

Handbook for Graduate Students  
In Experimental Psychology

University of Toledo  
Department of Psychology

2023

## **Welcome to Graduate School in Psychology**

Welcome to the Experimental Psychology program in the Department of Psychology. Together the experimental faculty and graduate students constitute a group with the shared goals of conducting high-quality research and preparing students to be highly skilled researchers and scholars. For students who excel in their graduate training, the educational rewards are great. Students who successfully complete the program will be prepared for careers in academic and research settings, as well as in a variety of non-academic settings.

Earning a Ph.D. in experimental psychology, however, is no easy task. This handbook describes what it means to be a graduate student as well as the requirements and procedures that will aid you in obtaining your degree. You will also find information about the department and some of the students who have gone before you.

### **The Experimental Psychology Program**

The Experimental Psychology program involves a systematic course of study and research leading to the degree of Doctor of Philosophy. Student training experiences are designed to be intimate and flexible—individually tailored to meet each student’s career interests and needs. The Experimental Psychology program simultaneously provides a solid foundation in experimental psychology and specializations in behavioral neuroscience and learning, cognitive psychology, developmental psychology, and social psychology. Upon arrival, students are matched with a faculty mentor in their area of interest and immediately begin contributing to the mentor’s research laboratory.

### **Your Duties as a Graduate Student**

Your goal as a graduate student seeking a Ph.D. degree is to obtain the best education available that will prepare you for a career in research and teaching. The Ph.D. is a research degree, and research should consume most of your effort. Courses you take are necessary to help give you the broad knowledge you need to ask important theoretical questions and to answer them competently. Courses, and good grades in these courses, are necessary, but they are not nearly sufficient for a career in science. Graduate training in the sciences in the United States is an apprentice system. You work as an apprentice scientist under a mentor and learn all you can from them. The credentials you gain will be the credentials of the lab in which you work. Publishing with your mentor gives you their stamp of approval and associates you forever with that lab. Your first job will depend heavily on the reputation of the lab and the extent of your contribution to it.

Full time graduate status is measured in effort, not time. Graduate training requires *100% effort*, not 40 hours per week. As you add up the hours you can expect to spend on coursework, assistantship duties, and research, you will see that 40 hours is not enough. This may seem like a lot, but it is standard in all stages of academia and will not become less after you leave graduate school and work to obtain tenure, if you are fortunate enough to obtain a position in a university. Employment in industry is similarly demanding.

## Additional Responsibilities

**Meet deadlines and requirements.** You are responsible to register for classes and to keep apprised of, and meet, important department, Graduate School, and University requirements, deadlines, and regulations. This includes completing required forms on time, such as the College of Graduate Studies Plan of Study form. Students who are more advanced in the program are often invaluable in providing assistance regarding deadlines and requirements to newer students. Being proactive, knowing the deadlines and requirements well in advance, is essential. Do not rely on others to inform you of them, but instead seek them out. Departmental deadlines and forms are given in this handbook and the forms and deadlines of the College of Graduate Studies are here:

<http://www.utoledo.edu/graduate/currentstudents/index.html>.

**Establish professional affiliations.** As a graduate student, you should apply for membership in psychological organizations. The annual dues for graduate student members are purposely low and the affiliations will provide important benefits. Although not required, we encourage you to obtain subscriptions to the primary journals in your research area and perhaps one (or both) of the most respected multidisciplinary journals (*Science* or *Nature*). You are encouraged to talk with your advisor about which organizations you should join and which journals you should subscribe to.

**Attend conferences.** In addition to reading current journals, it is important to attend conferences every year for the following reasons. First, it takes a long time to get an article published in a journal, which means that the research published was typically completed a few years earlier. Conferences are a good way to keep up with the most current research. In addition, conferences are great places to make professional contacts and discuss ideas. These contacts can last a lifetime and can be important for landing future positions and collaborating on future research projects. Finally, it's rare to come back from a conference without a new idea or two—meetings can be very motivating. Also, keep in mind that as you begin to complete research of your own, it is a good idea to submit abstracts for talks and poster sessions. *There are often funds available* in the department to support travel to present your research at conferences. If you are presenting either a talk or a poster at a conference, you should also attempt to have your travel expenses covered by outside money (e.g., conference-based student travel awards).

**Attend colloquia and presentations.** It is important that you become a broadly educated scholar in Psychology. Therefore, it is expected that you will attend all department colloquia and presentations, especially if they are outside your area. You also should attend all talks given by people who are interviewing for faculty or postdoctoral positions in the department. You can learn a great deal about how to prepare (or how not to prepare) such a talk yourself when you are applying for such positions. It's particularly useful to attend talks with your advisor and then have a discussion about the strengths and weaknesses of the presentation.

Other groups (in or outside of your area) may also hold regular meetings (often called "brown bag" meetings) to present and discuss research and other professional matters. Attendance at these meetings is critically important for your training and the vitality of the interest group.

**APA Publication Manual.** You should have your own copy of the *Publication Manual* of the American Psychological Association. This manual provides students with the information needed to present written ideas to other scholars in our discipline. It is expected that every paper you write (thesis, dissertation, course papers) will be in correct APA format. The manual can be purchased from the APA directly, from online booksellers, and from most university bookstores. Be careful to make sure the information refers to the most recent edition of the manual. We are currently using the sixth edition.

**Keep a vita.** It is a good idea to start keeping a vita from your very first day in Graduate School. Then you can just add to it as you begin to accumulate accomplishments and honors (i.e., frequently!). Update your vita each semester prior to the Experimental Psychology Evaluation meeting. Talk to your advisor about the format for your vita—conventions vary somewhat from field to field. On a related note, you should also develop and reliably update your personal psychology department web page; if you need help with this, talk to the department webmaster. Your department webpage is where many will come to contact you and to find out more about your research. Keep in mind that prospective employers will likely view your webpage, so make sure it's up-to-date, appropriate, and a good resource for them to look at.

**Assistantship duties.** As described in more detail later in this handbook, Experimental Psychology graduate students are typically awarded a graduate assistantship. Assistantships provide you with funds as well as practical training experiences. On average, these assistantships will require 20 hours of work each week beyond your coursework and laboratory hours.

### **On the use of free time**

A related issue concerns the best use of your vacations and how much research you should attempt to do during summer and winter breaks. Although we understand that everyone needs sufficient time for rest and rejuvenation, you should recognize that it is unlikely that you will be able to finish your degree in a timely manner and build a marketable vita without taking full advantage of your “vacation” time. It may be helpful to consider what your future competitors for jobs will be doing during this time. Graduate students at other universities are likely using this time to excel in their research and teaching.

### **Academic integrity**

The related enterprises of scholarship and research are built upon honesty and integrity. Without these, we could not progress or even survive as a field of inquiry. When you become a graduate student in Psychology, you make an implicit promise to your classmates, your faculty, and your profession to conduct yourself in a scrupulously honest and upright way. If you fail to keep this promise, the consequences to yourself and everyone you work with are very serious. The Department of Health and Human Services Office of Research Integrity <http://ori.dhhs.gov/> and the American Psychological Association <http://www.apa.org/ethics/> provide more detailed ethical guidelines for academic psychologists, which includes scientific honesty, confidentiality, reporting conflict of interest, and other ethical compliances.

### **The Psychology Department has the following policy on academic honesty**

Academic honesty is expected from students enrolled in courses and programs offered by the Department of Psychology; violations of this expectation will not be tolerated. Violations of the expectation of academic honesty include, but are not limited to:

- Obtaining or attempting to obtain a copy of an examination prior to its administration.
- The unauthorized use of study material or textbooks during an examination.
- Obtaining unauthorized assistance from and giving unauthorized assistance to another individual during an examination or completion of an assignment.

- Plagiarism in written assignments. Plagiarism includes: (a) using, copying or paraphrasing another author's materials without appropriate acknowledgment through quotation and citation; (b) unauthorized collaboration in the preparation of reports, term papers, or theses.

In accordance with the Policy Statement in the University Catalog, instructors have the responsibility and right to bring cases of alleged dishonesty to department, college, and university administrative units. Students involved in academic dishonesty may expect, at the least, to receive a grade of F on specific assignments, as well as in the course where the assignment was made.

### **What it means to have an assistantship**

Most graduate students seeking a Ph.D. degree in the sciences are supported by graduate assistantships. This is because it is understood that their subsequent careers in research are a resource for this country and that academic research does not offer incomes as high as those for applied professions such as law, medicine, business, or engineering. Assistantships are society's way of maintaining scientists.

Assistantships make it possible for you to obtain a graduate degree without having to work at a non-academic job. Instead, accepting your assistantship obligates you to 20 hours of work each week—work that is almost always directly relevant to research and teaching. In sum, you are paid to go to school. *Thus, you may not have outside employment while accepting an assistantship.* If you feel you would be better served by working part time outside your graduate training, that is acceptable, but you must relinquish your assistantship. To do this would, in our view, be unwise because assistantship activities are also training activities. If additional income is necessary, it would be better to apply for federal loans than to take an external job.

Assistantships are awarded yearly to students who are in good standing in the Experimental Psychology program. Students in good standing typically receive 4 years of support. It is expected that students who hold assistantship appointments will move toward degree completion in a timely fashion. Students not fulfilling their duties in the program or not progressing in a timely fashion may be denied an assistantship or have an assistantship revoked. Summer assistantships may be awarded to students, depending on the availability of funds and on a student's standing in the program.

Assistantship duties will vary from student to student and from semester to semester depending, in part, on departmental needs. Each spring semester the Experimental Psychology Coordinator will submit recommendations to the Department Chair concerning the allocation of assistantship positions. The recommendations will take into account priorities set by the Executive Committee, department needs, requests submitted by faculty and students, research productivity, and the educational needs and career plans of the students. The Department Chair will make the final assistantship decisions.

Time in the lab is normally separate from assistantship duties and constitutes a fundamental training experience.

### **What You Can Expect from Your Mentor and the Department**

Department faculty have a duty to give you the benefit of their knowledge and experience. They will usually do this with your best long-term educational interests foremost. They will train you without regard for who you are, but with great regard for what you do and how well you do it. In order for them to maintain enthusiasm about you and your ideas, you must be enthusiastic in your participation.

Your mentor will help you identify good research questions and provide you with the space and equipment to carry out your research. This is a partnership of mentor and apprentice. As such, it is commonly considered that any data you collect while a graduate student is the property of the lab or

the research grant that supported it. Your mentor and other faculty will help guide you through the regulations governing research and any ethical questions that arise.

Your mentor will most likely be responsible to help you find your first job upon leaving the university. To the extent that you are successful, your mentor is successful, too.

### **Program Policies**

The program requirements are presented below. In addition to these requirements, students should be aware of the following procedures and policies.

#### **M.A. thesis committee**

The M.A. thesis committee is composed of the thesis advisor (committee chair) and two other faculty members. All three must be faculty members in the Psychology Department. The thesis advisor must be a member of the experimental faculty, a member of the Graduate Faculty, and a member of the Research Faculty; committee members must be approved by the thesis advisor.

#### **Ph.D. dissertation committee**

The dissertation committee is composed of a minimum of three Department of Psychology faculty members and one faculty member from outside the Department, with the student's major advisor, being a member of the experimental or clinical psychology faculty, Graduate Faculty, and Research Faculty, serving as chair of the dissertation committee. All members must be a full or a special member of the graduate faculty and must be approved by your major advisor. Exceptions to this committee composition must be approved by the major advisor and the Experimental Psychology Coordinator. Keep in mind that if the outside member of your committee is from an institution other than UT, paperwork must be filed with and approved by the Graduate School.

#### **Thesis and dissertation format**

The M.A. and Ph.D. dissertation are the reports of substantial research endeavors, intended to advance knowledge or make a contribution toward further understanding of a significant psychological issue. The master's thesis and dissertation should be empirical in nature and typically will be prospective, i.e., it should generate new data rather than simply applying new analyses to archival databases. While the Master's thesis should follow the traditional format, dissertations have an optional "Integrated" format that may be used. Both are described below.

Guidelines for the Traditional Thesis/Dissertation option: The "Traditional" format includes an Introduction, Methods, Results, and Discussion section and typically describes one or two studies. For a "Traditional" Thesis/Dissertation, a proposal meeting is convened once the Introduction, Methods, and (Anticipated) Results sections have been completed, and the final Defense is conducted to review the entire dissertation manuscript. Note that all master's theses should follow this format. Dissertations may follow this format or the integrated format (described next).

Guidelines for the Integrated Dissertation option: This dissertation format is intended to help students think programmatically about their work, and allow the progress towards their dissertation to have maximal impact on their publication record. This format includes 1) an integrative Introduction section; 2) three empirical papers; and 3) a General Discussion that summarizes and integrates findings across all three publications and discusses broad implications. The three empirical papers included in the Integrative dissertation should meet the following guidelines:

- a. The student must be the first author on each submission.
- b. The data comprising the three empirical papers must be separate from that collected for the Master's thesis.
- c. The work published in each of the three papers must be based on work begun, performed, and completed while a student in the psychology doctoral program at the University of Toledo.
- d. The Integrative Dissertation proposal meeting is scheduled once the student has completed the integrative Introduction section, and at least one but not more than two of the three empirical manuscripts.
  - a. Although it is permissible for the student to submit up to 1 paper for publication prior to the proposal meeting, it is not required.
  - b. For papers that have not been submitted (or accepted) for publication prior to the proposal meeting, the proposal document must include an Introduction and Methods section as well as the Integrative Introduction as part of the dissertation proposal package.
- e. No more than 1 of the 3 papers can be *accepted* for publication prior to the dissertation proposal meeting, and no more than 2 of the 3 papers may be *submitted* for publication prior to the proposal, which allows the committee the opportunity for substantive input and direction on the student's program of research.
  - a. Only 1 in total of the 3 final papers may be a brief report.
- f. Committee member feedback provided at the proposal meeting must be addressed in the final defense for papers that are in progress or submitted (not published) at the time of the proposal meeting.
- g. The three papers must, in the view of the student's dissertation committee, be conceptually related to one another.
- h. The three papers included in an "integrated" dissertation need not reflect work that was conducted after the completion of the qualifying exam. The integrated dissertation may reflect work done at any time during the student's tenure at UT, as long as it meets the above criteria.
- i. The Integrative Dissertation defense is scheduled when the Integrative Introduction, all three papers, and the Integrative Discussion have been completed. The defense meeting will involve a discussion about "big picture" implications across the body of work.

### **Thesis and dissertation progression**

Both the thesis and dissertation projects are proposed and defended to their committees. Below are descriptions of this process.

Proposal. After conferring with their chair, the student prepares a full and detailed written proposal for the committee chair. When the chair deems it appropriate, the proposal is then submitted to the committee (As noted below, for students preparing an integrated dissertation, the proposal meeting is scheduled once the student has completed the integrative Introduction section, and at least one but not more than two of the three empirical manuscripts). The student should allow ample time to work with their chair to revise and complete the proposal. It is both the student's and the chair's responsibility to complete their respective duties in a timely manner. Proposal meetings are typically scheduled for 2 hours. Students should begin contacting committee members as soon as possible to ensure that scheduling meets the needs of all participants. Proposal meetings are to occur 2 weeks after submitting the document to the committee. The meeting begins with a 10- to 20-minute presentation of the project by the student (the exact length depends on the Chair's preference). This is followed by

questions from the committee members. At the end of the scheduled time, the student is excused from the room and the committee meets briefly in the student's absence to decide whether the project is feasible, whether the student has responded adequately to faculty questions, what if any revisions are required, and to determine their evaluation. Following faculty deliberations, the evaluation of the meeting and proposal are conveyed immediately to the student (see Evaluation Scale, below). Once the proposal has been passed, it must be submitted to the University Human Subjects Research Review Committee for review, and the proposal must be approved by this committee before the research can be initiated. For students preparing an integrated dissertation, appropriate approvals by the University Human Subjects Research Review Committee must be obtained before any data collection can take place.

**Defense.** After the research has been completed and the thesis/dissertation prepared in the form required by the University and Department regulations (please see above guidelines if preparing an integrated dissertation), copies are provided to the committee members, again at least 2 weeks prior to the scheduled defense meeting. As with the proposal, the student should allow ample time to work with their chair to revise and complete the proposal. It is both the student's and the chair's responsibility to complete their respective duties in a timely manner. Students should begin contacting committee members as soon as possible to ensure that scheduling the defense meets the needs of all participants. The defense meeting follows the same general process as the proposal meeting, including opening presentation, questions from the committee, and, in the absence of the student, an evaluative appraisal.

Because the thesis and dissertation defenses are, by academic tradition, open to interested faculty and graduate students from the University community, an announcement of the time and place of the defense must be posted at least one week before the meeting, on the notice board by the Department Office, with an additional copy placed in the Psychology Department Office, for public review.

In general, theses and dissertations follow a modified version of APA style, but with a chapter structure. There are two main departures from APA style. In preparing the final version of the master's thesis and dissertation, the student should obtain information about the dissertation style and other related matters from the Graduate School.

**Final Copies.** The Graduate School requires that the thesis/dissertation be submitted electronically and uploaded to OhioLINK. See

[https://www.utoledo.edu/graduate/currentstudents/thesis\\_dissertation/](https://www.utoledo.edu/graduate/currentstudents/thesis_dissertation/)

Students should note that it is possible to obtain a bound copy of the by contacting the Office of Auxiliary Services, Print Solutions 4 UT ([Copier and Printer Support \(utoledo.edu\)](#))

**Graduate School Required Research Forms:**

All graduate students must complete the following form before conducting research:

[http://www.utoledo.edu/graduate/files/GRAD\\_Form\\_fillable\\_03\\_05\\_2012.pdf](http://www.utoledo.edu/graduate/files/GRAD_Form_fillable_03_05_2012.pdf).

**Evaluation.** The master's and dissertation proposals and defenses—with the exception of Pass with Honors, which is only given for defenses—are evaluated on the following scale:

- **Pass with Honors:** The project and its defense are of exceptional quality, as voted by all committee members, and completed within program deadlines.
- **Pass:** The project is acceptable as it is, or with only minor revisions; a non-failing evaluation must be given by all or all but one committee members.
- **Conditional Pass:** Major revisions are required. At least one committee member in addition to the chair needs to review and approve the revisions.



- **Fail:** The dissertation and/or the student's presentation and handling of questions were seriously flawed. In the event of a Fail, the proposal and defense meeting may each be repeated 1 time only each. Failure of a 2<sup>nd</sup> proposal or defense meeting will result in the student's termination from the program.

## **Qualifying examination**

Upon successful completion of the Master's Thesis, students must pass a Qualifying Exam in order to be "qualified" to conduct the Doctoral Dissertation. The Qualifying Exam has two components: a Comprehensive Exam and a Specialty Exam. Successful completion of four of the graduate core courses (from the following courses: 6400, 6500, 6600, 6610, 6700) with grades of "B" or higher will constitute passage of the Comprehensive Exam. The procedures and policies for the specialty exam are presented in detail in the Appendix of this handbook.

## **Experimental psychology requirement form**

Experimental Psychology students are to fill out a requirement completion form after passing their thesis proposal, thesis defense, specialty exam, dissertation proposal, and dissertation defense. The form is located in the Appendix of this handbook. Forms are to be turned in to the Experimental Psychology Coordinator soon after a requirement has been completed. Students are advised to keep a copy of all requirement forms for their own records.

## **Graduate school forms**

The graduate school maintains a website (see below) listing the forms required by the university for both the masters and doctorate degrees. These forms must be filled out oftentimes before work is started on the projects. Hence it is very important to visit this site and be apprised of what forms need to be completed and when. One may also find it helpful to e-mail the graduate school with any questions from time to time regarding procedures and forms. Keep in mind that during peak times (e.g., near graduation) these e-mails may take longer to be returned. Also keep in mind that applications for graduation must be filled out 6-8 weeks before the semester ends, and students must be registered for at least 1 credit hour to graduate. Use this information to plan accordingly as you near the end of the program.

<https://www.utoledo.edu/graduate/currentstudents/academicprogramforms/>

## **Evaluation of progress**

Graduate students are evaluated at the end of fall and spring semesters. For each evaluation, you will need to provide a completed copy of the Graduate Student Checklist (found in the Appendix of this handbook) and a current CV to the Experimental Coordinator. The fall evaluation is a quick update to make sure everyone is on track and to deal with any problems that may have arisen. The spring evaluation is the most thorough and is carried out before summer support is assigned and before assistantships for the following year are allocated (usually early April). Students receive a letter regarding their progress following the spring semester evaluation (and sometimes after the fall semester evaluation).

Students who are performing poorly on evaluation criteria, as determined by the Experimental Psychology faculty, may lose their assistantship or may be dismissed from the program. The evaluations cover the following:

- Performance in the lab
- Research accomplishments, such as discoveries and papers published
- Progress toward meeting degree requirements and program deadlines
- Assistantship performance
- Course grades (one grade of C+ or lower requires an immediate review by the Experimental Psychology faculty)
- Teaching performance (for students with teaching duties)
- Professional development

### **Time limit for completion of degrees and stipend**

Requirements for the M.A. degree should be completed by the beginning of the student's third year. All requirements for the Ph.D. degree must be completed within seven years from admission to the Department. Under unusual circumstances, extensions of the time limits may be granted; requests for an extension must be approved by the Experimental Psychology faculty members and the Department Chair.

Students with a Bachelor's level degree can earn a stipend up to \$14,000. Funding decisions will be made by the chair in the summer and will be based on a student's status at the time the funding decision is made.

If a student's M.A. thesis is not accepted by the graduate school by December 15 of their 3<sup>rd</sup> year, the graduate faculty in the department will meet to determine the specific consequences of failure to meet this deadline. Such consequences will be determined on a case-by-case basis, and may range from the development of a specific remediation plan to suspension or removal of departmental funding to dismissal from the program. If a student does not pass their Qualifying Exam by December 15 of their 4<sup>th</sup> year, the graduate faculty in the department will meet to determine the specific consequences of failure to meet this deadline. Such consequences will be determined on a case-by-case basis, and may range from the development of a specific remediation plan to suspension or removal of departmental funding to dismissal from the program.

Consistent with the College of Graduate Studies, all requirements for the Ph.D. degree must be completed within seven years from admission to the Department. Under unusual circumstances, extensions of the time limitation may be granted; requests for an extension must be approved by the student's area-coordinator.

### **Transfer Credit**

Students coming in with some previous graduate level work and/or a completed degree may transfer up to 15 credits of graduate level coursework. A student who requests transfer credit (and course exemption) for meeting graduate course requirements must provide the following to his or her advisor:

- An official transcript that shows the grade received
- A syllabus of the course
- Copies of examinations and/or papers

Courses will be reviewed on a case-by-case basis and must be reviewed by (1) the UT instructor for the course for which transfer credit is requested, (2) advisor, and (3) program area coordinator. Their recommendations are then forwarded by the program coordinator to the Department Chair. The Chair's decision, if affirmative, is then transmitted to the Graduate School. The student's request may be

approved or it may be denied; in some cases a request will be approved only after the student has passed an examination over the content of the equivalent UT course.

It is important to note that:

1. Transfer credit paperwork should be completed by the end of the first term at The University of Toledo.
2. Students cannot transfer in thesis or dissertation hours (or any research hours).
3. Credits earned on a quarter system should be divided by 1.5 to convert to semester credits.
4. Grades for transfer courses do not transfer (although the student must have earned a B or higher). If the transfer course is accepted, students should not list the grade on the plan of study; instead, students should list the specific course with an indication of the UT equivalent, the credits, and that the course was waived.
5. Transfer credits cannot be out of date when the student files for a degree (i.e., 6 years for MA and 7 for PhD).
6. Students coming in with a master's degree in psychology may be eligible to transfer a thesis. The thesis must be an empirical study, the student must have followed the traditional thesis process used at UT (i.e., proposal meeting, data collection, defense meeting), and the thesis has to be approved by the student's committee (i.e., the advisor and two other members of the faculty chosen in accordance with department rules for establishing a thesis committee). Students should keep in mind that the thesis committee has the option to require an oral defense.
7. If a student's thesis is accepted, the thesis will transfer, but the student will not earn a master's degree from UT. They will still need to complete 92 hours for the PhD but this can include up to 15 transfer credits. All other requirements of the doctoral program still need to be completed. Students transferring a thesis will need to indicate on their PhD plan of study what they took to substitute for the required thesis hours.

## **Enrollment**

To be considered full time status, students should enroll in at least nine credit hours during the fall and spring semesters. Additionally, graduate students can register for one credit hour during the final semester in which they will complete their dissertation. Do note that, for some students, enrolling in only one credit hour can affect things like student loan repayments. Thus, any student considering enrolling in only one credit hour during their last semester should speak with their advisor and/or the experimental coordinator before proceeding. Students may also enroll for credit hours during the summer, though this is not required to be considered full time status. Access to certain other facilities and services, such as the Student Recreation Center and parking, require additional user fees. If you are unsure of how many credit hours to register for per semester, speak with the Experimental Psychology Coordinator.

## **Graduate student representatives**

Graduate student representatives will be elected by the Experimental Psychology graduate students. These students will collaborate with the Experimental Psychology Coordinator and faculty to advance the program and improve the scholarly experience of the graduate students. The representatives will also meet periodically with the Executive Committee and will be invited to attend faculty meetings. At the discretion of the Department Chair, faculty meetings or portions thereof may be held with student representatives excluded.

## **Outstanding thesis award**

An award is often given to graduate students in the Department of Psychology whose master's thesis is of highest merit. In order for a student to qualify for the award, the thesis must (a) have received final approval by the student's thesis committee, (b) be nominated in writing (by a faculty member or the student), and (c) be completed within that academic year. After nominations have been received, the student will need to provide copies of the thesis to the award committee. The winner will be announced around the end of the spring semester

## **Joint Mentoring Program: Guidelines for Participation**

The joint mentoring program provides the opportunity for students to have research mentors from both the experimental and clinical programs. Interested students, in consultation with their primary mentor, may request joint mentoring from a faculty member in the other (non-major) program, in order to obtain more specialized training in that area. The goal of joint mentoring is to facilitate further integration of the clinical and experimental programs and provide students with more comprehensive training in both experimental and clinical psychology.

This program is considered particularly relevant for experimental students with an applied focus/interest relevant to psychopathology, as well as clinical students with an interest in experimental design and translational research.

Students electing to participate in the joint mentorship program must first discuss this with their primary mentor and then hold a group meeting to include both mentors. Once both research mentors and the student agree to the conditions of the joint mentorship arrangement, the Joint Mentorship Agreement form in the Handbook must be signed by both mentors, the student, and the DCT.

*Below are the minimum criteria necessary for participating in the joint mentoring program:*

- At least monthly individual meetings with the joint mentor.
- At least monthly attendance at the lab meeting of the joint mentor.
- 3 credits of research practicum or equivalent (e.g., thesis or dissertation hours) with the joint mentor.
- Thesis/dissertation ideas are reviewed ahead of time by the joint mentor, who plays a role in shaping the projects.
- Completion of at least 1 joint project (e.g., collaborative study, publication, etc.) across the labs of the primary and joint mentor.

## **Your Career Goals Will Determine Which Elective Courses You Take and Which Lab Experiences You Seek**

### **Preparing for a Career in College Teaching**

The majority of our former students who have successfully pursued a career in academia have gone on to teach at small four-year colleges. Although many of these institutions encourage their faculty to engage in research, and to involve undergraduates in their research, their primary goal is education. As a result, they often look for faculty who can teach a variety of courses.

A teaching career can be challenging and extremely rewarding. As a result, top teaching

positions are hard to obtain. To be competitive in applying for teaching positions, it is helpful if you can advertise yourself as able to teach courses both in and outside your specialty. To do this, you should take advanced seminars in other areas, as well as in your specialty. Participation in research projects outside your primary area, especially if it results in your name on a publication or presentation at a meeting, is an excellent way of documenting your expertise.

In addition to teaching Introductory Psychology and courses in specific subdisciplines, the ability to teach statistics and experimental psychology may also give you an advantage in applying for teaching positions. After you have completed your Masters degree, you should seek out teaching experience and request to teach courses for your assistantship duties. Such requests should be given to the coordinator of the Experimental Psychology program. Finally, as many colleges are interested in Distance Learning, experience in on-line teaching may also be helpful.

### **Preparing for a Career in Research**

If your ambition is to obtain a primarily research-focused position, especially one at a larger university, you should work with your advisor to organize your time here to achieve this goal. This will include increasing your time commitment to the research lab and may include taking extra courses in statistical methods. You will also minimize your time as a course instructor, as teaching takes a great deal of time away from research activities.

A research career is challenging and extremely rewarding. Research-oriented positions, however, are limited. To be competitive for such a position requires a great deal of preparation and the utmost dedication to your research agenda. It will be easy to become distracted by other responsibilities—responsibilities that often involve immediate deadlines. Research has few deadlines and is easy to put off, when it seems as though there is not even enough time to devote to course work and assistantship duties. However, to prepare for a career in research, you must keep your main focus on your research activities the entire time you are here. Students taking this path must give their research activities top priority.

The research process is long and time consuming. It is not unusual for several years to pass between forming a research hypothesis and publishing its discoveries. Accordingly, you should talk with your advisor each semester about how you can best use your time that semester to further your research career. Typically, it is most efficient to be simultaneously involved in several research projects at varying stages (i.e., hypothesis/design development, data collection, data analyses, writing for publication). Clearly, working only on the minimum requirements for a thesis and dissertation is not likely to be sufficient research productivity to secure a good academic or non-academic research position.

Learning how to conduct valuable studies and how to best present your discoveries for publication will be among the most important skills you will need to master. Having high quality first-authored publications is essential on the job market. Achieving your goal will mean working on your research over the summer, over the winter break, on weeknights and on weekends. The summer is a particularly good time for you to prepare findings for publication. As noted above, your efforts should surpass a 40-hour a week commitment and will likely be comparable to at least 60 hours per week.

Finally, in addition to laboratory research, you should be keeping up with the primary journals in your area and consistently presenting your work at national conferences. We know this is a great commitment and it is hard. However, the satisfaction of this path can be great.

## Program Requirements

### Requirements for the Master's<sup>1</sup> Degree in Experimental Psychology (Core= 21 credits; Concentration = 17 credits, TOTAL = 38)

#### A. Core Requirements (21 hours)

##### 1. Statistics & Research Design (9 hrs)

- PSY 6100 Quantitative Methods in Psychology I (3 hrs)
- PSY 6110 Quantitative Methods in Psychology II (3 hrs)
- PSY 6130 Design & Evaluation of Psychological Research (3 hrs)

##### 2. Core Content Courses: Any two of the following courses (6 hrs)

- PSY 6200 Systems of Personality (3 hrs)
- PSY 6400 Cognitive Psychology (3 hrs)
- PSY 6500 Developmental Psychology (3 hrs)
- PSY 6600 Behavioral Neuroscience (3 hrs)
- PSY 6700 Social Psychology (3 hrs)
- PSY 6/7070 Science of Emotion (3 hrs)
- PSY 6/7710 Social Cognition (3 hrs)
- PSY 6/7510 Developmental Seminar (3 hrs)
- PSY 6/7410 Cognitive Seminar (3 hrs)

NOTE: For the core, experimental students should take the courses listed from Systems of Personality through Science of Emotion from list above (aside from the Science of Emotion, the other seminars can be taken but would count as "seminars" on the Plan of Study). Also, for the core, students can count Systems of Personality OR Science of Emotion (but not both). All others (Cognitive, Developmental, Behavioral Neuroscience, and Social) count.

##### 3. Research Requirements (6 hrs)

- PSY 6960 M.A. Thesis (6hrs)
- Thesis defense (due not later than Dec. 15 of the third year<sup>3</sup>)

##### 4. Other

- Master's thesis passed by thesis committee.
- Minimum GPA 3.0 (no grades of C+ or below acceptable)

#### B. Experimental psychology concentration requirements (17 hours)

1. *Seminars:* Two of the following, in area of specialization (i.e., social, cognitive, developmental, psychobiology), courses chosen outside of specialization must be approved by advisor and experimental coordinator (6 hours)

- PSY 6410 Seminar in Cognitive Psychology (3 hrs)
- PSY 6510 Seminar in Developmental Psychology (3 hrs)
- PSY 6610 Seminar in Psychobiology and Learning (3 hrs)
- PSY 6710 Seminar in Social Psychology (3 hrs)

##### 2. Research Practicum (11 hours)

- PSY 6030 Research Practicum<sup>2</sup>

**Total: 21 core + 17 concentration = 38 hours<sup>3</sup>**

<sup>1</sup>Students who are accepted to the Ph.D. program in Psychology are expected to earn the Ph.D. degree. In fulfilling the requirements for the Ph.D., students will also earn a Master of Arts degree. We do not accept students who intend to end their training after receiving the Master's degree.

<sup>2</sup>Practicum consists of helping your research advisor with his or her research. In the process of assisting in all aspects of the research, you will also be learning the technical aspects of your field and get experience with how questions are derived and how research approaches are refined. It is recommended that students register for a minimum of three practicum hours each term. Thesis and dissertation consists of work on your own research projects. The demarcation between these will be more or less distinct depending on the lab in which you are working.

<sup>3</sup>Failure to meet deadlines will result in academic progress review by the faculty and jeopardizes assistantship support and your status in the program. You are expected to provide your advisor and the department with a bound copy of your thesis in a timely manner following its completion.

**Requirements for the PhD Degree in Experimental Psychology  
(Core= 45 credits; Concentration = 47 credits, TOTAL = 92)**

**A. Core Requirements (45 hours)**

*1. Statistics & Research Design (12 hrs)*

PSY 6100 Quantitative Methods in Psychology I (3 hrs)

PSY 6110 Quantitative Methods in Psychology II (3 hrs)

PSY 6130 Design & Evaluation of Psychological Research (3 hrs)

One of the following advanced Statistics Electives: PSY6/7150 Psychometrics and Scale Development

OR PSY6/7930 Structural Equation Modelling = 3 hrs

*2. Core Content Courses: Any two of the following courses (6 hrs)*

2 courses from the following list

PSY 6200 Systems of Personality (3 hrs)

PSY 6400 Cognitive Psychology (3 hrs)

PSY 6500 Developmental Psychology (3 hrs)

PSY 6600 Behavioral Neuroscience (3 hrs)

PSY 6700 Social Psychology (3 hrs)

PSY 6/7070 Science of Emotion (3 hrs)

PSY 6/7710 Social Cognition (3 hrs)

PSY 6/7510 Developmental Seminar (3 hrs)

PSY 6/7410 Cognitive Seminar (3 hrs)

NOTE: For the core, experimental students should take the courses listed from Systems of Personality through Science of Emotion from list above. Also, for the core, students can count Systems of Personality OR Science of Emotion (but not both). All others (Cognitive, Developmental, Behavioral Neuroscience, and Social) count.

*3. Research Requirements (15 hrs minimum for thesis/dissertation; 6 hrs. minimum for research practicum; 6 hrs. for research electives)*

M.A. Thesis (6960) = 6

Ph.D. Dissertation (8960) = 9

Research Practicum (PSY6030/7030) = 6

Advanced research electives (e.g., grant-writing seminar; advanced research seminar) = 6

Other<sup>2</sup>

Qualifying Exam passed by committee.

Doctoral dissertation passed by dissertation committee<sup>3</sup>.

Minimum GPA 3.0 (no grades of C+ or below acceptable)

Dissertation Defense<sup>3</sup> (These are public and their time and location must be announced. The final defense must be passed by the end of the 7<sup>th</sup> year)

**\*Any areas not covered by coursework must be documented under other requirements in the student's plan of study.**



<b>B. Experimental psychology concentration requirements (47 hours)</b>
<p>1. <i>Seminars</i>: Three of the following, in area of specialization (i.e., social, cognitive, developmental, psychobiology), courses chosen outside of specialization must be approved by advisor and experimental coordinator (9 hours)<sup>c</sup></p> <p>PSY 6410 Seminar in Cognitive Psychology (3 hrs)</p> <p>PSY 6510 Seminar in Developmental Psychology (3 hrs)</p> <p>PSY 6610 Seminar in Psychobiology and Learning (3 hrs)</p> <p>PSY 6710 Seminar in Social Psychology (3 hrs)</p>
<p>2. <i>Teaching (3 credits)</i></p> <p>Teaching Practicum (7040)</p>
<p>3. <i>Research Practicum (23 credits)</i></p> <p>PSY 6030 Research Practicum<sup>2</sup></p>
<p>4. <i>Electives (6 credits)</i></p> <p>To be chosen in consultation with and with approval of the advisor</p>
<p>5. Experimental Core Courses (at least two of the following not already taken = 6 credits)</p> <p>PSY 6/7400 Cognitive Psychology</p> <p>PSY 6/7500 Developmental Psychology</p> <p>PSY 6/7700 Social Psychology</p> <p>PSY 6/7600 Behavioral Neuroscience</p> <p>PSY 6/7200 Systems of Personality OR PSY 6/7070 Science of Emotion</p>

<sup>c</sup> Seminar courses chosen outside of specialization must be approved by the advisor and experimental coordinator

**Total: 45 core + 47 concentration = 92 hours**

<sup>1</sup>Any exceptions, including substitution of a graduate course from another university must be approved by a vote of the Experimental Psychology faculty.

<sup>2</sup>Elective courses, topics for specialty exam, and the members of examining committees must be approved by the thesis advisor.

<sup>3</sup>You are expected to provide your advisor and the department with a bound copy of your dissertation in a timely manner following its completion.

## Graduate Minor in Health Psychology

### **1. COURSEWORK**

Must complete 1 *required course* and 4 *elective courses* in health psychology.

#### **A. REQUIRED COURSE**

*PSY 6710/7710 -- Social Psychology and Health*

#### **B. ELECTIVE COURSES**

*PSY 6980/7980 – Special Topics in Psychology - Health Psychology*

*PSY 6989/7989 – Special Topics in Psychology - Psychophysiology*

*PSY 6980/7980 -- Special Topics in Psychology – Clinical Psychopharmacology*

*PSY 6980/7980 -- Special Topics in Psychology (e.g., Seminar on Stress and Health, Experimental Social Health Psychology, Applied Health Psychology/Behavioral Medicine/Translational Health Psychology)*

*PSY6510 – Seminar in Developmental Psychology: Psychology of Eating*

*PSY 6410/7410 – Seminar in Cognitive Psychology: Judgment and Decision Making*

*PSY 6410/7410 – Seminar in Cognitive Psychology: Consumer Behavior*

*HEAL 8600 -- Health Behavior*

*HEAL 6280/8280 -- Health Communication*

*HEAL 6460/8460 -- Health Promotion Programs*

*HEAL 8700 -- Epidemiology*

*PUBH 6010/8010 -- Public Health Epidemiology*

*PUBH 6330/8330 -- Public Health and Aging*

*PUBH 6600 -- Health Behavior*

*PUBH 6800 -- Evaluation of Health Programs*

*PUBH 6050 – Concepts and Issues in Environmental Health*

Note: Other courses (inside or outside the department) can be taken as electives but must be approved by the student’s advisor and area coordinator.

### **2. THESIS/DISSERTATION REQUIREMENTS**

Student thesis AND dissertation must be relevant to advanced health psychology training/coursework.

Determination and approval must be provided by the student’s advisor and the area coordinator. For

students entering the doctoral program with a Masters degree from a different institution, their thesis can count towards this requirement if it meets the above criteria. Determination and approval must be provided by the student’s advisor and the area coordinator. If a Master’s thesis completed at a different institution does not meet the above criteria, the student has the option of completing an independent research project that satisfies the required thesis criteria for this minor concentration.

### **3. DEMONSTRATED COMPETENCE OUTSIDE OF COURSEWORK**

Student must demonstrate competence in the minor topic by submitting a manuscript to a peer reviewed journal. The topic of the manuscript must be relevant to advanced health psychology training/coursework.

Determination and approval must be provided by the student’s advisor and the area coordinator.

**Declaration and Documentation:** Student should declare minor specialization to advisor and area coordinator as soon as possible in the program. Further, advisor and area coordinator approval of coursework, thesis/dissertation requirements, and demonstrated competence outside of coursework should be documented with the “Minor Specialization Approval Form” in the handbook prior to graduation.

## Graduate Minor in Experimental Psychopathology

### 1. Coursework

In addition to the quantitative methods (I and II) and research design courses required of all students in the department, the minor in experimental psychopathology requires *1 additional required course* and *4 elective courses* from the lists below.

#### A. Required Course

*PSY 6360/7360* – Foundations of Psychotherapy

#### B. Elective Courses

*PSY 6070/7070* – Science of Emotion

*PSY 6250/7250* – Seminar in Clinical Psychology: Emotion Research

*PSY 6250/7250* – Seminar in Clinical Psychology: Psychophysiology

*PSY 6410/7410* – Seminar in Cognitive Psychology: Judgment and Decision Making

*PSY 6710/7710* – Seminar in Social Psychology: Social Psychology and Health

*PSY 6720/7720* – Social Cognition

*PSY 6210/7210* – Psychopathology

*PSY 6250/7250* – Seminar in Clinical Psychology: Experimental Psychopathology

Note: Other courses (inside or outside the department) can be taken as electives but must be approved by the student's advisor and area coordinator. For example, certain advanced statistics courses might be relevant to certain experimental designs and could be approved as an elective course.

### 2. Thesis/Dissertation Requirements

Student thesis AND dissertation must utilize an experimental design and focus on a psychopathology-relevant outcome or mechanism broadly defined. Determination and approval must be provided by the student's advisor and the area coordinator. For students entering the doctoral program with a Masters degree from a different institution, their thesis can count towards this requirement if it meets the above criteria. Determination and approval must be provided by the student's advisor and the area coordinator. If a Masters thesis completed at a different institution does not meet the above criteria, the student has the option of completing an independent research project that satisfies the required thesis criteria for this minor concentration.

### 3. Demonstrated Competence Outside of Coursework

Student must demonstrate competence in the minor topic by submitting at least one relevant manuscript to a peer-reviewed journal. The topic of the manuscript must be relevant to experimental psychopathology training/coursework. Determination and approval must be provided by the student's advisor and the area coordinator.

**Declaration and Documentation:** Student should declare minor specialization to advisor and area coordinator as soon as possible in the program. Further, advisor and area coordinator approval of coursework, thesis/dissertation requirements, and demonstrated competence outside of coursework should be documented with the "Minor Specialization Approval Form" in the handbook prior to graduation.

## Graduate Minor in Quantitative Psychology

### 1. COURSEWORK

Must complete *1 required course* and *4 elective courses* in statistics, measurement, or methodology.

#### A. REQUIRED COURSE

*PSY 6110* - Quantitative Methods in Psychology II

#### B. ELECTIVE COURSES

*PSY 6150* - Psychometrics and Scale Development

*PSY 6930/7930* – Seminar in Psychology: Statistical Modeling for Latent Variables

*PSY6/7XXX* - Advanced Statistics Elective in Psychology (various PSY6XXX/7XXX level advanced statistics courses may be taken as applicable)

*PSY 6XXX/7XXX* – Seminar in Psychology (Topics vary; if not taken for the required course)

*PUBH 6060* - Advanced Biostatistics

*PUBH 6110* - Categorical Data Analysis

*MATH 5610/761* - Advanced Statistical Methods II

*MATH 5620/7620* - Linear Statistical Models

*MATH 5640* - Statistical Computing

*MATH 6690* - Multivariate Statistics

*MATH 6630* - Nonparametric Statistics

Note: Other courses (inside or outside the department) can be taken as electives but must be approved by the student's advisor and area coordinator.

### 2. THESIS/DISSERTATION REQUIREMENTS

Student thesis AND dissertation must utilize a design and/or analytic technique relevant to advanced quantitative training/coursework. Determination and approval must be provided by the student's advisor and the area coordinator. For students entering the doctoral program with a Master's degree from a different institution, their thesis can count towards this requirement if it meets the above criteria.

Determination and approval must be provided by the student's advisor and the area coordinator. If a Master's thesis completed at a different institution does not meet the above criteria, the student has the option of completing an independent research project that satisfies the required thesis criteria for this minor concentration.

### 3. DEMONSTRATED COMPETENCE OUTSIDE OF COURSEWORK

Student must demonstrate competence in the minor topic by submitting at least one relevant manuscript to a peer-reviewed journal. The content of the manuscript must be relevant to advanced quantitative training/coursework. Determination and approval must be provided by the student's advisor and the area coordinator.

**Declaration and Documentation:** Student should declare minor specialization to advisor and area coordinator as soon as possible in the program. Further, advisor and area coordinator approval of coursework, thesis/dissertation requirements, and demonstrated competence outside of coursework should be documented with the "Minor Specialization Approval Form" in the handbook prior to graduation.

## Problems Sometimes Arise

If you encounter a problem with a course, another student, department policy, or a faculty member, there are set guidelines for resolving the issue. First, discuss the problem with the individual/instructor involved. Typically, such conversations are the best way to resolve the problem. Also, the individual/instructor *must* be given the opportunity to hear a reasoned argument from you *before* a complaint is brought to a higher authority. If a resolution is not achieved, you should then present your argument to the Experimental Psychology Coordinator. At this point you should also consider talking with your mentor, as they know you well and are likely to give you sound advice. If no resolution is found in discussions with the Experimental Psychology Coordinator and mentor, you should then present your problem to the Chairperson of the department. Discussions with the Department Chair are to come only *after* discussions with the party in question and the Experimental Psychology Coordinator. Note that, due to the sizable number of relationships characterized by potential conflicts of interest within the department, the precise procedure of discussing these issues with departmental leadership may differ. Please refer to Appendix for an overview.

If the problem is not resolved in these discussions, you can file a formal complaint or grievance, and there are prescribed procedures for doing this. Such complaints are lodged first with the chair and they can guide you in this procedure. To be considered, any complaint must be in writing and must be signed. Anonymous complaints are unfair to the accused and will not be considered within the department. If a resolution satisfactory to all parties cannot be achieved within the Psychology Department, it can be presented to the Dean of our college, then to the Dean of Graduate Studies. A final appeal can be made to the Committee on Academic Standing of the Graduate Council, and its decision is binding on all parties involved in the grievance. The official university policy for student conduct, including grievances, is available online at:

<http://studentactivities.utoledo.edu/studentconduct/index.html>.

### *Caveat*

The information in this handbook is provided to aid students in their graduate studies in Psychology. Because this is a human endeavor, there may be an occasional error in the handbook. You will be informed of those errors when they are discovered, but in no case will the department or any of its programs be bound to follow an erroneous statement or policy, and students should bring their program of studies in line with correct requirements as quickly as possible. If questions arise, students should first contact their advisor for clarification. Should any exceptions, decisions, or clarifications about your particular requirements be made (either departmental or divisional), make sure that you have a written, signed and dated memorandum on the matter, with copies on file with the division, and placed in your department student file.

## Student Conduct Policy

Graduate students in the department of psychology are expected to follow the *University Student Code of Conduct*. This policy outlines student's rights and responsibilities, as well as expectations for conduct that represent the mission, vision, and values of the university. Violations of the student conduct policy will be dealt with on a case-by-case basis and in a manner consistent with university procedures.

[https://www.utoledo.edu/policies/main\\_campus/student\\_life/pdfs/3364\\_30\\_04\\_Student\\_code\\_of\\_conduct.pdf](https://www.utoledo.edu/policies/main_campus/student_life/pdfs/3364_30_04_Student_code_of_conduct.pdf)

## Non-Discrimination and Diversity Policy

The department of psychology strives to create an environment where cultural, individual, and role-based differences (including but not limited to those based on age, sex, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) are discussed, embraced, and valued. Further, we are committed to providing a healthy, safe, respectful, equitable, inclusive, and supportive culture for all department members (staff, students, and faculty). As such, all students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations of students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity and inquiry that should always guide education. Behaviors that are deemed to violate the spirit of this policy will be dealt with on a case-by-case basis and could involve consequences up to and including consideration for termination from the program. Moreover, if you are a student who experiences behavior that is deemed to violate the policy, you should report this to your advisor, area coordinator, or department chair [follow departmental guidelines for reporting problems (see "Problems Sometimes Arise" section in the Experimental Psychology handbook and the "Graduate Student Grievance and Grade Appeal Procedures" section in the Clinical Psychology handbook)].

Also, the program, department, and university adhere to policies and procedures related to nondiscriminatory admissions, recruitment, and retention, which are outlined in university's *Non-Discrimination policy*. Students are expected to follow this policy, which outlines expectations for appropriate conduct in the context of discrimination-based behavior based on "race, color, religion, sex, age, national origin, ancestry, sexual orientation, gender identity and expression, military or veteran status, the presence of a disability, genetic information, familial status, political affiliation, or participation in protected activities."

<https://www.utoledo.edu/policies/administration/diversity/pdfs/3364-50-02.pdf>

### Office of Diversity and Inclusion

<http://www.utoledo.edu/div>

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### Associated Faculty and Representative Publications

**Dr. Harvard Armus, Professor Emeritus.** Learning and motivation, primarily in non-human subjects. Reinforcement processes; including secondary or symbolic reinforcement; conflict and frustration; effort effects in learning; learning in single-celled organisms.

Mingee, C.M. & Armus, H.L. (2009). Unsuccessful reinforcement of a discrete action in paramecia (*P. caudatum*). *Psychological Reports*, 105, 533-538

Armus, H. L., Montgomery, A. R. & Jellison, J. L. (2007). Discrimination learning in paramecia (*P. caudatum*). *The Psychological Record*, 56, 489-498.

Armus, H. L., Montgomery, A. R. & Gurney, R. L. (2006). Discrimination learning and extinction in paramecia (*P. caudatum*). *Psychological Reports*, 98, 705-711.

Armus, H. L. & Montgomery, A. R. (2001). Aversive and attractive properties of electrical stimulation for *Paramecium Caudatum*. *Psychological Reports*, 89, 342-344.

Armus, H. L. (2001). Effect of response effort on the reward value of distinctively flavored food pellets. *Psychological Reports*, 88, 1031-1034.

**Dr. Stephen Christman, Professor.** Cognition; memory; perception. Neuropsychology: interhemispheric differences and interaction; handedness and individual differences.

Christman, S.D. (2013). Handedness and 'earedness': Strong right-handers are less likely to prefer obscure musical genres. *Psychology of Music*, 41, 89-96.

Christman, S.D., & Butler, M. (2011). Mixed-handedness advantages in episodic memory obtained under conditions of intentional learning extend to incidental learning. *Brain and Cognition*, 77, 17-22.

Christman, S. (2010). Eclectic lefty-hand: Jimi Hendrix, handedness, and Electric Ladyland. *Laterality*, 15, 253-269.

Christman, S.D., Sontam, V., & Jasper, J.D. (2009). Individual differences in ambiguous figure perception: Degree of handedness and interhemispheric interaction. *Perception*, 38, 1183-1198.

Christman, S.D., Henning, B., Geers, A.L., Propper, R.E., & Niebauer, C.L. (2008). Mixed-handed persons are more easily persuaded and are more gullible: Interhemispheric interaction and belief updating. *Laterality*, 13, 403-426.

**Dr. Andrew Geers, Professor.** Social cognition; social motivation; health behavior; pain perception; choice-making; placebo effects; optimism.

Geers, A. L., Wellman, J. A., & Lassiter, G. D. (2009). Dispositional optimism and engagement: The moderating influence of goal prioritization. *Journal of Personality and Social Psychology*, *96*, 913-932.

Geers, A. L., Rose, J. P., & Brown, J. A. (2014). Aligning research and practice: Implications of patient-centered care for placebo effects. *The Patient: Patient-Centered Outcomes Research*, *7*, 1-3.

Geers, A. L., & Lassiter, G. D. (1999). Affective expectations and information gain: Evidence for assimilation and contrast effects in affective experience. *Journal of Experimental Social Psychology*, *35*, 394-413.

Geers, A. L., Rose, J. P., Fowler, S. L., Rasinski, H., Brown, J. A., & Helfer, S. G. (2013). Why does choice enhance treatment effectiveness: Using placebo treatments to demonstrate the role of personal control. *Journal of Personality and Social Psychology*, *105*, 549-566.

Neff, L. A. & Geers, A. L. (2013). Optimistic expectations in marriage: A resource or vulnerability for adaptive relationship functioning? *Journal of Personality and Social Psychology*, *105*, 38-60.

**Dr. Henry Heffner, Professor Emeritus.** Function of auditory cortex; Comparative study of hearing; Tinnitus; Ethics of animal research.

Heffner, H. E. & Heffner, R. S. (2008). High-frequency hearing. In P. Dallos, D. Oertel, and R. Hoy (Eds.) *Handbook of the Senses: Audition*. Elsevier: NY, pp. 55-60.

Heffner, H. E., Koay, G., and Heffner, R.S. (2006). Behavioral assessment of hearing in mice - Conditioned suppression. In J. Crawley et al. (Eds.) *Current Protocols in Neuroscience*. Suppl. 34, (pp. 8.21D.1-8.21D.15.) Wiley & Sons:NY.

Heffner, H. E. And Koay, G. (2005). Tinnitus and hearing loss in hamsters exposed to loud sound. *Behavioral Neuroscience*, *119*, 734-742.

Heffner, H. E. (1998). Auditory awareness in animals. *Applied Animal Behaviour Science*, *57*, 259-268.

Heffner, H. E. (1997). The role of macaque auditory cortex in sound localization. *Acta Oto-Laryngologica Supplement*, *532*, 22-27.



**Dr. Rickye Heffner, Professor Emeritus.** Evolution of Hearing.

Heffner, R.S., Koay, G., Heffner, H.E. (2013) Hearing in American leaf-nosed bats. IV: The Common vampire bat, *Desmodus rotundus*. *Hearing Research*, 296, 42-50.

Heffner, R.S., Koay, G. and Heffner, H.E. (2001) Audiograms of five species of rodents: Implications for the evolution of hearing and the encoding of pitch. *Hearing Research*, 157, 138-152.

Heffner, R. S. & Heffner, H. E. (1992). Visual factors in sound localization in mammals. *Journal of Comparative Neurology*, 317, 219-232.

Heffner, R. S. & Heffner, H. E. (1987). Localization of noise, use of binaural cues, and a description of the superior olivary complex in the smallest carnivore, the least weasel (*Mustela nivalis*). *Behavioral Neuroscience*, 101, 701-708, 744-745.

Heffner, R., & Heffner, H. (1980). Hearing in the elephant (*Elephas maximus*). *Science*, 208, 518-520.

**Dr. JD Jasper, Professor.** Judgment and decision making; risk perception; attitude and belief formation; individual differences; health; consumer behavior.

Jasper, J.D., Woolf, J., & Christman, S.D. (2014) Responding to framed health messages: Different strokes for different (handedness) folks. *Psychology & Health*, 29(6), 671-686.

Jasper, J.D., Kunzler, J.S., Prichard, E., & Christman, S.D. (2014) Individual differences in information order effects: The importance of right-hemisphere access in belief updating. *Acta Psychologica*, 148, 115-122.

Corser, R., & Jasper, J.D. (2014) Enhanced activation of the left hemisphere promotes normative decision making. *Laterality*, 19(3), 368-382.

Jasper, J.D., Bhattacharya, C., Levin, I.P, Jones, L., & Bossard, E. (2013). Numeracy as a predictor of adaptive risky decision making. *Journal of Behavioral Decision Making*, 26(2), 164-173.

Westfall, J., Jasper, J.D., & Christman, S.D. (2012). Inaction inertia, the sunk cost effect, and handedness: Avoiding the losses of past decisions. *Brain & Cognition*, 80, 192-200.

**Dr. Kami London, Associate Professor.** Forensic interviews with children; autobiographical memory and suggestibility; disclosure of child maltreatment.

Lawson, M., & London, K. (2015). Tell me everything you discussed: Children's memory for dyadic conversations after a 1-week or a 3-week delay. *Behavioral Sciences and the Law*, *33*, 429-445.

McGuire, K., London, K., & Wright, D.B. (2015). Developmental trends in false memory across adolescence and young adulthood: A comparison of DRM and Memory Conformity Paradigms. *Applied Cognitive Psychology*, *29*, 334-344.

Lytle, N., London, K., & Bruck, M. (2015). Young children's ability to use two-dimensional and three-dimensional symbols to show placements of body touches and hidden objects. *Journal of Child Experimental Psychology*, *134*, 30-42.

Zajac, R., Garry, M., London, K., Goodyear-Smith, F., & Hayne, H. (2013). Misconceptions about childhood sexual abuse and child witnesses: Implications for psychological experts in the courtroom. *Memory*, *21*, 608-617.

London, K., & Ceci, S.J. (2012). Competence, credibility, and reliability of children's forensic reports: Introduction to special issue on child witnesses. *Developmental Review*, *32*, 161-164.

**Dr. Jason Rose, Associate Professor.** Social comparison and comparative judgment; perceived vulnerability/risk; norm perception and influence; consequences of choice.

Rose, J.P., Geers, A.L., Fowler, S. L., & Rasinski, H.M. (2014). Choice-making, expectations, and treatment positivity: How and when choosing shapes aversive experiences. *Journal of Behavioral Decision Making*, *27*, 1-10.

Haught, H., Rose, J.P., & Brown, J. (2016). Social class indicators differentially predict engagement in prevention and detection behaviors. *Psychology & Health*, *31*, 21-39.

Rose, J. P., Endo, Y., Windschitl, P. D., & Suls, J. (2008). Cultural differences in unrealistic optimism and pessimism: The role of egocentrism and direct vs. indirect comparison measures. *Personality and Social Psychology Bulletin*, *34*, 1236-1248.

Rose, J. P. & Windschitl, P. D. (2008). How egocentrism and optimism change in response to feedback in repeated competitions. *Organizational Behavior and Human Decision Processes*, *105*, 201-220.

Vogel, E., Rose, J.P., Roberts, L.R., & Eckles, K. (2014). Social comparison, social media, and self-esteem. *Psychology of Popular Media Culture*, *3*, 206-222.

**Dr. Cin Cin Tan, Assistant Professor.** Child eating behaviors (e.g., emotional eating, external eating); Parent-child relationships (e.g., parenting, feeding behaviors); Co-parenting; Childhood obesity.

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Tan, C., & Chow, C. (2014). Stress and emotional eating: The mediating role of eating dysregulation. *Personality and Individual Differences, 66*, 1-4.

## Where are they now? Experimental Student Post-Graduate Employment

<b>Alissa Anderson</b>	Assistant Professor, Department of Psychology at Black Hills State University (Black Hills, SD)
<b>Olivia Aspiras</b>	Post-Doctoral Fellow, Michigan State University
<b>Michelle Beddow</b>	Assistant Teaching Professor, Department of Psychology at Ball State University (Muncie, IN)
<b>Chandrima Bhattacharya</b>	Assistant Professor, Department of Psychology at Palm Beach Atlantic University (Palm Beach, FL)
<b>Kenneth Bordens</b>	Professor, Department of Psychology, Purdue University-Fort Wayne (Fort Wayne, IN)
<b>Marty Bourgeois</b>	Professor, Department of Psychology, Florida Gulf Coast University
<b>Brian Bramstedt</b>	Assistant Professor, Department of Psychology, University of Louisiana at Monroe (Monroe, LA)
<b>Jill Brown</b>	Quantitative Research Analyst, U.S. Army Public Health Command, Gunpowder, MD
<b>Fawn Caplandies</b>	Data Analyst, Marketing Associates (greater Detroit, MI)
<b>Amy Capparelli</b>	Analyst, Federal Bureau of Investigation (FBI)
<b>Sydney Chan</b>	Data Analyst and Office Manager, Detroit Chinese Business Association (Detroit, MI)
<b>Krystal (Chen) Nguyen</b>	Manager at IPG Megabrands (Detroit, MI)
<b>Evan Clarkson</b>	Visiting Assistant Professor, Indiana University-Bloomington
<b>Travis Conradt</b>	Assistant professor, Department of psychology, Florida Institute of Technology (Melbourne, FL)
<b>Ryan Corser</b>	Senior Research Associate at Vanderbilt University (Nashville, TN) in the Department of Marketing
<b>Freeman Cumming</b>	Instructor, University of Toledo
<b>Alonzo DeCarlo</b>	Department of Psychology, Chicago State University
<b>Keith Edmonds</b>	Director of Research and Evaluation, WestCare
<b>Anne Fulkerson</b>	Research Associate, Office of Institutional Research, University of Toledo
<b>Kilian Garvey</b>	Assistant Professor, School of Behavioral and Social Sciences, University of Louisiana-Monroe
<b>Elizabeth Gallinari</b>	Lab Manager, Beliefs and Decision Making Lab, Department of Psychology, University of Michigan
<b>Jon Grahe</b>	Professor, Department of Psychology, Pacific Lutheran University
<b>Stephanie Fowler</b>	Associate Director of Epidemiology at IQVIA
<b>Ashley Hall</b>	Adjunct professor, Department of psychology University of Southern Indiana (Evansville, IN)
<b>Ian Harrington</b>	Assistant Professor, Department of Psychology, Augustana College (Rock

	Island, IL)
<b>Evan M. Hill</b>	Assistant Professor, University of Nebraska at Kearney (Kearney, ME)
<b>Julie Hupp</b>	Assistant Professor, Ohio State University at Newark (Newark, OH)
<b>Elizabeth Ince</b>	Assistant Professor, Department of Psychology, Stockton College (Stockton, NJ)
<b>Jeffrey Jankowski</b>	Albert Einstein College of Medicine
<b>Jenny Jellison</b>	Associate Professor, Department of Psychology, Waynesburg College (Waynesburg, PA)
<b>Gimseong Koay</b>	Research Professor, Dept. of Psychology, University of Toledo
<b>Kristin Kosbab</b>	Senior Manager Insights & Strategy, Tyson Foods
<b>Lisa Kovach</b>	Associate Professor, Foundations of Education, University of Toledo
<b>Doug Lanning</b>	Assistant Professor, Department of Psychology at Marshall University (Huntington, WV)
<b>Monica Lawson</b>	Post-doctoral Fellow, Notre Dame University (South Bend, IN)
<b>Jennifer E. Lee</b>	Lecturer, Dept. of Psychology, South University, Savannah GA
<b>Janae Locket</b>	Engineering Psychologist for the U.S. Navy
<b>Brenda Lundy</b>	Professor, Department of Psychology, Purdue University-Fort Wayne (Fort Wayne, IN)
<b>Nicole Lytle</b>	Assistant professor, Psychology, Montclair State University (Montclair, NJ)
<b>Alyssa Mason</b>	Clinical Research Specialist, University Hospitals (Cleveland, OH)
<b>Katherine McGuire</b>	Assistant Professor, Department of Psychology, Western Illinois University (Macomb, IL)
<b>Amber McLarney</b>	Assistant Professor, Department of Psychology, Alpena College (Alpena, MI)
<b>Denise Mikesell</b>	Professor, Social & Behavioral Sciences, Rhodes State College (Lima, OH)
<b>Quincy Miller</b>	Post-doctoral Fellow, John Jay College
<b>Wendy Miller</b>	Director of Transportation, the Anderson's (Toledo, OH)
<b>Cathy Mingee</b>	Trainer, Busch Gardens (Tampa, FL)
<b>Ashley Murray</b>	Post-doctoral fellow, National Institutes of Health
<b>Pete Naegele</b>	Research Technician, Oberlin College and Conservatory
<b>Christina Perez</b>	Assistant Professor of Psychology, Colby-Sawyer College
<b>Chris Niebauer</b>	Associate Professor, Department of Psychology, Slippery Rock University (Slippery Rock, PA)
<b>Yopina Pertiwi</b>	Post-Doctoral Fellow, Texas A&M University
<b>Devereau Poling</b>	Associate Professor, Department of Psychology, Ohio University- Zanesville (Zanesville, OH)
<b>Eric Prichard</b>	Assistant Professor, University of Arkansas-Monticello (Monticello, AR)

<b>Ruth Propper</b>	Associate Professor, Department of Psychology, Montclair State University (Montclair, NJ)
<b>Stephen Prunier</b>	Assistant Professor and Assistant Department Chair of Psychology, Ivy Tech Community College (Indianapolis, IN)
<b>Heather Rasinski</b>	Analytics Manager, Magnify Analytics
<b>Chris Robinson</b>	PostDoc/Research Fellow, Ohio State University (Columbus, OH)
<b>Lindsay Roberts</b>	Visiting Assistant Professor, St. Catherine's University (St. Paul, Minnesota)
<b>Monica Rohrbaugh</b>	Post-Doctoral Fellow, Notre Dame University
<b>Nancy Sack</b>	Private practice
<b>Aparna Sahu</b>	Senior Researcher and Consultant, Turiyan Psyneuronics Pvt. Ltd.
<b>Lakshmi Sontam</b>	Data/Policy Analyst, Northern Virginia Community College (Washington DC)
<b>Jaclynn Sullivan</b>	Assistant Professor, Mount Mercy College (Cedar Rapids, IA)
<b>Kristin Szymanowski</b>	Assistant Professor, Owens Community College (Toledo, OH)
<b>James Todd</b>	Research Fellow, Florida International University (Miami, FL)
<b>Kristina Todorovic</b>	Assistant Professor, University of Southern Indiana
<b>Erin Vogel</b>	Postdoctoral Fellowship, Department of Psychiatry, University of California –San Francisco
<b>Ray Voss</b>	Visiting Assistant Professor, Purdue University-Fort Wayne (Fort Wayne, IN)
<b>Paul Weiland</b>	Senior Analyst at RKM Research and Communications, Inc
<b>Justin Wellman</b>	Associate Professor, Hartwick College (Oneonta, NY)
<b>Jon Westfall</b>	Assistant Professor, Department of Psychology, Delta State University (Cleveland, MS)
<b>Heather Wojton (Haught)</b>	Research Analyst, Institute for Defense Analysis, (Washington, D.C.)
<b>Jamie Yingst</b>	Faculty Instructor, Rowan University (Collingswood, NJ)

## Appendix

### III. Admission to candidacy for the Ph.D. degree

1. Upon successful completion of the Master's Thesis, students are to pass a Qualifying Exam in order to be "qualified" to conduct the Doctoral Dissertation.
2. The Qualifying Exam is a summative assessment of a student's knowledge in their specialty area. The Qualifying Exam provides an opportunity for a student to think critically about the fundamental issues in their field of study and to reflect on the "big picture" rather than the minute details. Performance on the examination should demonstrate the *independent* ability of the student to synthesize and master knowledge of their research area without the focus of a course structure or instructor's prompting.
3. The Qualifying Exam is a requirement of the doctoral degree in psychology at the University of Toledo. Students are expected to complete the examination during their third year in the program. Specifically, the Qualifying Exam is to occur after the Master's Thesis has been successfully defended and prior to the dissertation proposal meeting. Thus, the examination serves as a boundary marker between the thesis and the dissertation and passing qualifies one to undertake the doctoral dissertation.
4. The written portion of the Qualifying Exam needs to be completed within 5 months (after approval of the outline by the committee or distribution of the reading list).
5. Qualifying Exam committees are to include a minimum of three graduate faculty members in the Department of Psychology. The chair of the committee is to be a faculty member of the psychology department and the student's primary advisor. The other committee members, determined by the committee chair in consultation with the student, are to be fulltime members of the Department of Psychology faculty. Non-psychology faculty members can serve as additional non-voting committee members. Often, Thesis Committee members will serve as the Qualifying Exam Committee members.
6. The examination includes a written component as well as an oral defense component. The oral component involves the student answering questions regarding the written component of the exam, along with questions concerning their research focus area more generally. The oral meeting should occur approximately two weeks after the submission of the written component (assuming successful completion of the written portion). Students are to schedule the oral defense meeting and should allot two hours for the meeting. All committee members must be present at the oral defense meeting.
7. The Qualifying Examination may take one of two broad forms: (a) Area Content Examination, (b) Paper Examination. The type of Qualifying exam a student pursues is determined by the advisor in consultation with the student. This decision should be based on the pedagogical benefits for the student as well as on the career goals of the student.
8. *Area Content Examination*
  - a. The student will be given 4-6 questions to answer during the written portion of the exam. The exam may provide up to two more questions than the student is required to answer, allowing students to select among items. For example, a committee of three could submit 2 questions each (total of 6) and require the student to answer 4. Questions offered in the examination but not selected by the student during the written portion can be brought up and pursued during the oral portion. The precise number of questions to be answered and to be presented is determined by the Qualifying Exam Committee.
  - b. The written exam will generally consist of two separate 3-4 hour exam periods on the same weekday or on successive weekdays. The testing time and dates are to be determined by the committee members in consultation with the student. In some cases, the written portion of the Qualifying Examination may be taken off campus in a take home format.
  - c. The specific questions and scope of material covered in the examination is to be determined and approved by the advisor and the committee members. This may be done with or without consultation of the student and can be used as an opportunity to expand a student's thinking into related content areas.

- d. A reading list may be provided to aid the student in exam preparation, although a reading list is not required. Typically, a reading list will be provided at least one month prior to the examination and may be constructed with or without consultation of the student.
  - e. Both the oral and written testing components are typically completed individually and in the Department of Psychology. As noted above, in some cases, the written portion of the Qualifying Examination may be taken off campus in a take home format. As this format allows students more time and access to resources, the standards for this format are different (*higher*) than for the in-department written examination format.
  - f. On the day of the written exam, faculty will supply the student with the questions for the first time and a device on which to save exam answers will be provided. The student is to have no other materials (e.g., notes, books) with them as they complete the written exam. When answering the questions, students should keep in mind that the exam is an opportunity to integrate and critically think about the key issues in their field.
  - g. The written questions will be graded by each faculty member on the following scale: 1=unacceptable, 2=poor; 3=fair; 4=good; 5=outstanding. Ratings will be averaged across committee members for each answer. To fail the writing portion of the exam, the student would need to earn an average below 3.
  - h. Scores on the written exam will be communicated by each committee member to the committee chair prior to the time of the scheduled oral examination. Scores will be aggregated prior to the commencement of the oral defense.
    - i. Aggregated scores of 3 or higher will indicate that the oral defense meeting proceeds.
    - ii. Aggregated scores of less than 3 will be communicated to the student. The committee will communicate to the student that the written portion of the exam was failed and will outline the reasons for failure and the expectations for a second attempt at the written portion.
  - i. An oral examination will occur approximately two weeks after the exam is provided to the committee members (assuming successful completion of the written portion). During the oral examination students will answer questions and provide clarification to their specific written responses, but should be prepared for questions that broaden in scope to related topics and unanswered questions provided on the initial exam. The committee will discuss the student's performance immediately after the oral examination and reach a consensus of pass or fail.
  - j. The evaluation of student performance on the oral examination (pass/fail) will be integrated with the score on the written examination by the committee members immediately following the student's oral examination. Committee members will reach consensus as to one of the following categories: pass with honors, pass, conditional pass, fail.
  - k. If the student fails either the written or the oral stage of the examination, they will have one opportunity to re-take that portion of the exam. The second opportunity will take place no later than four months after the exam is graded.
9. *Paper Examination*
- a. Can take one of two forms
    - i. *Grant proposal*: A submitted grant proposal should be patterned in form and content on the main text of a proposal for a National Research Service Award (NRSA), National Institute of Health Dissertation Grant (R36), or other comparable federal grant. Specifically, it should contain the following sections: 1) Specific Aims, 2) Significance, 3) Innovation, 4) Approach, and 5) Literature Cited. Forms and instructions for NIH proposals can be found at: <https://grants.nih.gov/grants/how-to-apply-application-guide/forms-d/research-forms-d.pdf>, and forms and instructions for NRSA proposals can be found at <http://grants.nih.gov/grants/funding/416/phs416.htm>. Whereas these instructions limit sections 1-4 to 7 single-spaced pages (including tables and figures), students may use up to 30 double-spaced pages for sections 1-4 of their proposal for the qualifying exam. Tables, figures, and references can be added beyond this 30-page



limit. The research proposal should identify an important issue within the student's area, describe the literature relevant to the issue, and propose appropriate research methods and/or analytic strategies for addressing the issue. In terms of scope, the proposed empirical/analytic work must be fitting for a 2-year period of funding. The general topic of the research in the proposal may or may not overlap with a student's Master's project, but could be used as a launching point for the Dissertation.

- ii. *Review article:* The submitted review article should be patterned in form and content on articles from rigorous journals, such as *Psychological Bulletin*, *Clinical Psychology Review*, *Clinical Psychology: Science and Practice*, or *Personality and Social Psychology Review*. Specifically, it should review and synthesize a large literature on a specific topic relevant to the student's area of research. Two topics can be reviewed if the advisor considers this better for the student. Students should be limited to 50 double-spaced pages (although exceptions can be made). Tables, figures, and references can be added beyond this 50-page limit. The general topic of the research in the review may or may not overlap with a student's Master's project, but could be used as a launching point for the Dissertation.
- b. Topics to be covered in the paper examination are determined by the advisor in conjunction with the student and the qualifying examination committee members. Students are to present the committee an outline that serves as the examination proposal. The outline is to be approved by the committee before the student begins the paper examination. Once the outline has been approved, students have 5 months to complete the paper examination.
  - c. Students are encouraged to consult with their advisors (and perhaps other faculty) about the construction of their paper/grant. Students may seek advice on various "big picture" issues (e.g., whether a selected topic would be generally appropriate for a research review, what literatures would be relevant to the selected topic, the general appropriateness of an empirical approach). However, the student, rather than the advisor or other faculty members, must be the source of the content (e.g., study design, theory construction) described in the student's paper. Also, faculty may not read any drafts, outlines, or segments of the paper prior to the final draft being submitted to the exam committee, and any discussion of the topic after the outline is approved and before the exam is submitted must be minimal and non-specific.
  - d. Upon completion of the paper (within 5 months of approval of the outline), students should provide a hard copy to each committee member.
  - e. The paper will be evaluated by each committee member using the following scale (1 = *unacceptable*; 2 = *poor*; 3 = *fair*; 4 = *good*; 5 = *outstanding*). To fail the writing portion of the exam, the student would need to earn an average score of less than 3.
  - f. Scores on the written paper will be communicated by each committee member to the committee chair prior to the time of the scheduled oral examination. Scores will be aggregated prior to the commencement of the oral defense.
    - i. Aggregated scores of 3 or higher will indicate that the oral defense meeting proceeds.
    - ii. Aggregated scores of less than 3 will be communicated to the student. The committee will communicate to the student that the written portion of the exam was failed and will outline the reasons for failure and the expectations for a second attempt at the written portion.
  - g. An oral examination will occur approximately two weeks after the paper is provided to the committee members (assuming successful completion of the written portion). Students will answer questions and provide clarification about topics relevant to their papers, but should be prepared for questions that broaden in scope to related topics. The committee will discuss the student's performance immediately after the oral examination and reach a consensus of pass or fail.
  - h. The evaluation of student performance on the oral examination (pass/fail) will be integrated with the score on the written examination by the committee members immediately

following the student's oral examination. Committee members will reach consensus as to one of the following categories: pass with honors, pass, conditional pass, fail.

- i. The oral component is to be completed individually and in the Department of Psychology.
  - j. If the student fails either the written or the oral stage of the examination, they will have one opportunity to re-take that portion of the exam. The second opportunity will take place no later than three months after the exam is graded.
10. Submitting a paper for publication cannot fulfill the qualifying examination requirement. It, however, may be a product of the examination.
  11. The examination is designed to be an integrative and *independent* assessment of knowledge in a specific field of psychology. As such, faculty do not "tutor" students regarding specific questions on the examination either prior to or following the written exam.
  12. If a student fails the same component of the Qualifying Exam two times the graduate faculty members in the Department of Psychology will convene and vote on whether to dismiss the student from the program.
  13. Cheating of any kind on the Qualifying Exam (e.g., plagiarism) will result in failure and the graduate faculty members in the Department of Psychology will convene and vote on whether to dismiss the student from the program.

EXPERIMENTAL PSYCHOLOGY  
REQUIREMENT COMPLETION FORM

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Year Entered Program: \_\_\_\_\_

Area of Concentration: \_\_\_\_\_ Major Advisor: \_\_\_\_\_

Time/Date of the Event: \_\_\_\_\_ Location: \_\_\_\_\_

Requirement completed: (i.e., thesis proposal, thesis defense, specialty examination, dissertation proposal, or dissertation defense)

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Give the title of the project:

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Below are the signatures and votes of the committee members. Committee members are to give their signatures and to circle either pass or fail. A “pass” vote indicates that a committee member agrees that the student completed this requirement (all four signatures are required for the dissertation meetings).

_____	PASS	FAIL
Committee chair signature		
_____	PASS	FAIL
Committee member signature		
_____	PASS	FAIL
Committee member signature		
_____	PASS	FAIL
External committee member signature		

Experimental psychology students need to complete this form for each of the following events: thesis proposal, thesis defense, specialty examination, dissertation proposal, and dissertation defense. The form is to be turn in to the Experimental Psychology Coordinator soon after a requirement has been completed. Note: Students should keep a copy of all departmental requirement forms as well as graduate school forms for their own records.

Thesis and Dissertation Forms Checklist

After Proposal

- Graduate Research Advisory (GRAD) Committee Approval & Assurances Form**
  - Due to COGS prior to beginning any research
  - Must include IRB Approval number
  - Required signatures:
    - Student
    - Advisor
    - Committee members
    - Chair or Program Director
    - Associate Dean of the College of Arts and Letters
- Experimental Handbook Requirement Completion Form
  - Due to the Experimental coordinator

Before Defense

- Acceptance of Thesis or Dissertation for Defense**
  - Due to COGS no later than 15 business days prior to your defense
  - Required Signatures:
    - Student
    - Advisor/Committee Chair
    - Associate Dean of the College of Arts and Letters
- Intellectual Protection and Patent Sign-Off Form**
  - Due to COGS with the Acceptance of Thesis or Dissertation for Defense form
  - Required Signatures:
    - Student
    - Advisor

After Defense

- Approval of Thesis or Approval of Dissertation**
  - Due to COGS by the last day of the term you've applied for graduation
  - Required Signatures:
    - Student
    - Committee Chair
    - Committee members
    - Associate Dean of the College of Arts and Letters
- Experimental Handbook Requirement Completion Form
  - Due to the Experimental coordinator

### Formatting for OhioLink

- Submit a copy of thesis or dissertation for format review to [etdsvcs@utoledo.edu](mailto:etdsvcs@utoledo.edu)
  - Refer to COGS website for posted [deadlines](#)
  - [Manual for the Formatting of Graduate Dissertations and Theses](#)
  - Helpful resources for formatting for OhioLINK can be found [here](#)
    - This includes a template in APA format
  - You will receive a format review letting you know what changes need to be made before your upload your document to OhioLINK
- Upload final thesis or dissertation to [OhioLINK](#)
  - Refer to COGS website for posted [deadlines](#)

### Degree Completion Checklists

- Please consult the following checklists, in addition to the requirements listed in your handbook for degree completion
  - [Masters degree checklist](#)
  - [Doctoral degree checklist](#)

### Experimental Program Suggested and Required Deadlines for Students

Semester	Year in Program				
	First	Second	Third	Fourth	Fifth*
Fall		Thesis proposal and oral presentation (Sept. 1 <sup>st</sup> )	Completed master's thesis (Dec. 15)  Completed qualifying exam (Feb 1 <sup>st</sup> )	Completed qualifying exam (Dec. 15 <sup>th</sup> )	
Spring		Completed master's thesis (May 1 <sup>st</sup> )	Dissertation proposal (May 1 <sup>st</sup> )	Completed dissertation (June 30 <sup>th</sup> )	
Summer					

*Note: Green = Suggested Deadlines; Red = Required Deadlines*

\*The graduate college deadline for completing the dissertation is August 15 of 7th year in the program. Note that this deadline is independent of our own experimental program deadlines, graduate assistantships, and tuition waivers.

### **Reporting Hierarchy for Graduate Student Concerns**

Department administration and faculty are committed to providing students with a number of outlets for expressing concerns. Although students are encouraged to seek advice, support, or assistance from any faculty member with whom they feel comfortable, including their advisor or course instructors, there are times when students may want to bring concerns to departmental leadership. In these cases, and due to the sizable number of relationships characterized by potential conflicts of interest within the department, we wanted to clarify the department administrators to whom students can turn if they have concerns about specific faculty members. This list was developed to manage any potential conflicts of interest. Please note, the individuals listed below are in no particular order; thus, students can feel free to go to any of the individuals listed.

For experimental students with concerns about experimental or clinical faculty other than the experimental area coordinator or Dr. Tull:

Dr. Jason Rose  
Dr. Kim Gratz

For experimental students with concerns about the experimental area coordinator:

Dr. Peter Mezo  
Dr. Kim Gratz

For experimental students with concerns about Dr. Tull:

Dr. Jason Rose  
Dr. Peter Mezo

For clinical students with concerns about experimental or clinical faculty other than the DCT or Drs. Tull or Mezo:

Dr. Sarah Francis  
Dr. Kim Gratz

For clinical students with concerns about the DCT or Dr. Mezo:

Dr. Kim Gratz  
Dr. Jason Levine

For clinical students with concerns about Dr. Tull:

Dr. Sarah Francis  
Dr. Jason Levine

For any students with concerns about Dr. Gratz:

Dr. Sarah Francis  
Dr. Jason Rose  
Dr. Peter Mezo

### Research Mentors Policy (v1.0)

Students are admitted to the University of Toledo Doctoral Program in Psychology to work with a specific mentor in their research lab/group. The expectation is that the student will be mentored in the research methods, constructs, and populations of the mentor. This is the crux of a “mentor model” program like ours.

Despite this arrangement, there are often times when circumstances arise that cause one or both parties—either a student, a faculty mentor, or both—to believe that continuing to work together is not in their best interests. As a program, we understand that not all dyads that seem promising during the admissions process end up being good interpersonal and professional matches later on. Further, we take the view that, when a mentoring relationship stops being mutually beneficial, it does not *prima facie* indicate that there is “fault” that belongs to either party. We understand that any thoughtful consideration given to changing mentor assignments reflects a situation with the potential for significant stress for both the student and mentor. As a program, we wish to be as supportive as possible to all parties as they consider the available possibilities.

Overall, we strongly encourage students and mentors to engage in regular discussions about what is, and what is not, working well in their mentoring relationship. These discussions can happen anytime during the course of the mentorship meetings and, as well, the working relationship should be discussed in the context of the required, annual graduate student reviews.

Skills at negotiating interpersonal conflict are core to multiple domains of the professional practice of psychology. We empower students and mentors alike to work towards addressing the various types of challenges that arise in their relationships—interpersonal difficulties, evolving differences in research interests, or otherwise—through direct, professional communication. However, we also understand that communication challenges are often a central concern for some dyads and that, because of the inherent power differential in faculty-student relationships, it may be more difficult for the student to be as honest as we think would be helpful. Thus, we believe that students who are struggling with their mentor relationship, and who are considering a mentor switch, should obtain support and consultation about how to handle the situation from other faculty members, especially the area coordinators, or from outside mentors. Likewise, we encourage faculty to consult, as needed, to gain the perspective or skills needed to maintain a successful mentorship relationship with each of their students.

Here we outline the steps for student-mentor pairs if the student, the mentor, or both parties are considering a discontinuation of their pairing, whether due to problems in their relationship or differences in professional or research interests. The main focus of the procedures we suggest is one of ongoing, transparent communication, despite the knowledge that it can be challenging to communicate directly.

- **If a student or mentor is experiencing problems in the mentoring relationship, we encourage that person to begin a direct conversation as soon as they are able to articulate their concerns.** It is important to recognize that the mentoring partner (i.e., faculty or student) may not realize that you are experiencing some aspect of the relationship as problematic. It is not unusual for mentors and students both to need conversations about mentoring—after all, any pair likely has differences in goals for working together, expectations, and styles—and it makes sense that it might take several conversations to determine how best to work together. Mentors are interested in learning how to best support students and may need to be given the opportunity to try out new or different mentoring strategies. Similarly, as emerging professionals, students also may want to develop skills to learn to work successfully with mentors, supporting and contributing to the mentor’s lab goals, although they may not know how best to do this absent explicit discussion.

- o The general expectation is that students and mentors speak early and often, to provide maximal opportunities to develop mutual understanding and experiment with different strategies to create together a successful mentoring relationship. These conversations are an important part of any professional relationship.

- o Similar suggestions hold for cases when a student is considering transitioning to a new mentor due to professional differences, such as changes in area of research interest, even in the absence



of interpersonal challenges in the mentoring relationship. We encourage the student to begin a conversation with the mentor as soon as they are aware of shifts in their professional interests. Mentors may have insight into ways in which any research interest changes can be accommodated within the lab, and should be given the opportunity to work with the student to address them proactively.

**• At the point that a student or mentor is strongly considering transitioning out of the mentoring relationship, that person must initiate at least one documented meeting together as a dyad to:**

(a) identify the barriers to successfully working together or obstacles to meeting the student's professional and research interests, and (b) determine potential options for moving forward.

Documentation should come in the form of an email or word document that summarizes the key points of the meeting (written by the student or mentor and copied to the relevant area coordinator).

o Ideally, the student and mentor will have had multiple conversations over time and will have attempted to find ways to work together successfully and meet the student's professional needs.

o This process should involve a clear and documented indication of the areas of concern that exist for either party, identification of solutions (including the steps that both the student and the mentor will take to improve their relationship or to address the differences in research interests), and implementation of these steps over time—understanding that the process of change is non-linear and relationships can take time to change or repair.

o If a student or mentor decides that having a third party present for this conversation would be beneficial (e.g., the area coordinator), arrangements to meet with this individual should be made with the understanding that a meeting will be scheduled as soon as possible but might take time to coordinate.

- If the student has concerns about initiating a meeting to discuss the relationship with their mentor, they may approach the area coordinator with their concerns prior to consulting with their research mentor (If the area coordinator is your mentor, a student can approach the department chair). The area coordinator may choose to refer the student to their research mentor for consultation, act as a mediator between the student and research mentor, or take any other action deemed appropriate. Students are expected to cooperate with the area coordinator and follow all recommendations in pursuit of a resolution.

o Should a student choose to first present these concerns to the area coordinator, the faculty mentor will respect this decision and work with the student and area coordinator as appropriate to pursue a resolution to the concerns.

o The student and faculty mentor will both appreciate that this process might take time and will work with the area coordinator to schedule meetings in a timely manner while understanding that there may be times when a period of two weeks might elapse before meetings can occur to address the concerns.

- Once the faculty member and student have held at least one meeting to discuss and document their concerns (either independently or with the involvement of the relevant area coordinator), they should allow a period of time of sufficient length to allow actively working toward the constructed plan and improve the relationship. After this period of time (which will vary by specific case but should ideally be within the range of 1-2 months), the student and mentor (and area coordinator if applicable) should again have a documented meeting to revisit the issues and identify whether the issues have been resolved satisfactorily.

- If it becomes clear that a student, mentor, or both parties believe(s) that they have an unresolvable mismatch in their professional and research interests, or an irreconcilable difference in their relationship, that person/dyad should alert the relevant area coordinator and department chair as soon as possible to begin to make more formal plans for separation.

• No student or mentor will be required to remain in a mentoring relationship that has been identified as interpersonally unsuccessful or mismatched to the students' professional goals, provided that the above steps toward reconciliation outlined above have been taken and documented.

- Ideally with the knowledge of their current mentor, a student will identify a new mentor before the official end of the mentoring relationship with the student's current mentor. This would allow for the most seamless transition possible.
  - The student, in consultation with the area coordinator, should meet with the prospective mentor(s) to determine fit with professional interests and goals.
  - The prospective mentor must also be amenable to the new mentorship relationship and agree to mentor the student.
  - The student and prospective mentor will meet with the relevant area coordinator to formalize the new mentorship and to discuss and document professional and training needs relevant to the specific student (e.g., progress toward milestone projects).
  - In cases where the student is close to a project deadline, plans for accommodating this in the context of a change in mentorship will be discussed and documented with both the new mentor and the area coordinator.
- Plans for separation should not occur or be acted upon until the relevant area coordinator and department chair has been notified.

• **In terms of negotiating the formal separation, the student and mentor should meet together with the relevant area coordinator (or department chair, if the mentor is the area coordinator) to determine the terms.** Issues to consider include:

- o The status of the MA thesis, qualifying exam, or dissertation, and plans for completion.
  - How much progress has been made on the thesis/dissertation? Who was involved in designing the study and collecting the data? Do the data “belong” to the student, i.e., was the planned thesis the student's idea and the student engaged in mentored data collection? Or, is the planned thesis one of secondary data analysis on the mentor's existing data?
    - If there is any indication that the MA thesis or dissertation might eventually be publishable, there are other questions that require attention, also (what will the authorship order be, what is the plan for submission and revision, etc.).
  - Who will the student's new mentor be? Does the new mentor have the expertise to serve as the thesis or qualifying examination chair or will the student need to change topics given the new mentor's areas of expertise? Is the new mentor aware of the student's project timeline and can a plan toward the timely completion of the project be agreed upon by the student and the mentor?
    - Faculty should make sure that students understand that mentor switches often slow down students' degree progress. This is one reason why we discourage mentor switches pre-MA.
- o The process of the student's separation from the lab.
  - When will the separation occur? Which data, materials, etc., will belong to the lab post-separation, and which belong to the student?
  - What information will be shared within the lab and within the program more broadly, by whom, and when?
    - Faculty members will make every effort to protect students' privacy during the mentor change process.
    - However, as part of developing professional behavior, the student should consider how to communicate clearly to the lab s/he is separating from, as these transitions have impacts on communities and we encourage all parties to directly address the termination/changing of existing relationships.

• **The area coordinator will provide a written summary of the decisions made during the course of the above-referenced meetings, along with action items for each party and deadlines, when appropriate.** Both parties will have a chance to edit the summary before they agree to the plan for moving forward. This final version of the written summary must be approved by the area coordinator, department chair, and, when applicable, the relevant graduate training faculty members before any of the steps toward separation are executed.

• If the student and faculty member stop working together, the student must secure another faculty mentor. All students must have an identified faculty mentor to facilitate their degree progress. Potential faculty mentors include any core graduate faculty member in the Department of Psychology. If the identified faculty mentor is

not core faculty in the student's specific doctoral program (clinical or experimental), a co-mentor who is a core faculty member of the student's program must be selected (or will be assigned).

## Agreement to Participate in the Joint Mentorship Program

Student name: \_\_\_\_\_

Primary area: Clinical                      Experimental

Primary mentor name: \_\_\_\_\_

Joint mentor name: \_\_\_\_\_

Please describe the plan for joint mentorship below. Be sure to indicate (1) the frequency of individual meetings with the joint mentor, (2) the frequency of lab meeting attendance of the joint mentor, (3) the type of credit that will be taken with the joint mentor (e.g., research practicum, thesis credit, dissertation credit) and when this will occur, (4) how the joint mentor will be involved in milestone projects, and (5) a proposal for at least one joint research project.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Primary Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Joint Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Area Coordinator Signature: \_\_\_\_\_

Date: \_\_\_\_\_