



# Department of Psychology

Handbook of Policies & Procedures

**Last Revised January 2026**

The policies and procedures herein have been approved by the faculty and graduate student representatives. They are in effect as of Spring 2026. **This handbook supersedes all previous versions.**

## Other Relevant Guidelines:

- UM Catalog
- UM Graduate School Website
- Dept. of Psychology Unit Standards
- Clinical Psychology Center Manual
- UM Policy on Discrimination and Sexual Harassment
- UM Faculty Collective Bargaining Agreement
- UM Student Conduct Code
- Ethical Principles of Psychologists and Code of Conduct of the APA

## TABLE OF CONTENTS

I.	<a href="#"><u>MISSION STATEMENT</u></a>	4
II.	<a href="#"><u>DEPARTMENTAL POLICY ON HARASSEMENT &amp; DUAL ROLES</u></a>	4
III.	<a href="#"><u>DEPARTMENTAL DIVERSITY, EQUITY, &amp; INCLUSION COMMITTEE</u></a>	8
IV.	<a href="#"><u>PROGRAM AIMS</u></a>	8
V.	<a href="#"><u>STUDENT SAFETY</u></a>	9
VI.	<a href="#"><u>DEPARTMENT EXECUTIVE COMMITTEE</u></a>	9
VII.	<a href="#"><u>FACULTY</u></a>	10
VIII.	<a href="#"><u>UNDERGRADUATE PROGRAM</u></a>	14
IX.	<a href="#"><u>GRADUATE PROGRAM</u></a>	16
	A. <a href="#"><u>General</u></a>	16
	1. Admissions	
	2. Correspondence to New Graduate Students	
	3. Student Responsibilities	
	4. Graduate Program Structure	
	5. The Graduate School	
	6. Administrative Assistance	
	7. Enrollment Requirement	
	8. Leaving a Program & Leave of Absence	
	9. Letters of Recommendation	
	10. Student Records & Access to Files	
	11. Program Extension	
	12. Recertification of Courses	
	13. Transferring to Another Graduate Program	
	14. Student Self-Disclosure in Classes	
	15. Minimum Full-Time Enrollment	
	B. <a href="#"><u>Graduation Requirements</u></a>	23
	1. General Department Requirements	
	2. Specialization Program Requirements	
	3. Waiving out of a Required Course	
	4. Students with Incoming Degrees	
	C. <a href="#"><u>Academic &amp; Performance Standards</u></a>	25
	1. Three C Rule	
	2. Overall Grade Point Average	
	3. Progress in the Program	
	4. Progress in Course Work	
	5. Ethical Behavior	
	6. Guidance on Use of Artificial Intelligence	
	D. <a href="#"><u>Evaluations</u></a>	30
	1. Major Evaluation Schedule	
	2. Warnings	
	3. Probation	
	4. Evaluation of Clinical Suitability	
	5. Interaction with Clients	
	6. Evaluations for Assistantships	
	E. <a href="#"><u>Corrective Actions &amp; Appeal Procedures</u></a>	33
	F. <a href="#"><u>Student Level Grievances &amp; Complaints</u></a>	34
	G. <a href="#"><u>Psychology Graduate Student Association (PGSA)</u></a>	35
	H. <a href="#"><u>Graduation Ceremonies</u></a>	36
X.	<a href="#"><u>RESEARCH</u></a>	36

	A. Human Subjects	
	B. Student Subjects	
	C. Advertising for Subjects	
	D. Compensation for Subjects	
	E. Other	
XI.	<a href="#"><u>COURSES</u></a>	37
	A. Non-departmental Teaching	
	B. Graduate Student Teaching	
	C. Direct Clinical Service Provision Courses	
XII.	<a href="#"><u>ASSISTANTSHIPS</u></a>	38
	A. Types of Positions	
	B. Assignment Process	
	1. Eligibility	
	2. Assignment Procedures & Criteria	
	C. Conduct	
	D. Performance Evaluation	
	E. Outside Jobs	
	F. Summer Work	
	G. Resigning from a Position	
	H. Reserved Assistantships	
XIII.	<a href="#"><u>MASTER'S &amp; DISSERTATION COMMITTEE COMPOSITION</u></a>	43
XIV.	<a href="#"><u>MASTER'S DEGREE REQUIREMENTS</u></a>	45
	A. Ph.D. Terminal Candidates	
	B. SSP Candidates	
XV.	<a href="#"><u>CLINICAL COMPS</u></a>	48
XVI.	<a href="#"><u>EXPERIMENTAL COMPS</u></a>	54
XVII.	<a href="#"><u>SCHOOL COMPS (PhD Program)</u></a>	56
XVIII.	<a href="#"><u>SCHOOL COMPS (SSP Program)</u></a>	64
XIX.	<a href="#"><u>DOCTORAL DISSERTATION</u></a>	66
XX.	<a href="#"><u>INTERNSHIP &amp; PROGRAM COMPLETION</u></a>	68
XXI.	<a href="#"><u>FACILITIES</u></a>	69

## **I. MISSION STATEMENT**

The primary mission of the Department of Psychology is to provide the highest quality education and training for undergraduate and graduate students via our teaching, research, and community outreach. Student involvement in these three areas is integral to our mission.

At the Undergraduate level, we introduce students to the science of the behavior of humans and other animals. We provide both a major and a minor in the discipline and a major and a minor in secondary school teacher preparation and strive to provide the highest quality education and training. We provide the same level of education and training to students satisfying social science and other academic units' requirements. Specifically, we emphasize student learning of what psychology has to say about human nature, an ability to think critically and complexly about important issues, the ability to communicate ideas successfully, and the ability to participate in, and critically analyze, the research process. Of particular importance is preparing undergraduate majors for graduate work in Psychology and related disciplines.

At the Graduate level, the Department of Psychology offers Ph.D. and SSP terminal degrees in experimental, school, and clinical psychology. The primary mission of the graduate programs is to promote independent scholarship, excellence in teaching skills and in applied activities as they relate to each student's concentration. The goal of the graduate program is to produce highly trained psychologists who, upon graduation, will fill psychology-related positions. Accreditation of the clinical and school psychology programs by national agencies has always been sought and obtained (American Psychological Association for PhD programs in school and clinical, and the National Association of School Psychologists for the Specialist in School Psychology degree program). The department intends to continue to hold the high standards associated with such accreditation.

The Psychology Department is committed to fostering diversity in its many forms, including race, gender, color, creed, religion, national origin, sex, age, disability, marital status, socioeconomic status, veteran status, sexual orientation, or political affiliation. This commitment is evidenced in the content of our curriculum and clinical training, the foci of our research and programming, and the make-up of our faculty and student body. We work together to produce and disseminate knowledge in our respective fields that supports the long-term well-being of our diverse society.

## **II. DEPARTMENTAL POLICY ON HARASSMENT AND DUAL ROLES**

The Department reaffirms the University's commitment to providing a professional and educational environment that is fair, responsible, nurturing, and free from discriminatory, inappropriate, and disrespectful conduct. Harassment subverts the mission, goals, and values of the University and Department, and it may threaten the personal and professional development of students, staff, and faculty. Harassment is typically defined as a specific form of behavior in which a power differential, real or assumed, (or inherent in a relationship) is

unfairly exploited. Whereas harassment most often takes place in a situation of obvious power inequity between persons (e.g., faculty-student), it can also occur between persons of the same university status (i.e., student-student, faculty-faculty, or staff-staff). As psychologists, we fully appreciate the negative psychological and environmental effects of harassment and view harassment in any form as reprehensible. Harassment will not be tolerated in this department.

This policy on harassment applies to the entire department and to the conduct of students, faculty, and staff alike in their university-based roles.

### **Sexual Harassment**

Sexual harassment is inconsistent with the commitments of the University and Department, as outlined above. Harassment corrupts traditional academic values and compromises the integrity of the University. All persons must be allowed to study and work in an environment free from unsolicited and unwelcome sexual overtures. For these reasons, the [University of Montana's policy regarding Discrimination, Harassment, Sexual Misconduct, Stalking and Retaliation](#) defines sexual harassment as a form of discrimination, prohibits all forms of sexual harassment, identifies formal and informal means for dealing with allegations of sexual harassment, and establishes mechanisms for disciplinary action against offenders. All employees and students in this department are expected to align their behavior to the goals and standards of the policy, linked above, and to be familiar with procedures for dealing with allegations of sexual harassment. The following sections draw from and adds to that document.

#### ***Definitions and Examples of Sexual Harassment***

Because of differences in values and backgrounds of employees and students, some individuals may find it difficult to recognize their own behavior as sexual harassment. Sexual harassment refers to behavior which is not welcome, which is personally offensive, which debilitates morale, and which therefore interferes with the effectiveness of its victims and their colleagues. It may include actions such as:

- Sexually oriented verbal joking or abuse.
- Pressure for sexual activity.
- Physical contact such as patting, pinching, or constant brushing against another's body.
- Demands for sexual favors, with or without implied or overt promises of preferential treatments or threats.
- Verbal or physical conduct of a sexual nature creating an intimidating, hostile, or offensive environment.

### ***Reporting Responsibilities, Including Those Pursuant to Office of Equal Opportunity & Title IX***

UM's [Office of Equal Opportunity \(EO\) & Title IX](#) is responsible for receiving reports of "protected class harm," which is when unwanted behaviors have a connection to any of the following protected classes: race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation.

### ***Mandatory Reporting***

UM's Mandatory Reporting obligation applies only to sex-based harm, and requires all UM employees (except exempt confidential resources) to report to the Title IX Coordinator if they become aware of sex-based discrimination, harassment, or sexual misconduct experienced by a student. If a student reports (not through treatment provision which is protected by confidentiality) an incident of sex-based harm to a University employee, that employee is required to [report to the Title IX office](#) within 24 hours (406-243-5710) of hearing of the incident. Note that *any* sex- or gender-based harm must be reported, regardless of where or when the incident occurred; decisions about whether there is jurisdiction to investigate or pursue further can be made by the EO/T-IX office.

Mandatory reporting obligations extend to faculty, staff, TAs, and adjuncts teaching University courses, and this fact should be presented to students by the instructor at the beginning of the semester. If a person is unclear as to whether a behavior of concern fits the description of sex-based harm, they can err on the side of caution by discussing with the Title IX office, a faculty advisor, or the chair of the department. If a TA reports or makes an inquiry to Title IX, they should also inform their faculty liaison and/or the chair. Adjuncts should inform the chair. Identifying information does not need to be shared with the faculty liaison or the chair, but will be inquired about by Title IX, though kept confidential by that office to the greatest extent possible. The instructor (faculty, adjunct, TA) should also inform the affected student about their ability to report to and meet with the Title IX office, as well as on-campus resources, such as [SARC](#) and the [Counseling Services at Curry](#), where their visit will remain confidential. The Title IX office can also make referrals to these on-campus resources.

In situations where a faculty or staff member understands that a report of sexual harassment, assault, and/or related behavior might be forthcoming, the faculty or staff member should remind the student of their mandated reporter obligations. These obligations might require sharing the student's identity and the alleged perpetrator's identity with campus-based personnel. Here is an example of this possible dialogue, provided by the EO/Title IX office:

“It sounds like you’re going to tell me something important and I’m here to listen. Before you say anything else, I have to let you know I’m a mandatory reporter, which means I may have to report what you tell me, confidentially, to the Title IX Coordinator. This would include providing your name, which they would keep confidential to the extent possible.

Here’s what happens once I tell EO/Title IX: EO/Title IX will send you an email regarding resources and options. EO/Title IX does not conduct an investigation without your permission unless they must.” (Learn more [on what to expect](#))

### ***Reporting Other Forms of Harassment***

The Department recognizes that there are forms of harassment that are not sex-based. In all its forms, harassment is deemed unacceptable in this department. Section 6.200 of the University faculty collective bargaining agreement requires, as a condition of employment, that faculty members maintain “a responsible, professional relationship” with students. Harassment of students, faculty, or staff, sexual or otherwise, violates this requirement. Harassment of a “protected class,” as described above, can be reported to the EO/Title IX office by an instructor and/or the student themselves. Such incidents can also be reported to a non-offending instructor, advisor, or the department chair. Again, if a person is unclear as to whether a behavior of concern fits the description of “protected class harm,” they can err on the side of caution by discussing with the Title IX office, a faculty advisor, or the chair of the department. As with reporting of sex-based harm, if a TA reports or makes an inquiry to Title IX, they should also inform their faculty liaison and/or the chair. Adjuncts should inform the chair. Lastly, students should be advised that Title IX is also available to them as well if they wish to reach out separately from the instructor making the report, or if they do not wish to disclose to their instructor.

Additional information regarding these procedures can be found in the following links:

- [Equal Opportunity and Title IX](#)
- [Office for Disability Equity Grievance Procedures](#)
- [Student Code of Conduct](#)

### **University of Montana Non-Discrimination and Title IX Statement**

#### ***The following is our institution’s Title IX statement:***

The University of Montana is committed to providing a learning and working environment that promotes respect, dignity, and equity for all individuals. In accordance with federal and state law, the University does not discriminate—and prohibits discrimination—on the basis of race, religion, color, national or ethnic origin, ancestry, creed, sex (including pregnancy, childbirth,

lactation or related medical conditions), gender, (including gender identity, gender expression, and gender transition), sexual orientation, physical or mental disability (including having a history of a disability or being regarded as having a disability), marital or family status, genetic characteristics or information, age, veteran or military status, political ideas, or any other legally protected classification in its educational programs and activities, including admission and employment.

In accordance with Title IX of the Education Amendments of 1972 and its implementing regulations, the University of Montana does not discriminate on the basis of sex in any education program or activity that it operates. This requirement extends to admission and employment. Inquiries about the application of Title IX may be referred to the University's Title IX Coordinator.

The University of Montana has designated a Title IX Coordinator and Director of Equal Opportunity to coordinate its compliance with Title IX and other non-discrimination laws and policies. Their contact information is:

- Title IX Coordinator and Director of Equal Opportunity  
Office of Conflict, Resolution, & Policy  
University Hall 004  
University of Montana  
Missoula, MT 59812  
Phone: (406) 243-5710  
Email: [conflict@umontana.edu](mailto:conflict@umontana.edu)  
Website: [umt.edu/eo](http://umt.edu/eo)  
[Submit a report online](#)

Individuals may also contact the U.S. Department of Education's Office for Civil Rights (OCR) with inquiries, questions, or complaints at:

- Office for Civil Rights (OCR)  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-1100  
Phone: 800-421-3481  
TDD: 800-877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Website: <https://www.ed.gov/ocr>

### ***Consenting Romantic or Sexual Relationship***

Consenting romantic or sexual relationships between faculty and students or between supervisor and employee, present many problems and are considered inappropriate.

[\*The Ethical Principles of Psychologists and Code of Conduct\*](#), published by the American

Psychological Association, clearly labels such dual relationships as unethical. They also run afoul of the Collective Bargaining Unit's definition of a "responsible, professional relationship." These types of relationships have a high potential for abuse of power and exploitation and are not acceptable.

*Dual Roles.* In keeping with the APA's ethical guidelines and principles, dual relationships are to be avoided whenever possible. In the event of a dual relationship between a student and faculty member (e.g., kin, etc.), "blind grading" will be used whenever feasible. The Chair, and the coordinator of the student's program, will meet with the faculty member and the student approximately once per month to make sure there are no problems. Other reasonable arrangements will have to be made in cases where the student may be required to complete coursework offered by relatives or other(s) with whom the student has a significant relationship.

### III. DEPARTMENTAL DIVERSITY, EQUITY, AND INCLUSION COMMITTEE

The Psychology Department Diversity, Equity, and Inclusion (DEI) Committee promotes the infusion of DEI principles into academic instruction, departmental policies, extracurricular activities, and events. Further, the DEI Committee strives to provide an inclusive and safe space for all who interface with the UM Department of Psychology. The committee is comprised of volunteer faculty, graduate students, and undergraduate students.

Anyone may join the committee or attend meetings, which are usually scheduled for every 2 weeks during the academic year. DEI Committee members are available for consultation regarding course development and syllabi, instructional activities, and concerns about DEI-related matters.

### IV. PROGRAM AIMS

#### A. SCHOOL PSYCHOLOGY PH.D. PROGRAM

**Aim 1: Scholarship and Inquiry.** To train future school psychologists to understand and apply scientific methods, so that they may be competent and critical consumers, producers, and distributors of psychological research and utilize research to inform practice.

**Aim 2: Evidence-based Psychological and Educational Service Delivery.** To train future school psychologists to use collaborative problem-solving to provide evidence-based psychological and educational services to children, families, and systems.

**Aim 3: Professional, Ethical, and Legal Practice.** To train future school psychologists in the importance of demonstrating behaviors associated with high levels of professional, ethical, and legal practice across a variety of settings.

**Aim 4: Individual and Cultural Diversity.** To train future school psychologists to have the knowledge, skills, and awareness of individual and cultural diversity in their

professional roles and activities, and to integrate such knowledge, skills, and awareness in psychological and educational service delivery.

## **B. CLINICAL PSYCHOLOGY PH.D. PROGRAM**

**Aim 1:** To create an active and adaptive learning environment that trains students to be health service psychologists.

**Aim 2:** To create a scholarly environment that immerses students in diverse research methodologies and trains them to design and implement cutting-edge research.

**Aim 3:** To create a training environment that promotes and inspires students' sensitivity to and appreciation of issues of diversity and difference and fosters emerging skills regarding cultural competence.

**Aim 4:** To create experiential learning and didactic opportunities in Child/Family/Adolescent psychology and promote students' abilities to pursue advanced training in related careers with this emphasis as health service psychologists.

## **V. STUDENT SAFETY**

In order to ensure the safety of all students, students are encouraged to adhere to the following suggestions regarding after-hours work in the Skaggs Building (or other buildings on campus):

**A. GRADUATE ASSISTANTS** (and any graduate student with a role involving interaction with other students) are advised to not meet with their students after standard work hours (8 am – 5 pm weekdays), alone or in a closed room, unless a fellow graduate student or faculty member is present. GAs are asked not to meet with students in their homes, apartments, or in any private place outside the campus. All meetings with one's students should be held on campus, in one's office, with the doors open and preferably in the presence of another graduate student.

- **PSYX 525, 526, 530:** These courses may require/encourage our graduate students to test undergraduates in SB 246 or the CPC. The faculty in charge of these courses will issue policies (or recommendations) regarding the approved manner in which such testing should be conducted. Such policies may require the taping of all such sessions and/or the presence of a second observer, especially if such sessions are to be conducted after hours.
- **Research Laboratories:** Similar to #2 above, the faculty supervisors for the research laboratories will develop their own policies (or recommendations) regarding safe testing of individual research subjects during, and after, regular hours.

Note: These suggestions are designed to *reduce the probability* of all kinds of dangerous or uncomfortable situations, which are actually quite rare. Nonetheless, please err on the side of caution and report to your advisor or chair if you are privy to any incident or interaction that feels dangerous or uncomfortable.

## **VI. DEPARTMENT EXECUTIVE COMMITTEE (DEC)**

The Department Executive Committee is tasked with discussing topics and making decisions regarding a range of issues affecting the department. The committee meets more often than programs and full faculty and, thus, is able to address situations in need of a quicker turnaround. Some of the decision-making that DEC is tasked with includes making Graduate Assistantship decisions, finalizing summer teaching assignments, approving graduate courses for use of undergraduate student participants, and discussing budgetary matters. DEC also discusses and problem-solves issues as they present themselves over the academic year. Often, DEC will come to an initial decision and bring that decision as a seconded motion to the full faculty for final approval, when warranted. DEC is comprised of the chair, the director from each of the three main graduate training programs, a psych faculty 'at-large,' and a graduate student representative.

## **VII. FACULTY**

### **A. FACULTY AFFILIATES AND BUDGETS**

**Adjunct faculty** are those non-tenurable faculty hired by the Department for a specific teaching assignment; **affiliates** are those from outside the University who may have a contribution to make to the mission of the Department. Each applicant for appointment as a faculty affiliate or adjunct will be required to submit the following:

1. A curriculum vitae; and
2. Sponsorship by a Psychology Department faculty member.

Application materials will be reviewed by DEC, with the advice of faculty members in areas related to those of the applicant, and a recommendation will be made to the full faculty for action on the application.

Faculty affiliates will be surveyed once every three years to determine whether they wish to renew their status in the department and the department will consider their connection and contributions to the department when making decisions about extensions of affiliate status.

### **B. BUDGET INFORMATION**

1. The department chair will inform the faculty members of major budget allocations at the beginning of each academic year and will provide updates periodically during each semester.

2. Sponsored Programs Activity Budget Allocation (SPABA\*):
  - a. Of the SPABA generated by each grant, 20% of the Psychology Department's allocation will go into a fund dedicated to the PI of the grant that generated the funds. This PI fund can be used at the discretion of the PI for any research-related purpose, including (but not limited to) paying participants, paying for research study expenses, purchasing equipment related to research, research publication costs, travel to research conferences, and graduate and undergraduate student funding for research. No time limit will be placed on its usage.
  - b. The remaining 80% of the Department's allocation for each grant will go into the general Departmental SPABA fund. That general fund will be used for the following purposes:

*\*SPABA funds have historically been generated through grant indirect funds; however, other sources of revenue also go towards the SPABA account, particularly incentives for online teaching modalities. Additionally, in rare and unfortunate circumstances, changes to the above noted allocations (i.e., 20% to PI and 80% to the department) may be changed or interrupted at the discretion of administrators outside of the department.*

- i. The establishment of a long term "rainy day" fund to support the Department if the Department's fiscal situation becomes dire. DEC and the Chair will attempt to increase this amount on a yearly basis, depending on the size of our SPABA allocation and on the need for expenditures. Once we can better predict the yearly income and expenditures, DEC may propose a specific percentage, or a specific amount, of the yearly departmental allocation to be reserved for this rainy-day fund. Access to this fund would require a demonstrable fiscal crisis, and a recommendation from DEC to the faculty.
- ii. Support the general operational needs as well as research-related enterprise of the department. Examples of such support may include but are not limited to: yearly allocation for individual faculty members' travel; student travel to research conferences; a yearly allocation to better support the staff; funding Master's projects and dissertations; equipment, furniture, software needs for which there are no standing budgets; funds for reader/ graders to free up faculty time for research; funds to support such research related endeavors as "research writing workshops;" other departmental expenditures that are not supported by budget dollars allocated from the College or University.

- iii. Support investment in possible new grants. Examples of such expenditures may include but are not limited to: Travel funds to attend technical assistance meetings for upcoming grant submissions; travel funds for lobbying in Helena, Washington, DC, or elsewhere; travel funds to meet potential project officers or partners in future grant submissions; funds for attending grant writing workshops; buyout for grant completion or rewrite; and funding for grant review prior to submission.
- iv. Support for the PIs who had generated SPABA funds in the same year or in previous years. The Chair will obtain from the Research Administration a detailed report on the sources of our yearly SPABA allocation. This report would list each grant and its contributions to the Department's SPABA allocation. Current PIs are eligible to request funding from our SPABA to support aspects of their work that may not be funded (or under-funded) by their grants. Current and past PIs are eligible to request funding for travel, equipment, student support, etc., that would enhance their research productivity and/or support additional grants. Such expenditures would not be restricted to a specific percentage of the PI's "SPABA share" but would be determined based on demonstrable need and on the fiscal health of the Department's overall SPABA account.
- v. DEC is charged with changing the balance of expenditures listed in (1-4) above depending on the overall fiscal health of the Department, on the expected SPABA allocations, and on the Department's needs. For example, travel allocations may be readjusted depending on future revenues and expenditures.

### 3. Clinical Psychology Center's budget policy:

Principles: The Clinical Psychology Center and the clinical faculty are integral parts of the Psychology Department its training of doctoral level practitioners in School and Clinical Psychology.

Clinic Revenue: All revenue generated by the clinic will be deposited in the clinic's account and used as operational budget, including investment in future CPC activities. Sources of revenue include the following:

- a. Fees and/or third-party reimbursement derived from clinical services provided at the CPC. This includes psychological and educational assessments, psychological consultation, therapeutic services, group and

individual psychoeducational trainings, as well as other clinical services appropriate to the training of future licensed psychologists.

- b. Faculty Private Use: Whenever faculty members make use of the clinic's facilities for private consulting and/or therapy, they will be assessed a fee not to exceed 10% of their charges, or \$5/hour per room, whichever is the lesser amount. The CPC director, through the CPC staff, shall have the responsibility of monitoring such usage and the responsibility for regular billing of affected faculty members.
- c. Workshops: Faculty, faculty adjuncts and faculty affiliates shall be encouraged to hold professional workshops aimed at providing continuing education for professionals in the community. Such workshops must be approved by the School Psychology and Clinical faculty. Whenever such arrangements can be made, the clinic staff shall undertake all arrangements related to needed space, scheduling and advertising. The fee to be assessed shall be arrived at with the agreement of the CPC Director, the DCT, the School Psychology Director, and the Chair. The CPC shall receive no less than 60% of the net revenues of such workshops with the balance to be paid to the workshop provider(s).
- d. Contracts: Faculty members shall be encouraged to seek contracts with community agencies desiring the CPC services. Whenever students and/or faculty are involved in providing such services, the DCT, the CPC Director, and the Chair shall negotiate a fee to be paid to the CPC. Such fees shall be in accordance with the CBA and all other governing university policies.
- e. Other: Any usage of the CPC facility that generates income to the provider must be approved by the CPC Director, the DCT, and the Chair. A fee shall be assessed in all such instances.

Expenditures: The Chair and the CPC Director have the responsibility of overseeing the CPC's revenues and expenditures. In August of each fiscal year, the Chair, CPC Director and the DCT shall prepare a "projected" budget of revenues and expenditures. The general guidelines for the distribution of revenues for each upcoming fiscal year shall be as follows:

- a. Operations: Supplies, communications, etc., needed for the operation of the clinic.
- b. Remainder: The remainder of this fund shall be used in accordance with the following interchangeable priorities, to be determined by the Chair, the CPC Director and the DCT:
  - i. CPC upgrading (e.g., equipment, books, etc.)
  - ii. Refunds to the department budget, whenever needed.

- iii. Reserve funds: 30% of the funds remaining, if applicable, after the needed operations budget (above) shall be held over for the next year as a reserve.

### **C. TRAVEL FUNDING**

1. Departmental travel funds (if available) may be allocated to faculty members who request the money for any purpose for which they are evaluated. The following specific topics are noted:
  - a. Travel to professional conferences is allowed, and there is no requirement that a presentation be given.
  - b. Travel for officers attending administrative meetings of professional organizations is allowed.
  - c. Travel for departmental administrators attending meetings related to that administration is allowed.
  - d. Travel for purpose of professional development can be considered, but, when possible, funding will be sought from other University of Montana sources.
2. Total out-of-state travel money will be equally divided among qualified faculty, resulting in only partial support of individual travel plans.

### **D. FACULTY EVALUATION**

In general, each faculty member is evaluated in accordance with the CBA provisions. The process by which this is accomplished is relatively lengthy and complex and one should consult the current CBA for full details. Each academic unit on campus has drawn up its own Unit Standards for use in this evaluation procedure, and a copy of the Psychology Department's document is available by email. In preparation for evaluation, faculty members are required to collect student evaluations from each class they teach. It is mandatory to use the campus-wide evaluation forms, although faculty-generated forms may be used additionally if desired.

### **E. CHAIR SELECTION PROCEDURES**

The Chair's term is a 3-year commitment renewable either annually or for another 3-year term. At the first faculty meeting after the FEC has communicated the Chair's evaluation to the Chair, the Chair will inform the faculty whether or not they are interested in continuing as Chair and for what timeframe (1 to 3 years). At this time the process is open to new nominations and discussion of the request(s). A faculty member other than the Chair or nominee(s) will be identified to facilitate this process. At the next faculty meeting voting will take place on the Chair's request using a simple majority.

## VIII. UNDERGRADUATE PROGRAM

This section of the handbook contains only the various motions that have been passed by the full faculty regarding the undergraduate program. This section is not intended as a source of complete information. The most current information about the undergraduate program can be found in: the Psychology Undergraduate Advising Folders distributed to the faculty, the UM catalog, the [Undergraduate Advising Center](#) and the [Student Conduct Code](#).

### A. TRANSFER OF CREDIT

Faculty is advised not to approve of a transfer course older than 10 years.

### B. CREDIT/NO CREDIT OPTION (CR/NCR)

The CR/NCR option will not be allowed for any required psychology course for psychology majors (including graduate students) unless the course itself is offered as CR/NCR as listed in the course schedule. Students must obtain a minimum grade of C (C = 2.0) in each of the required courses, including the Math course.

### C. TRANSFER STUDENTS

In the case of transfer students (from other institutions or majors), a grade of P or CR in a transferred Math course is acceptable if the student can prove that the P was equivalent to a grade of C. In addition, Math 121, 151, 162 and 171 are acceptable substitutes for Math 115. Stat 216 is an acceptable substitute for PSYX222.

At least three upper-division Psychology courses must be taken here at UM.

**Petitions re 200-Level Transfer Courses.** Courses taken at the 200-level at a student's previous institution which are to be substituted for one of our courses which is 300-level will be dealt with as follows:

- If a transfer course is taught as a lower-division course, it may be substituted for one of our upper-division courses for major requirements; however, we would not sign a petition for this course to count towards their 39 upper-division credits requirement, and the student should be informed that it would not count towards this requirement.

### D. BACCALAUREATE THESIS

Normally, the B.A. thesis should be handled in a way parallel to the M.A. thesis (i.e., prospectus meeting, data collection, oral defense, etc.) and should be started no later than the beginning of the student's senior year.

The B.A. thesis committee should consist of at least three (3) faculty members. A graduate student member may be added to a B.A. thesis committee in addition to the three faculty members on the condition that each situation be treated as a

special case, and that the addition of the graduate student be brought up before the faculty for discussion.

Recipients of Watkins scholarships are required to conduct a B.A. thesis for their research paper. Students who complete a thesis under Psychology 499 for a Watkins Scholarship should be advised and strongly encouraged to conduct an empirical study, but are free to discuss other options of a theoretical thesis with their advisor.

## **IX. GRADUATE PROGRAM**

In addition to the information provided in this handbook, graduate students should be familiar with the Graduate School Policies, which can be found [HERE](#).

### **A. GENERAL**

#### **1. Admissions**

Part-time candidates will be accepted into the programs only in extraordinary circumstances. Candidates who wish to attend part-time should understand that part-time means taking a reduced load to which full-time attention must be devoted.

- a. **Experimental Program Applicants:** The faculty for each experimental specialty area will review all applicant files within their respective area and determine their top applicants. All members of the experimental faculty will also be able to review these top applicants from each specialty area. Final decisions will be made by the faculty member to whom the applicant applied to work with, with possible input from other area faculty.
- b. **Clinical Program Applicants:** The clinical faculty will act as the admissions committee for the clinical applicants. All files will be processed by the staff in charge of admissions under the supervision of the faculty clinical admissions coordinator. Initial rankings of all applicants will be made based on all objective measures available in the application (e.g. GPA, research experience). The clinical faculty will meet to determine the final rankings; these will be made after considering all other materials available in the application (e.g. letters of recommendation, quality of undergraduate training, student interests and potential fit with the program). The clinical faculty will select a number of applicants to interview in person or by telephone or Zoom. After the interviews are completed, the clinical faculty will meet again to determine those to whom admission and support will be offered. Although ultimately a program faculty determination, more weight on final decisions is given to the faculty member to whom the applicant applied to work. An alternate list of acceptable candidates will be ranked, and another list of applicants to be rejected will be determined.

- c. School Psychology Applicants (SSP and Ph.D.): The school psychology faculty will act as the admissions committee for the school psychology applicants. All files will be by the staff in charge of admissions under the supervision of the school psychology admissions coordinator. Initial rankings of all applicants will be made based on all objective measures available in the application (e.g., GPA). The school psychology faculty will meet to determine the final rankings; these will be made after considering all other materials available in the application (e.g. letters of recommendation, quality of undergraduate training, student interests and potential fit with the program). The school psychology faculty will select a number of applicants to interview in person or by telephone or Zoom. After the interviews are completed, the school psychology faculty will meet again to determine those to whom admission and support will be offered. An alternate list of acceptable candidates will be ranked, and another list of applicants to be rejected will be determined.

For applicants to the doctoral program, although acceptances are ultimately a program faculty determination, more weight on final decisions is given to the faculty member to whom the applicant applied to work.

- d. Retraining Applicants: As of AY 1999-2000, this program will not accept any candidates with doctoral degrees in other areas of psychology who wish to be retrained in order to attain a PhD degree in clinical psychology.

## **2. Correspondence to New Graduate Students**

Program directors communicate with all students, including new students, via an electronic letter during the summer to pass on department-related news, reminders, and student responsibilities. Program directors also communicate with incoming students informing them of their GA positions for the upcoming academic year.

## **3. Student Responsibilities**

- a. Prior to the beginning of the academic year, new students need to activate their UM e-mail address. All departmental memoranda affecting graduate students will be sent via University of Montana e-mail only.
- b. Upon arrival on campus, new students should contact their program advisor.
- c. Students should then plan their first semester, and make an appointment to plan their overall program of study.
- d. It is the student's responsibility to know, understand, and meet requirements and deadlines.

- e. This handbook is a supplement to, not a substitute for, the UM and APA publications listed on the cover page, and is intended to help make students aware of some of these requirements.
- f. Advisors and committee members are professional resources, quality control inspectors, dispensers of written documents elaborating rules and regulations, and assistants in understanding the rules. They will do the best they can, but it is ultimately the student's responsibility to be fully informed. This includes making themselves aware of the content of this document, relevant University resources, such as the Graduate School policies and forms, the Student Code of Conduct, and relevant professional resources such as the APA and NASP ethical guidelines.

#### 4. Graduate Program Structure

- a. The graduate program structure is hierarchical:
  - i. Graduate School and/or College of Humanities and Sciences
  - ii. Department of Psychology
  - iii. Specialization program
    - Clinical
    - Experimental
    - School
- b. In most cases, the decision-making direction is up to the following hierarchy:
  - i. Student committee or program faculty recommends to the
  - ii. Psychology Department faculty, which recommends to the
  - iii. Dean of the Graduate School and/or Dean of the College of Humanities and Sciences

#### 5. The Graduate School

- a. The Graduate School is the ultimate administering body for graduate programs. All UM graduate students must meet the requirements of the Graduate School as specified on the [Graduate School Website](#). Particularly note the "Degree Standards," "The Master's Degree" and "The Doctorate" portions.
- b. The Graduate School provides [links and resources for current students](#) on their webpage. Because graduation is dependent upon meeting the deadlines, students should be acquainted with, and satisfy, Graduate School requirements. **The responsibility to file for graduation is ultimately the student's.** All Graduate School procedures, requirements, deadlines, etc., can be found on the Graduate School website.

#### 6. Administrative Assistance

The departmental administrative staff, including CPC, will not do any personal copying (e.g., theses or dissertations) for students on University time. The

departmental staff may help process students' work which is related to departmental business (e.g., classroom materials for TAs). In questionable instances, the faculty member supervising the departmental business will decide on the appropriate use of staff time.

## **7. Enrollment Requirements**

### **a. Continuous Enrollment**

Students not on leave-of-absence are required to enroll for a minimum of three (3) credits every Fall and Spring semester, except in documented and approved instances, to meet continuous enrollment standards; see the [Graduate School's policies page](#). In order to reduce enrollment below 3 credits, students must [petition](#) the graduate school.

An exception to the minimum enrollment policy is granted for students who are completing their doctoral internship requirement, in which case the following policy applies:

- i. If the dissertation has been completed and successfully defended prior to the internship, only one (1) credit of PSYX 638 (Clinical Internship) or PSYX 588 (School Psych Internship) per semester is required. This is required for Fall, Spring, and one Summer semester.
- ii. (Note: If a student plans to graduate during summer semester, the student must be enrolled for at least one credit during the summer of graduation; thus, it is advisable to enroll for internship credit during the summer at the end of the internship.)
- iii. If dissertation is "in progress" during the internship, at least one (1) credit hour of PSYX 699 (Dissertation) per Fall and Spring semester is required, in addition to the Internship credit requirement. See note above regarding registration and summer graduation.

### **b. Full Time Enrollment**

The University defines "Full Time Enrollment" for graduate students as 9 or more credit hours per semester. The department does not require this, but for most students, most of the time, going below this will delay progress through the program in a timely manner.

Additionally, it is often the case that students will be required to take a minimum credit load from other entities, such as:

- Part of health insurance coverage requirements
- Scholarship requirements

- Student loan requirements (e.g., going below the lenders' required minimum could result in loss of loans and/or trigger a repayment requirement)
- Grant stipends
- Assistantships

Students need to be aware of these and other possible sources of minimum credit requirements, which may differ from the 9 credits defined as "full time enrollment" by the Graduate School.

## **8. Dropping Out and Leaves of Absence**

If a graduate student drops out for a semester without written permission of the Department, that person must make a formal application for readmission to the Department.

A Leave of Absence (LOA) is granted by the Graduate School on a semester-by-semester basis if a completed [Leave of Absence form](#) is submitted, signed by the student and Department Chair (see a-c below). The request must be accompanied by a program summary outlining what portions of the degree program have been completed, what requirements remain and a schedule for resumption of graduate study. A 12-month extension may also be granted by the Graduate School upon receipt of a written request from the student and concurrence from the affected program.

- a. Any student requesting a leave of absence should consult with their advisor first. The advisor will present the student's request to the program faculty for approval or disapproval.
- b. Next, if approved, a leave of absence form should be completed and signed by the Department Chair and submitted to the Graduate School.

## **9. Letters of Recommendation**

Letters of recommendation written by faculty members for a graduate student are not routinely placed in the student's file. If the faculty member wishes to have the letter placed in the student's file, they should so instruct the office staff to do so.

## **10. Maintaining Student Records**

The department's process for maintaining records of each student's education and training experiences and evaluations for evidence of the student's progression through the program, as well as for future reference and credentialing purposes is as follows.

Student records are maintained in accord with federal, state, and institution policies regarding record keeping and privacy. When a student matriculates into

the School, Experimental, or Clinical Psychology program, an individual student file is created. This file includes four primary sections:

- a. Confidential section (e.g., letters of recommendation for admissions, confidential
  - i. correspondences such as warning)
- b. Committee notices (e.g., graduation application, committee appointments)
- c. Evaluations (e.g., semester evaluations, practicum evaluations)

These files are kept in a locked filing cabinet in the Department of Psychology main office, which is locked when the office is closed. An administrative associate is present in the office when the department office is open. Students have access to their files; however, files may not leave the main office. Further, students do not have access to the confidential section of their file. Student files can only be viewed with an administrative associate or faculty member present. Once a student graduates, the student's file is retained, but is relocated to another filing system in a locked room. Student grades and transcripts are accessible in the university-wide data system, and are no longer printed or retained in individual files. Additionally, the Graduate School houses students' application materials and information such as TA/RA status. Related, the human resource payroll department would have information on financial information and processing related to a graduate student's TA/RA.

#### **11. Students' Access to Their Departmental Files**

The access of students to their files will be limited by the following rules:

- a. Students may look at their files, but only after confidential material has been removed, and only under faculty or staff supervision.
- b. Students may ask for material to be added to their files. The Chair shall have the authority to decide whether such material is relevant and whether it should be included.
- c. Students cannot remove materials from their files.
- d. Copies of non-confidential file contents may be obtained.

#### **12. Program Extension**

- a. Time Limits
  - i. Graduate students pursuing a master's degree must complete all required program elements within five (5) years of commencing graduate course work at University of Montana.

- ii. Graduate students engaged in doctoral work must complete all required program elements within seven (7) years of commencing graduate course work at University of Montana.
- iii. LoAs stop the clock on Graduate School time limits and Program progress timelines.
  - However, in order for students to be eligible for Departmental assistantships, upon returning from a LoA, that student must have gone through the regular Departmental assistantship application process in the previous spring semester.
- b. Students should avoid requesting a program extension if at all possible.
  - i. If a program extension is needed, the student should consult with their advisor as the first step.
  - ii. A written request with a [Program Extension form](#) should then be prepared, stating the reasons for requesting a program extension, and the specific duration of extension.
  - iii. The advisor will present this request to the student's Program faculty for approval, or the student may present the request personally.
  - iv. The Department will forward the request to the Graduate School with a recommendation of approval or disapproval.

### **13. Recertification of Courses**

- a. According to UM Graduate School policies, all requirements for the Ph.D. degree must be completed within 7 years of commencing graduate study. Courses taken eight or more years before graduation would have to be recertified.
- b. The usual ways in which a course is recertified are:
  - i. Retake the course.
  - ii. Take a comprehensive exam similar to the "final" in courses where such finals are given. This is to be determined by the current instructor of the course.
  - iii. Faculty approve the course as being substantially equivalent to currently offered coursework in the program.

If the student requests that other options be considered, the student will have to petition the department Chair. If the Chair deems the request academically defensible, the request would be submitted to the student's graduate program faculty for their final decision.

### **14. Transferring from one graduate program to another**

Current and former graduate students may not automatically transfer from one graduate program into another (e.g., from an experimental program into the clinical one or vice versa). Should a current or former graduate student wish to change programs, the student must re-apply to the new program in the same

manner as any new applicant. That student's existing academic file would also be automatically considered by the new Admissions Committee in its deliberations. Should any of the applicant's academic record be deemed acceptable as satisfying any of the requirements of the new program, the applicant will be notified in writing at the time of admission into the new program.

#### **15. Student self-disclosure in classes (Clinical and School Programs)**

In accordance with the [American Psychological Association \(APA, 2010\) Ethical Principles and Code of Conduct Standard 7.04](#), students and prospective students should be aware that some courses enrolled in by all Clinical and School Psychology students may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. For example, students may be asked to relate personal experiences to particular therapy concepts or processes. Faculty and training staff will assist students in exploring and understanding how relevant parts of the student's history and personal qualities affect clinical and other professional relationships, and therapeutic interactions and interventions. The programs see such exploration as an important part of the process of becoming an effective clinician. This exploration may also include identifying and processing student cohort dynamics, with the objective of helping the student develop professional, collegial relationship skills. Students can be expected to examine and discuss issues such as how personal characteristics and interpersonal styles affect professional group functioning, addressing and resolving conflicts, and addressing power differences within professional groups. In addition, consistent with APA Ethics Code Standard 7.04 requirements, students may also be required to disclose certain personal information, subject to appropriate confidentiality safeguards, when the Clinical or School Psychology faculty consider the disclosure of such information necessary to evaluate a student whose observed personal problems could reasonably be judged to be preventing the student from competently performing training or professionally-related activities. These disclosures will occur in private and confidential consultation with faculty members unless a student voluntarily chooses to make them in a class setting.

#### **16. Full-Time requirement**

The Clinical and School Psychology doctoral programs require a minimum of three full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. At least two academic training years (or the equivalent thereof) must be at the University of Montana, and at least one year (or the equivalent thereof) must be in full-time residence at the University of Montana-Missoula campus.

## **B. GRADUATION REQUIREMENTS**

### **1. General Departmental Requirements**

The Psychology Department has a number of core courses, as follows:

PSYX 520, Advanced Psychological Statistics I

PSYX 521, Advanced Psychological Statistics II

PSYX 523, Research Design

PSYX 540, Advanced Developmental

PSYX 550, Advanced Social

PSYX 551, Advanced Personality

PSYX 565, Advanced Cognition

PSYX 571, Advanced Physiological Psychology

These courses form the basis of the general departmental requirement, but the exact nature of this requirement is different for the clinical, experimental, and school programs. The specific requirements for each program are listed in that program's "flow chart."

### **2. Specialization Program Requirements**

Each specialization program has requirements beyond the general departmental requirements.

- a. Students should obtain from their academic advisor (who is typically, but not necessarily, their master's committee chairperson) a list of their specialization program requirements, and should form a plan with that advisor as soon as possible for meeting all requirements.
- b. The academic advisor for each graduate student, regardless of specialization program, must be a tenured or tenure-track faculty member assigned to that student's specialization program (e.g., a clinical student must have a clinical tenure-track faculty member serve as academic advisor).
- c. Students may change academic advisors provided the new academic advisor fits the description in b. above. It is the student's responsibility to inform the director of the specific program and to receive approval for such a change.

### **3. Waiving or "Testing Out" of a Required Course**

Obtaining equivalencies predicated on other courses taken before coming to UM is an option open to the student. Waiving a course is handled on a case-by-case basis by obtaining the signature of the appropriate professor on a course equivalency form. Undergraduate courses will not be accepted as substitutes for required graduate courses, per the Graduate School.

#### **4. Students with incoming degrees**

Incoming students with an M.A./M.S. degree may be allowed to obtain equivalency for courses that meet the requirements of courses offered within their coinciding program (clinical, experimental, school). Within the clinical psychology program, PSYX 532 (Psychopathology), PSYX 511 (Professional Issues), PSYX 530 (Clinical Interviewing), PSYX 534 (Applied Clinical Methods), PSYX 630 (Ethics, Professional, & Cultural Issues), and PSYX 632 (Advanced Multicultural Psychology) cannot be waived. Per the Graduate School, no more than 30 credits from an awarded M.A. can be transferred for a Ph.D. candidate. Please note that students must take at least 12 credits at the University of Montana before graduating.

### **C. ACADEMIC AND PERFORMANCE STANDARDS**

#### **1. Three C Rule**

- a. A letter grade of C+, or lower, in graduate coursework indicates inferior work that must be remediated.
- b. If a student receives a C+, or lower grade, in any graduate psychology course, the student is issued a warning. A remediation plan (e.g., retaking the course and obtaining a letter grade no lower than a B-) is put in place. Faculty members must inform the Chair of all grades C+, or lower, so that the remediation plan can be put into effect.
- c. Our policy is that the faculty requires a student to retake the regular course to make up a C+ or below, rather than through readings or other options.
- d. After the second C+, or lower grade, in any course required for the graduate psychology program completion, the student is placed on academic probation. A remediation plan is to be put in place. Failure to meet the requirements of this remediation plan may result in a seconded motion to dismiss the student from the program.
- e. If a student obtains two letter grades of C+, or lower, in the same course, the same consequences as in 2 above shall apply.
- f. If a student receives a third C+, or lower grade, after having been placed on probation, the student's suitability for the program will be in question. Therefore, a third C+ or lower grade in graduate coursework is sufficient grounds for the full faculty to entertain a motion to dismiss the student from the program or to choose other corrective actions depending on the situation.

#### **2. Overall Grade Point Average**

In addition to satisfactory performance in courses and other formal work, a student must maintain an overall grade point average of at least 3.0 (B) to remain in the program.

### **3. Progress in the Program**

To be considered a student in good standing, a student must not only perform satisfactorily with regard to course requirements and other formal work. The student must also make satisfactory progress in research activity such as, but not limited to, completing the master's research project and dissertation; must exhibit satisfactory professional development, including development of clinical skills (for clinical and school students) and understanding and adherence to ethical standards; must satisfactorily pass comprehensive examinations and the comprehensive process; and must perform satisfactorily in other areas of responsibilities such as assistantships, traineeships, clinical placements and internships. Specifically, all aspects of the master's research (including the final defense) should be completed by the end of the third year; comprehensive exams should be completed and dissertation research should be underway by the end of the fourth year. Lack of adequate progress in the program may render the student ineligible for assistantships (See Section IX), internships or traineeships.

In order to apply for internship, Clinical and School (Ph.D.) students must have completed their master's research (including final defense), their comprehensive portfolio, and all course work. Additionally, Clinical and School (Ph.D.) students must have successfully defended their dissertation prospectus prior to applying for internship (see VIII.C.).

### **4. Progress in Course Work**

It is the course instructor's prerogative to assign a grade of incomplete (I) in special circumstances. The student must have the consent of the course instructor to obtain an "I." The University rules dictate that an "I" will revert to whatever alternate grade the instructor assigned within one year of the grade assignment – or default to an "F" - if the deficient work is not been completed by then. However, it is the expectation of our graduate program that an "I" be made-up for within one semester, and this should be worked out between the student and the instructor of the course in which the student received an "I." Undue delay in completing the course requirements may be used by the instructor as a factor in grading the completed work. Incompletes indicate lack of progress: They will be considered in student evaluations as well as in assistantship assignments.

### **5. Ethical Behavior**

In addition to demonstrating competent performance in academic, research, and, if applicable, clinical areas, all students must at all times manifest appropriate ethical behavior applicable to the profession for which they are training as a condition for remaining in good standing in the program. ([\*Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association & for School students, the NASP Principles for Professional Ethics.\*](#)) All students must also comply with the principles, policies, and standards of the University of

[Montana Student Conduct Code](#): Adherence to these policies is a requirement of the Psychology Department, and students should familiarize themselves with these documents.

Serious breaches of these principles and policies (e.g., plagiarism or research fraud) may result in a departmental recommendation to the Graduate School and/or the Dean of Students to dismiss the student from the program and the University. The Office of the Dean of Students is responsible for the administration of the Student Conduct Code applicable to academic conduct. For graduate students, matters involving academic conduct may also fall within the responsibility of the Provost and Dean of the Graduate School. Adherence to these policies is a requirement of the Psychology Department, and students should familiarize themselves with these documents. Serious breaches of these principles and policies (e.g., plagiarism or research fraud) may result in a departmental recommendation to the Graduate School and/or the Dean of Students to dismiss the student from the program and the University. The Office of the Dean of Students is responsible for the administration of the Student Conduct Code applicable to academic conduct. For graduate students, matters involving academic conduct may also fall within the responsibility of the Provost and Dean of the Graduate School.

Academic disciplinary action may be initiated when a student exhibits the following behavior in one discrete episode that is a violation of law or of the APA's Code of Conduct and/or when a student exhibits a documented pattern of recurring behavior which may include, but is not limited to, unethical, threatening, or unprofessional conduct; consistent inability or unwillingness to carry out academic or clinical or assistantship related responsibilities; inability to tolerate different points of view or constructive feedback from supervisors (see sections D5 and D6 for specific clinical issues).

Use of Artificial Intelligence resources to generate content for graduate program requirements is largely at the discretion of the instructor of record for each individual course. That being said, a general expectation is that all the written work a student submits should be their own. Exceptions should be clearly defined by the instructor and by the student presenting the work; in other words, any external sources, including use of AI, should be documented and cited. If there are exceptions based on a student's accommodations through the Office for Disability Equity, these should also be clearly indicated and discussed with the instructor beforehand.

## 6. Guidance on Artificial Intelligence

### a. General Guidance for all Instructors

At the University level, the University Student Code of Conduct captures AI misuse under the academic misconduct heading of plagiarism:

*Plagiarism: Representing words, ideas, data, or materials of another person as one's own, the student's own previous work as if it were the student's own original work, or content derived directly from a generative artificial intelligence tool as if it were the student's own original work.*

The purpose of this section is to offer further considerations and guidance to help guard against, and deal with, suspected, inappropriate use of AI generated content. It is intended for all faculty and course instructors of record.

All instructors should proactively communicate expectations on use of AI in each of their courses. Each syllabus should have a section detailing how use of AI can be done, acceptably (if relevant), for that course. These general themes should be captured: a) set out clear expectations of when and on which assignments- it can be used, b) remind often/before assignments, c) offer pros and cons of using AI, d) communicate that any use should be CLEARLY cited/documented as being AI-generated or inspired, e) and tell students if you will be using AI detectors and what the process will entail in cases of suspected (unwarranted) AI use, etc. For example, in regard to the latter, instructors could tell students that they (the instructor) will be using an AI detection tool for submitted written work (this includes ALL written work, including things like forum posting in asynchronous online courses), and that anything flagged as being "probably" AI at or above a certain, predetermined % will bring about a discussion with the student about the legitimacy of their writing. Of course, instructors need not only rely on AI checkers to warrant this discussion. Sometimes instructors must go off of the feeling that "that just is not this student's writing." They can communicate this too. Of course, knowing the "student's writing" is a critical basis from which to make this judgment, and this is not always afforded in our teaching arrangements. This can be talked about as an issue but does not mean that instructors cannot talk to a student if they have a strong suspicion of academic misconduct. Whatever the case, following up with a discussion with the student, is a good place to start.

In such a discussion, the instructor should be clear on what could be improved in the writing. With some writing assignments, if there is high confidence that content was AI generated, this could be communicated, and the chance for a rewrite or an oral discussion could ensue to help the student show their command of the content under question.

Of course, the instructor has the right to make a claim of plagiarism via use of AI at any point, if evidence and confidence warrant it (whether or not a discussion and potential rewrite has occurred). In doing so, it is important to know that AI detectors are not perfect, which usually makes absolute confidence in such a decision difficult. AI detectors put a statistical value on how likely a writing passage/example was generated by AI by looking for writing traits that are common in output generated by AI large language models. Detectors, like GPTZero, have a fairly significant false positive rate. This is not to dissuade you from their use- they can be helpful- but to suggest that they do not offer definitive proof of misconduct in and of themselves; thus, this introduces the need for follow-up discussions with the student as opposed to firm accusations in many cases.

In summary, instructors are being asked to divine misconduct without absolute proof. Unlike other types of plagiarism where the sameness between the student's writing and the plagiarized source is often an obvious, one-to-one correspondence, now we are working off of intuition based on a number of soft sources (AI checkers, knowledge of past writing skills, educated hunches, etc.). Because of this, it is recommended that instructors consult with others (e.g., faculty and instructors of record, department chair) within the Department regarding your accumulation of evidence before proceeding with a formal misconduct allegation.

**b. Use of AI in Health Provision to Clients (Graduate Students and Postdoctoral Residents)**

This policy, voted on by faculty in 2024, establishes four standards for the ethical and responsible use of large language models (LLMs) or generative artificial intelligence (AI) in the provision of psychological services to clients by health service psychology clinicians (i.e., graduate students in clinical psychology, graduate students in SSP and PhD in school psychology, interns, post-doctoral residents). The Department defines generative AI (e.g., ChatGPT, Gemini) as complex computer science programming trained on vast amounts of text or images enabling it to recognize and mimic the way humans communicate. The overarching aim

of this policy is for clinicians to adhere to the ethical standards and principles outlined by relevant professional associations (i.e., APA, NASP). This policy seeks to ensure the well-being, confidentiality, and trust of clients while harnessing the benefits of technological advancements. The Department also acknowledges that as technology advances, we encourage continued conversations about generative AI that will inform evolving policies.

- i. **Clinicians must not use AI in which client information/data (e.g., test scores, background history) are inputted.** That is, clinicians may not use AI for record keeping (e.g., treatment notes), psychological report writing, or other documents relevant to a specific client's treatment. In accordance with the profession's ethical principles, client data should be kept confidential. Clinicians should be aware that providing any client information—even information which is perceived as non-identifiable—to an open-source generative AI program means that the resultant information exchange is out of the hands of the clinician, the client, the supervisor, and other relevant parties. As a result, there is a potential breach of confidentiality that is avoidable. Importantly, clinicians should be aware that even if a generative AI has a Business Associates Agreement (BAA) and indicates HIPPA-compliance, clinicians should consider their ethical responsibilities for client privacy.
- ii. **Clinicians are expected to improve their skills in tailoring assessment feedback, case conceptualization, and treatment planning to a specific client (or clients) under close clinical supervision.** The use of AI is antithetical to this aim; that is, using AI to generate psychological reports or treatment summaries are counter to the goal of individually tailoring assessments and interventions for clients. Further, competency in documentation is a key training goal of health service psychology programs. To the extent that clinicians might rely on AI-generated documentation, this would prevent them from independently attaining such competency. Finally, AI-generated material may contain a number of inaccuracies, mis-representations, and biases.
- iii. **Clinicians must not solely rely on AI technologies for clinical interpretation, clinical decision-making, and review of the clinical literature.** What AI produces is limited by its source data in regards to scope, recency, quality, relative weighting, and bias of information. In contrast, evidence-based practice requires the dynamic integration of the best available research, the client's characteristics and preferences, and the clinician's background and

judgment. AI-generated clinical interpretations should be reviewed with caution and in consultation with one's supervisor.

- iv. **Clinicians must consult on the use of AI and disclose when such technologies have contributed to the development of materials.** AI is a promising tool for aiding in the provision of health service psychology. Thus, when reasonable and beneficial to client well-being, clinicians may use AI to generate materials that do not involve a specific client's information (e.g., generating self-monitoring logs or mindfulness exercises to use with a client). Prior to using AI, clinicians must obtain consultation and clarification about the appropriateness of AI use from their clinical supervisors. Clinicians are required to be transparent about the use of AI with their clinical supervisors, sharing which AI platform, prompts, and results are used for the provision of client care.

## **D. EVALUATIONS**

In addition to progress and classroom performance, students are evaluated on professional skills. The particular skills will be dependent on the program area within the department. For example, clinical skills, understanding, and attitudes will be particularly important for clinical and school program students, while research skills, conceptualization, and design, as well as technical skills, will be of particular importance for all doctoral students. Students are required to participate in their evaluations to whatever extent the faculty deems necessary as a condition for remaining in good standing in the program.

### **1. Major Evaluation Schedule**

The faculty will evaluate each graduate student at least once per year. The faculty will conduct two evaluations per year for first year students, those on provisional status, and any others deemed in need of additional evaluations (including all students who are on 'Warning' or 'Probation'). The school psychology program evaluates all on-campus students each semester. Each formal evaluation will result in a formal "evaluation of progress" statement. The student's advisor will hold a meeting with the student to discuss and explain the statement. Copies of evaluation forms for programs go in each student's file.

### **2. Warnings**

Normally, the evaluation process is designed to provide constructive feedback to students about their strengths and areas in need of improvement. There may be cases, however, where the department has concern(s) about progress toward the degree, ethical matters, academic or clinical performance, research, etc., sufficient to justify issuing a warning to the student.

Written feedback, in the case of warnings being issued, will contain: 1) an identifier that it is a warning; 2) the nature of the departmental concern; 3) the necessary steps to remediate the problem; 4) the expected interval of time to make progress on, or complete the remediation; and 5) the consequences if progress is not made in remediating the problem. Warnings are first voted on by the student's Program faculty. The warning is then taken to the full faculty meeting as a seconded motion to be voted on by all departmental faculty.

### **3. Probation**

Students may be placed on academic probation whenever a serious violation of these rules has been proven or whenever a warning had been issued and the accompanying remediation plan had not been met. Students on probation have restricted access to departmental funded GAs and may be ineligible for other forms of student assistance. Failure to remediate deficiencies during a designated probation period will result in an automatic seconded motion to the full faculty to dismiss the student from the program.

### **4. Evaluation of Clinical Suitability**

Not all individuals are suited to be therapists in professional psychology; for example, when the therapist's personal needs interfere with the therapy in a manner counter to the welfare of the client, or when clinical skills are notably deficient. One important and ethical function of the professional training and certification process is that the clinical/school faculty must not only evaluate academic and research performance, but also use the faculty's professional judgment and experience in the continuous assessment of clinical suitability in each clinical student. Feedback to the student will ordinarily occur in practicum evaluations and at any other time when clinical suitability is discussed with the student's major advisor and/or in clinical/school faculty meetings or full faculty meetings. Evaluation of clinical suitability is not limited to the student's performance in any one practicum they are enrolled in at the time of evaluation. Rather, clinical suitability will be evaluated based on the student's cumulative record in all clinical and professional settings, whether these are on-campus or off-campus. Such settings include the CPC, all previous practica and all clinical assistantships or jobs, whether contracted for by the department or not. Serious problems may result in a formal warning, probationary status or dismissal from the program.

### **5. Interactions with Clients**

The School and Clinical graduate programs include specific training on managing relationships with clients in clinical contexts. Multiple courses on ethics, professional issues, interventions, as well as all school and clinical practica detail appropriate behaviors when interacting with clients. Additionally, APA and NASP emphasize that, as therapists and assessment professionals, we are obligated to respect the dignity of our clients, promote their welfare, and protect the public.

To do so, graduate student clinicians have to be aware of their own values, attitudes, and beliefs and avoid imposing these on their clients when to do so would be inconsistent with the clients' therapeutic goals and/or the goals of an assessment. The APA's Ethical Principles of Psychologists and Code of Conduct specify that therapists and assessment professionals have an obligation, ethically and professionally, to respect and understand their clients' diverse experiences and worldviews.

In addition, the Psychology Department mandates graduate student clinicians' compliance with a nondiscrimination policy. Graduate student clinicians are specifically prohibited from discrimination based on clients' age, culture, sexual orientation, gender identity, political beliefs, marital status/partnership, or on any other dimension mentioned in the Department's Mission Statement (see page 1 of this manual). Furthermore, graduate student clinicians must actively work toward developing the professional competencies necessary for effectively serving clients whose group membership, demographic characteristics, experiences, values, and beliefs differ substantially from their own. As such, potential tensions or conflicts due to differing values, life experiences, worldviews, or other aspects of diversity and/or identity between student clinicians and clients are considered essential opportunities for developing the required professional competencies in the field. Therefore, we expect students to willingly engage with these experiences. It is not permissible for students to refuse to work with a particular client solely based on such differences.

Consistent with guidance from APA's Board of Educational Affairs (2013, See [apa.org/ed/graduate/diversity-preparation](http://apa.org/ed/graduate/diversity-preparation)) the Department recognizes that developing competencies to serve diverse populations may require additional pedagogical support, time, and supervision from faculty and supervisors. The Department commits to providing these as necessary to support students' development. However, the prevailing consideration always remains the welfare of the client. In cases where transfer of care may be necessary to ensure both the welfare of the client and the development of student competence, the supervisor will make this determination based on their professional judgement. Thus, student clinicians should not reasonably expect to be exempt from having any particular category of potential clients assigned to them throughout their training. Ultimately, in order to complete our programs successfully, graduate student clinicians must be able to effectively work with those for whom they provide care in a supportive and helpful way that does no harm.

## **6. Evaluations for Assistantships**

Assistantships and other support will be reviewed toward the end of each academic year for consideration of appointment for the following year. They may also be reviewed at any other time at the discretion of the faculty.

## E. CORRECTIVE ACTION(S) AND APPEAL PROCEDURES

The following procedure is defined for dealing with departmental corrective action(s) involving a graduate student. These include formal warnings and procedures for corrective actions that may be taken if program requirements are not met. Students are also subject to the University of Montana [Student Conduct Code](#), which describes disciplinary procedures for “Academic Conduct,” (pages 10-13), and for “General Conduct” (pages 14-16). All graduate students should become familiar with the Student Conduct Code. In addition, all graduate students must become familiar with and adhere to the American Psychological Association Ethical Principles for Psychologists, and NASP Principles of Professional Ethics for School students. Additionally, students working with non-human animal research subjects must become familiar with the [American Association for Laboratory Animal Science](#) (AALAS) guideline for conducting animal research. Violations of either the UM Conduct Code, APA Ethical Standards, or AALAS guidelines will be grounds for corrective action as described below, or as put forth in the UM Conduct Code.

The procedure for corrective action includes the following steps, to be taken in the order specified:

1. If a faculty member believes that a graduate student’s behavior warrants corrective action, the faculty member will communicate this opinion to the student.
2. The faculty member will discuss the matter with the department Chair, and, when appropriate, with the Director of Clinical Training, the Experimental Program Director, or the Director of School Psych Training as well. If, after this discussion, the faculty member is still convinced that action should be taken, that faculty will bring the issue to the agenda at the next Program meeting. A student representative can be present during this discussion if the student indicated this during the annual process of asking all graduate students whether they would like student representation when being discussed and evaluated during program meetings. Based on that discussion, the matter may come to the next full faculty meeting as a seconded warning or probation motion, or as an issue for full faculty consideration (though not a motion for warning or probation).
3. The faculty member and the Chair will present the matter at the next faculty meeting during closed session (i.e., full faculty only). If circumstances require, an extraordinary faculty meeting or meetings may be called.
4. If, in the opinion of the faculty, the student’s behavior appears to warrant corrective action, the faculty will consider what type of action may be taken justifiably, e.g., removal of a departmental assistantship. In addition, University sanctions may be recommended, as stated in the Student Conduct Code.
5. After this meeting, the Chair will inform the student of the faculty’s decision, and provide opportunity for the student to respond to allegations. At this time, the

student will also be told of the right to appear at the next faculty meeting to state their own case and to answer questions concerning it.

6. If, during the next meeting, the student presents additional information, the faculty will take such information into consideration before reaching a final decision. The affected student will not stay in the full faculty meeting during this deliberation and discussion by the full faculty.

#### **F. STUDENT PROGRAM LEVEL GRIEVANCES AND COMPLAINTS**

If students have a concern with a specific faculty member that is *not* related to harassment and dual roles (see pages 4-8 for appropriate procedures), they typically either go to their Program Director (School or Experimental) or Director of Clinical Training (Clinical), or the Department Chair with their concern regarding the faculty member. Students are also encouraged to work closely with their program advisors when they have a concern. The student is then encouraged to talk to the faculty with whom they have a concern if the concern is one that can be resolved informally. If it is a major concern that cannot be resolved informally, the student is referred to the University procedures, which is found in the Student Code of Conduct and in the following links:

- [Equal Opportunity and Title IX](#)
- [Office for Disability Equity Grievance Procedures](#)
- [Student Code of Conduct](#)

#### **G. PSYCHOLOGY GRADUATE STUDENT ASSOCIATION (PGSA)**

The specific regulations with respect to representation of members of the Psychology Graduate Student Association (PGSA) on departmental committees and when performing department functions are as follows:

1. The PGSA will have three representatives, one Clinical, one Experimental, and one School for **full faculty meetings**, and one representative for **DEC**.
2. The PGSA will have one representative for **Clinical faculty meetings**, one for **Experimental faculty meetings**, and one for **School faculty meetings**.
3. These PGSA representatives to clinical, experimental, and school faculty meetings are also available for **graduate student evaluations**. They have no vote, but are observers in cases in which students request to have a PGSA representative present during an evaluation meeting.
4. If the student being evaluated chooses to have the student representative present, the student representative (but no other student) may remain present during consideration of departmental warnings, corrective actions, or the possibility of either. In cases where the student being evaluated had not filed a request for the presence of the student representative, the representative shall be excused from the meeting. Such evaluation discussions could include

potential Student Conduct Code issues, although no Academic or General Misconduct charges are filed until a student is notified. Both Departmental Policies and the University Student Conduct Code contain provisions for a student's being notified about pending corrective or disciplinary matters.

5. In the case of Academic Misconduct as described by the Student Conduct Code (page 11), students have a right to have a "person of choice" present during the initial phases of an investigation of Academic Misconduct. The Student Conduct Code requires that the student being investigated must be informed if this occurs, and have the opportunity to choose a student (or anyone else designated by the student being investigated, including the same student) present. In the case of General Misconduct (see pages 14-16 of the Student Conduct Code), investigations are conducted by a University official designated by the Dean of Students. Should Academic or General Misconduct charges actually be filed, after a student is notified, the student has a right to have any person, including another student, present at the disciplinary proceedings.
6. All aspects of student evaluations are confidential. The Graduate Student Representative is not allowed to reveal any of the discussions related to these. The student being evaluated will be formally notified in the event of any departmental corrective actions or conduct code charges being filed.
7. A minimum of three (3) but not more than seven (7) UG majors and/or graduate students will be designated by the Chair by September 15 to participate in the Faculty Evaluation process. A faculty observer will advise this **Student Evaluation Committee** (SEC).
8. This committee is charged with reviewing the teaching evaluations of department faculty members being evaluated in a given year (see the [Collective Bargaining Agreement](#)).
9. PGSA representatives do not have voting privileges, but are encouraged to add to the discussion and deliberations in full and program faculty meetings. It is recognized that their role is two-fold: to provide an opportunity to keep the PGSA informed as to issues discussed and actions taken by the faculty, and to provide graduate student input to those faculty discussions and actions. It is also recognized that the reporting of faculty activities may involve ethical considerations, and the student representatives are expected to behave professionally in this role. In any case of doubt as to the appropriate way to proceed, the representative should obtain the counsel of either the Director of Clinical Training, the Experimental Program Director, the Director of School Psychology Training, or of the Department Chair.
10. PGSA may invite a faculty member to attend PGSA meetings, though the faculty member would not have voting privileges at the PGSA meeting.

## H. GRADUATION CEREMONIES

Only students who have successfully completed their masters or dissertation defense prior to the graduation ceremonies are eligible to participate.

## **X. RESEARCH**

### **A. HUMAN SUBJECT USE**

No human subjects may be recruited or used without the approval of the University [Institutional Review Board](#), which is responsible for the evaluation of the research involving human subjects. Such approval must be on file in the office of the chair of the subject pool committee.

The departmental Subject Pool Chair will have overall responsibility for all policies of human subject use involving the PSYX 100 pool by Psychology Department faculty and students. Subject Pool use by outside researchers is prohibited unless a Psychology Dept. faculty member is a contributing researcher to such efforts.

The primary responsibility for conducting research with humans rests with the investigator and faculty supervisor. If confusion or difficulties arise related to the use of human subjects, then the following steps should be taken:

1. If the student researcher has questions or difficulties, they should first check with their faculty supervisor.
2. If they cannot resolve their difficulties regarding the PSYX 100 pool, then the student and/or faculty supervisor should discuss the issue with the Subject Pool Chair.
3. If the Subject Pool Chair considers the issue to involve a major policy or procedural concern, the issue will be brought before the entire faculty for discussion and a decision.

### **B. USE OF STUDENT SUBJECTS**

Faculty and students conducting research with PSYX 100 subjects will fill out the form provided by the Subject Pool Chair. The form will provide basic information such as: a) IRB approval form; b) how many subjects are required; c) how many experimental credit hours will be given to the subject; d) the general nature of the experiment; e) the techniques and materials used; and e) the form of the debriefing procedure.

### **C. ADVERTISING FOR SUBJECTS**

Faculty and students soliciting subjects either from classes or from other sources (e.g., listserves, bulletin board posts, social media) are requested to announce the research in a manner stating the faculty member's name (e.g., Dr. Jones and /their associates in the Department of Psychology. . .) rather than billing research as "The Psychology Department is conducting an investigation of..."

### **D. PAYING SUBJECTS**

The department approves the paying of experimental subjects for research if it is justified. Given IRB approval, the decision to approve payment of research subjects will rest with the thesis or dissertation research committee.

## **E. OTHER**

Faculty members from other departments may use psychology students and offer PSYX 397 credits for participation in supervised research if 1) a request is made to, and approved by DEC; and 2) a departmental faculty member will act as sponsor of the project. Such research efforts will be announced to the full faculty by the sponsoring faculty member prior to the initiation of the research.

## **XI. COURSES**

### **A. NON-DEPARTMENTAL TEACHING**

The proposal by a non-departmental member for teaching any regular course, cross-listed course, or extension/continuing education course listed with a Psychology Department number will be accompanied by the credentials of the person who wishes to teach the course, a course syllabus (or description) and a list of required readings, which will be brought to the full faculty for approval.

### **B. GRADUATE STUDENT TEACHING**

The Psychology Department approves teaching of Psychology courses by graduate students if the course is taught in consultation with a designated faculty member.

### **C. DIRECT CLINICAL SERVICE PROVISION COURSES**

Direct clinical services will be provided only in courses numbered PSYX 512 (Field Placement), 525, 526, 534, 625, 634, 587 and 631. The only departmental courses which shall be closed to non-clinical/school psychology doctoral graduate students are those which provide direct clinical services. PSYX 512 (at least one credit) is required for all clinical students during semesters when they are not enrolled in PSYX 534/634 and they are in clinical training settings where they are accruing 'program sanctioned hours'.

## **XII. ASSISTANTSHIPS**

### **A. TYPES OF ASSISTANTSHIP POSITIONS**

Assistantships are offered to doctoral-level students only. The Department of Psychology has access to the following types of assistantships,

#### **1. Type A Positions:**

**University of Montana graduate assistantships:** As of 2022-2023 these positions pay a stipend of \$16,000 and tuition waiver for the academic year. The waiver does not include fees.

**Departmentally approved external funding:** These forms of support offer varying amounts of stipends, usually for a 12-month period, as well as tuition waivers and other allowances. Such scholarships and fellowships are intended to assist the recipients accomplish specific goals such as graduating on time or preparing for academic careers. The Department can provide the recipients with

training opportunities that support these goals, but may not be able to provide additional stipends for these opportunities.

**2. Type B Positions:**

**Departmentally contracted positions:** These are usually, but not exclusively, Clinical and/or School positions agreed to in a paid contract between the Department and the hiring agency. The Department manages these positions, advertises them, and is responsible for the proper execution of the contract that governs them (e.g. SARC, some faculty research positions, etc.) and they *may* confer a TARA waiver. The waiver reduces tuition to in-state rates for out-of-state students.

**3. Type C Positions:**

**Outside Support:** These are Psychology related placements, available in various University units. These placements will be approved, and advertised, only if they guarantee a minimal level of support set by DEC on a yearly basis.

**4. Type D Positions:**

**Extramural Grant-Funded Positions:** All graduate positions for which either a faculty or graduate student obtain extramural funding. This includes funded Graduate Assistant A positions from grants obtained by faculty or extramural fellowships obtained by the students (e.g., NSF or NIH research fellowships).

*Note: Summer session teaching positions are not included in these assistantship types or in this assistantship assignment process. These are instructional positions to be assigned by the Chair in consultation with the DEC.*

**B. ASSISTANTSHIP ASSIGNMENT PROCESS**

Subsections 1 & 2 refer to current doctoral students who will be entering their second year, or above, in their training programs. Subsection 3 refers to the departmental process of assigning incoming students to assistantships. DEC controls this process for Type A and Type B positions. Approved assistantship positions and their descriptions will be emailed to students and posted across from the main office. DEC will make assignment decisions on the basis of the following:

**1. Eligibility:**

- a. Students in good standing are eligible to apply to any of the assistantship types listed above.
- b. Students on warning are eligible to apply for those specific positions deemed by the faculty to be suitable for their individual training needs.
- c. Students on probation are not typically eligible for any type of support.
- d. Students applying for Types A and B positions must be enrolled in a minimum of 6 cr. hrs. per semester while they are on support. There may

be some flexibility in minimum enrolled credit hours for advanced, in-state students.

- e. Students applying for support for their third year must have their advisor's approval that they have either completed their Master's prospectus, or that they will propose their Master's research project by the first month of their fifth semester. Those who do not have this certification will not be considered regardless of their history of support.
- f. Students applying for support for their fourth year must have successfully obtained their M.A. degree, or have their advisor's approval certifying that they will obtain their M.A. degree by the first month of their seventh semester. Those who do not have this certification will not be considered regardless of their history of support.
- g. Students applying for support for their fifth year must have successfully completed their comprehensive exams, or have their advisor's signature certifying that they will complete their comprehensive exams by the first month of their ninth semester. Those who do not have this certification will not be considered regardless of their history of support.
- h. Students who have already received four years of *full funding* (Type A, with the exceptions of InPsych awards that have payback) will be eligible for support in their fifth year, but only after all other underclass students receive support.
- i. Students are not typically eligible for any type of support during their sixth year (see 2.h).
- j. Students applying for any type of clinical support must obtain the approval of the DCT or School director of training before they may be considered for such support.
- k. DEC is authorized to deviate from the strict application of these assistantship assignment guidelines in order to accommodate contractual commitments already made and to consider unusual cases or circumstances.

2. Assignment Procedures and Criteria:

- a. All available positions will be advertised by the Department during Spring Semester of each year. Students will submit their ranked choices by the designated date.
- b. In making assistantship assignments, DEC will consider the overriding principle to be the provision of support to as many students as possible. DEC will also consider the student's rankings of positions, the student's academic performance and progress, the student's quality of work in previous assignments, and the match between the student and the position in terms of the student's experience and abilities.
- c. Students with less support in prior years will receive a higher prioritization. Support is judged from a baseline of 100%, which is considered equivalent to a fully-funded Type A position that includes a

tuition waiver. Students with a longer history of funding at 100% will be considered a lower priority for funding; students with a less strong overall funding history will be considered a higher priority.

- d. The more Type A support the student has received, the lower their ranking. The more Type C support the student has received, the higher their ranking.
- e. For the purposes of assistantship assignment, Type D funding will be considered as representing no more than 25% of a fully-funded Type A position.
- f. Double support (receiving more than one advertised position) will be allowed only after all other eligible students are supported.
- g. Students who had received double support in previous years will receive a lower ranking.
- h. DEC is authorized to deviate from the strict application of these guidelines in order to accommodate contractual commitments already made and to consider unusual cases or circumstances.

### 3. Assignment Process for Incoming Students

The Departmental Executive Committee is primarily responsible for deciding which TA positions will be set aside for incoming doctoral students. However, the process for matching the specific TA position to a particular student will largely be the chair's responsibility since this matching will often happen after the spring semester; however, it is meant to be informed by both the incoming student and their advisor's input.

The process will be generally analogous to the process for returning doctoral students. First, a list of the TA positions allocated for the incoming students will be sent, via email, to each incoming student and their faculty advisor. A brief description of each position will be included. The student will be asked to rank the listed opportunities after consulting with their advisor. If the student has no preference, this can be communicated as well; the student has already been guaranteed a TA position at that point. It will be clearly communicated that every effort will be made to match incoming students with one of their higher ranked choices, but this cannot always be guaranteed. Faculty recognize that TAs that are matched to a course with their primary academic advisors comes with both pros and cons and that this match, itself, should not be the compelling force for a student's rankings.

The student will have one month to complete their rankings after the initial email is sent in order to give ample time for the advisor and incoming student to process the options and to accommodate flexible summer schedules.

### C. STUDENT ASSISTANT CONDUCT

Students are expected to exhibit professional behavior during the application and interview process as well as throughout their work on any of these positions, whether they are on or off campus. All professional ethical guidelines and all UM student conduct code rules apply to students while working as assistants, whether on or off campus.

### D. PERFORMANCE EVALUATION

Assistants and those students receiving other support will be reviewed toward the end of each academic year (or semester, depending on how the experience is structured) for consideration of appointment for the following year. They may also be reviewed at any other time at the discretion of the faculty. Assistantship sites will also be evaluated.

### E. OUTSIDE JOBS

1. Students may seek outside funding (e.g., VA traineeships or any other work they are qualified to do) and accept opportunities that are made available. Students also are urged to participate and contribute to other non-employment professional activities (i.e., publishing, presenting papers, etc.) as these experiences help develop desired skills.
2. Clinical graduate students, **prior** to seeking outside employment requiring any psychology skills, must notify the DCT of their plans. If the student is seeking to count those hours toward their clinical training (i.e., included on the application for internship), then the clinical faculty will review the position for possible program-sanctioning of the clinical hours. In order for the faculty to make this decision, the student should provide the faculty with information regarding the scope of the work to be performed, the credentials of the supervisor(s), the frequency and quantity of supervision, and the total number of hours anticipated per week. Faculty provide program-sanctioning for experiences that are appropriate for the student's level of training and that meet APA accreditation guidelines for such experiences.
3. School Psychology graduate students, **prior** to seeking outside employment requiring any psychology skills, must notify the Director of School Psychology of their plans. School Psychology students will not be eligible for outside work as a school psychologist until obtaining a Class 5 or license, with the Class 5 requiring proper supervision.
4. Students may hold outside jobs in addition to departmental assistantships ("outside" means the job is not structured through the Montana University System). If these jobs are unrelated to psychology, eligibility for departmental assistantships is not affected. However, **students should not hold an assistantship and a campus job that is greater than 29 hours a week without first informing the chair and advisor** because benefits change and the University must be informed. Consideration is also given to those who hold outside

psychology related jobs equivalent to 30 hours a month or the financial equivalent to half of what could be made on a 0.30 FTE assistantship. This is designed not to punish students from seeking outside jobs, but to help those students who are unfunded.

#### **F. SUMMER ASSISTANTSHIP WORK**

During the summer session, all assistantship assignments will be the responsibility of the department Chair, in conjunction with the DCT, coordinator of the Experimental program, and the Director of School Psychology. For summer clinical experiences where students hope to accrue clinical hours, the placement must provide evaluations of student's work for it to be considered program sanctioned and supervision should be provided by doctoral-level licensed psychologists.

#### **G. QUITTING AN ASSISTANTSHIP**

Graduate students who wish to terminate an assistantship early must notify the department chair, who will then bring this request to the full faculty for approval. Failure to do so will result in deletion from the applicant pool for the following academic year.

#### **H. RESERVED ASSISTANTSHIPS**

Some assistantship positions may be withheld from the normal assignment process; the exact number will be determined each year by the full faculty. These assistantships may then be designated for incoming graduate students in conjunction with the admissions process.

### **XIII. MASTER'S & DISSERTATION COMMITTEE COMPOSITION**

#### **A. General Policies**

It is strongly recommended that students doing master's a research project or doctoral dissertation research in selected content areas (for example, a learning component) form a committee with a representative of those selected content areas of expertise (for example, such a committee should be composed of at least one learning specialist).

##### **1. Minimum Committee Composition**

- a. Requirements for the composition of the student's **Master's Research Project committee** are guided by the Graduate School's Academic Policies, Section **C5.100 – Examining Committee Composition**. This section states:

“The thesis/professional paper examining committee shall be comprised of a minimum of three voting members as follows:

- i. A qualified UM faculty member or adjunct from the program or unit granting the degree who shall serve as chair;
- ii. A second qualified UM faculty member or adjunct from the program or unit granting the degree, or from a cooperating program or unit in the case of interdisciplinary degree programs;
- iii. A qualified UM faculty member or adjunct from a program or unit other than the one granting the degree whose primary responsibility is to ensure that the student is held to reasonable academic standards, that the student is treated fairly by all committee members, and that the student's progress is not unduly delayed by failure of committee members to act in a timely manner.

Upon the recommendation of the unit, one additional voting member who is a faculty affiliate, a faculty member of another institution of higher learning, or a non-academic expert may be appointed by the Graduate Dean, if he or she is uniquely qualified by training, experience, and/or degrees held to guide and evaluate the thesis or professional paper.

*Nota Bene: the Graduate School does not consider a non-UM employee to be an adequate substitute for member 3. Many non-UM faculty members serve as optional 4<sup>th</sup> members, but academic units need to select member 3 from faculty who are from a different tenure home than the graduate committee Chair (member 1)."*

- "Faculty affiliates" are professionals employed by entities other than the particular UM department that recognizes them as such. For example, some psychologists in private practice in the community are recognized by the Psychology Department as affiliates; others employed by UM units other than the Psychology Department (e.g., the Rural Institute for Inclusive Communities) are also recognized by the department. A list of faculty affiliates recognized by the Psychology Department

- b. Requirements for the composition of the student's **Doctoral Dissertation committee** are guided by the Graduate School's Academic Policies, Section **D5.100 – Examining Committee Composition**. This section states:

"The dissertation committee shall be comprised of a minimum of four (4) voting members as follows:

1. A qualified UM faculty member or adjunct from the program or unit granting the degree who shall serve as chair;
2. A second (2<sup>nd</sup>) qualified UM faculty member or adjunct from the program or unit granting the degree;
3. A third (3<sup>rd</sup>) qualified UM faculty member or adjunct from a program or unit other than the one granting the degree, who shall serve as the Fair Practices Representative. The primary responsibility of the Fair Practices Representative is to ensure that the student is held to reasonable academic standards, is treated fairly by all committee members, and that the student's academic progress is not unduly delayed by a failure of committee members to act in a timely manner.
4. A fourth (4<sup>th</sup>) member who may be either a UM faculty member or adjunct from the program or unit granting the degree (or cooperating program or unit in the case of interdisciplinary degree programs), or a faculty affiliate, non-academic expert, or faculty of another institution of higher learning who has been certified by the Graduate School as uniquely qualified by training, experience, and/or degree held to guide and evaluate the dissertation.

*Nota Bene: the Graduate School does not consider a non-UM employee to be an adequate substitute for member three (3) on a PhD committee. Many non-UM faculty members serve as an optional 5<sup>th</sup> member, but academic units need to select member three (3) from faculty who are from a different tenure home than the graduate committee chair (member 1).*

c. Further Notes:

- i. Research faculty and visiting faculty may co-chair graduate student committees with a Psychology Department faculty member.
- ii. There are no master's or dissertation committee requirements in relation to clinical and/or non-clinical faculty distribution. However, committees should be constituted in consultation with the academic advisor (and/or the committee chair, if different). There are no restrictions on the number of committees the student's advisor may chair. Committee memberships must be approved in writing by the committee chair, the department Chair and the Graduate School.

**2. Summer Meetings**

Master's or dissertation defense or prospectus meetings will be held during the academic year (excluding summer) except under unusual circumstances. Exceptions require prior approval of a student's entire committee as arranged by the committee chair and with the approval of the department chair.

## **XIV. MASTER'S DEGREE REQUIREMENTS**

### **A. For Ph.D. terminal degree candidates**

1. The M.A. degree is a prerequisite for taking the Comprehensive exams and proceeding towards the Ph.D. dissertation. In order to obtain the M.A. degree, students are required to successfully complete the first two years' required courses (as listed in the respective programs' flow charts) and to successfully complete a Master's Research Project. (see Master's course requirements, Clinical; School; Experimental)
2. The Master's Research Project must be an empirical project; it may include either a quantitative or a qualitative analysis.
3. A student who is accepted into the graduate program with an approved M.A. thesis from another Psychology department will have their thesis reviewed by two faculty members at the beginning of matriculation. The faculty members will recommend within one semester that the thesis be accepted, or that appropriate substitutions (including a new Master's Research Project) be made in a reasonable period of time.
4. The normal procedure for completing the Master's Research Project is as follows:
  - a. Student should start consulting with the academic advisor regarding the Research Project as soon as the first semester commences. Develop a brief (2-5 pages) outline of your idea, to be submitted to the advisor.
  - b. During the second semester, continue to develop the idea with the help of the advisor. Submit a more complete proposal in the PSYX 523, Research Design course. This proposal will have to meet the requirements of the PSYX 523 course.
  - c. Form Research Project Committee:
    - i. The committee chair will typically be the academic advisor under whose guidance the proposal was developed.
    - ii. In addition to the committee chair, two other faculty members will be selected with the advice and consent of the committee chair; one must be an "outside" member.
    - iii. A Graduate Committee Appointment Form, which can be sent electronically from office staff. The form must be completed and submitted to the committee chair and the Department chair for approval. An [Application for Graduation](#) form must be filled out and submitted to the student's advisor.
  - d. Submit to the Committee a Research Project Prospectus that describes the project succinctly. This should be a brief (e.g. 10-20 pages) description of the background literature, research questions and hypotheses, the methods to be used, the anticipated results and a discussion of the results. This prospectus must be in APA style, and must

be approved by the Committee Chair before it is distributed to the full committee.

- e. Write and have approved by the committee chair a proposal to the [Institutional Review Board \(IRB\)](#) or to the [Institutional Animal Care and Use Committee \(IACUC\)](#). Generally, unless pilot work is intended, this IRB/IACUC request is not submitted to the IRB/IACUC chair until after your proposed research is approved at the prospectus meeting. If pilot work is done, IRB/IACUC approval would need to be secured beforehand.
- f. A committee draft of the prospectus approved by the Master's committee chairperson will be distributed to the Master's committee members a minimum of two (2) weeks prior to the prospectus meeting.
- g. At the end of the prospectus meeting, the research project committee will decide whether the prospectus, as it may have been modified, is a satisfactory plan for implementation.
- h. Conduct the project. It is assumed that data will be collected under the direct and/or immediate supervision of the graduate student conducting the research project. Any other arrangements must be approved by the student's research project committee.
- i. Write the final paper, in APA style; obtain the Committee Chair's approval prior to submission to the full committee and prior to scheduling the Oral Defense. This defense copy should be distributed to your committee no less than 2 weeks prior to the defense date. One week prior to the defense date an electronic copy is submitted to the Graduate School by the student per [Graduate School submission requirements](#).
- j. Schedule and oral defense (1-2 hours) at least two weeks prior to the meeting time.
- k. It is expected that the research project can be completed and defended before the end of the student's second year in the program. Undue delay beyond the third-year spring semester may result in consequences (see assistantship assignment guidelines).
- l. After the oral defense: Once the project is approved by the committee, the student MUST disseminate the information. Students are encouraged to present their findings at the Department of Psychology Colloquium series, The Graduate Student and Faculty Research Conference, and/or a national professional conference.

In addition, students may be REQUIRED, at the discretion of the chair, to prepare or submit their findings to an appropriate research conference or to a publication outlet for further dissemination.

- m. Student are to submit a final copy to their committee chair after making final changes as recommended by the committee. Once approved by the chair, students follow Graduate School guidelines for submission of the final approved draft which is ultimately submitted back to the chair and submitted to the Graduate School indicating final approval in this format.

#### **B. For SSP terminal degree candidates**

The M.A. degree is a prerequisite for applying for a school-based internship at the end of the second year. In order to obtain the M.A. degree, students are required to successfully complete the program course requirements (as listed in the School Psychology Specialist-level program flow chart) and successfully pass a written comprehensive examination taken in the spring of the second year.

### **XV. CLINICAL COMPS**

#### **A. Purpose**

The purpose of the comprehensive examination process is to evaluate students' abilities in the domains central to our training philosophy. Accordingly, the three dimensions of evaluation are as follows:

1. **Research acumen**, as assessed by the student's ability to contribute to the knowledge base that examines and implicates human experience.
2. **Communication of psychological knowledge**, as assessed by the student's competency in translating and communicating psychological concepts and/or research findings to an audience of students and/or community members.
3. **Clinical proficiency**, as assessed by the student's ability to use the relevant scientific literature to guide treatment throughout the therapeutic process, use testing and/or assessment data to inform therapeutic intervention and/or monitor treatment progress, and communicate complex clinical material clearly in writing.

#### **B. Overview**

The comprehensive examination comprises formal committee review of the student's portfolio of academic/scholarly products demonstrating performance in the three domains listed above. Accordingly, the comprehensive examination portfolio development process allows students to provide evidence of competencies in the three areas through meeting milestone requirements. In all areas, students are expected to demonstrate an understanding of the importance of diversity and ethical conduct, key program values that inform psychological practice in each of the specific domains assessed below.

## C. Portfolio Components

### 1. AREA 1: COMPETENCY IN THE EMPIRICAL ANALYSIS OF BEHAVIOR

Students are expected to demonstrate an understanding of how the research process contributes to our knowledge base regarding human experiences, like behavior, thought, emotion and health.

For your portfolio, you will need to produce ONE OF THE THREE FOLLOWING PRODUCTS:

- a. Submission of a **research-based manuscript** for publication consideration in a peer-reviewed journal.\*\*

Though this product may be the students' M.A. project, it could include any original research project conducted by the student during her/his/their graduate training at UM. The student should be the **primary** author on this work, though rare exceptions to this may be granted at the discretion of the comprehensive exam committee (e.g., in cases where primary authorship is 'shared'). For the Comps portfolio, documentation of this product should include the manuscript itself as well as a communication from the journal editor or manuscript submission portal, indicating submission and receipt of the manuscript.

- b. Submission of a **research-based grant proposal** to an extramural funding agency.\*\* This may include a research grant or one similar in scope to those submitted for consideration of a National Research Service Award (NRSA) provided through the National Institutes of Health (NIH). In order to qualify for this Comps product, a grant must posit specific aims that represent a clear area of investigation, testable hypotheses, and a plan for conducting the research study, including planned analyses and anticipated results. For the Comps portfolio, documentation of this product must include a copy of the grant proposal, as well as an indication that the grant application has been received (e.g., a printed screen from the student's ERA commons account indicating the status of the application).

\*\*The student's faculty mentor will be responsible for reviewing the suitability of the research-based manuscript (AREA 1, option a) and the research-based grant proposal (AREA 1, option b); the mentor's approval of submission of these products will indicate achieved competence of this domain. Students who submit manuscripts or grant proposals without a UM faculty member's prior approval may not consider these products as means to satisfy Comps AREA 1.

- c. A **systematic review of the literature** underlying the student's planned dissertation project. The literature review should provide a comprehensive overview of the student's area of research interest and represent a stand-alone product, similar in form to a *Psychological Bulletin* or *Psychological Review* article. Although the page length of this product would likely vary somewhat with its specific focus, a reasonable length would be approximately 50 pages (excluding references, tables, and figures). For the Comps portfolio, documentation of this product must include a copy of the literature review. Determination of competence of the literature review (AREA 1, option c) will be made by the student's comprehensive exam committee in consultation with the student's faculty mentor and members of the student's dissertation committee.

**2. AREA 2: COMPETENCY IN COMMUNICATION OF PSYCHOLOGICAL KNOWLEDGE**

Students will demonstrate their ability to effectively articulate information about psychological practices and/or principles to an audience by completing the following Elements a & b.

- a. Present the findings from their Master's project, or a research project of similar scope, at a Psychology Department Colloquium meeting or UM's annual GradCON, the graduate student research conference. This should be in the form of an oral presentation rather than a poster presentation. This component requires attendance of at least one member of the Comps committee to evaluate the quality of the presentation and the clarity of the student's communication. In the event that a committee member cannot attend the student's presentation, the student must provide a videotape (with comprehensible audio) to the Comps committee for faculty review.
- b. Provide two different professional presentations at venues other than a departmental colloquium or UM's GradCON. These presentations could be delivered to a non-departmental audience on campus (e.g., staff at Curry Health Center), a conference audience (e.g., MPA, WPA, ABCT, SIP, ISTSS), or a community forum (e.g., St. Patrick Medical Center Grand Rounds, VA Montana staff). At least one presentation in Element B must be research-based and include the student's research findings. As noted below, students should consult with their advisor to determine whether particular presentation venues would qualify for Element 2B.
  - i. Each presentation must be unique and meet different aims, even in cases where the work is drawn from the same data. For example, a student can satisfy Comps AREA 2, element b by delivering, 1) a talk about their primary M.A. project findings at a

non-university research conference, and 2) delivering a separate poster presentation at the same (or a different) non-university research conference on a different research question based on secondary analysis of their MA project data. In contrast, delivering two presentations on the same aims in two venues (e.g., a conference and a community forum) would NOT satisfy Comps AREA 2, Element B. Determination of the “uniqueness” of each presentation will be made by the Comps committee, in consultation with the student’s mentor. Overlap in presentation content from AREA 2, Elements A and B is acceptable.

- ii. The student must be the **primary author/presenter** for the works submitted for AREA 2, Element B. Rare exceptions to this may be granted at the discretion of the comprehensive exam committee (e.g., in cases where primary authorship is ‘shared’). The student must be physically present during the presentation. Thus, it would not be acceptable for a student to count for this Comps AREA 2m Element B a poster presentation that is staffed at a research conference by a co-author.
- iii. For the Comps portfolio, documentation of Element B requires pre-approval by the student’s Comps committee chairperson. The student must also include a copy of each presentation (e.g., PowerPoint, .pdf, MSWord file) in the portfolio.

### **3. AREA 3: Competency in Applied Clinical Work: The Clinical Case Conceptualization**

Each student will prepare and deliver a written and oral case conceptualization/presentation. The presentation can focus on an individual adult, individual child, couple or family case for which the student had primary clinical responsibility. The written case conceptualization should include a literature review relevant to the presenting problem and treatment strategy, a description of the testing and measurement tools used, a description of the testing and/or assessment results and interpretation and a description of how testing and assessment informed case conceptualization, treatment progress monitoring and/or intervention. The written document should also include a description of the case formulation, treatment plan, intervention strategy and approach, and case disposition. Students are asked to be as thorough and as specific as possible in their written and oral presentations of the case. Examples are available in the Psychology Main office; students should not have faculty mentor/advisors review their work prior to presentation to committee.

Due to its potentially sensitive clinical content, the written case conceptualization is not submitted to the Comps committee as part of the overall portfolio. Instead, the student makes the written case conceptualization

document available to the committee at the CPC. The oral presentation (i.e., 'defense') of the case is made to the full case conceptualization committee at the CPC.

- a. **Committee Composition:** The student's case conceptualization committee comprises three persons. These persons must include a current or former practicum supervisor who has thorough knowledge of the case and two additional committee members (e.g., any clinical or school faculty member or doctoral level health care professional from a different academic mental health training program or a clinic). Adjunct faculty members and site-level clinical personnel are eligible to serve on the case conceptualization committee. The committee MAY but does not NEED to include an outside member. The student must designate one committee member to serve as the committee chairperson.
- b. **Conceptualization document:** The written case conceptualization paper should be a minimum of five and a maximum of eight single spaced pages, excluding references.
- c. **Presentation:** The case conceptualization must be presented and defended orally to the committee.
  - i. The oral presentation will be 30 minutes maximum. The student may use a slide presentation
  - ii. The presentation will be followed by questions and commentary from members of the committee.
  - iii. The meeting should be scheduled for 1.5 hours
- d. **Committee Vote and Documentation of Completion:** Once the student has presented the case and all committee members' questions have been asked/answered, the committee discusses the student's performance (with the student absent) and votes on whether the student should pass.
- e. **Pass/Remediation/Fail Criteria**
  - i. **Pass:** The conceptualization was satisfactorily completed and defended. A 'Pass with revisions' is possible, and represents the situation where the committee requests some relatively minor changes to the written document. The committee can elect to review the document again or request that the committee chair attend to the student's changes via 'executive review'.
  - ii. **Remediation:** The conceptualization was deemed deficient. The committee will indicate the following to the student: 1) the specific deficiencies; 2) a plan to remediate the deficiencies; and 3) a timeframe for completion of the remediation, not to exceed one semester. The student would be required to address the deficiencies and submit a revised written document to the committee for review. Unless the committee specifically requires

it, a repeat oral case conceptualization presentation may not be necessary.

- iii. **Fail:** The conceptualization was deemed severely deficient. The committee will indicate the following to the student: 1) the specific deficiencies; and 2) a general recommendation to address the deficiencies. One repeat of the examination with the same committee is permitted. In this case, a repeat oral case conceptualization must accompany the revised written case conceptualization document.

#### f. **Case Conceptualization Completion Memorandum**

Following completion of all requirements for Comps AREA 3, **Competency in Applied Clinical Work: The Clinical Case Conceptualization**, the committee chairperson will draft a completion memo to the Chair Person of the student's Overall Comps Committee. The student includes this memo in her/his/their portfolio.

### D. **Specifics/FAQs**

#### 1. **Plan/Checklist**

Each student's progress toward completion of the comprehensive examination requirements will be documented in a written plan and checklist. This plan/checklist will serve as a guide and gauge of progress. Students develop their initial proposed plan in collaboration with their primary departmental mentor and will submit the initial proposed plan and the accompanying checklist in the spring semester during the second year. The initial plan and checklist should be submitted to main office administrative personnel for inclusion in the student's file. Alterations to the plan are permissible, if approved, by the student's mentor and as long as the proposed changes satisfy departmental requirements.

#### 2. **Committee Members**

Students should establish a Comps committee after making a comprehensive plan and meeting with their chair. (As a faculty we are aware that, due to sabbaticals or personnel changes, a final committee for portfolio review may have changes or substitutions.)

#### Comps Committee Composition

- a. As with other Psychology Department graduate programs, the committee is composed of four faculty members. Per the Graduate School, one faculty member must be from outside the Psychology department (i.e., an outside member). Adjunct and affiliate faculty members may serve as committee members; committee members must possess a doctoral degree in Psychology.

- b. Overlap between the overall comps and the clinical case conceptualization committee is permitted.

### **3. Timeline and Procedures**

- a. Develop an initial proposed plan and the accompanying checklist during the spring semester of your second year.
- b. The clinical case presentation should be scheduled no later than two weeks prior to the due date for the overall Comps portfolio.
- c. Students must complete all Comps requirements and have a 'PASS' vote from the committee by October 15<sup>th</sup>—two weeks PRIOR to applying for Internship.
- d. Once the student's Comps committee chairperson approves the final portfolio contents and certifies that it is complete, the student should send an electronic copy (e.g., .pdf) to all members of the Comps committee. The committee members must have two full weeks for portfolio review. By the end of the week period, or earlier if possible, the committee members will send a 'vote' by email to the Comps committee chair person. Criteria for the vote are presented in item 4 below.

### **4. Pass/Remediation/Fail Criteria**

- a. **Pass:** The exam/project was satisfactorily completed and defended.
- b. **Remediation:** The exam/project was deemed deficient. The committee will indicate, in writing, 1) the specific deficiencies; and 2) a plan to remediate the deficiencies; and 3) a timeframe for completion of the remediation, not to exceed one semester.
- c. **Fail:** The exam/project was deemed severely deficient. The committee will indicate, in writing, 1) the specific deficiencies; and 2) provide a general recommendation to address the deficiencies. One repeat of the examination with the same committee is permitted.

### **5. Portfolio Guidelines**

All work must be in APA format, when applicable. Please include copies of all portfolio materials including: Slides, Posters, Papers, Summary Sheet.

The portfolio must be submitted to the committee electronically. No formal meeting is needed to complete the comp/portfolio process.

## **XVI. EXPERIMENTAL COMPS**

### **A. Purpose**

The comprehensive exam is intended to assess the student's knowledge base and ability to manipulate concepts in their area of specialization, as well as in the student's minor area when applicable.

## **B. Scheduling of Exams**

Students cannot take the comprehensive exam until they have successfully defended their Master's Research Project.

1. Any written portions comprehensive exam will normally be given within the first month of the Fall or Spring Semesters, but this is only a guideline and not an absolute rule.
2. Students may take the comprehensive exam before completing required core courses, but must complete all required core courses before graduation.
3. Students must generally be in good academic standing with no pending academic or disciplinary misconduct charges pending against them at the time they take their comprehensive exam. Exceptions are rarely offered.

## **C. Written Examination Format and Content**

The exact format is at the discretion of the chair, pending approval of the committee. Some formats include (but are not limited to): (1) A written exam occurring over the span of one or two days, where six hours will be devoted to answering questions about the student's major generated in advance. If the student elects to take a minor, on a second day, three hours will be devoted to the minor area. This is followed by a later oral defense of those answers. (2) A take-home exam where the student writes an APA-style review paper on a specified topic for a month, followed by a later oral defense of the paper.

However, these are only two available options. Other formats may be adopted by the comprehensive examination committee, or the above formats may be adapted as is deemed beneficial to the student.

## **D. Forming a Comprehensive Exam Committee**

1. The comprehensive exam committee should be formed in consultation with the student's advisor. It should consist of at least two Psychology Department faculty members and one faculty member from a department outside psychology.
2. A Graduate Committee Appointment Form, available electronically, must be completed specifying the committee membership. This form must be approved by the committee chair and the Department Chair. A staff member submits the form electronically to the Graduate School.

## **E. Exam Procedures**

1. If there is both a written and an oral part of the exam, the oral exam should be scheduled at least two (2) weeks after the written portion of the exam. The oral exam time should be scheduled as soon as is reasonably possible once the written exam time is known.
2. Grading of the Exam

3. In a private session at the end of the oral exam, the committee members evaluate the student's performance and decide on their evaluation (to be presented to the Psychology Department faculty).
4. Failing the exam or portions of the exam is the determination of the individual student's committee. The committee will decide what action (i.e., remedial work) is to be taken at this point. The alternatives are:
  - a. **Pass:**  
The exam/project was satisfactorily completed and defended.
  - b. **Pass with Conditions:**  
The exam/project was satisfactorily completed and defended, provided certain conditions (stated clearly by the committee) are subsequently met.
  - c. **Remediation:**  
The exam/project was deemed deficient.  
The committee will indicate, in writing, 1) the specific deficiencies; 2) a plan to remediate the deficiencies; and 3) a time frame for completion of the remediation, not to exceed one semester.
  - d. **Fail:**  
The exam/project was deemed severely deficient.  
The committee will indicate, in writing, 1) the specific deficiencies; and 2) provide a general recommendation to address the deficiencies.  
One repeat of the examination with the same committee is permitted.
5. Appeals: Students or faculty may appeal the decision about the exam to the full faculty.

## **XVII. SCHOOL COMPS (PhD)**

### **A. Purpose**

The purpose of the Ph.D. in School Psychology Comprehensive Examination is to evaluate students in the knowledge and skills across three domains:

1. **Discipline-specific and practice area knowledge and professional competencies**, as assessed by the student's ability to respond to questions related discipline-specific (psychology broadly) and practice area (school psychology specifically) to any of the following domains: a) ethical and legal standards, b) individual and cultural diversity, c) assessment, d) intervention, e) supervision, and f) consultation and interprofessional/interdisciplinary skills. Topics may also cover history and systems of psychology and basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, and social aspects of behavior).
2. **Competency in applied clinical work**, as assessed by the student's ability to use the problem-solving model, use assessment and data-based decision making to inform intervention planning, use scientific literature to determine appropriate

intervention/treatment, monitor progress, and communicate complex clinical material clearly in writing.

3. **Research and quantitative methods acumen**, as assessed by the student's independent ability to disseminate research or other scholarly activities that are of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base.

## **B. Overview**

The comprehensive examination comprises of a formal committee comprised of faculty in the School Psychology Program to review of the student's performance in the three domains listed above.

### **1. Part 1: Discipline-Specific Knowledge and Professional Competencies Written Examination**

Students are expected to demonstrate an understanding of discipline-specific knowledge and professional competencies of health service psychology. Students will demonstrate their understanding of the discipline of psychology broadly as well as school psychology specifically. Part 1 of the Comprehensive Examination is intended to provide the student with an opportunity to demonstrate their command of the base of knowledge necessary to practice as health service psychologists as well as the school psychology practice area.

Prior to taking Part 1 of the Comprehensive Examination, students must have 1) successfully defended their M.A. Project, 2) completed the Pre-Comprehensive Examination course requirements that may include: All first-year courses, first semester second year courses, and two semesters of practicum. Typically, students will take Part 1 during the spring semester of their third year in the program.

Part 1 of the Comprehensive Examination begins with the dissemination of *Part 1 Comprehensive Examination Study Questions* (or known as Comps Study Questions), which are lists of questions developed in collaboration with faculty from the Department of Psychology and the PJW College of Education. Comps Study Questions will be drawn from this list and will be distributed approximately six weeks prior to the Part 1 Comprehensive Examination date in the spring semester. Students may ask for clarification regarding the Comps Study Questions from the Comprehensive Exam Committee Chair; however, students may not ask faculty to review their prepared answers.

#### **a. Part 1: Pass/Remediation/Fail Criteria**

Performance on the Comprehensive Examination will be evaluated by the school psychology faculty. All faculty will grade the responses on a five-point scale. An average score on any question/component that is below a

3 will be subject to remediation. The faculty utilize the following scale: Pass, Remediation, and Fail. These are defined as:

i. **Pass:** Part 1 of the Comprehensive Examination was satisfactorily completed. "Satisfactorily" is equivalent to an average score of 3 across the committee graders (scale of 1 *poor* to 5 *excellent*) on all questions.

ii. **Remediation:** The exam, or portions thereof, was deemed as needing "remediation."

- Responses that require "Remediation" are defined as those responses to question(s) that were inadequately answered. For example, students may have provided inaccurate information, lacked sufficient support for their answer, or provided answers that were unclear or confusing.
- When students' answers are considered in need of remediation, the committee will indicate in writing: a) the specific areas requiring remediation, b) a plan to address them, and c) a time frame in which to complete the remediation plan. The most common initial remediation plan is to have the student rewrite the sections considered in need of remediation.
- Once a student submits their responses as part of the remediation plan, the committee will review those responses. If all or portions of the responses continues to be unsatisfactory, the committee will consider consequences on a case-by-case basis, which may include further written remediation, oral remediation, or assignment of a "fail" to the Part 1 Comprehensive Exam requirement (see below).
- Students may continue their current coursework, but the student may not apply to their pre-doctoral internship until remediation is complete and the committee has indicated that the student has "passed" Part 1 of the Comprehensive Examination.

iii. **Fail:**

- Student's responses to Part 1 were deemed as severely deficient, or in cases where the student underwent remediation, the subsequent attempt(s) were considered deficient.

- “Severely deficient” is defined as answers to a questions deemed as inadequate or incorrect to the extent that answers demonstrated a severe lack of breadth and depth of required knowledge. Or, in cases where the student underwent remediation, subsequent attempt(s) were considered deficient.
- In cases for which the student is deficient in all areas of the exam, or in which the student cannot bring their responses to a “satisfactory” level through remediation effort(s), the student will be dismissed from the program immediately.

Students or faculty may appeal a fail decision to the full faculty. The intent to appeal must be issued to the Director of School Psychology in writing within one calendar week after the student is notified of the status. The written notification of appeal must contain the justification for the appeal. Upon successful completion of the Comprehensive Examination process, [the Application for Graduation](#) must be retrieved from the office, signed by the committee chair and returned to the office.

## 2. Part 2: Competency in Applied Clinical Work: The Clinical Case Conceptualization

Each student will be provided a vignette that will feature a case study (e.g., an individual child, group, family). Students will be provided a brief description of the presenting problem, general background information, and other relevant data. Students will be expected to complete a written case conceptualization using the problem-solving model. This written product should include:

- a. **Problem identification.** Students must identify the presenting problem, including differential diagnoses, hypotheses, and operationalization of behaviors, as appropriate for the vignette.
- b. **Problem analysis.** Students must conduct a problem analysis based on the information in the vignette. Students should clearly discuss the rationale for why specific assessment tools and methods were chosen in the problem analysis, including citing relevant research. Given that limited information will be provided in the vignette, it is expected that students may create or “make up” data as relevant to the vignette to demonstrate their skills and knowledge.
- c. **Intervention plan.** Students must develop an intervention/treatment plan based on the problem identification and analysis, discuss potential interventions for the system in which the client operate (e.g., family,

classroom, etc.), and method of progress monitoring. Students must provide a clear rationale and theoretical orientation for why that particular intervention was chosen, including citing relevant research.

- d. **Potential outcomes.** Students should describe potential outcomes based on the intervention plan, as well hypothesized roadblocks and solutions to those roadblocks. Students may create or “make up” data as relevant to the vignette to demonstrate their skills and knowledge.
- e. **Ethical and legal considerations.** Students should specifically discuss any ethical or legal considerations as relevant to the case. Students should cite *specific* ethical principles (from American Psychological Association and National Association of School Psychologists), federal regulations, and case law that may be relevant within this vignette, as well as discuss ways to address these ethical and legal considerations in practice.

Part 2 of the Comprehensive Examination begins with the dissemination of *Part 2 Comprehensive Examination Instructions* (or known as Case Conceptualization Instructions), which provides detailed instructions about the components of the Part 2 Case Conceptualization. Case Conceptualization Instructions will be distributed with the Part 1 Comprehensive Examination Study Questions approximately six weeks prior to the Part 1 Comprehensive Examination date in the spring semester. Students may ask for clarification regarding the Case Conceptualization Instructions from the Comprehensive Exam Committee Chair; however, students may not ask faculty to review their prepared answers.

a. **Part 2: Pass/Remediation/Fail Criteria**

- i. **Pass:** Part 2 of the Comprehensive Examination was satisfactorily completed. “Satisfactorily” is equivalent to an average score of 3 across the committee graders (scale of 1 *poor* to 5 *excellent*) on all questions.
- ii. **Remediation:**
  - The case conceptualization, or portions thereof, was deemed as needing “remediation.”
  - Responses that require “Remediation” is defined responses to question(s) that were inadequately answered. For example, students may have provided inaccurate information, lacked sufficient support for their answer, or provided answers that were unclear or confusing.
  - When students’ answers are considered in need of remediation, the committee will indicate in writing: a) the specific areas requiring remediation, b) a plan to address them, and c) a time frame in which to complete the remediation plan. The most common

initial remediation plan is to have the student rewrite the sections considered in need of remediation.

- Once a student submits their responses as part of the remediation plan, the committee will review those responses. If all or portions of the responses continues to be unsatisfactory, the committee will consider consequences on a case-by-case basis, which may include further written remediation, oral remediation, or assignment of a “fail” to the Part 2 Comprehensive Exam requirement (see below).
- Students may continue their current coursework, but the student may not apply to their pre-doctoral internship until remediation is complete and the committee has indicated that the student has “passed” Part 2 of the Comprehensive Examination.

**iii. Fail:**

- Student’s responses to Part 2 were deemed as severely deficient, or in cases where the student underwent remediation, the subsequent attempt(s) were considered deficient.
- “Severely deficient” is defined as answers to a questions deemed as inadequate or incorrect to the extent that answers demonstrated a severe lack of breadth and depth of required knowledge. Or, in cases where the student underwent remediation, subsequent attempt(s) were considered deficient.
- In cases for which the student is deficient in all areas of the exam, or in which the student cannot bring their responses to a “satisfactory” level through remediation effort(s), the student will be dismissed from the program immediately.

**3. Part 3: Competency in the Empirical Analysis of Behavior**

Students are expected to demonstrate an understanding of how the research process contributes to our knowledge base regarding human experiences, like behavior, thought, emotion and health. Students will need to produce **one** of the **three** following products:

- a. Research-based manuscript.** Students may submit a research-based manuscript for publication consideration in a peer-reviewed journal. The student should be a primary author/co-author (e.g., first or second: a substantial contributor) of the manuscript. The manuscript must have been written during the time in which the student is enrolled in the

school psychology program (e.g., a manuscript written during undergraduate does not meet this requirement). The student's advisor must review and approve the manuscript. Documentation of this product should include the manuscript itself, as well as a communication from the journal editor or manuscript submission portal indicating submission and receipt of the manuscript. To be clear, the manuscript does not need to be accepted for publication to meet this requirement.

- b. Research-based grant proposal.** Student may submit a research-based grant proposal to an extramural funding agency. This may include a research grant or one similar in scope to those submitted for consideration of a National Research Service Award (NRSA) provided through the National Institutes of Health (NIH). In order to qualify for this product, a grant must posit specific aims that represent a clear area of investigation, testable hypotheses, and a plan for conducting the research study, including planned analyses and anticipated results. Documentation of this product must include a copy of the grant proposal, as well as an indication that the grant application has been received (e.g., a printed screen from the student's ERA commons account indicating the status of the application).
  
- c. Two first-author professional presentations at regional or national conferences.** Students may provide two different professional presentations at regional (e.g., Western Psychological Association), or national (e.g., National Association of School Psychologists) conferences that are research-based and include data and/or research findings. The presentation may be a paper, symposium, mini-skills, workshop, etc. Local conferences may suffice for no more than one of the two presentations (e.g. GradCon), and only one presentation should be a poster format.

Each presentation must be unique and meet different aims, even in cases where the work is drawn from the same dataset. Determination of the "uniqueness" of each presentation will be made by the student's primary advisor/mentor. The student must also be the *primary author/presenter* for the work. Rare exceptions to this may be granted at the discretion of the student's mentor (e.g., in cases where primary authorship is 'shared'). The student must be physically present during each presentation.

The student's faculty mentor will be responsible for reviewing the suitability of Part 3. The mentor's approval of submission of these products will indicate achieved competence of this domain. Students who

submit manuscripts or grant proposals without a UM faculty member's prior approval may not consider these products as a means to satisfy this requirement. Each student must also include a copy of each presentation (e.g., PowerPoint, .pdf, MSWord file).

**a. Part 3: Pass/Fail (I.e., Done or Not Done)**

- i. **Pass:** Part 3 of the Comprehensive Examination was satisfactorily completed, as determined by the student's faculty advisor/mentor.
- ii. **Fail:** Student did not fulfill requirements of Part 3. A plan may need to work with their faculty to devise a timely plan for completion of this portion or risk being dismissed from the program.

**C. Timeline**

1. **Part 1: Discipline-Specific Knowledge and Professional Competencies Written Examination.** The written examination will be administered in the Spring semester over one day (9:00 am to 4:00 pm), typically during the third year of the student's program. The student may discuss the appropriate timeline for the comprehensive examination with their faculty mentor and the Comprehensive Exam Committee Chair.
2. **Part 2: Competency in Applied Clinical Work: The Clinical Case Conceptualization.** The student will receive a copy of the case vignette at the completion of the Part 1 Comprehensive Exam, when the written responses are submitted to the Comprehensive Examination Committee Chair. Students will have five calendar days to complete Part 2. Students must submit their response electronically using Microsoft Word to the Chair by 5:00 pm of the fifth calendar day. For example, if the Part 1 is completed on a Friday, the student will be provided the vignette at 4:00 pm and must submit the response by email by Wednesday at 5:00 pm.
3. **Part 3: Competency in the Empirical Analysis of Behavior.** The product must be submitted by October 15 of the year in which the student will be applying for their pre-doctoral internship.

**D. Guidelines and Expectations**

Students are expected to maintain any comprehensive examination material (e.g., Comps Study Questions, Part 2 Case Vignette) as strictly confidential and will sign a statement that they will not share any parts of the examination. If a student is found to have either intentionally or non-intentionally shared materials or information, the student may be dismissed from the program. During Part 1, students are permitted to leave the examination area for bathroom breaks or to get beverages or food, but all materials (i.e., flash drive, computer) must remain in the testing room. Violation of any of the above may be grounds for immediate dismissal.

Students are asked to adhere to all instructions and directions, as outlined for Part 1 to 3. All work must be in APA format, when applicable.

Students or faculty may appeal the decision about the exam to the full faculty. The intent to appeal must be issued to the Director of School Psychology in writing within one calendar week after the student is notified of the status. The written notification of appeal must contain the justification for the appeal.

The *Ph.D. in School Psychology Comprehensive Exam Completion Form* with all appropriate signatures must be submitted to the Comprehensive Examination Chair. When approved, the Director of the School Psychology Program should sign the graduate school form acknowledging approval of the comprehensive exam.

## **XVIII. SCHOOL COMPS (SSP)**

### **A. Purpose**

The comprehensive exam (Comps) is intended to assess the student's knowledge base from graduate school training to that point. It serves as a culminating experience that ties together major training themes and concepts before the student goes on to internship in the third year.

The comprehensive examination is taken during the spring of the student's second full year in the program, typically in mid-to-late April. It covers content from all courses up to that point; specifically all coursework listed on the M.A./SSP-level program flowchart for years one and two as well as the application of skills during four semesters of field-based training at various practica sites.

The School Psychology faculty is responsible for organization and evaluation of candidate performance on the Comps. One School Psychology faculty member will be designated as the Chair of the Comps Committee and process for all candidates taking Comps that semester. The Chair will be responsible for collecting questions from the Department of Psychology and PJW College of Education faculty. The chair will approve the final draft of Comps questions in collaboration with other School Psychology faculty, distribute "Study Questions" to candidates, set dates for the written and oral examinations, and supervise administration of written and oral examinations.

### **B. Student Preparation for Comprehensive Exam**

To aid in preparing for the examination, the Comps chairperson will disseminate a list of "Study Questions" which have been collected from the Department of Psychology and the PJW College of Education, and which have been edited and approved by the School Psychology faculty. These study questions will be distributed approximately six weeks prior to the Comps examination date. Comprehensive Exam questions will be drawn from this list. Once "Study Questions" are distributed, students may ask for clarification of a question. However, students may not ask faculty to review their prepared answers.

“Study Questions” are *confidential*. At NO time are these questions to be shared with another student outside of their cohort (e.g. second year students currently studying for their upcoming comps MUST NOT share study questions with first year School Psychology students). If a student is found to have either intentionally or non-intentionally shared “Study Questions,” the student may be dismissed from the program.

### **C. Comprehensive Exam Procedures**

Comps will be conducted over a seven-hour period during one day. Students are not allowed to bring any study aids or other materials with them. No electronic media of *any* sort may be brought to the exam. Students will be provided with a blank USB “flash drive” on which they can store their responses. Students will be provided department computers when completing Comps. If these computers are laptops, they will be outfitted with a conventionally sized external keyboard and mouse.

Students are warned not to share written materials with other students taking exams at the same time and not to discuss questions with anyone during the day of the written Comps process (e.g. restroom breaks, etc.). Students are permitted to leave the examination area for bathroom breaks and to get drinks, but all materials (flash drive, computer) must remain in the testing room. Violation of any of the above may be grounds for immediate dismissal from the written Comps process.

The designated seven- hour time period is inclusive of bathroom and eating breaks. If you need to eat/snack, it should be done in the room in which the student are taking the exam. The student should let the Comps chairperson know when he or she will be using the restroom.

### **D. Comprehensive Examination Grading**

The Comprehensive Examination will be evaluated by the Comprehensive Exam Committee utilizing the following scale: Pass, Remediation, and Fail.

1. **Pass:** The exam process was satisfactorily completed. This can include cases where certain unsatisfactory aspects of the examination were noted.
2. **Remediation:**
  - a. The exam, or a portion thereof, was deemed as “deficient.”
  - b. “Deficient” is defined in respect to comprehensive exam as answers to question(s) that were inadequately answered. For example, there may be an inadequacy of accuracy or of support of the answer that was given.
  - c. In the event the exam is deemed “deficient,” the committee will indicate in writing: (1) the specific deficient areas; (2) a plan to remediate the deficiencies; and (3) a time frame in which to complete the remediation plan.

- d. Work may continue on current coursework and grades earned, but the candidate may not go on internship until remediation of deficiency status is complete. In the event an internship position has already been secured, the school-based internship supervisor will be informed in writing by the Director of the School Psychology program (copied to the candidate) of the status.
- e. If all or portions of the student's remediation to initially unsatisfactory responses continues to be unsatisfactory, the Comprehensive Exam Committee will consider consequences on a case-by-case basis. Such consequences could include further written or oral examination remediation, as well as the assignment of a "fail" to the comprehensive exam requirement (see below).

**3. Fail:**

- a. The written exam was deemed as "severely deficient," thus, "failed." "Severely deficient" is defined in respect to the written comps as an answer(s) to a question(s) deemed as inadequate or incorrect to the extent that answers demonstrated a severe lack of breadth and depth of required knowledge.
- b. The committee will indicate in writing: (a) the specific deficiencies; and (b) provide a general recommendation to address deficiencies; and (c) a time frame in which to correct the deficiencies, not to exceed one semester.
- c. Work may continue on current coursework and grades earned, but the candidate may not go on internship until remediation of deficiency status is complete. In the event an internship position has already been secured, the school-based internship supervisor will be informed in writing by the director of the School Psychology program (copied to the candidate) of the status
- d. In cases for which the student is deficient in all areas of the exam, one repeat of the comprehensive exam is permitted. If the student fails to pass the second written comprehensive exam, the student will be dismissed from the program immediately.

Candidates or faculty may appeal the decision about the exam to the full faculty. The intent to appeal must be issued to the Director of School Psychology in writing within one calendar week after the student is notified of the status. The written notification of appeal must contain the justification for the appeal.

**XIX. DOCTORAL DISSERTATION**

Enrollment in PSYX 699 (Dissertation) and formation of the dissertation committee are contingent on successful completion of the comprehensive exams/portfolios. Given the

unique nature of the Comprehensive Exams for the Clinical Program, students may enroll in PSYX 699 prior to completion of 'comps', with the consent of their dissertation chairperson. Students should complete a minimum of 6 credits of PSYX 699 in total.

The dissertation committee is formed of at least four faculty members of the Psychology Department and one faculty member from a department other than Psychology (*see p. 26, Handbook Section G*).

A Graduate Committee Appointment Form is available in the departmental office. It must be completed specifying the committee membership. It must be approved by the chair of the committee and the Department Chair, who will give it to the Psychology Department office staff for electronic transmission to the Graduate School.

Check the Graduate School website for graduation application deadlines. Fall applications (graduating December) are usually due the 1<sup>st</sup> Monday in October. Spring applications (graduating in May) are usually due the 1<sup>st</sup> Monday of February. Summer graduation applications (graduating in August) are due the 1<sup>st</sup> Monday in June.

The process of submitting a prospectus, etc., is the same as that for the thesis.

Dissertation proposals (prospectus) must be approved by the student's committee and the Graduate School at least two semesters before the degree is awarded.

For Clinical and School students applying for internship, the prospectus must be successfully defended no later than October 15, prior to applying for internships. On rare occasions, Program faculty can extend this deadline based on verifiable extenuating circumstances.

**At least two weeks prior to the oral dissertation defense:**

1. Distribute a draft of the dissertation approved by the committee chairperson to all committee members.
2. Schedule the meeting.

**During the oral dissertation defense:**

1. After presenting the dissertation research and answering questions from those in attendance, the student will be asked to leave the room while the committee members evaluate the performance.
2. The student will pass if there is no more than one negative vote. If there are two or more negative votes, the committee may schedule and conduct a second and final examination at least one month after the initial defense; during that time, the student will be asked to make whatever changes are necessary in the dissertation.

3. Failure to ultimately pass one's dissertation defense can result in dismissal from one's doctoral program. Although rare, this ultimate decision would follow the programmatic and full faculty decision process outlined in regard to warnings and probations, above.

**After the oral dissertation defense:**

1. A final draft is prepared by the student and approved by the dissertation committee chairperson. Follow the instructions below for final formatting and then submit a final copy in this format to the chair of your dissertation for submission to the graduate school following instructions below.
2. Follow the graduate school guidelines for final copy submission in GrizPortal.

**Data collection, analysis and writing:** Typically, data for dissertation and theses are collected under the direct and/or immediate supervision of the graduate student involved in the thesis or dissertation. Data analyses are also typically done by the student themselves, although help may be sought in implementing certain statistical analyses. Other arrangements are possible as well and should be discussed with the student's committee or dissertation chair. Finally, all writing must be the original product of the student.

## **XX. INTERNSHIP & PROGRAM COMPLETION**

Prior to application for internship, no later than October 15, Clinical and School Psychology (Ph.D.) students must have completed the following:

- Master's research (including final oral defense)
- Comprehensive exams/portfolios
- Successfully defended their dissertation prospectus
- All coursework

The student must notify the clinical or school psychology faculty of their intention to apply for internship.

Students should be aware that both the DCT or School Psychology Director and other faculty members need to write letters of recommendation for internships. In these letters, the recommender comments on ethics, professional skills, as well as academic performance. Some sites also request that recommenders complete rating scales on a wide variety of clinical and professional skills.

The faculty, in this case, has obligations to the internship setting and to the profession, along with obligations to the student.

Before receiving the Ph.D., the Clinical or School Psychology student must complete an internship experience that is the equivalent of one year of full-time placement, completed in 12 to 24 months (or 10 to 24 months for School Psychology internships). The internship

experience must be in either (a) an APA-accredited center, or (b) a center specifically approved for the student by the Clinical or School Psychology faculty. In either case, the internship site must provide adequate supervision, the equivalent of full-time scheduling throughout the week, and at the post-M.A. level. In the event a student has completed both all course requirements and internship requirements, but has not yet defended their dissertation, that student must enroll for a minimum of *one (1)* credit hour of PSYX 699 per semester (including summer) until the dissertation has been successfully defended. (See Handbook Section VI. A.7. for enrollment requirements during internship assignment.) For students who have not defended a dissertation, 1 credit of internship and 1 credit of dissertation (699) is required each semester including summer. Once defended, only 1 credit of internship (638/588) is required until graduation. For students who do not defend during internship year, 1 credit of dissertation (699) is required through the semester of the final defense. Students who need to register for fewer than 3 credits post-internship will need to petition the graduate school to reduce below the 3 credit minimum required for continuous enrollment by the graduate school.

Before receiving the Ph.D., the School Psychology student must complete an internship experience that is the equivalent of one year of full-time placement, completed at a minimum of 10 months (full time) or up to 24 months (part time). The internship experience must be in either (a) an APA-accredited center, or (b) a center specifically approved for the student by the School Psychology faculty and that meets the [Doctoral Level Internship Guidelines](#) of the Council of Directors of School Psychology Programs. The internship site must provide adequate supervision, the equivalent of full-time scheduling throughout the week.

The pre-doctoral internship setting should be consistent with the vocational goals of each intern. The pre-doctoral internship must include at least 600 hours in a school setting or an equivalent experience that includes advanced integrative school-based fieldwork that is supervised by a licensed school psychologist. The 600 internship hours can only be completed after the completion of the first two years of practicum experiences (based on a full time schedule of study) for it to be considered a capstone experience.

School Psychology PhD students must enroll in PSYX588-02 Doctoral Internship in School Psychology to complete the internship. In the event a student has completed all course requirements and internship requirements, but has not yet defended his/her dissertation, that student must enroll for a minimum of one (1) credit hour of PSYX699 per semester (including one summer semester) until the dissertation has been successfully defended, and they must meet the 3-credit minimum enrollment criteria. An exception to the 3-credit rule can be made, post-internship, for the student's last semester before graduating. In this case, the student can petition to take one credit only (see Handbook section VI. A.7. for enrollment requirements during internship assignment). For students who have not defended a dissertation, 1 credit of internship (PSYX588-02) and 1 credit of dissertation (PSYX699) are required each semester, including one summer semester. Once defended, only 1 credit of internship (PSYX638/588) is required until graduation.

## **XXI. FACILITIES**

### **A. KEYING**

Faculty members will be authorized to have keys associated with their primary areas of responsibility, such as their offices and research labs, and the main department office.

Undergraduate and graduate students will be authorized to have keys only upon the recommendation of a supervising faculty member, and only for areas associated with their responsibilities and needs.

### **B. SEMINAR ROOMS**

Use of Departmental seminar rooms in the Skaggs Building: Priority will be given to seminars which have times listed in the class schedule. Descending priority will be assigned to: Other seminars, faculty meetings, examinations, and research. For other purposes, "first-come, first-served" will apply.

### **C. EQUIPMENT**

Ownership of equipment or apparatus constructed or assembled by a student remains with the Department except when the students request a release from the research committee and it so recommends, and the release is not contrary to general University policy.

### **D. SPACE USAGE**

Space usage in the Skaggs Building is governed by the Dept. of Psychology space use committee in accordance with the following rules:

#### **1. Standing Space Committee: General Duties & Policies**

The space committee will monitor and allocate space usage in the department. The utilization of research rooms and flex rooms will be a primary focus of this committee. A faculty member or student who needs space should inform the space committee, with appropriate lead time, of their need. Typically, research subjects for a faculty member's project and students whom they supervise will be run in that faculty member's research room. If this resource is overtaxed, then flex space or available time in another faculty member's research room may be assigned.

Any faculty member or graduate student who does not agree with a decision of the space committee may take the matter before the full faculty for appeal.

#### **2. One Research Room Linked to Each Faculty Member**

A specific research room will be identified for each faculty member. Each faculty member should report to the space committee the intended usage of this room for a given semester (or academic year) as well as any changes in utilization that

may occur during this time. Additionally, if the room will not be actively used or if there will be times that the room could potentially be shared, this should be reported as well. In general, the space committee will attempt to honor the request of a faculty member in terms of how their room will be utilized. However, there may be occasions when the committee will need to ask the faculty member to use the room in a different manner (e.g., allow research rather than having GA hours). The space committee will use the following hierarchy to assist in assigning research room usage:

- Funded Research - Faculty
- Funded Research - Student
- Unfunded Research - Faculty
- Unfunded Research - Student
- Teaching Assistant(s)
- Storage
- Data Analysis

### 3. Offices for Administrative Positions

With the exception of the Directors of School Psychology and Experimental Psychology, faculty members who have administrative positions (Chair, DCT, CPC Director) may have to temporarily share their non-administrative office, depending on departmental needs.

### 4. GA Offices

There will be office space for graduate GAs and instructors in SB 053 and SB 368. GAs may be able to conduct office hours in their supervising professor's research room or flex space, with advisor approval.

### 5. Flex Space

Flex space will be assigned on a semester-by-semester basis by the space committee. Assignment of flex space to a given faculty member or student will take into consideration the current use of their relevant research room (see hierarchy above).

### 6. Centralized Storage

In order to help open up space in research rooms and offices, there will be ample centralized storage available. This storage will be secure (i.e., locked).