and work free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault. The University reserves the authority to independently deal with gender discrimination, sexual harassment, and sexual assault issues whenever becoming aware of their existence, regardless of whether informal or formal complaints have been lodged by persons complaining of such issues.

Members of the University community holding positions of authority involving the legitimate exercise of power over others have a particular responsibility to be sensitive to that power relationship. Supervisors, in their relationships with subordinates, and faculty, in their relationships with students, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. Because there is an inherent power difference in these relationships, the potential exists for the less powerful persons to perceive a coercive element in suggestions regarding activities outside those appropriate to the professional relationship. It is the responsibility of faculty and staff to behave in such a manner that their words or actions are not sexually coercive, abusive, or exploitative.

Sexual harassment also can involve relationships among equals such as when repeated advances, demeaning verbal behavior, or offensive physical contact interfere with an individual's ability to work and study productively. The creation or condonation of hostile working or educational environments will not be tolerated and students and employees at all levels are subject to potential disciplinary action if engaged in such actions.
The University will (1) respond to every complaint of gender discrimination, sexual harassment, or sexual assault reported, (2) take action to provide remedies when gender discrimination, sexual harassment, or sexual assault is discovered, (3) impose appropriate sanctions on offenders in a case-by-case manner, and (4) protect the privacy of all those involved to the extent it is possible. The above actions will apply to the extent permitted by law or where personal safety is not an issue.

1.02 INFORMATION AND ASSISTANCE

Any individual who believes he/she may have experienced gender discrimination, including sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the University's policies and responsive processes from any of the following offices:

1. Director of Affirmative Action / Title IX Coordinator
   408 Whitehurst Hall
   405-744-5371

2. Student Conduct Officer
   326 Student Union Building
   405-744-5470

3. Vice President of Student Affairs
   201 Whitehurst Hall
   405-744-5328

4. System Senior Vice President
   101D Whitehurst Hall
   405-744-5627

If an apparent conflict of interest prevents use of the assistance of the above offices, the person complaining of gender discrimination, sexual harassment, or sexual assault may request assistance directly from the Office of the President, 107 Whitehurst Hall (405-744-6384).

1.03 GENDER DISCRIMINATION AND SEXUAL HARASSMENT DEFINITIONS

"Gender discrimination" is unequal or disadvantageous treatment of an individual or group of individuals based on gender. Sexual harassment is a form of illegal gender discrimination.

"Sexual harassment," as prohibited under federal and state law and University policy, is defined as unwelcome conduct of a sexual nature, and may include unwelcomed sexual advances, sexual assaults, or requests for sexual favors. This and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

A. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;  
B. submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual; or  
C. such conduct is sufficiently serious that it has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom or the University's educational mission.

1.04 EXAMPLES OF SEXUAL HARASSMENT

It is not possible to exhaustively list all examples of conduct which can constitute gender discrimination or sexual harassment. The following list of examples of conduct prohibited by this policy statement is intended to aid in the understanding of this area. Conduct prohibited by this policy statement may include, but is not limited to:

A. VERBAL CONDUCT

Unwelcome sexual flirtation, advances or propositions for sexual activity. Asking about someone else's personal social or sexual life or about their sexual fantasies, preferences, or history may constitute sexual harassment. Discussing your own personal sexual fantasies, preferences, or history or repeatedly asking for a date from a person who is not interested may also constitute sexual harassment.
Continued or repeated verbal abuse of a sexual nature. Suggestive comments and sexually explicit jokes, or turning discussions at work or in the academic classroom to sexual topics may constitute sexual harassment. Making offensive sounds such as smacking or licking lips, making kissing sounds, or "wolf whistles" may constitute sexual harassment.

Sexually offensive or degrading language used to describe an individual or remarks of a sexual nature to describe a person's body or clothing. Calling a person a "hunk," "doll," "babe," "sugar," or "honey," or similar descriptive terms may constitute sexual harassment if the person being so described is offended by such terms or if others hearing the references are offended.

Stating, indicating, or implying in any manner that benefits will be gained or lost based on response to sexual advances.

B. NON-VERBAL

Displaying sexually demeaning or offensive objects and pictures. Nude or semi-nude photographs and drawings, or computer software is very likely to be viewed as sexual harassment.

Staring repeatedly at someone, blocking another person's path or otherwise restricting their movements. Such acts, particularly when in conjunction with other acts or comments, may be viewed as sexual harassment. Invading a person's personal body space, such as by standing closer than appropriate or necessary for the work being done may similarly constitute sexual harassment.

Bringing physical items to work which express sexually offensive comments regarding men or women. Messages of this nature such as might be contained on coffee mugs, hats, or tee shirts may be offensive and be viewed as sexual harassment.

Making sexual gestures with hands or body movements. Looking a person up and down in a suggestive or intimidating manner may also constitute sexual harassment.

Letters, gifts, or materials of a sexual nature. Such attention may not be appreciated in the manner intended, may be offensive to the subject of the attention, and may constitute sexual harassment.

Treating a student differently based upon his/her gender in academia or extracurricular activities, academic programs, discipline, classroom assignment, physical education, grading, and/or athletics.

C. PHYSICAL

Offensive physical contact. Possible problem areas include: Massaging a person's neck or shoulders; touching a person's clothing, hair, or body; hugging, kissing, patting, or stroking a person's body; touching or rubbing oneself in a sexual manner around or in the view of another person; brushing up against another person; tearing, pulling, or yanking a person's clothing, may all constitute sexual harassment.

Sexual assault, coerced sexual intercourse or other sexual contact.

1.05 SUPERVISORY RESPONSIBILITY

Prohibited gender discrimination, including sexual harassment, may result not only from situations between supervisors and subordinate employees, or between faculty and students, but also between employees who have no direct or indirect supervisory relationship with one another, as well as between students.
University officials in supervisory relationships with employees or students are charged with the responsibility of responding immediately and appropriately to correct any situations which create a hostile working or educational environment within an administrative unit under their supervision. Such officials include, but are not necessarily limited to: unit heads, academic administrators, faculty members engaged in teaching or in supervising student workers, and intercollegiate athletic administrators and coaching staff members. Every University faculty member or administrator is responsible for promptly reporting, in writing, incidents of gender discrimination and sexual harassment (including sexual assault) that come to their attention or which they observe, to the Title IX Coordinator.

Such officials who are concerned about whether such a situation is developing, or who desire assistance in appropriately responding to such a situation may also seek assistance from the Title IX Coordinator. Any such official who fails to appropriately respond to a hostile working or educational environment, to seek assistance when a hostile working or educational environment situation develops which reasonably should have been perceived by the official, or to promptly report such matters to the Title IX Coordinator, may be subject to disciplinary action.

1.06 RETALIATION

The University will not tolerate retaliation against persons who brings a complaint of unlawful gender discrimination, sexual harassment or sexual assault, whether such complaint is brought internally or with an external agency. A student, faculty, or staff member who retaliates in any way against an individual who has brought a complaint pursuant to this policy or participated in an investigation of such a complaint is subject to disciplinary action, up to and including dismissal from the University.

2.01 GRIEVANCE PROCEDURES

All persons who believe that they have been subjected to prohibited gender discrimination or sexual harassment are encouraged to seek assistance from any of the four offices listed above (§1.02), to directly report such conduct to appropriate supervisory officials, or to directly report such conduct to the Title IX Coordinator. In instances involving allegations of gender discrimination or sexual harassment engaged in by students, the Title IX Coordinator will refer such matters to the Student Conduct Officer for review and other processing. The Student Conduct Officer shall report the results of all such referrals to the Title IX Coordinator.

As referenced above in Section 1.05, such appropriate supervisory officials include, but are not necessarily limited to: unit heads, academic administrators, faculty members engaged in teaching or in supervising student workers, and intercollegiate athletic administrators and coaching staff members.

Persons who believe that they have been subjected to prohibited gender discrimination or sexual harassment may seek either informal or formal University evaluation and response to their concerns. However, in order for disciplinary action to be taken against a University employee or against a student, it may be necessary for a formal complaint to be filed, and that procedure may require the person complaining about such behavior to cooperate with University officials on a formal basis. Independent of a formal complaint, the University is nevertheless responsible under Title IX to investigate known concerns of gender discrimination or harassment and take steps to prevent it recurrence and correct any discriminatory effects arising therefrom.

In addition to this Policy, Oklahoma State University has in place the following general policies and procedures for dealing with concerns of unfair and/or illegal treatment:

"Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University" (January 21, 2000)

OSU P&P Letter No. 2-0901, "Informal Ombudsman Review Of Qualified Faculty Employment Issues, And Informal Voluntary Mediation Of Qualified Faculty Employment Issues"

OSU P&P Letter No. 3-0710, "Resignations And Dismissals For Classified Staff"

OSU P&P Letter No. 3-0726, "Employment, Resignation, Suspensions, And Dismissals For" Administrative And Professional Staff

OSU P&P Letter No. 3-0747, "Informal Ombudsman Review And Informal Voluntary Mediation Of Qualified Staff Employment Issues"

OSU P&P Letter No. 3-0746, "Grievances and Appeals for A/P and Classified Staff"

"Student Rights and Responsibilities Governing Student Behavior," Sections III through VIII.
Students who are determined to have violated the University's policies prohibiting unlawful gender discrimination, including but not limited to sexual harassment or sexual assault, may be subject to the following disciplinary actions under Section VIII, Disciplinary Sanctions, of the University's policy "Student Rights and Responsibilities Governing Student Behavior": Oral or Written Reprimand; Restriction on Privileges; Voluntary Project Assignment, Community Service or Gender Discrimination Education; Restitution for Loss, Damage, or Injury; Enrollment Hold; Cancellation of Enrollment; Graduation Hold; Conduct Probation; Disciplinary Suspension; or Disciplinary Expulsion.

Non-faculty employees who are determined to have violated the University's policies prohibiting unlawful gender discrimination, including but not limited to sexual harassment or sexual assault, may be subject to disciplinary actions under OSU P&P Letter Nos. 3-0710 or 3-0726, as applicable, including but not limited to: Oral or Written Reprimand; Restriction on Privileges; Voluntary Project Assignment, Community Service or Gender Discrimination Education; Restitution for Loss, Damage, or Injury; Placement on Structured Plan of Improvement; Loss of Pay or Rank; Suspension With or Without Pay; or Dismissal.

Faculty employees who are determined to have violated the University's policies prohibiting unlawful gender discrimination, including but not limited to sexual harassment or sexual assault, may be subject to disciplinary actions under the January 21, 2000 "Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University." Such actions, under Sections 1.12 and Appendix C of the Policy Statement, can include: Simple Admonitions; Formal Sanctions (which can include, but are not limited to, written reprimands, required participation in counseling and/or corrective programs, restrictions on use of University privileges, resources, and services); or Dismissal.

2.02 Resolution Options

A person who believes that he or she has been subjected to gender discrimination or sexual harassment and seeks to take action may use the informal resolution and/or disciplinary processes listed above, or the review processes set forth in this policy, to seek review and redress of the matter. The informal resolution and formal complaint resolution processes described in this and other related University policies are not mutually exclusive. However, informal review and formal complaint review processes cannot be used at the same time, and, to conserve University resources and to prevent redundancy, the University may consolidate requests for informal review and/or formal complaints. No disciplinary investigation procedures that may be pursued as the result of gender discrimination and/or sexual harassment, will be applied to, or take the place of, investigations (informal review or formal complaint) of complaints of discrimination based on gender, including sexual harassment, that are processed pursuant to this gender discrimination grievance procedure.

In any formal resolution proceeding, the complainant possesses the right to present information relevant to his or her complaint to the appropriate investigating official. In addition, the complainant(s) and individual(s) accused are afforded the right to be advised by an individual of her or his choice throughout the formal resolution proceeding.

2.03 Informal Resolution Procedures

A. Informal resolution may be an appropriate choice when the alleged conduct involved is not of a serious or repetitive nature and disciplinary action is not required to remedy the situation. Many times, issues of concern are due to lack of communication or awareness that certain conduct is offensive and simply talking with the person engaging in the conduct in question can resolve the matter. Persons complaining of gender discrimination or sexual harassment may therefore desire to attempt to resolve the problem informally by discussing the matter with the person who is allegedly engaging in prohibited conduct. No formal investigation is involved in the informal resolution process.

B. Such informal resolution requests should be made as soon as possible, but in all cases within 90 days of the date of the alleged incident. Seeking informal resolution of a matter will not toll the 90-day time period for filing a formal complaint, as set forth below.

C. If informal discussion with a supervisory official is desired, the concerns ordinarily should first be directed to the immediate supervisor of the employee, or the Student Conduct Officer for a student, accused of engaging in gender discrimination or sexual harassment. However, if the person complaining of gender discrimination or sexual harassment is uncomfortable discussing the matter with such immediate supervisor or Student Conduct Officer, if the person accused of engaging in
prohibited conduct is the supervisor of the person lodging concerns or is the Student Conduct Officer, or if the supervisor or Student Conduct Officer has previously been made aware of the conduct at issue and is not believed to have adequately responded to the matter, the person complaining of gender discrimination or sexual harassment may discuss the matter with the next highest level of supervisor. In all cases, such concerns may also be discussed at any time with the Director of Affirmative Action/Title IX Coordinator.

Methods for informal resolution may include, but are not limited to: coaching the person on how to directly address a situation which is causing a problem; mediating the dispute with the parties; aiding in the modification of a situation in which the offensive conduct occurred; arranging a documented meeting with the alleged offender that involves a discussion of the requirements of the University's policies on gender discrimination and sexual harassment; or providing education with reference to the issues of gender discrimination, sexual harassment or sexual assault.

D. Reporting and Documentation Requirements

Supervisory officials at all levels who engage in informal resolution of complaints of alleged gender discrimination, including sexual harassment, are required to promptly report such allegations, and the responsive measures taken, in writing, to the University's Title IX Coordinator. Such reports shall be made within two (2) working days of resolution of the complaint. Such officials include, but are not necessarily limited to: unit heads, academic administrators, faculty members engaged in teaching or in supervising student workers, and intercollegiate athletic administrators and coaching staff members. The Student Conduct Officer shall also make such reports to the Title IX Coordinator.

The University shall document all informal resolutions. Such documentation shall be retained by the Title IX Coordinator for at least three (3) years from the date of conclusion of the informal resolution procedure and will be kept confidential to the extent permitted by law. Informal resolution attempts shall not be considered a precondition for the filing of a written grievance.

2.04 Complaints Against Students - Formal Resolution Procedures

A. An investigation by the Student Conduct Officer responding to allegations of gender discrimination or sexual harassment and leading to possible disciplinary action against a student will be initiated if a timely and complete grievance is filed with the Student Conduct Officer. Such an investigation shall follow the procedures set forth in Sections III through VIII of the OSU Student Rights and Responsibilities policy, except as such policies are specifically augmented in this Policy. Such a grievance must be filed, in writing, with the Student Conduct Officer within 90 calendar days of the occurrence of the alleged violation. In extraordinary circumstances, the time frame for such filing may be extended by the Student Conduct Officer to an additional 90-day time period.

B. Upon receipt of such a complaint, the Student Conduct Officer shall (1) notify the complainant within two working days, in writing, of receipt of the complaint and of the actions the Officer will take with the complaint, and (2) engage in a preliminary review of the matter to determine whether disciplinary procedures should be initiated in response to the complaint as called for in the Student Rights and Responsibilities policy. Such review, at the minimum, will normally involve meeting personally with the individual(s) filing the complaint, with the individual(s) accused of violations of University policy, and any relevant witnesses to the alleged actions at issue, together with reviewing any documentary evidence relevant to the matter. Such a determination shall ordinarily be made within ten (10) working days of the receipt by the Student Conduct Officer of the complaint. In extraordinary circumstances, the Student Conduct Officer has the authority to extend this 10-day time period. In such instances, the Student Conduct Officer shall notify the complainant and the respondent of such, and the date when the preliminary determination will be made.

C. If it is determined by the Student Conduct Officer that the University will not proceed with a disciplinary proceeding, the Student Conduct Officer will send a notification letter explaining the reason(s) to the complainant, with a copy to the alleged offender. The notification letter will also include a statement informing the complainant that, within ten (10) working days of the notification, he or she may appeal the determination not to proceed to the Vice President for Student Affairs. The request for appeal must be a signed, written document articulating why the decision to dismiss the complaint is believed to be in error.
The Vice President for Student Affairs shall respond within ten (10) working days of receipt of the appeal. If the decision to dismiss is upheld, that decision is final. If the decision is overturned, the complaint is sent back to the Student Conduct Officer for investigation in accordance with the procedures outlined below.

D. If it is determined that the University will proceed with a formal disciplinary proceeding, the Student Conduct Officer will give the complainant and the respondent notification of such determination as called for in Sections III through VIII of the Student Rights and Responsibilities policy. If a student conduct committee is to be convened to consider the matter under review, such hearing shall be scheduled to take place within fifteen (15) working days of such notification. In extraordinary circumstances, the Student Conduct Officer has the authority to extend this 15-day time period. In such instances, the Student Conduct Officer shall notify the complainant and the respondent of such, and the date when the hearing will be held. The hearing shall follow the procedures set forth in Sections III through VIII of the Student Rights and Responsibilities policy and the complainant and respondent shall have equal rights in all phases of the hearing and appeal processes set forth in Sections III through VIII of the Student Rights and Responsibilities policy.

2.05 Complaints Against Non-Faculty Employees - Formal Resolution Procedures

A. Complaints and grievances alleging gender discrimination or sexual harassment against non-faculty staff personnel may be initiated either through the University's general employee grievance/disciplinary policies located in P&P Letter No. 3-0710, "Resignations And Dismissals For Classified Staff," or P&P Letter No. 3-0726, "Employment, Resignation, Suspensions, And Dismissals For Administrative And Professional Staff," in accordance with the status of the employee, or through the Title IX Coordinator. Such complaints filed with the Title IX Coordinator shall be transferred by the Title IX Coordinator to the appropriate unit administrator for further review and action within two (2) working days of receipt of the complaint.

An investigation in response to a complaint against a non-faculty staff employee shall follow the procedures set forth in the OSU policies governing non-faculty grievances or disciplinary actions located in P&P Letter No. 3-0710, "Resignations And Dismissals For Classified Staff," or P&P Letter No. 3-0726, "Employment, Resignation, Suspensions, And Dismissals For Administrative And Professional Staff," in accordance with the status of the employee, except as such policies are specifically augmented in this Policy.

B. A complaint alleging gender discrimination or sexual harassment allegedly committed by a non-faculty staff employee may be filed, in writing, with either the appropriate unit administrator or with the Title IX Coordinator within 90 calendar days of the occurrence of the alleged violation. In extraordinary circumstances, the time frame for such filing may be extended by the unit administrator or the Title IX Coordinator to an additional 90-day time period.

C. Unit administrators who receive complaints alleging gender discrimination or sexual harassment allegedly committed by non-faculty staff employees, shall notify the Title IX Coordinator of their receipt of such a complaint within two (2) working days of receiving the complaint. The Assistant Vice President, Division of Human Resources, upon receiving an employee complaint requesting a grievance review shall notify the Title IX Coordinator of their receipt of such a complaint within two (2) working days of receiving the complaint.

D. Upon receipt of a grievance or complaint against a non-faculty staff employee the Assistant Vice President, Division of Human Resources, or the unit administrator, as appropriate, shall (1) notify the complainant within two working days, in writing, of receipt of the complaint and of the actions that will be taken with the complaint, and (2) engage in a preliminary review of the matter to determine whether formal grievance or disciplinary procedures should be initiated in response to the complaint. Such a determination shall ordinarily be made within ten (10) working days of the receipt by the unit administrator or Division of Human Resources of the complaint. In extraordinary circumstances, the Assistant Vice President for Human Resources or appropriate unit administrator has the authority to extend this 10-day time period. In such instances, the complainant and the respondent shall be notified of such, and the date when the preliminary determination will be made.

E. Where formal grievance proceedings are requested due to allegations of gender discrimination or sexual harassment by non-faculty employees, if it is determined by the Assistant Vice President for Human Resources that the University will not proceed with a formal grievance proceeding, the
Assistant Vice President for Human Resources will send a notification letter explaining the reason(s) to the complainant, with a copy to the alleged offender. The notification letter will also include a statement informing the complainant that, within ten (10) working days of the notification, he or she may appeal the determination not to proceed to the Vice President for Administration and Finance. The request for appeal must be a signed, written document articulating why the decision to dismiss the complaint is believed to be in error.

The Vice President for Administration and Finance shall respond within ten (10) working days of receipt of the appeal. If the decision to dismiss is upheld, that decision is final. If the decision is overturned, the complaint is sent back to the Assistant Vice President for Human Resources for action in accordance with the procedures outlined in P&P Letter No. 3-0746, "Grievances And Appeals For Administrative/Professional And Classified Staff".

F. Where formal disciplinary action is requested due to allegations of gender discrimination or sexual harassment by non-faculty employees, if it is determined by the unit administrator that the University will not proceed with a formal disciplinary action, the unit administrator will send a notification letter explaining the reason(s) to the complainant, with a copy to the alleged offender. The notification letter will also include a statement informing the complainant that, within ten (10) working days of the notification, he or she may appeal the determination not to take disciplinary action to the Dean or Vice President charged with supervision over the unit. The request for appeal must be a signed, written document articulating why the decision to dismiss the complaint is believed to be in error.

The Dean or Vice President shall respond within ten (10) working days of receipt of the appeal. If the decision to dismiss is upheld, that decision is final. If the decision is overturned, the complaint is sent back to the unit administrator for action in accordance with the procedures outlined in P&P Letter No. 3-0710, "Resignations And Dismissals For Classified Staff," or P&P Letter No. 3-0726, "Employment, Resignation, Suspensions, And Dismissals For Administrative And Professional Staff," in accordance with the status of the employee.

G. If it is determined that disciplinary action will be taken in response to the complaint, the unit administrator will proceed with such action, following P&P Letter No. 3-0710, "Resignations And Dismissals For Classified Staff," or P&P Letter No. 3-0726, "Employment, Resignation, Suspensions, And Dismissals For Administrative And Professional Staff," in accordance with the status of the employee, relating to imposing disciplinary action against non-faculty employees. The unit administrator shall give the complainant and the respondent notification of such determination. Such action and notification shall normally be concluded within fifteen (15) working days of the receipt by the unit administrator of the complaint. In extraordinary circumstances, the unit administrator has the authority to extend this 15-day time period. In such instances, the unit administrator shall notify the complainant and the respondent of such, and the date when the disciplinary process will be concluded.

2.06 Complaints Against Faculty Employees - Formal Resolution Procedures

A. The University's policies for formal complaints against members of the faculty are set forth in the "Policy Statement to Govern Appointments, Tenure, Promotions, and Related Matters of the Faculty of Oklahoma State University" (January 21, 2000) ("the Policy Statement"). A grievance of gender discrimination or sexual harassment allegedly committed by members of the faculty may be initially filed with the Title IX Coordinator or the appropriate academic unit administrator. If such complaints are filed with the Title IX Coordinator, such complaints shall be transferred for review and action by the Title IX Coordinator to the appropriate academic unit administrator within two (2) working days of receipt of such complaint, with a copy transmitted to the System Senior Vice President. Within two (2) working days of the academic unit administrator's receipt of the complaint, the administrator shall notify the complainant, in writing, of receipt of the complaint and of the actions the academic unit administrator will take with the complaint.

B. In instances not involving the possible dismissal of a faculty member due to alleged gender discrimination or sexual harassment, the appropriate academic unit administrator (or substitute academic administrator appointed by the System Senior Vice President as authorized in the Policy Statement) shall review the complaint and take responsive action as deemed appropriate normally within thirty (30) working days, following due process provisions as set forth in the Policy Statement.
C. Where formal disciplinary action not involving possible dismissal is requested due to allegations of gender discrimination or sexual harassment by a faculty member, if it is determined by the unit administrator that the University will not proceed with a formal disciplinary action, the unit administrator will send a notification letter explaining the reason(s) to the complainant, with a copy to the alleged offender. The notification letter will also include a statement informing the complainant that, within ten (10) working days of the notification, he or she may appeal the determination not to take disciplinary action to the Dean charged with supervision over the unit. The request for appeal must be a signed, written document articulating why the decision to dismiss the complaint is believed to be in error.

The Dean shall respond within ten (10) working days of receipt of the appeal. If the decision not to take disciplinary action is upheld, that decision is final. If the decision is overturned, the complaint is sent back to the unit administrator for action in accordance with the procedures outlined in the University's disciplinary procedures for faculty.

In instances involving the possible dismissal of a faculty member due to alleged gender discrimination or sexual harassment, the procedures set forth in the General Termination Procedures of the Policy Statement shall be followed.

2.07 Formal Resolution Reporting and Documentation Requirements

Officials taking action via formal disciplinary or grievance proceedings (whether involving student, non-faculty staff, and members of the faculty) in response to complaints of alleged gender discrimination or sexual harassment are required to report such actions, in writing, to the University's Title IX Coordinator. Such reports shall be made within two (2) working days of resolution of the complaint. Such officials include, but are not necessarily limited to: unit heads, academic administrators, faculty members engaged in teaching or in supervising student workers, and intercollegiate athletic administrators and coaching staff members. The Student Conduct Officer shall also make such reports to the Title IX Coordinator.

The University shall document formal resolutions. Such documentation shall be retained by the Title IX Coordinator for at least three (3) years from the date of conclusion of the formal resolution procedure and will be kept confidential to the extent permitted by law.

3.01 Title IX Coordinator Review Authority

Nothing contained in this Policy shall be construed to limit or qualify the authority of the Title IX Coordinator to independently review any allegations of gender discrimination or sexual harassment on an informal basis and to make such reports as the Title IX Coordinator deems appropriate and necessary to University administrators.
Appendix B

Grievance Procedures

All types of grievances can be handled informally or formally. It is usually preferable that parties in dispute begin by trying to settle their own differences. Students are urged to settle disputes informally and at the lowest administrative level possible. An appropriate first step is direct confrontation with the person involved in the dispute. If this is too uncomfortable, a student may wish to have someone else present. If confrontation is not feasible, a recommended step is to visit with that person’s supervisor. For example, if there is difficulty with a research advisor, a student should consult with the Department Head. A chart of the hierarchy of authority within the department is provided (see next page). This chart indicates the direction a student should take when in conflict with someone in the department. As the chart illustrates, the Department Head can ultimately resolve most conflicts.

If this is unsuccessful in satisfactorily resolving your issues, the university provides the following specific procedures: (a) OSU Student Grievance Procedures are available. These require a student to contact the appropriate vice president. This requires a written request for the formation of a formal grievance committee. University policies related to student rights and responsibilities may be obtained at the Office of Student Activities (040 Student Union) or the Office of the Vice President for Student Services (201 Whitehurst). (b) If a conflict concerns a grade, the Academic Appeals Board is contacted through the Academic Vice President’s Office (101 Whitehurst). (d) In addition to the more formal university procedures, complaints can be made to the Dean of the Graduate College or the Dean, or the Associate Dean for Academic Affairs, of Arts and Sciences.

In summary, there are two levels at which a conflict may be resolved: (1) informally at the lowest administrative level possible or ultimately with the Head, and (2) by university grievance procedures or specific university procedures for grade disputes and sexual harassment. Again, you are expected to start at the lowest level possible and work your way up.

Note: It is strongly suggested that the complainant keep written records related to the problem issue.
UNIVERSITY POLICY AND STATE LAW 1.01 The Oklahoma Smoking in Public Places and Indoor Workplaces Act, 63 O.S. 2003, SS 1247; 1-1523; 1-1525, et. seq., requires Oklahoma State University to adopt policies regulating smoking in facilities owned, leased, or under the control of the University. The Act prohibits the possession of lighted tobacco in any indoor place used by or open to the public, public transportation, or any indoor workplace, except where specifically allowed by law and allows educational facilities to adopt more restrictive policies regarding smoking and the use of other tobacco products in the buildings or on the ground of the facilities. These Policy and Procedures are adopted to implement that requirement.
1.02 It is the intent of Oklahoma State University to promote the health, well-being and safety of all students, faculty, staff and visitors. As such, effective July 1, 2008, Oklahoma State University is designated as a tobacco-free environment. Smoking and the use of all tobacco products are prohibited.
1.03 This policy applies to all non-leased buildings and grounds owned or under the control of Oklahoma State University on the Stillwater campus, including any housing or residence facility owned, operated, or managed by the University.
1.04. Residential Life will designate a limited number of facilities that will be exempt from this policy. Residential Life officials charged with oversight of the exempt areas of campus where tobacco use is permitted must adopt and post internal policies. Exempt areas (designated on a temporary basis) are located on the campus map on the official OSU website (www.okstate.edu). 
1.05 Tobacco use is prohibited in all vehicles owned, leased, or under the control of Oklahoma State University, the State of Oklahoma and all its agencies and instrumentalities including those that provide public transportation.
DEFINITIONS 2.01 Tobacco use includes, but is not limited to, the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device or the use of smokeless tobacco
including snuff, chewing tobacco, smokeless pouches, or any other form of loose-leaf, smokeless tobacco. **PROCEDURES** 3.01 Oklahoma State University will not accept donations, gifts, money, or materials intended to promote the use of tobacco nor participate in any type of services that promote the use of tobacco.  
3.02 Appropriate signage will by posted by the OSU Physical Plant as necessary to inform employees, students and visitors of policy provisions.  
A. “Breathe Easy” signs will be placed on all campus buildings.  
B. “Tobacco Free Campus” will be clearly posted at all main campus entrances.  
C. No ashtrays will be provided on campus except in the remaining designated areas, beginning July 1, 2008.  
3.03 It is prohibited to sell tobacco products or advertise the sale of tobacco products on University property.  
3.04 Littering the campus with remains of tobacco products or other disposable products is prohibited.  
3.05 Organizers and attendees at events (meetings, conferences, lectures, cultural events and sporting events) using OSU facilities are required to abide by the policy. Organizers of such events are responsible for communicating the policy to attendees and for enforcing this policy.  
3.06 Courtesy and consideration will be exercised when informing others unaware of and/or in disregard of this policy. No retaliation will occur to any person for doing so. 3.07 A complaint against an offender who fails to respond to a request by another, as noted in Section 3.06, may be referred to a dean, director, or other manager. Appropriate disciplinary action will be taken for an offender against whom multiple complaints have been received. 3.08 Oklahoma State University reserves the right to change these Policy and Procedures or any portion thereof at any time without prior notice.
TOBACCO CESSATION PROGRAMS

4.01 Employees wishing to participate in tobacco cessation programs are referred to the Seretean Wellness Center (405.744.9355), the Oklahoma Tobacco Quit Line (1.800.QUIT.NOW or 1.800.784.8669), the American Cancer Society, the American Lung Association, and the American Heart Association.

4.02 Students may contact University Health Services (405.744.7665) for cessation assistance.

Adopted:
February 1985 (As P&P 3-0530 “Smoking and Use of Tobacco in University Buildings”)

Revised:
May 1989
February 1997 (Revised and renumbered as P&P 1-0530)
March 2004
March 31, 2008
Appendix D
Change of Advisor Request From

CHANGE OF ADVISOR REQUEST FORM

I, ___________________________________________, do hereby request a change of academic
(Student’s name)

Advisor from ____________________________ to ____________________________________.
(Current advisor) (New advisor)

If your research advisor is not in your area of study, please indicate which faculty member is
Your curriculum advisor: _________________________________________________________.

This change to become effective upon receipt of this form by the Psychology Department.

____________________________________                ______________________________
(Student’s signature)                                                                    (New advisor’s signature)

*Form to be returned to Department office and place in student’s file.
Appendix E
International Students Status Requirements

MAINTAINING YOUR F-1 STATUS WITH THE CIS REGULATIONS & SEVIS

The Citizenship and Immigration Service (CIS) has recently changed the regulations that require OSU to report information into the Student and Exchange Visitor Information System (SEVIS). The SEVIS system collects information on students and reports academic progress to CIS. As an F-1 student, you were admitted to the U.S for “duration of status” (D/S is found on the white 1-94 card in your passport). This means you are permitted to stay in the U.S. as long as you maintain your status by fulfilling the requirements of being an F-1 student. Keep in mind that there is an important difference between an F-1 visa and F-1 status. The visa is a stamp or sticker placed in your passport by a U.S embassy or consulate and is granted for entry purposes only. F-1 status is granted when you enter the U.S and is regulated by the CIS. Even if your visa is valid, you can lose your legal F-1 student status if you do not continue to comply with immigration laws regulating your stay in the U.S. Keeping the following regulations is extremely important. Penalties for violating student regulations vary from: (1) applying for reinstatement, (2) voluntarily leaving the U.S., or (3) deportation.

Overview of Government Regulations You Must Follow in Order to Maintain Your Legal Status

- **General Information**
  Maintain a valid passport at all time.
  Attend the university that the CIS has authorized you to attend.

- **Full-time Enrollment** – Complete a full course of study during the fall and spring semesters (12 hours per semester for all undergraduate students; 9 hours for graduate students with/without 25% assistantship and 6 hours for graduate students with 50% assistantship. No more that three credit hours of on-line or distance education courses can be counted as a full course of study. You must obtain a grade of A, B, C, D, or F in all courses; a “w” (withdraw) will not qualify as completion of the course. You are not required by CIS to enroll in classes during the summer session, unless summer is your first semester in the U.S. If you believe that you need to drop a course come to the ISS BEFORE you drop the course. Under the new CIS requirements the ISS must report the reduced course load. This decision could create a very difficult situation.

- **Change of Address** – The CIS regulations require that all students report their change of address within 10 days of the change. You must report this change to ISS with 10 days so ISS may report the address change within 21 days to CIS. If your permanent housing arrangement will be available at a later time please complete a change of address form now and update your address later.

- **SEVIS Reporting** – Under the SEVIS reporting requirements OSU will be required to report any student’s failure to complete the program or withdraw from courses, drop courses below full course of study, address change, major or level change, program completion, Optional or Curricular Practical Training, and school transfers within 21 to 30 days depending on the event.

- **Transfer** - Complete an official immigration transfer whenever you change educational institutions. Inform the previous school of your intent to transfer and confirm the release date. Contact OSU within 15 days of the first day of classes to begin the transfer process. The Form I-20 must be processed and reported to CIS within 30 days of enrollment by the International Students and Scholars office (ISS) - Designated School Official (DSO). Please note: An immigration transfer is a totally separate process from transferring academic credit from another school. An immigration transfer is not complete until a DSO has registered your information into SEVIS and informed CIS of the change.
• Change of Level - Obtain a new Form I-20 whenever you make a change in degree levels. This would include changing from language studies to a bachelor’s degree, from bachelor’s to master’s degree, from master’s degree to a doctorate, from Optional Practical Training to a new degree, from one level of degree to one of the same level (master’s to second master’s degree), etc. This change is a reporting event into SEVIS so it is essential that you inform ISS within 30 days of the level change. A new SEVIS Form I-20 will be issued as well as registration into SEVIS.

• Change of Major - A Form I-20 is also required when you have a change in major/department or correction in name, date of birth or citizenship. You will need to contact ISS at the time of change or correction. This is a reporting event in SEVIS.

• Program Extension - Apply for an extension of your program if you cannot complete your degree by the ending date listed on item five on your Form I-20. You can apply for a program extension any time during your course of study. You will need to contact the ISS prior to the end date of your Form I-20. The program extension will require a new Form I-20

• Employment - Work off-campus only if you have first received authorization from International Students & Scholars or CIS. On-campus work requires an on-campus employment clearance and you must maintain your full-time status. Please Note: If you work illegally, you must leave the country or face deportation. You cannot be reinstated. On-campus work is limited to part-time (20 hours or less per week) during fall and spring semesters. It may be full-time (more than 20-hours/week) during summer and official school breaks.

• Travel - A new Form I-20 may be required for travel depending on the need to renew an expired visa and/or if there are major changes in your financial situation. It is important that you contact ISS in advance of your travels to obtain the appropriate documents.

• Dependents - All spouses and children must obtain their own Form I-20 while residing in the U.S. The F-2 may not enroll in a full-time course of study until the CIS has approved the change of status to an F-1.

• Special Registration - There are certain countries that are required to register at the Port of Entry and at the Port of Exit. If you have entered the U.S. and are one of the Special Registrants you may need additional information or updates; please see the ISS for updates.

• Reinstatement - If you have failed to maintain your F-1 status you will be required to apply for reinstatement to the CIS district office in Oklahoma City. The CIS regulations have been narrowed and it is important that you contact ISS if you find yourself in this situation. Due to the SEVIS reporting requirements it is essential that you follow the immigration regulations and if you have any questions please contact ISS.

Questions - If you have any questions regarding your immigration status please contact the International Students and Scholars office, 076 Student Union, 405-744-5459. The ISS staff are employed by OSU and do not work for CIS. The staff is here to assist you in understanding the CIS regulations and
Appendix F
Results of Master’s Thesis Proposal Meeting

RESULT OF MASTER’S THESIS PROPOSAL MEETING

A Master’s Thesis Proposal meeting was convened for ________________________________ on the following date: ________________________________. Please sign below whether student’s proposal has or has not been approved:

Student’s master’s thesis proposal has ____________________________________________________________________________________________
been approved.

Student’s master’s thesis proposal has not ____________________________________________________________________________________________
been approved.

Chair
________________________________________________________________________________________

Chair
________________________________________________________________________________________

Chair
________________________________________________________________________________________

Chair
________________________________________________________________________________________

Chair
________________________________________________________________________________________

Chair
________________________________________________________________________________________

When completed, please return this form to the head of the Department of Psychology.
Appendix G
RESEARCH STANDARDS AND ETHICS

Research Standards and Ethics

Research with human subjects is governed by ethical guidelines, rules of law, and limitations on procedures. As a pre-professional, you may not just go out and collect data involving human subjects. Oklahoma State University is under the mandate of the federal government to have a set of procedures in place that monitor and regulate research with human subjects and to insure that they are followed. In accordance, OSU has a university committee that serves as the court of last resort on such matters. An application to that committee, the Institutional Review Board (IRB), must be made. In the Department of Psychology, the task of reviewing all IRB applications has been given to the Research Affairs Committee. If you intend to do research involving human subjects, you must complete an IRB form (available from the University IRB web page). IRB applications are initially screened by the Department’s Research Affairs Representative (Dr. Potts) and then are signed by the Department Head and the Associate Dean for Research (Dr. Ron Van Den Bussche) in that order. Once signatures have been obtained, your IRB application should be sent to the IRB office in 415 Whitehurst.

Procedures and Principles Governing Research with Human Subjects:
Psychological research, particularly research involving human subjects is not to be undertaken frivolously. The research you do may have a much greater impact than you would expect upon the people who serve as subjects in this research. The American Psychological Association has set forth a statement of ethical principles governing research with human subjects. In addition, the Department of Health, Education, and Welfare has established its own set of principles governing research with human subjects as has OSU’s Institutional Review Board.

The principles stated below constitute the policy of the Department of Psychology concerning research with human subjects. The principles have been reviewed and approved by the Oklahoma State University Institutional Review Board for the Protection of the Rights of Human Subjects. These principles further reflect and adhere to the 2002 revision of Ethical Standards of Psychologists and also the Ethical Principles in the Conduct of Research with Human Subjects, published by the American Psychological Association.

The 2002 revision states:

Research with Human Participants. The decision to undertake research rests upon a considered judgment by the individual psychologist about how best to contribute to psychological science and human welfare. Having made the decision to conduct research, the psychologist considers alternative directions to which research energies and resources might be invested. On the basis of this consideration, the psychologist carries out the investigation with respect and concern for the dignity and welfare of the people who participate and with cognizance of federal and state regulations and professional standards governing the conduct of research with human participants.

1. In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.

2. Considering whether a participant in a planned study will be a “subject at risk” or a “subject at minimal-risk,” according to recognized standards, is of primary ethical concern to the investigator.

3. The investigator always retains the responsibility for ensuring ethical practice in research. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.

4. Except in minimal-risk research, the investigator establishes a clear and fair agreement with research participants, prior to their participation, that clarifies the obligations and responsibilities of each. The
The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of the research participants. Research with children or with participants who have impairments that would limit understanding and/or communication requires special safeguarding procedures.

5. Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to (i) determine whether the use of such techniques is justified by the study’s prospective scientific, educational, or applied value, (ii) determine whether alternative procedures are available that do not use concealment or deception, and (iii) ensure that the participants are provided with sufficient explanation as soon as possible.

6. The investigator respects the individual’s freedom to decline to participate in or to withdraw from the research at any time. The obligation to protect this freedom requires careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator.

7. The investigator protects the participant from physical and mental discomfort, harm, and danger that may arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact. Research procedures likely to cause serious or lasting harm to a participant are not used unless the failure to use these procedures might expose the participant to risk of greater harm, or unless the research has great potential benefit and fully informed and voluntary consent is obtained from each participant. The participant should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions or concerns arise.

8. After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen. Where scientific or humane values justify delaying or withholding this information, the investigator incurs a special responsibility to monitor the research and to ensure that there are no damaging consequences for the participant.

9. Where research procedures result in undesirable consequences for the individual participant, the investigator has the responsibility to detect and remove or correct these consequences, including long-term effects.

10. Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance. When the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participant as part of the procedure for obtaining informed consent.

IRB Application Procedure

The National Research Act Public Law 93-348 requires that all biomedical and behavioral research involving human subjects be approved by an Institutional Review Board (IRB). In addition, the A.P.A. Committee for the Protection of Human Participants in Research recommends that all researchers seek the advice of others regarding the ethical acceptability of proposed research.

Accordingly, the Research Affairs Representative functions to (a) provide advice and counsel concerning the treatment of human subjects to those planning research projects and (b) serve as an oversight person to review research proposals so as to ensure that they will meet the requirements of the university IRB.
Prior to embarking on the data collection phase of research, the Department of Psychology requires that each investigator submit a proposal to the Research Affairs Representative for review. The following procedure should be followed:

1. Obtain an IRB application form and, if desired, an information packet from the IRB website (www.vpr.okstate.edu/irb).

2. Submit the completed form to the Department representative (currently Dr. Potts). Include all appropriate elements listed in the form’s checklist—proposal, informed consent form, instruments, and faculty curriculum vita. Only the method section of a research proposal needs be appended to the form.

3. The Research Affairs Representative will return the form to the first author within one week. A comment form will be attached listing omissions or weaknesses that must be addressed before forwarding to the IRB. Once the changes or additions have been made, the Department Head’s signature should be obtained and the proposal forwarded to the Assoc. Dean for Research Ron Van Den Bussche (Jeannie Sneed, only single copy needed) and then on to the IRB office in 415 Whitehurst. Should the proposal need extensive revision, the author(s) will be asked to rework and resubmit the proposal.

4. Review of expedited and exempt proposals is usually accomplished within one to two weeks. Because the IRB typically meets every two weeks, full-board review may take longer. The author is encouraged to submit a proposal requiring full-board review at least four to five working days before the IRB convenes.

5. The secretary of the IRB notifies proposal authors of IRB action by campus mail. If earlier notification is needed, the author(s) should contact the secretary by phone.

Questions about the operation of the IRB may be addressed to the Research Affairs Representative (Dr. Potts)
Appendix H
Comprehensive/Qualifying Exam Guidelines for each program

Guidelines for the Comprehensive and Qualifying Examinations
Lifespan Developmental Program

Comprehensive Examination
The comprehensive examination is designed to be a comprehensive assessment of students’ knowledge of experimental design and statistics, and understanding of the research literature in their area of expertise. The examination is designed to assess (a) students’ oral/critical thinking abilities, (b) their ability to synthesize and integrate findings from the scientific literature, and (c) their ability to conceptualize issues of measurement, statistical analysis, experimentation, and design. Students should strive to complete the examination near the end of their third year in the program, or by the end of the first semester of their fourth year. The format of the examination, which contains both oral and written components, is described below. You must have an approved doctoral Plan of Study on file to take the examination (see Doctoral Advisory Committee below).

There are two options for the Comprehensive Exams: Format A and Format B. Your advisor has the ultimate decision on which format you will undertake and you should discuss this with them early on in your graduate career. You may not request an alternate format to these two options.

Format A: Major Area Paper Option
With his/her major advisor, the student selects three faculty members to serve on the comprehensive exam committee (who will subsequently serve on the qualifying exam and dissertation committee). Your major advisor will serve as the chair of the committee and normally the other two members will be the Psychology department although no limitations are placed on this.

Written Component: The written component of the examination is a literature review in the student's specialty area. The scope of this review, which should run approximately 40-60 pages in length, will be determined by the student in consultation with his or her chairperson and the other committee members (normally this will be the same as your dissertation committee). It is the student’s responsibility to consult with all members of the committee either individually or as a group to determine the general direction of the paper. The range of articles included in this review should reflect research the student has become familiar with during his or her first two years in the program. For this reason, guidance from the student’s research advisor as to the focus of the paper is critical. There is no minimum or maximum page limit – each topic area will be different and should work closely with your advisor and committee on the scope of your review; it is strongly suggested that you have an outline of the paper approved by all committee members before you start writing. It is suggested that you develop an outline which you have all committee members approve before you start writing.

The format for the paper should take the general form found in the journal Psychological Bulletin (see http://www.humsci.auburn.edu/humsci/hdfs/extranet/Links%20and%20Forms/Writing%20a%20Review%20Article for guidelines and tips on writing this type of paper). The bulk of the paper should be a comprehensive review and synthesis of pertinent empirical and theoretical work. The paper should also contain substantive sections on (a) the limitations of current methodologies, and (b) future directions for the field. In the future directions section, the student should conceptualize a timely and substantive program of research in his or her area of expertise (e.g., 3-5 studies). By timely, it is meant that the proposed project(s) should address significant, currently unanswered research questions. By substantive, it is meant that the proposal should focus on a major aspect of work in the field, addressing both theoretical and methodological issues within this design task. For this component of the paper the student is to imagine that he or she has a substantial source of funding to develop a series of experiments in his or her area of expertise. That is, what kind of research program would you ideally develop if funding issues were not a concern? Describe the studies in enough methodological and analytic detail that your committee can assess...
your grasp of quantitative issues. It is expected that the scope of the proposed project(s) will go well beyond that of the student’s dissertation.

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

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

**Oral Defense:** There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss the literature review with the student in greater detail. The student should be prepared to defend his or her conceptualization and synthesis of the literature, as well as discuss his or her view of limitations and future directions.

At the exam the student will give a brief presentation on their written paper including past research, limitations, and their proposed research, which will be expected to last no longer than thirty minutes. The floor will then open up to general discussion. Questions from committee members regarding the project(s) will primarily focus on general issues of experimentation, statistics, and research design. It is believed that consideration of the methodological issues associated with this task will contribute to students’ appreciation of research methods in their area of expertise. Students may also find that they will be able to use the ideas from this task to develop a proposal for outside funding. Again, as with the literature review task described above, students are encouraged to meet with all members of their committee prior to the oral defense to discuss any potential concerns or unresolved issues.

**Format B: Readings and Exam Format**

1. With his/her major advisor, the student determines the content areas that will be covered on the comprehensive exam. This is done mainly by who the student selects to be on the committee.
2. With his/her major advisor, the student selects three faculty members to serve on the comprehensive exam committee (who will subsequently serve on the dissertation committee). The expertise of these faculty should directly reflect the content areas of study for the comprehensive exam. Your major advisor will serve as the chair of the committee and normally the other two members will be the Psychology department although no limitations are placed on this.
3. Each member of the committee will develop a list of readings for the student that reflect his/her area of expertise. The major advisor will work with each committee member to insure that the reading list is appropriate (e.g., proper content and length). The student may also provide input regarding the content of the list. It should be noted that the faculty member has complete final say over what articles are selected for inclusion on the readings list.
4. The major advisor will collect, combine, and approve the lists.
5. The final, approved list of readings will be delivered by the major advisor to the student who will then be given at least 3 months to read all of the material. The major advisor, with the assent of the committee, will determine the amount of time, which may vary from student to student. The reading list should, however, be thorough enough so that at least one summer or semester of time (~3 months) will be needed.
6. While the student is reading the material, the advisor will work with the committee members to develop a list of questions. Each committee member will be responsible for generating a number of questions pertaining to his/her readings.
7. On the designated date the student will receive, from the major advisor, the list of questions obtained from the committee members.
8. Major advisor will determine if the written exam format will be…
   Currently under discussion and will be decided by Sept. 2
9. The student will return his/her written responses to the major advisor who will then distribute them to the committee members.
10. An oral exam will normally be scheduled within 2 weeks of the student’s return date for the
written responses. The oral exam will be attended by all committee members, at which time they may ask the student questions regarding his/her responses to the questions or regarding the reading material.

When evaluating the written responses, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), and the ability to synthesize research findings. The committee will take into account whether the format was open or closed book when evaluating responses.

**Oral Defense:** There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss the written answers with the student in greater detail. The student should be prepared to defend his or her written responses.
More Information for Either Format
A student's performance on the comprehensive exam will be determined by a majority vote of the committee members at the oral defense. The student will only be allowed to retake the exam one time. Although there are two parts to the exam, a written and oral part, there is only one exam that is graded. It should be noted that if a student gives poorly written responses that this will be grounds for failing the exam, as a student would be unable to orally defend such poor work.

Qualifying Exam
The qualifying exam is one that is required by the Graduate College. As per the current graduate college recommendations, this exam is the defense of the dissertation proposal. Thus once a student has successfully defended their dissertation proposal, they will have successfully passed the qualifying exam and can apply for candidacy.

If a student fails to successfully defend their proposal and thus the exam, the graduate college policy of a minimum of 4 months between exam administrations will be followed. The student and their research advisor will develop a plan of remediation that will need to be agreed upon by the committee and can include taking additional coursework, doing more specific readings, extensive re-writing, etc. This plan must be in writing, signed by the student, the committee, and the program director and will become part of the student’s file. If, during the second administration of the exam, the student fails, then that individual will be separated from the program.

Once the qualifying exam (i.e., the dissertation proposal) has been successfully completed, submit the form “Qualifying Examination Report and Application for Admission to Candidacy” (see Appendix D in the Department of Psychology Graduate Student Handbook). The admission to candidacy form must be submitted 6 months prior to your expected graduation date.

Doctoral Advisory Committee: The OSU catalog addresses the purpose and formation of the “advisory” committee. This is the committee that will serve as the committee that will sign your doctoral Plan of Study, as your comprehensive exam committee (minus your Outside committee member), as your qualifying exam committee, and will also serve as your dissertation committee. It is expected under normal circumstances that the 3 faculty members who served on the comprehensive exam committee will also serve on the dissertation committee. The fourth member of the advisory committee must be a faculty member outside the department of psychology. The committees (comprehensive, qualifying exam, and dissertation) are normally the same because it is a lot of work to serve on any of these committees, but it is easier to serve on a student’s dissertation committee if one has already been on their comprehensive exam committee as the material should overlap, thus it is a more efficient use of faculty resources to keep the committees the same. The committees actually being one and the same is the recommendation and expectation put forth by the graduate college. The qualifying exam and dissertation committee must be a minimum of 4 members, the chair must be a full member of the Graduate Faculty (if your major advisor is not, they will serve as the dissertation advisor and another member of the committee will serve as the official chair) and at least one member must be from outside the department (you can have multiple members from outside, but must have at least one).

A student's performance on the qualifying exam will be determined by a majority vote of the committee members at the oral defense. The student will only be allowed to retake the exam one time. Although there are two parts to the exam, a written and oral part, there is only one exam that is graded. It should be noted that if a student brings a poorly written paper before the committee that this will be grounds for failing the oral exam, as a student would be unable to defend such poor work. Given the importance of this examination, it is assumed that the student will work in close contact with his or her committee chair to avoid developing work products that the committee would find unacceptable.

If a student fails the exam, the graduate college policy of a minimum of 4 months between exam administrations will be followed. The student and their research advisor will develop a plan of remediation that will need to be agreed upon by the committee and can include taking additional coursework, doing more specific readings, extensive re-writing, etc. This plan must be in writing, signed by the student, the committee, and the program director and will become part of the student’s file. If, during the second
administration of the exam, the student fails to pass either portion of the exam, then that individual will be separated from the program.

Successful completion of the qualifying examination is viewed by the faculty as the gateway to the dissertation project. In fact, the qualifying exam must be passed prior to the student defending his or her dissertation proposal. In order to maintain timely progress in the program, it is anticipated that the student will submit a dissertation proposal within 90 days of passing the qualifying exam. Once the qualifying exam and dissertation proposal have been successfully completed, submit the form “Qualifying Examination Report and Application for Admission to Candidacy” (see Appendix D in the Department of Psychology Graduate Student Handbook). The admission to candidacy form must be submitted 6 months prior to your expected graduation date.

Doctoral Advisory Committee: The OSU catalog addresses the purpose and formation of the “advisory” committee. This is the committee that will serve as the committee that will sign your doctoral Plan of Study, as your qualifying exam committee, and will also serve as your dissertation committee. An exception to this would obviously be when a committee member leaves the University. The two committees are the same for two reasons: first it is this committee that signs your admission to candidacy form and if they have only served on your dissertation committee, it will be hard for them to sign that you successfully passed your qualifying exam; second, it is a lot of work to serve on either of these committees, but it is easier to serve on a student’s dissertation committee if one has already been on their qualifying exam committee as the material should overlap, thus it is a more efficient use of faculty resources to keep the committees the same. The two committees actually being one and the same is the recommendation and expectation put forth by the graduate college. The committee must be a minimum of 4 members, the chair must be a full member of the Graduate Faculty (if your major advisor is not, they will serve as the dissertation advisor and another member of the committee will serve as the official chair) and at least one member must be from outside the department.
Appendix I
Preparing Future Faculty in Psychology Form

OSU Preparing OSU Preparing Future Faculty (PFF) in Psychology Program Applications

The OSU PFF in Psychology program requires a 2-year commitment from the student. During this 2-year period, the student will select a faculty mentor, write a yearly plan at the beginning of the academic year and select the activities for the year (seminars for PFF fellows only, seminars open to all graduate students, shadowing faculty members, etc.). Activities during the second year will include work with at least 1 partner institution and partner mentor. Yearly plans must be approved by the fellow’s faculty mentor (and the faculty from the partner institution, if relevant). At the end of the year, the fellow will submit a summary of his/her activities to the PFF Steering Committee so that the committee may track students’ progress, provide feedback to faculty mentors and partner institutions, and make appropriate changes to the PFF program as needed.

Students will submit applications to the Head of their respective departments/schools. Selection of fellows will be the responsibility of the program in which the student is enrolled. Each program determines the eligibility of fellows.

For **Counseling Psychology**, students who are post-master’s must be in their 2nd year when entering the PFF program (or 3rd year if the student plans to stay on campus for a 4 year students who are post-bachelor’s level must be in their 3rd year when entering the PFF program (or 4 year if the student plans to stay for a 5 year). Students enrolled in the Educational Psychology program may enter the PFF program after their 1 year. For School Psychology, students should be in their 3rd year when entering the PFF program (or 4 year if the student plans to stay for a 5 year). Students from Counseling Psychology, Educational Psychology and School Psychology should submit their applications to:

Sue C. Jacobs, Ph.D.
School of Applied Health & Educational Psychology
434 Willard
Oklahoma State University
Stillwater, OK 74078
(405) 744-6040
Sjacobs@okstate.edu

For the **Clinical Psychology and Lifespan Developmental programs**, students must be in their 3rd year when entering the PFF program (or 4 year if the student plans to stay a 5 year). Students from Clinical Psychology and Lifespan Developmental should submit their applications to:

Maureen A. Sullivan, Ph.D.
Psychology Department
215 North Murray
Oklahoma State University
Stillwater, OK 74078
(405) 744-6028
maureen@okstate.edu

Applications must include:

1. Completed application form.
2. Current vita.
3. A 2-page statement of why the student wishes to become PFF fellow and how the program fits with the student’s long-term goals.
4. One letter of support from either the student’s faculty mentor or from the director of the program.

**Deadline for receipt of applications is 5p.m. 10/01/07.**

Applications will be reviewed at the program level, and each program will select 1 new fellow each year. The applicants will be presented to the PFF Steering Committee. In the event that a program does not have a new fellow, the steering committee will meet to determine how to fill the open slot. The PFF Steering Committee will also review application procedures each year and, if necessary, will revise the procedures for the application and selection of fellows.
OKLAHOMA STATE UNIVERSITY
PREPARING FUTURE FACULTY (PFF) IN PSYCHOLOGY
PROGRAM APPLICATION

Name of Applicant: ____________________________________________________________

Program (check one):  ___Clinical Psychology
                          ___Counseling Psychology Educational Psychology
                          ___Lifespan Developmental Psychology
                          ___School Psychology

Year in program (circle one): 1st      2nd      3rd      4th     5th

Mailing Address: ________________________________________________________________
                                      (Street/P.O. Box)
                                      _____________________________  _____________________________
                                      (City, State, Zip Code)

Phone: (       )________________________
e-mail: ________________________________

Faculty Advisor:_______________________________

Attach the following:
1. Current vita
2. 2-page statement of why you wish to be a PFF fellow, our goals for completing
   the program, and how this fits with your career plans and development!
3. Letter of support from your faculty mentor or the director of your program.

For Counseling, Educational, and School Psychology, submit applications to:

Sue C. Jacobs, Ph.D.
School of Applied Health & Educational Psychology
434 Willard, Oklahoma State University
Stillwater, OK 74078
(405) 744-6040
sjacobs@okstate.edu

Clinical Psychology and Lifespan Developmental should submit their applications to:

Maureen A. Sullivan, PILD.
Psychology Department
215 North Murray, Oklahoma State University
Stillwater, OK 74078
(405) 744-6028
maureen@okstate.edu
Appendix J

Graduate College Forms

Request for Extension to Submit a Plan of Study
Instructions for completing the master’s Plan of Study
Plan of Study for the Maters Degree Form
Instructions for completing the doctoral Plan of Study
Plan of Study for the Doctoral Degree Form
Graduation Clearance for Graduate Students Form
Committee Change Request Form
Thesis/Dissertation Defense Results (Results of oral Defense) Form
Guidelines of Electronic Submission Thesis and Dissertation
Admission to Doctoral Candidacy Form
Guidelines for the Electronic Submission of Theses and Dissertations