

Department of Psychology Graduate Program Handbook

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I. Three Levels of Authority and Information

Level 1. The Graduate School and the Graduate School Handbook

The Graduate School of The Ohio State University publishes the [Graduate School Handbook](#) which provides the official rules governing all graduate students at the University. Thus, it is very important that graduate students in the Department of Psychology have a copy and be familiar with its contents. The Graduate School Handbook covers all rules and regulations concerning matters of registration, scheduling, course credit, academic standards degree requirements, and petitions. It should be considered the first source of information regarding all such rules, policies, and procedures.

Level 2. The Psychology Department and the Graduate Studies Committee

As the University's Graduate School Handbook states, academic units such as the Psychology Department are authorized to define additional rules and policies about graduate programs, as long as the rules of the Graduate School are satisfied. Therefore, graduate students in the Psychology Department are subject to a number of additional rules and policies not stated in the University's Graduate School Handbook. The purpose of the present handbook is to specify these additional rules and policies and to call the student's attention to especially important aspects of the rules presented in the University's Graduate School Handbook. It also will describe procedures to follow and forms to file when a student reaches a transition point in their graduate education.

Within the Department of Psychology, there is the Graduate Studies Committee (GSC). According to the Graduate School Handbook, it is the responsibility of the Graduate Studies Committee to establish and enforce rules, procedures, and practices consistent with high quality graduate programs, determine program-specific policies on time limits for completing degree requirements consistent with Graduate School rules, review students' academic performance, determine reasonable progress and recommends action to the Graduate School. The GSC in Psychology consists of a representative from each of the currently recognized program areas of the Department, as well as one graduate student representative. The department chair appoints the chairperson and the graduate student representative of the Graduate Studies Committee on an annual basis. Each area selects its own representative for a three-year term. The decisions of the GSC are subject to review by the Department and are appealable as described below and in the University's Graduate School Handbook.

When a graduate student in Psychology confronts a question or problem relating to Graduate School rules and policies, the student can attempt to obtain information or help from the student's advisor, the Department's Graduate Studies Office, the Chairperson of the Graduate Studies Committee, or the Graduate School Staff, whichever seems most appropriate. When a student believes that circumstances warrant a waiver of a Graduate School rule, the student, after consultation with the advisor, may submit a petition to the Graduate School. The petition must be directed through the Chair of the GSC who consults the student's advisor. Specific procedures are provided in the Graduate School Handbook.

Level 3. Areas within the Psychology Department

Graduate students in Psychology also should be aware that the rules described in the Graduate School Handbook and this document are minimum requirements of the Department of Psychology. Areas of specialization within the Department establish additional requirements, such as mandatory courses, minor areas, etc. Thus, each student should be familiar with any such additional requirements defined by the faculty of the student's area. (Students should note that the term "areas" also is used in the Graduate School Handbook, since the colleges and departments within the Graduate School are organized into ten groups, or areas, for administrative purposes. Thus, "areas" in the Graduate School means something different from "areas" within the Psychology Department).

II. Admission to the Department

Admission to the Department ordinarily is for Autumn Semester only and is decided by the Admissions Committee in the preceding Spring Semester. The Graduate School (<http://gradsch.osu.edu/applying-to-ohio-state.html>) and the Department of Psychology (<http://www.psy.ohio-state.edu/graduate/>) websites should be consulted for current admission requirements. Completed applications should be received by December 1. The Department submits its Fellowship nominees to the Graduate School by very early February. Applicants whose materials are received after February 1 have much less likelihood of being admitted as most decisions will be made prior to that date. The Graduate Record Examination should be taken in October or earlier to ensure timely receipt of the scores by the Department. For information regarding admissions write

Graduate Studies Office
Department of Psychology
The Ohio State University
1835 Neil Avenue Mall
Columbus, Ohio 43210-1222
(Phone: 614-292-4112)

<https://psychology.osu.edu/graduate/overview/admissions>

III. Advisors and Changing Advisors

A. Admission: At the time of admission each area will notify the departmental Graduate Office of designated advisors for graduate students admitted into their area.

B. Changing Advisors. Graduate students must have an advisor in order to remain in good standing with the psychology graduate program. If a student wishes to change advisors, this matter should be discussed with both the old and new advisor, in collaboration with the Graduate Studies Chair and the Graduate Program Coordinator. Once a change has been agreed upon, it can be formally accomplished by notifying the Psychology Graduate Program Office, who will then bring the proposed change to the Graduate Studies Committee. In cases where a student is having difficulty finding a new advisor, the student's area coordinator, the graduate studies coordinator, and the graduate studies chair will provide assistance. However, it is ultimately the student's responsibility to find an advisor. If a student cannot find an advisor within a reasonable timeframe, the graduate studies committee will seek a Lack of Progress Warning from the Graduate School, which may result in a Denial of Future Registration.

C. Effective Advising. Advisors and advisees should follow the "Graduate Advising Best Practices" as described in the Graduate School Handbook.

IV. Master's Programs

Requirements for a Master's degree are specified in the University's Graduate School Handbook. Points of special importance, and additional rules pertaining to the Psychology Department are specified here.

A. Thesis Requirement

The Psychology Department employs the Thesis Plan described in the University's Graduate School Handbook. That is, a thesis is required in order for a Master's degree to be obtained.

B. Thesis Research Credit Hours

Normally thesis research credit for the Master's degree (i.e., credit for Psychology 6193/7999) shall not exceed 20 credit hours.

C. The Master's Examination Committee

The Master's Examination Committee is comprised of at least three faculty members including the advisor (the University's Graduate School Handbook requires only two). At least two of the three, including the student's advisor, who serves as chairperson, must hold graduate faculty rank in Psychology. The third committee member need not be from the Psychology Department, but must be a member of the graduate faculty. The advisor must be at least Category M Graduate Faculty; remaining committee members must be at least Category M. Other faculty members and graduate students may attend the oral examination by invitation of the candidate and the Master's Examination committee. Invitations are extended only with the unanimous approval of the candidate and the members of the committee. The examination is oral, approximately one hour in length, and does not include a written portion. At the conclusion of the exam the committee accepts or rejects the thesis and judges the examination satisfactory or unsatisfactory. This decision is transmitted to the Graduate School using GRADFORMS (<https://gradforms.osu.edu>)

D. Timing

The entire work for the Master's degree is normally completed by the end of the second year.

E. Form: Application to Graduate

No later than the third Friday of the semester in which a student intends to receive the Master's degree, the student must file an Application to Graduate-Master's Degree (see Program Coordinator in the Psychology Graduate Studies Office for more information).

G. Form: Transfer of Credit from another University

Students entering the Department of Psychology at Ohio State with a Master's Degree already obtained from another university are assumed to be admitted to a Ph.D. program unless otherwise stipulated by the student's major area. Such students should file with the Graduate School the form (see the Graduate Program Coordinator in the Department's Graduate Studies Office), on which 30 hours of credit can be requested for the Master's degree plus additional hours as appropriate (see Graduate School Rules II 3.2.3 and II 6.6.2). This form should be completed by the student and brought to the GSC chairperson along with a transcript showing evidence of the Master's degree from the other institution and a note from the advisor indicating the credit to be transferred.

H. Terminal Master's Degree.

Although all students are admitted to the PhD program, there are occasions when a student leaves the program with a terminal Master's Degree. In most cases, the student comes to this decision together with their advisor's help. In this case, the advisor and the student should notify the graduate program office.

In some cases, students do not continue past the Master's due to lack of progress in the program. These situations are handled according to the Evaluation of Student Progress procedures outlined in Section VI below.

I. Bypassing the Master's Degree

The Master's degree is ordinarily completed by all students in the Ph.D. Program. The Psychology Department requires that a student receive approval from their advisor and the Graduate Studies Committee in order to receive the Ph.D. without the MA. In such cases, the department requires the student to submit and be examined on a research paper which is approved as equivalent to a Master's thesis by three graduate faculty members of the Department including the advisor. Written notification of such approval should be sent by the advisor to the Chairperson of the GSC along with (1) the recommendation regarding the student's continuation in the Ph.D. Program, and (2) a copy of the research paper which will be kept in the permanent file of the GSC. This rule also applies to students whose Master's degrees from other departments or universities did not require a thesis.

V. Ph.D. Program

Requirements for a Ph.D. degree are specified in the University's Graduate School Handbook. Points of special importance, and additional rules pertaining to the Psychology Department are specified here.

A. Curriculum Requirements

Statistics Requirement. All graduate students are required to take the two courses in the departmental core statistics sequence (currently, Psych 6810 and 6811). The basic statistics requirement should be completed prior to the completion of a master's thesis.

Primary Area of Concentration. All doctoral students must complete the course curriculum requirements specified by their area of concentration within the Psychology graduate program. At present, the designated areas of concentration are Behavioral Neuroscience, Clinical, Cognitive, Cognitive Neuroscience, Decision, Developmental, Intellectual and Developmental Disabilities (I/DD), Quantitative, and Social (Note: Designated areas could be added or deleted by future decisions at the departmental level.). Area program faculty are responsible for specifying a set of courses (or course options) that are required for completion of a doctoral major in that area, including a set of at least 3 courses in that area of specialization. Area curricula (and any changes to curriculum requirements) are reviewed and approved the departmental graduate studies committee. Area curriculum requirements must be provided in writing to all entering graduate students at the time of their enrollment in the program.

Breadth requirement. Each area should include in their curriculum specifications a requirement for some minimum number of courses (at least two) outside the student's area of concentration (these could be courses in other areas of Psychology or in other departments). (Note: the basic statistics sequence does not count toward this breadth requirement.) Each area is responsible for providing graduate level courses in their course offerings that are accessible to doctoral students outside that area for purposes of meeting this breadth requirement.

Flexibility requirement. The curriculum requirements specified by each area should be sufficiently flexible to allow the possibility for students to pursue a subspecialty that crosses areas (e.g., social-neuroscience, cognitive-neuroscience, developmental-neuroscience, health psychology, JDM). Such sub specializations should not replace the area of concentration requirement, but should be something that a student can complete as an extension or addition to their major area.

Research Ethics. Areas are responsible for incorporating into their doctoral program curriculum adequate coverage of principles, guidelines, policies, and practices regarding scientific conduct, ethical treatment of research participants and data consistent with University Policy (see <https://orpp.osu.edu/irb/osuirbpolicies/>), and other professional ethics relevant to their area of specialization in psychology. In addition to attention to ethical issues as part of ongoing research training and experience, each area should have some formal training in research ethics either incorporated as part of a required course (or courses) or as part of a regular series of seminars, brownbags, or discussion groups that are attended by all graduate students in the program. The ethics sessions should be offered frequently enough that they are part of the first two-year curriculum for every graduate student in the program.

B. Secondary Concentrations

In addition to a primary area of concentration, a graduate student may have a secondary area of concentration. Some areas within the Department require a secondary concentration although the Department does not. Students in other areas may choose to have a secondary concentration. The concentration may be another area within Psychology, or may be outside of the Department. Each area may designate requirements for a secondary concentration, which must be met by students wishing to complete that area's secondary concentration. For example, the requirements for a secondary concentration in Quantitative Psychology are given below.

Requirements for a Secondary Concentration in Quantitative Psychology: A student wishing to complete a minor in quantitative psychology must complete a sequence of five courses in the program. These must include the two courses in the first-year statistics sequence (Psych 6810 and 6811) and three additional courses. In addition, each student must meet one of the following criteria:

1. A grade point average of at least 3.50 in the five courses. **OR**
2. Successful completion of a written secondary concentration exam. The format of the exam, and the criteria for passing are determined by the faculty of the quantitative psychology program.

C. Residency

Graduate students should be especially aware of the residency requirements specified in the University's Graduate School Handbook. These requirements are designed to ensure a concentrated period of study in the major program. Failure to meet these requirements can cause serious difficulties or delays in graduation.

D. Candidacy Examinations

Requirements for candidacy examinations are provided the University's Graduate School Handbook. Further rules and policies relevant to Psychology students are as follows:

1. The Candidacy Examination Committee: The Graduate School Handbook provides rules regarding membership on the Candidacy Examination Committee. For Psychology students, at least three of the four members of the committee must hold the necessary graduate faculty status in the Department of Psychology. The advisor must be Category P; other members at least Category M. Also, it is deemed advisable that one member of the committee be from a department or departmental area outside the student's major area. The candidacy exam includes evaluation of both the written and oral portions of the student's exam. According to policy set by the Graduate School, a unanimous decision on the part of the members of the examination committee is required for passing the exam.
2. Area Requirements: Within the guidelines defined in The University's and Department's Graduate School Handbooks, each area within the Department determines its own procedures and rules regarding the written portion of the Candidacy Examination. Therefore, each graduate student should become familiar at an early date with the Candidacy Examination procedures followed by the student's area.
3. Form: Notification of Candidacy Examination: Prior to beginning the written portion of the Candidacy examination, the student should complete on GRADFORMS (<https://gradforms.osu.edu>), an "Application for Candidacy" form. The form is to be submitted by the student at least two weeks prior to the oral exam. In cases in which a student is taking a second candidacy exam, the Dean of the Graduate School will appoint the Graduate School Representative. In such cases, the student is responsible for providing a copy of the written exam to the Graduate School Representative at least one week prior to the oral exam.
4. Timing: Students are required to earn their PhD within 5 years of successfully passing candidacy.

E. Dissertation

The dissertation is a contribution to knowledge in which independent scholarship is necessary. The University's Graduate School Handbook present rules regarding the dissertation and final oral examination. Additional matters relevant to Psychology students are presented here.

1. The Dissertation Committee

A problem and method of approach to the dissertation are determined by the student in collaboration with the student's advisor, who must hold Category P graduate faculty status. Category M faculty may serve as co-advisors. When a proposal has been developed, a Dissertation Committee consisting of the advisor and at least two other category M or P graduate faculty members is determined. At least three members (including the advisor) of this committee must be from the Department of Psychology. This committee has two functions:

- a) to discuss the student's proposal at the outset, recommending changes for the student's consideration; **AND**
- b) to serve as readers for the final dissertation and members of the Final Oral Examination Committee.

2. Form: Application to Graduate

No later than the third Friday of the semester in which the student expects to receive the Ph.D., the student must file the Application to Graduate: Doctoral Degree) (<https://gradforms.osu.edu>).

3. Form: Draft Approval

When a draft of the dissertation is completed, a copy is provided to each member of the Dissertation Committee by the student. An Application for Final Exam Form (<https://gradforms.osu.edu>) must be received by the Graduate School at least two weeks prior to the exam date, along with a draft of the dissertation. This form serves to schedule the final oral examination and allows the Graduate School to assign an outside Graduate Representative.

F. Final Oral Examination

1. Attendance at the Final Oral Examination. Other faculty members in addition to the committee may attend and participate in the oral examination by invitation of the Candidate and the Final Oral Examination Committee. In addition, other graduate students may attend the oral examination by invitation of the Candidate and the Final Oral Examination Committee. Invitations are extended only with the unanimous approval of the Candidate and the members of the Final Oral Examination Committee, with the exception of the Graduate School Representative, whose approval is not required.

2. Satisfactory Performance on the Final Examination: The Graduate School Handbook specifies that a unanimous decision is required for the student to be deemed to have passed the Final Oral Examination.

VI. Guidelines for Evaluating Graduate Students

A. General

Because of the nature of graduate studies, it is assumed that the informal evaluation of a student's progress toward a degree will take place on a regular and recurring basis throughout his or her graduate career. Moreover, it is expected that students will be kept informed of such assessments as a result of discussions between the student and faculty (especially the major advisor) over the course of their interactions. Nonetheless, it is the policy of the Department that each student be given a formal, written evaluation on an annual basis.

B. Rules and Procedures for Evaluation of Students

1. Roles and Responsibilities. Program areas must specify the roles and responsibilities of each of the parties to student evaluations: the student, the advisor, and the area faculty. These must be consistent with the Psychology Departmental Handbook, which must be consistent with the University's Graduate School Handbook. As such, annual evaluations must be conducted for each student by faculty within the area of concentration. Evaluations will then be given to the Graduate Studies Committee for review. If necessary, the evaluation will be transmitted to the Graduate School for further review.

2. Timing. Each student shall be evaluated formally at least once a year.

3. The Focus. The focus of the formal area review will be on: (a) evaluation of the student's rate of progress toward achieving a graduate degree; (b) an assessment of the student's strengths and weaknesses; and (c) the determination of the student's progress in the program area. The evaluation will provide an opportunity to recognize excellence or to clearly communicate to the student that he or she is not meeting expectations of the program. That is to say, the review process must be explicit with regard to the following:

- a. The criteria to be used for determining that a student is not making reasonable progress.
- b. How a student is to be informed that he or she is not making reasonable progress.

- c. The necessary steps and deadlines to be met to be taken by a student in order to return to good standing.
 - d. The potential implications for not meeting the conditions for returning to good standing (e.g. Formal Lack of Progress warning from the Graduate School/Denial of Further Registration).
 - e) As students progress through the program (e.g. Masters defense, Candidacy exam), the student's area will provide specific feedback to the student about performance on the benchmark at the time of the student's next regular annual review. The goal of this feedback is to ensure that the student receives feedback about progress towards degree, including any concerns that faculty in the program may have about student progress, as well as clear benchmarks for continued student progress.
4. The Domain of the Evaluation. The factors to be considered in the conduct of student evaluation must be clearly specified by the area. In general, these would reflect the program area's expectations for a Psychologist-in-training, such as the timeliness of the student's progress, and the student's behavior or performance in the areas of research, course work, ethics, service to the department, and professional development.
5. The Standards Used. Program areas will define the levels of functioning expected of students with respect to the domains of evaluation, including the criteria for warning a student or for denying a student further registration.
6. The Uses of the Evaluation. There are at least two potential purposes of evaluations: "development" and "administrative action." In the case of development, the goal is to use the information to guide efforts at improvement, and normally remain within the Area or at the Department. Administrative Action involves student retention and financial support. In this case, the area annual evaluation will serve as a basis for administrative decisions (as outlined in Section 8, below). It is responsibility of the Graduate Studies Committee to take further administrative action related to student retention and financial support.
7. Notification and Access. It is important for program areas to specify how the evaluation will be communicated to the student. Program areas also must specify who has access to student evaluations and the procedures involved in granting access. Areas will provide completed reviews to the Graduate Studies Program Coordinator no later than June 15. The Graduate Studies Committee will conduct its review of evaluations no later than September 30. Students will be provided reviews no later than October 30.
8. Lack of Reasonable Progress/Warning When providing reviews areas should indicate to the Graduate Studies Committee those students that are above expectations, meeting expectations, or below expectations. Those students above or meeting expectations will be discussed by the Graduate Studies Committee but further review or action will not normally be taken. For those students who are below expectations, the area's representative to the Graduate Studies Committee should be prepared to discuss the student's progress in order to assess whether further action is warranted and/or whether further assistance to the student is needed. This action may include a) monitoring, but no further action by the GSC, b) further GSC review followed by a written response to the student/the area and/or c) the GSC recommends a Formal Lack of Progress Warning or Denial of Further Registration from the Graduate school.
9. Grievance Procedure. Graduate students in Psychology having grievances related to area evaluations are encouraged to discuss the problem informally first (see a. below) and, if the grievance is not resolved satisfactorily, to present the grievance formally to the Chair of the Department (see b. below). If the grievance is not resolved satisfactorily under this departmental procedure, it may then be addressed to the Dean of the Graduate School (see c. below).
- a. Informal discussions concerning the nature of the complaint should be held with any of these individuals as deemed pertinent by the student: graduate advisor, area coordinator, graduate studies chair, graduate program coordinator, and/or Department Chair. If these informal discussions are unsatisfactory from the student's viewpoint and do not resolve the grievance, the

student may request a formal hearing by submitting such a request in writing, to the Department Chair.

b. Upon receipt of a written request for a grievance hearing, including a statement of the nature of the complaint, the Chair of the Department will appoint a Hearing Panel consisting of five members-- two faculty members from outside the student's area of study, (and also not members of the Ethics Committee), two graduate students from outside the student's area of study, and the Departmental Chair serving as chair of the panel. The conduct and decision process of the hearing will adhere to procedures outlined in the University Graduate Handbook.

c. A student who considers the resolution of the grievances to be unsatisfactory may present the grievance to the Dean of the Graduate School according to University's Graduate School Handbook guidelines.

11. Coordination with the Graduate School. The program area's evaluation and the Graduate Studies Committee process must be consistent with the policies of the Graduate School. In particular, the formal warning of students or the denying of registration can be done only through the Graduate School and involves the Graduate Studies Committee.

12. Documentation of Program Area Practices. Each area's policies and procedures for student evaluation must be consistent with the Department policy set forth in this section. The Graduate Studies Committee is responsible for monitoring that policies and procedures of each area are in compliance with these department policies.

13. Distribution of Student Evaluation Policy and Practices Document. All faculty and students in a program area will receive a copy of the area's evaluation policy and practices document. It is recommended that this be done at the time individuals join a given program. The Graduate Studies Committee of the department will maintain a current set of such documents as will the Department Chair.

VII. Returning Graduate Students (Two Year Rule)

Enrollment eligibility for a pre-candidacy doctoral student who has not registered in the Graduate School within the preceding two full calendar years will be automatically deactivated. Eligibility for doctoral students who have passed the Candidacy Examination is automatically deactivated at the end of the five-year candidacy period if they have not graduated by then. To reenroll, the student must petition the GSC for reactivation. Following consultation with the student's advisor or area, if the petition is approved, the GSC Chairperson submits a form to reactivate the student to the Graduate School.

VIII. Guidelines for the Appointment of Graduate Associates in the Department of Psychology

A. Graduate School Guidelines

Graduate School rules and information related to GA appointments are in the University's Graduate School Handbook. Graduate students are responsible for being aware of all current rules, but some of the highlights are listed below:

1. Policy concerning length and extent of appointments is to be formulated by the department. Appointments are for 50 percent of full time.
2. Consistent with the availability of planning information, appointments and reappointments should be announced as early as possible in Spring Semester, but no later than two weeks after the Board of Trustees approves the University Budget.
3. The usual 50 percent appointment is considered to entail an average of 20 hours per week of service.
4. Adequate facilities for fulfilling the GA responsibilities, including office or laboratory space and other necessary items, should be provided.
5. Doctoral students who have passed the Candidacy Examination must register for at least 3 graduate credit hours each semester a 50% or greater appointment is held, including summer term. Other graduate

students holding a 50% or greater appointment must register for at least 8 graduate credit hours each semester except during summer term, when the minimum is 4. Full time registration is required in order to receive a tuition waiver.

6. Appointments may be terminated early for several reasons, including not being enrolled in the Graduate School, being registered for fewer than 8 graduate credits or 3 graduate credits for students who have passed the Candidacy Exam, lack of reasonable academic progress, lack of Departmental funds, or unsatisfactory performance as a GA. (See the Graduate School Handbook for further information.)

7. If a reappointment is not made, the department must notify the GA as soon as possible. Reasons for non-reappointment must be stated in writing. For two weeks after the date of the non-reappointment notice, a GA has the right to initiate an appeal to the department chair.

B. Departmental Policies

1. General

Many students will be offered a five year funding package including some combination of university fellowship money, grant support, assistantships external to the department, and departmental GA funding. Because these are guaranteed funding packages, contingent on satisfactory progress and performance in the program, these students, herein denoted Department Fellows (DF's), receive first priority for available GA positions. Students who are already in the Psychology graduate program may apply for Graduate Teaching Associateships (GTA's) through the department each year for the next academic year. Graduate associateships are open to all full time graduate students in the Department of Psychology. ("Full time" in this context means regularly enrolled students registered for at least 8 graduate credit hours pre-candidacy and 3 credit hours post candidacy during semesters in which the GTA is in effect.) Associateships will be awarded on the basis of merit, consistent with the maintenance of a sound and stable program of teaching and research and the availability of sufficient funds, without regard to race, gender, creed, national origin, or age.

The remainder of this document will concern itself with the guidelines and policies pertaining to these Graduate Teaching Associateships.

- a. Appointments to Graduate Teaching Associateships will be recommended to the Department Chair by the Graduate Studies Committee. This committee will be appointed annually by the Department Chair and will consist of one faculty member from each of the eight major program areas of the department (i.e., Behavioral Neuroscience, Clinical, Cognitive, Decision, Developmental, I/DD, Quantitative, and Social).
 - b. The performance of Graduate Associates will be evaluated at the end of each academic semester of assignment by the faculty member who supervises that assignment. That supervisor will indicate whether the GA's performance was satisfactory or unsatisfactory (with additional documentation if appropriate). The evaluations will also be transmitted to the student's academic advisor for inclusion in the student's annual evaluation feedback as well as to the Vice Chair of Instruction.
- ### **2. Application for Graduate Teaching Associateships**
- a. Regularly enrolled students in psychology who wish to apply for Graduate Teaching Associateships (GTAs) for the following academic year should complete the form "Application for Graduate Funding." This form will be available online about at the beginning of Spring Semester. The due date for filing is clearly indicated on the form.
 - b. Students should apply for all positions for which they believe they are qualified after examining the job descriptions online and/or by talking to the faculty coordinator of the particular position.

c. Offers of appointment are ordinarily made by the Department Chair in late April, following recommendations by the Vice Chair of Instruction. Students will receive appointment documents via DocuSign from the Graduate Program Coordinator.

3. Students Interested in Reappointment or New Appointment as GTA's

a. As a rule, students will be eligible for a maximum of 5 academic years as Graduate Teaching Associates in the Department of Psychology.

b. A student currently appointed may apply for positions other than the one the student currently holds. For most, but not all GTA positions, reappointment is more likely if one applies for a currently held position, largely because experience in a particular position is one important factor which determines priority for appointment to that position. Assume, for example, one now holds a position as a Graduate Teaching Associate (GTA) in Psychology 2367.01 and chooses not to reapply for a Psychology 2367.01 position for the following year but does apply for other positions. Such an individual might risk non-reappointment simply because others may have had more experience at, or be better qualified in other ways for, the positions for which that individual does apply. That is, the qualifications to fill a particular position include, though they are clearly not limited to, prior experience in that position. The major exception to this generalization is the course assisting positions, which are viewed as "entry level" positions and are held one, or a maximum of two, years (see also V.5.).

c. Students who are not reappointed due to lack of funds or because not enough positions are available will be placed on appropriate alternate lists for filling vacancies which occur later. Such a situation might result, for example, from departmental obligations to incoming students or students who earlier received Fellowships through the Graduate School or from loss of positions due to budget cuts. Further, the department reserves the right to give preference to a student who has not been appointed previously based on merit factors.

4. Area Recommendation

a. After the application due date course coordinator will prepare a rank ordered list of its applicants for each position. Since there are several different positions, an area will compile several different rank ordered lists of applicants. A student may be ranked on any or all of the lists.

b. Criteria considered by course coordinators in determining where a student will appear in a rank ordered list include but are not limited to: appropriateness of background for appointment to a specific position, quality of past performance as a GA, quality of progress in program, other objective scholarly indications such as performance on candidacy exam, classwork, independent research, publications, and presentations, recommendation of course supervisor(s), prior experience in the specific position in question, and selection as a Fellow through the Graduate School in a previous year.

c. Course coordinators should rank only active applicants. Students who will accept research associateships or traineeships should be excluded.

d. The recommendations and rank ordered lists are confidential.

5. Graduate Studies Committee Recommendations

a. The Graduate Studies Committee will make recommendations to the Department Chair and the Vice Chair of Instruction for Graduate Associate appointments after reviewing the job descriptions, student qualifications, and area recommendations. Applicants standing highest on the composite rank ordered list for each position will be recommended to the Department Chair for appointment. From among the remaining applicants, those regarded as qualified for a given position may be placed on a rank ordered waiting list for that position so that, if and when later occurring vacancies need to be filled, the Department Chair can fill them from that waiting list. The Department Chair may elect to inform applicants of their standing on the various waiting lists.

b. Criteria considered by the Graduate Studies Committee in determining whether or not a student will be appointed or where a student will appear in a rank ordered waiting list are essentially the same as those considered by the areas in compiling their rank ordered lists.

c. Among GTA applicants in their second academic year of full-time study at OSU, preference ordinarily will be given to those who will have completed the Master's degree by the semester the appointment takes effect.

d. Among GTA applicants in their third academic year of full-time study at OSU, preference ordinarily will be given to those who will have passed their candidacy exams by the end of spring semester of their third year.

e. Preference for appointments as a course assisting GTA ordinarily will be given to those appointees who have not held course assisting appointments for more than one year. Thus, ordinarily a student would hold a course assisting position for a maximum of two years; it is expected that most course assisting GTA's would hold that position for one year only.

6. Term of Duty

All Graduate Associates on duty during a given semester are expected to contact their supervisor prior to the beginning of the semester involved. Specifically, GTA's should contact their course supervisor(s) the week before the beginning of autumn semester and during finals week of autumn in preparation for spring semester. This contact enables the GTA's responsibilities to commence the first day of the semester. They are also expected to remain on duty through the examination period and commencement which conclude the work of the semester unless specifically excused by their faculty supervisor or supervisors.

7. Period of Appointment

A typical GA appointment is for autumn and spring semesters; however, work patterns are determined locally and may vary. There are limited number of summer GA appointments and are usually hired as separate appointments from the academic year. A GA may not be appointed for less than one semester or session except with the approval of the Graduate School.

8. Resignations

Resignations prior to the start of or during the contract period require the approval of the Department Chair. That is, students who have accepted appointments for the following year in due course and decide to resign them prior to mid-May may do so without jeopardizing future support through the department simply by informing the Department Chair of that decision in writing and providing a rationale for the request. If, however, students wish to resign appointments after mid-May, they may do so only if a substitute the Department Chair considers adequately qualified to fill an accepted position is available. If a student refuses to honor an accepted appointment after mid-May even though a qualified replacement cannot be found, the Department Chair will consider that an unacceptable breach of agreement and the student will be jeopardizing future support through the department. This provision is necessary to fulfill course obligations.

9. Termination or Nonrenewal of GA Appointments in Psychology

GA appointments may be terminated or not renewed per reasons listed in the Graduate School Handbook, including unsatisfactory performance. As GA assignments vary across the Department, each supervisor will inform students of the job requirements, expectations, and methods of evaluation for their particular appointment. If at any time during an appointment a supervisor judges a GA's performance to be unsatisfactory, the appointment may be terminated. The basis for such a recommendation may include problems such as failure to meet responsibilities, unexcused absences, and inadequate teaching, as well as offenses such as serious ethical violations or academic misconduct. Termination can be immediate and could affect subsequent GA appointment. In the case of GTA appointments, the course supervisor will recommend termination based on unsatisfactory performance to the Vice Chair of Graduate Studies and the Chair of the Graduate Studies Committee who will either concur in this recommendation or recommend an alternate course of action to the Department Chair.

10. Grievance Procedures: Graduate students in Psychology having grievances related to the appointment of graduate associates are encouraged to discuss the problem informally first (see a. below) and, if the grievance is not resolved satisfactorily, to present the grievance formally to the Chair of the Department (see b. below). If the grievance is not resolved satisfactorily under this departmental procedure, it may then be addressed to the Dean of the Graduate School (see c. below).

a. Informal discussions concerning the nature of the complaint should be held with any of these individuals as deemed pertinent by the student: graduate advisor, area head, area representative on the graduate studies committee, graduate studies chair, graduate program coordinator, vice chair of instruction, and/or Department Chair. If these informal discussions are unsatisfactory from the student's viewpoint and do not resolve the grievance, the student may request a formal hearing by submitting such a request in writing to the Department Chair.

b. Upon receipt of a written request for a grievance hearing, including a statement of the nature of the complaint, the Chair of the Department will appoint a Hearing Panel consisting of five members-- two faculty members from outside the student's area of study, (and also not members of the Ethics Committee), two graduate students from outside the student's area of study, and the Departmental Chair serving as chair of the panel. The conduct and decision process of the hearing will adhere to procedures outlined in the University Graduate Handbook.

c. A student who considers the resolution of the grievances to be unsatisfactory may present the grievance to the Dean of the Graduate School according to University's Graduate School Handbook guidelines.

13. Miscellaneous Topics

a. Vacancies: Vacancies will be filled from a list of alternates to be compiled by the Graduate Stipends Committee. The Committee may revise this list at any time to insert the names of new applicants into the rank order for the appropriate position. Students on "waiting lists" have the responsibility of keeping the Department Chair posted on where they can be reached. If the department is unable to reach a student on the list in 3 working days, that student will be passed over.

b. Summer Appointments: When sufficient funds are available to support summer GA appointments, students will be recommended to the Department Chair for summer appointments by the Graduate Studies Committee during May. Area recommendations will be given the highest priority in determining Stipends Committee recommendations for summer course assisting GTA's. Recommendations from course supervisors will be given the highest priority in Stipends Committee recommendations for summer graduate associates with responsibility for teaching summer courses.

c. Job Descriptions: All positions funded by the Department of Psychology are officially titled Graduate Associateships. There are three kinds of Graduate Associateships: Graduate Teaching Associateships (GTA's), Graduate Research Associateships (GRA's), and Graduate Administrative Associateships (GAA's). Within the GTA title there are several different departmental positions. Departmental position titles, duties, required qualifications, desired qualifications, reappointment limits, and current pay rates are available for review in the main office of the department. The application form also lists the job titles.

d. Fellows or GTA's who become GRA's: Current students who are first year Fellows (University, Dean's, or Special University Fellows) or who held a GA position (including course assisting GTA or Graduate Administrative Associate positions) in the department may take a Graduate Research Associate (GRA) position without sacrificing whatever priority they had for consideration for appointment as a departmental GA. Thus, in the year following the one in which they held the GRA position, they will be treated as if they had been departmental GA's previously. The years as a GRA will not count as years of department support if the GRA was not funded by the department.

e. Spoken English Requirements: Non-English speaking graduate students must certify proficiency in spoken English before assuming GTA duties involving direct student contact. More information can be found at <https://esl.ehe.osu.edu/home/testing/spoken-english/>

IX. Stipend Guidelines for Graduate Teaching Associates

1. There are two stipend levels. Monthly stipend is determined by a student's progress as follows: (Rates effective 08/16/2019). Raises are not guaranteed because they are based on availability university funding.

Level 1: Pre-Master's and Pre-Candidacy \$1920

Level 2: Candidacy Exams Successfully Completed \$2000

**On rare occasions, a student may successfully complete her/his candidacy examination prior to attaining the master's degree. In that circumstance, the student would be paid at the level 1 rate upon completion of the candidacy examination and paid at the level 2 rate upon award of the masters.*

2. It will be the responsibility of the student to verify the GA appointment document has the correct stipend rate. They will need to notify the Graduate Program Coordinator (currently Mary Jones) of any errors. Changes will be made at the start of the next academic semester for all students who have achieved the next pay level. All work or exams must be completed before the first day of the next semester for a pay increase to be effective in the next semester.

3. Each semester of the appointment, graduate associates must have a block of time available during each day for their teaching assignment.

4. The stipend is supplemented by waiver of general tuition and instructional fees (as well as non-resident fees if applicable) for the semesters involved in the appointment. Graduate associates who have held an appointment for two consecutive semesters are eligible for a fee waiver during the summer semester immediately following the appointment period, without being on an appointment.

5. Students who were admitted to the Graduate School Autumn Quarter 2008 and after are required to be continuously enrolled after passing the candidacy examination.

6. Students on Fellowship, Internships or on Training Grants, must be registered for 12 graduate credit hours. Audited courses do not count toward this minimum.

7. Paychecks are received on the last working day of each month.

8. Graduate Associates are eligible to purchase a "B" staff parking decal. A list of eligible students is sent by the department to Campus Parc each autumn semester to note this eligibility. Students are responsible for making this purchase.

X. Seeking Assistance and Support

Graduate students are valued members of our community, and we strive to create an inclusive and supportive environment. We recognize that students come from different backgrounds and with often hidden pressures and challenges. Graduate school can be a stressful and challenging time: if you are feeling stressed or overwhelmed, we encourage you to communicate with your advisor. Peers in the program and your lab can also be great sources of support. Several resources are available for students with concerns about mental health, disability accommodations, diversity, immigration, and student support in general, as listed below.

Resources in the Psychology Department

- For questions and support related to course registration, credit hours, deadlines, stipends, submission of forms related to milestone completions, and other topics, contact:
 - Mary Jones (jones.3308@osu.edu), Psychology Department Graduate Program Coordinator
- For questions and support related to graduate studies:
 - Dr. Stephen Petrill (petrill.2@osu.edu), Chair of the Graduate Studies Committee

- For questions and support from our staff, contact psych.service@osu.edu
 - [Our staff](#) can help with room reservations, questions about the building, research expenses/reimbursements, travel expenses/reimbursements, and more
- For questions and support related to diversity, equity, & inclusion, please contact any of the following members of the departments Diversity, Equity, and Inclusion Task Force:
 - Faculty Representatives
 - Stephen Petrill, Co-Chair (petrill.2@osu.edu)
 - Sarah Schoppe-Sullivan, Co-Chair (schoppe-sullivan.1@osu.edu)
 - Steven Bengal (bengal.1@osu.edu)
 - Lisa Cravens-Brown (cravens-brown.1@osu.edu)
 - Jasmeet Hayes (hayes.1075@osu.edu)
 - Steven Spencer (spencer.670@osu.edu)
 - Katie Walton (katherine.walton@osumc.edu)
 - Graduate Student Representatives:
 - Elana Schettini (schettini.1@buckeyemail.osu.edu)
 - You may also reach out to Prutha Deshpande (deshpande.106@osu.edu) and or Blair Shevlin (shevlin.11@osu.edu) who also co-chair the Graduate Student Committee for Diversity, Equity, & Inclusion
 - Staff Representatives
 - Alisa Paulsen (paulsen.10@osu.edu)
 - Lisa Wareham (wareham.19@osu.edu)
 - For additional resources, please go to the [Psychology Department diversity website](#)
- For questions and support within your area, contact your area coordinator:
 - Behavioral Neuroscience: Dr. Bennet Givens(givens.7@osu.edu)
 - Clinical Psychology: Dr. Daniel Strunk (strunk.20@osu.edu)
 - Cognitive Psychology: Dr. Mark Pitt (pitt.2@osu.edu)
 - Cognitive Neuroscience: Dr. Julie Golomb (golomb.9@osu.edu)
 - Decision Psychology: Dr. Mike DeKay (dekay.3@osu.edu)
 - Developmental Psychology: Dr. John Opfer (opfer.7@osu.edu)
 - Intellectual and Developmental Disabilities: Dr. Luc Lecavalier (lecavalier.1@osu.edu)
 - Quantitative Psychology: Dr. Jolynn Pek (pek.5@osu.edu)
 - Social Psychology: Dr. Rich Petty (petty.1@osu.edu)

Resources at Ohio State

- For reporting issues and concerns:
 - In addition to contacting any of the individuals listed above, you may choose to reach out to one or more of the following are resources outside of the department of psychology. Below are brief descriptions of issues and concerns that can be reported to each resource. Please click on the links to learn more.
 - [OSU Anonymous Reporting Line](#): for issues and concerns related to athletics, finances, health care, human resources, institutional equity, research, student conduct, OSU Health, ethics, etc.
 - [OSU Office of Ombuds Services](#): an independent, confidential space where faculty members and graduate and professional students can discuss issues and receive informal counsel and advice
 - [OSU Title IX Misconduct Confidential Help](#): for issues and concerns related to sexual assault, sexual harassment, domestic/dating violence, stalking, sex-based discrimination, pregnancy discrimination
 - [OSU Office of Institutional Equity](#): for issues and concerns related to all forms of harassment, discrimination, and sexual misconduct.
 - [OSU Office of Student Academic Success Diversity and Inclusion Council](#): for issues and concerns related to diversity, equity, and inclusion at work
- For disability accommodations:
 - [Student Life Disability Services](#): SLDS offers resources to graduate students and departments, both inside and outside the classroom (e.g., advisor/advisee interactions in the lab)

- For mental health and wellness resources:
 - [Counseling and Consultation Services](#): CCS provides a wide variety of services to support students' mental health (e.g., individual therapy, group therapy, workshops, etc.). Generally, students with OSU Student Health Insurance can receive around ten free counseling sessions per semester.
 - CCS offers a wide variety of group counseling, including the following:
 - [Psychoeducational and Skills Groups](#) (e.g., managing stress, healing from sexual violence, recovering from eating disorders)
 - [Affinity Groups](#) (i.e., identity-based groups such as SAFE graduate group for students who identify as Black/African American, Latinx graduate group for students who identify as Latinx, Queer grad group for students who identify as LGBTQ+, etc.)
 - [Interpersonal Groups](#) (e.g., ABD Group for doctoral students who are working on their dissertation, Graduate Student Group for any graduate student)
 - [Student Wellness Center](#): The Student Wellness center offers services for holistic wellness related to physical health, mental health, sexual health, and more.
 - [Student Advocacy Center](#): The Student Advocacy Center provides support for students to resolve issues related to academics, finances, health, personal life, and more.
- For international student support and resources:
 - [Office of International Affairs](#): The Office of International Affairs offers assistance related to visas, immigration, English language courses, and general support for international students.
- For information and resources related to diversity and racial justice, as well as support and communities for students from underrepresented backgrounds:
 - [College of Arts and Sciences Diversity, Equity, & Inclusion](#)
 - [College of Arts and Sciences Diversity Matters](#)
 - [OSU initiatives on Diversity](#)
 - [Office of Diversity and Inclusion](#)
 - [Student Life Multicultural Center](#)
 - [OSU Office of Student Academic Success Diversity and Inclusion Council](#)
- For a list of gender-inclusive restrooms on campus:
 - [Gender-Inclusive Restrooms](#) (Additionally, within the Psychology Building: 164T)
 - An interactive map of all Columbus campus facilities is also available on the OSU app.
- For a list of lactation rooms on campus:
 - [Nursing Mother/Lactation Rooms](#)
- For a list of Interfaith, Reflection, and Quiet rooms on campus:
 - [Interfaith, Reflection, and Quiet rooms](#)
- For free legal advice, contact:
 - [Student Legal Services](#)
- For additional guidance from the Graduate School
 - [The Graduate School Handbook](#)