Department of Psychological and Brain Sciences

Graduate Student Handbook

(2022)

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Doctor of Philosophy Degree

Introduction:

The doctoral degree (Ph.D.) in Psychological and Brain Sciences (PBS) is obtained by completing supervised research, skill requirements, course requirements, teaching and dissemination requirements, passing qualifying exams and successfully defending a dissertation. A graduate student may opt to complete a double-major Ph.D. that combines either PBS with the program in Cognitive Science or the Program in Neuroscience (PNS). We operate on a mentor-based model, meaning that graduate students are paired upon admission with a primary research advisor and within the first year, with an advisory committee. Advisors and committees are dedicated to student success and therefore, graduate students are encouraged to connect with them frequently.

Indiana University is a Carnegie R1 University, which means that the priority of the faculty is to conduct scientific research. Our faculty are also required to teach courses at both the graduate and undergraduate level and provide service to the department, college, university, the community, and their research field, but most of the time is spent on research. The training your advisor provides will, therefore, be primarily focused on research. Students are encouraged to seek out other mentors within and outside the department that can also guide them in teaching, community service opportunities, internships etc.

The information below is provided as a guide for you to navigate through the program. Note that double majors must satisfy the requirements of the other major (e.g., Cognitive Science or PNS) and those requirements are not included here.

General definitions of terms used in the PBS graduate program:

University Graduate School (UGS): Ultimately, the UGS grants all Ph.D. degrees. Most of the forms that you submit to meet requirements are approved by the UGS, but they are most involved with your progress after candidacy. After candidacy, the UGS will send emails to guide you on next steps for finishing your degree – it is crucial that you attend to these emails. Additionally, the UGS Bulletin is the only document that contains official University degree requirements, these are the requirements that will be used to confer your degree. The Bulletin is updated yearly and can be accessed here.

College of Arts and Sciences (COAS or "the College") Graduate Office: The COAS graduate office approves many graduate student forms. They also offer advice on academic procedures and policies, career support, financial support, and leaves of absence. Their website can be accessed here.

Director of Graduate Studies (DGS): This is an appointed faculty member whose responsibilities include: Liaising among the PBS graduate program and the College and University Graduate Schools, implementing policy or procedural changes to the graduate program, reviewing and revising program requirements, addressing and implementing student academic probation, chairing the Graduate Program Committee, and addressing any issues among graduate students and faculty. Along with the Assistant Director of Graduate Studies (ADGS), the DGS also tracks graduate students' progress through the program and meets with every graduate student individually each year. All student records are maintained and updated in an internal entrusted online folder that is accessible *only* by the DGS and ADGS. Students can see their full records at any time by meeting with the DGS or ADGS. Yearly updates on student performance are held by the DGS and ADGS.

The DGS is the faculty representative for all graduate students and is primarily concerned with their success in the Ph.D. program. The DGS can help with academic matters, personal issues that may affect progress (in confidence), issue with peers or faculty and problems or issues with teaching assistantships. Their role is to support you – they will answer any question or direct you to someone who can. You can reach the DGS through email, in person or anonymously by filling out the form here.

Assistant Director of Graduate Studies (ADGS): This is a staff member who is the most available point of contact for graduate students and can answer most questions about the graduate program. The ADGS tracks student progress and submits required forms for graduate students to the Department and approves all required College and/or University eDocs. The ADGS also tracks student funding, if a student has questions about funding, they would contact the ADGS first.

The Graduate Student Council (GSC): This is a group of elected graduate student representatives who help to disseminate information to all graduate students, organize colloquia, workshops, writing groups etc. You can go to them with ideas, questions, or issues. There are no faculty members on this council, but the GSC meets with the DGS on a regular basis. This organization can also provide support and/or answer questions concerning the student experience, please see our website for current members to contact.

Graduate Program Committee (GPC): This committee is comprised of faculty members from each graduate curriculum area as well as the directors of the programs in Cognitive Science and Neuroscience. The role of the GPC is to address the procedures, guidelines, and policies of the graduate program in PBS, to review and revise program requirements, and to ensure our graduate program conforms with the policies of the College of Arts and Sciences (COAS) and the University Graduate School (UGS). The committee also serves to disseminate policy changes or issues with the graduate program to the PBS faculty. Minutes from meetings of the GPC are recorded and available to both graduate students and faculty on the Graduate Program Canvas Site (see below). Questions about the GPC and their procedures can be directed to the chair of the committee, the DGS. This committee does not evaluate or discuss individual students.

Teaching Assistantship committee: This appointed committee of faculty is responsible for pairing Graduate students on Student Academic Appointments (SAAs) to appropriate courses each semester. They send a survey to all teaching faculty prior to the beginning of each semester asking which faculty require graduate Teaching Assistants and when applicable, their choice of T.A. The committee strives to pair instructors with their graduate T.A. of choice and/or a student that is most suited to assist with specific course content. Graduate students are emailed their T.A. assignments prior to the beginning of each semester and are encouraged to contact the instructor to whom they are assisting.

Graduate Program Canvas Site. This site provides general guidelines for the departmental, College and University requirements for degree conferral for PBS graduate students. It is organized in modules that give you most of the information that you will need to progress through the graduate program. It also contains information from the Graduate Student Council and the Graduate Program Committee. Modules on this course site include information on courses, committees, qualifying exams, dissertations, funding sources, contact information and has links to *all required forms*. It is the source for information that is updated most frequently. **All graduate students should become familiar with this site which is provided as a convenience to the students; however, the University Graduate Bulletin publishes the official policies and guidelines used for degree conferral,**

Curriculum areas (also called specializations or simply "areas"): PBS has seven core curriculum areas to guide students in their course work and to provide specialized seminars/requirements in some cases. The areas are: Clinical Science, Cognitive Psychology, Computational and Cognitive Neuroscience, Developmental Psychology, Mechanisms of Behavior, Molecular and Systems Neuroscience and Social Psychology. These areas are only for course guidance – most faculty conduct research that spans these areas, and the department is far more interdisciplinary than siloed into areas. As such, the curriculum area that you choose to affiliate with may not be the same area that your faculty advisor has primary affiliation. For instance, you may follow the course requirements for the Cognitive area, but your primary mentor may affiliate predominantly with the Developmental area. All Tenure Track faculty are core members of one of these areas but can be an affiliated member of numerous areas. A student may change their curriculum area but keep in mind that course requirements may not transfer among different areas. If a student wishes to change their curriculum area, it is advisable to do so in the first year and to discuss with the DGS and their advisory committee prior to initiating the change. The curriculum areas do not appear on your transcript or diploma.

Double Majors: Upon admission, or within the first year of graduate work, graduate students can opt to major in PBS *and* either the Program in Neuroscience or the program in Cognitive Science. Students that wish to double major must submit a request for double major form (link here) within their first year of studies (even if they were admitted as double majors). Students that opt to have a double major degree get one Ph.D. with two majors. Note that double majoring does not refer to curriculum areas, but rather to double majoring in two *programs.* Double majors must fulfill

all requirements of **both majors**, which may include additional coursework, and attending additional seminar series. In addition, double majors must have a minimum of 4 members on their committees, 2 members from each major. All documents submitted as a requirement of PBS (see eDocs, below) must be approved by administrators from both majors, resulting in longer processing times.

EDocs: There are several required electronic documents (eDocs), that must be approved by your advisor and committee, the department (DGS and/or ADGS) and the College and/or University. The timely and proper submission of these eDocs is required by both the College and the University Graduate School as you proceed through program milestones and degree conferral. Instructions for accessing all eDocs can be found on the PBS Graduate Student Canvas Site and through One.IU.

It is the student's responsibility to initiate all eDocs – meaning, fill it out and click "submit" button. The document will then be "routed" to the various individual approver's emails. The approvers then need to access their 'action lists' and open the document, check for correctness, and approve. At some levels, additional information is added to the document (e.g., the DGS enters the full student course list in the candidacy eDoc), but often, the documents are simply approved at each level. Importantly, the request to approve the documents that goes to faculty and administration emails may be overlooked, resulting in the document being 'stalled' at some point in the routing. Therefore, it is very important for the student to track the routing of their eDoc to ensure that all approvers are aware that they need to approve the document. A student can **track their documents** by going to One.IU, then document search (Kuali), then in the "initiator" space, enter their student ID number. This will list all the student's eDocs. To see the routing record of an eDoc, click on the routing icon on the far right. If the eDoc is marked "FINAL" then it has been fully approved and entered into the student's file as finished. Note that these forms are only for the College and University requirements, other forms are used for departmental requirements.

Required Electronic Documents initiated by graduate students (in order of year of entrance):

Advisory committee eDoc (COLLGRAD.AdvisoryCom.Doctype)

Advisory committee change eDoc (COLLGRAD.AdvisoryComChange.Doctype) (if required)

Single to double major (link here) (for double majors only)

Individualized minor (UGS.ExceptionMinor.Doctype)

Candidacy (UGS.Candidacy.Doctype)

Nomination of Research Committee (NORC) (UGS.Committee.Doctype)

Defense Announcement (UGS-PhDDefenseAnnouncement)

Commencement Application (UGS-PhDCommencementApplication)

Defense Signatures (UGS.DefenseSig.Doctype)

Student Academic Appointment (SAA): A Student Academic Appointment is a position that combines academic training with work responsibilities. Work responsibilities depend on the specific position. For example, associate instructors can serve as instructors of record (they independently teach a course) graduate assistants are teaching assistants that serve as an assistant to a teaching faculty or lecturer. PBS SAA appointments are 50% FTE, a maximum of 20 hours per week during each term of their employment. Note that most of our SAAs are teaching assistants (T.A.s or alternatively called A.I.s).

- Appointments are usually for all three academic terms (Fall, Spring and Summer).
- You must sign the SAA contract prior to the start of the semester (if the supervising instructor changes) or academic year (if employed all semesters under the same instructor)
- You must enroll in a minimum of 6 credit hours per semester while on appointment except in the summer.

- Stipend is paid through IU payroll as direct deposit and is taxable income. Paid on the last working day of the month, except for August (paid mid-September) and December (paid mid-month) and May (paid early May.
- Payment is submitted directly to your bursar account.

You can find more information in the Student Academic Appointee Handbook.

Other funding: Some graduate students are funded through fellowships, grants, or other awards. These funding mechanisms are highly variable in dollar amount and in terms of length (e.g., a semester, a single year, or multiple years). If working as a research assistant funded by a grant or faculty research funds, stipend is paid monthly on the last working day of the month. If funding is a fellowship or award, payment is typically made through the Bursar account and disburses one-half promised funds each semester, generally about 10 days prior to the start of the semester. If the fellowship also includes a summer payment that amount will disburse at the beginning of first summer session. Note that some fellowships (namely the T32 grants) are 12-month fellowships, but students are only paid twice a year, so budget for summer accordingly. Check with the Assistant Director of Graduate Studies if there are issues with your stipend or tuition remission. Note that all funding through fellowships/grants/awards is considered taxable income. Students funded by these sources are required to pay mandatory fees for fall and spring semesters ($717.33 per semester when enrolled in 12 credits). Award letters should outline these details.

To learn more about graduate funding opportunities, visit the UGS and COAS websites for graduate funding, the document posted on Canvas, and the following:

Grad Grants

OSFA

OVPDEMA assistance

Summary of Requirements of the Ph.D. Program in PBS:

- First-year research project
- Second-year research project
- First-year project poster
- Skills requirements
- Course requirements
- Qualifying examination
- Candidacy
- Dissertation proposal
- Dissertation announcement
- Dissertation defense

Research

To remain in good standing, students must be consistently involved in productive research throughout the course of graduate study. Students are evaluated on research potential and productivity by their primary advisor and their advisory committee through a yearly, written evaluation that is sent to the ADGS and shared with the students during their yearly meeting with the ADGS/DGS. All students are expected to develop research skills appropriate to their programs through a combination of course work, individual study, and experience. One substantial research project must be completed and formally approved by the student's primary advisor before the end of the third semester (**1st year project**). Students will present this project as a **poster** at a department research symposium that is typically

held in October at the Alumni Awards Event. A second substantial research project must be completed and approved by the advisor by the end of the fifth semester (**the 2nd year project**). Although it varies slightly by advisory committee, the first two research projects are both expected to be close to publication quality. The dissertation research is evaluated by the students' dissertation research committee in their final year of study. Both a written **dissertation** and an oral defense of the dissertation will be evaluated.

Students who fail to make adequate research progress at any point during graduate school may be subject to academic probation and dismissal (see below for more details).

Primary Research Advisor

You must identify and maintain a primary advisor throughout the course of your graduate studies. Your primary advisor is the tenure-track faculty member (that is, they are faculty that either have tenure or are eligible for tenure) who initially supported your admission into the department. It is important to remember however, that ultimately you were accepted by the department, not by an individual. Practically speaking, that means that you may change your primary advisor and that will not affect your standing as a PBS student. If you choose to change primary advisors, PBS and the DGS will work to find you a more suitable situation. Ultimately, if an acceptable new advisor cannot be identified, you may have to consider changing fields or leaving the program.

Your advisor is the faculty with whom you will have the most contact while you are a student. You will conduct research under their supervision, work in their laboratory space, and depend on them for advice and guidance. You may wish to have more than one advisor: in this case you will be "co-advised" by two faculty members. A co-advisor may be within PBS or from another department, as long as they are part of the Graduate Faculty (list of graduate faculty can be found here).

Faculty have different advising styles, and it is important that your individual needs are met by your advisor's mentoring style. Frequent communication with your advisor is encouraged such that both parties are satisfied with the advisor-advisee relationship. All students should read our mentoring guidelines carefully (included below). If you feel that you are not a good fit with the research program of your primary advisor and/or their mentoring style, the first step is to converse with your advisor. If this is uncomfortable for you, you are encouraged to meet in confidence with the Director of Graduate Studies (DGS).

Other roles of the primary advisor may include supporting travel to conferences and/or training workshops, helping prepare you for a career in academia, advising on non-academic career paths, attending to general laboratory needs, arranging for office space and suggesting committee members. Faculty in PBS have many responsibilities, only one of which is mentoring graduate students, so contact them early and often to arrange meetings, or ask for feedback/advice on research and writing.

You do not have to belong to the same curriculum area as your advisor. But it is advisable to have at least one of your committee members from your curriculum area.

Your committees: During your time as a graduate student in PBS your committee (a group of faculty that serve to guide and support your progress) will take on various roles and members may change as needed to support student learning. Your primary advisor is always the Chairperson of your committees. The primary role of your committee is to advise on general progress in the first 2-3 years. At this point, the committee is called your ***Advisory Committee***. You and your advisor will select the members of this committee in your first year. The advisory committee helps to determine the student's research program, approve the student's course selections, and review the student's progress in all areas (for example, but not limited to completion of required courses, course grades, adequacy of teaching, and research progress). These topics are addressed in yearly meetings, following which, you must submit a written report of the meeting that is added to your departmental records. This report is a requirement of the Ph.D. program in PBS. The report is simply a summary of the discussion as well as those present, and suggestions by the committee for the student (a standard form can be used for this – link here – or can be accessed on the Canvas Site under mentoring guidelines module). The student's committee will determine whether the student is making adequate progress in all areas. For single majors, this committee is a minimum of three people from any curriculum area. For double majors, the committee must have a chairperson from each major and two additional members-one from each major- totaling at least four members.

In the Spring term before qualifying exams, this committee takes on the role of the **Qualifying Exam Committee** – these members *are* your advisory committee members unless you specifically change them by <u>officially changing your advisory committee (eDoc)</u>. This committee helps you form your qualifying exam questions and reading lists. They will also evaluate your written and oral qualifying exam (more below). The number of members is the same as above.

After qualifying exams, and candidacy, this committee can become the **Dissertation Research Committee** (also called the *Research Committee* by UGS). The role of this committee is to read your dissertation proposal, attend the dissertation proposal meeting where they will ask questions and approve your proposal. They will be officially named through the Nomination of Research Committee (NORC) eDoc which is submitted *after* the committee approves your dissertation proposal. This committee will also read and comment on your dissertation, attend and ask questions during your dissertation defense and ultimately decide whether your dissertation qualifies you for a Ph.D. For single majors, an additional member must be added to this committee, resulting in a minimum of four members. IMPORTANT: the NORC eDoc must be approved by the UGS 7 months prior to your defense date.

Choose your committees wisely. Be sure to include faculty with whom you have a supportive working relationship and who are familiar with your program of research. In your first year, you will be relying on your advisor to help with this decision, but you can change your committee members at any time by submitting a Change of Advisory Committee eDoc (link to form here) or a Change of Research Committee edoc (link here). Committee members can be from any of the curriculum areas, but it is advisable to have at least one from your curriculum area and one representing your individualized minor (this cannot be your Chair/advisor).

In sum, for single majors, three members are on the advisory/quals committees (including your advisor), and four faculty are on the dissertation committee. For double majors, there must be a chair from each major, and an additional member from each major – the advisory/quals and dissertation committees will have a minimum of four members.

Candidacy: Following completion of 1st year and 2nd year projects, poster presentation, all course and skill requirements, including the teaching and dissemination of knowledge requirement, and passing the qualifying exam, students *must* apply for candidacy. The student must initiate the Nomination to Candidacy Form eDoc (see Graduate Program canvas site or UGS site), which must be approved by the advisory committee, the DGS and the University Graduate School. Upon approval from the UGS, the student will be admitted to candidacy. By request, students can be provided a certificate of candidacy. Typically, students apply for candidacy in the year after they successfully defend qualifying exams. Candidacy simply means that you have completed all formal requirements of the program EXCEPT the dissertation and total number of credits (90) for the Ph.D.

Dissertation Proposal: The format of the dissertation proposal may vary by committee, so when you are ready to propose your dissertation research be sure to contact your committee to ascertain their expectations. After candidacy and at least 7 months prior to your dissertation defense, you *must* defend your dissertation proposal. This requires writing the proposal, submitting it to your committee, arranging a meeting with your dissertation research committee, answering any questions, and changing the proposal to meet the requirements of your committee. After your committee approves the proposal, you would submit the proposal along with the committee's approval to the ADGS (through email). Then you will submit the Nomination of Research Committee (NORC) edoc.

Academic Probation: At any time during their graduate career, a student may be put on academic probation for inadequate progress, that is typically inadequate **research** progress. Inadequate research progress is generally first identified by the primary advisor and advisory committee. The primary advisor will then speak to the student to determine a method for getting the student back on track without probation. If this approach is not successful, the DGS will communicate with the primary advisor regarding placing the student on academic probation. If the advisor believes this is the best course of action, the advisor, student, and DGS will devise a plan with deadlines that form the terms of their probation. The DGS will then contact the College to have the student placed on academic probation. The College will set a final deadline for satisfactory progress that the student is required to meet. The student must meet the requirements of the probation plan within the College-set deadline to be removed from academic probation. Academic probation is typically one semester, after which: a) the student is removed from probation, b) the probation is extended for another semester, or c) the dismissal process begins. Note that academic probation is given by the College, not the department. Academic probation does not appear on the student's transcript. Failure to meet deadlines set out in the probation letter (from the College to the student and advisor) results in eligibility for dismissal.

Students are also put on academic probation if they fail their first attempt at qualifying exams. This probation is lifted if the student passes their second attempt. Students are also put on probation if they have three or more Incomplete (I) grades in courses or have a cumulative GPA of less than 3.3 or receive more than one grade below B- (2.7).

Mentoring guidelines: While advising focuses primarily on academic goals, mentoring is a broader activity encompassing life and career goals, well-being, and work-life balance. A mentoring system is important because reliance on the individual efforts of faculty (e.g., advisors) will leave some students behind, while also placing a disproportionate burden on some faculty, often to the detriment of their careers. The traditional structures of guiding students to completing the degree are no longer sufficient. Why?

More students are pursuing non-academic careers, and simply need (in addition to career support) more opportunities to share and listen to a wider range of viewpoints.

More students are pursuing interdisciplinary research, or research that innovates in other ways, and need the freedom to explore unestablished avenues and relationships.

More students are first-generation graduate students, students of color, or non-traditional in other ways, who may experience discrimination, marginalization, and resource-related challenges that other students may not face, and who may therefore need targeted support and advocacy from faculty who are sensitive to these students' experiences and needs.

More students are confronting significant mental-health challenges in graduate school, and departments and individual faculty members play a key role in determining whether students feel isolated or supported as they navigate these challenges.

There is a wealth of resources available both to students and to the faculty who support them. First and foremost is IU's **Graduate Mentoring Center**, whose resources page has many useful links to local and national resources.

PBS Mentoring Guidelines:

The success of every graduate student in the Department of Psychological and Brain Sciences depends in part upon the interaction of the student and their advisor. The research advisor(s) and the student together develop, revise and update plans for the graduate student's research, work to identify and remove obstacles to success, and to provide the student with opportunities to develop professional experience. Many of these interactions are informal. To facilitate interactions that are as productive as possible, the Department offers these guidelines.

These guidelines embody common practices used by other institutions and are intended to provide a basis for establishing an effective and productive advisor-student relationship that relies on trust, courtesy, clear communications, and shared expectations. These guidelines provide a general framework for interactions. These guidelines supplement the IU Student Code, which addresses primarily formal academic matters, by attending to the faculty's role in the student's research process. For our graduate training mission statement, please see the department website graduate section: https://psych.indiana.edu/graduate/index.html.

Faculty Research Advisors should:

- promote an environment that is intellectually stimulating;
- be supportive, equitable, accessible, encouraging, and respectful;
- recognize and respect the cultural backgrounds of students;
- be sensitive to the power imbalance in the student–advisor relationship;
- set clear expectations and goals for students regarding their academic performance, research activities and progress;
- discuss policies and expectations for work, including work hours and practices, university breaks, vacation time, and health contingencies;

- establish mutually agreed upon expectations for frequency and format of communicationthat will provide students with regular, clear feedback on research activities, performance, and progress;
- promote and manage productive and collaborative relationships for students working inlarge research groups and collaborations;
- provide students with training and oversight in relevant aspects of research, including the design of research projects, the development of necessary skills, and the use of rigorous research techniques or procedures;
- provide and discuss clear criteria for authorship at the beginning of all collaborativeprojects and revisit authorship throughout project development as contributions maychange;
- comply with occupational health and safety guidelines, and foster a safe work environment by discussing and mitigating potential hazards associatedwith a student's research activities;

- promote a work environment that is free of harassment;
- encourage participation in professional meetings and discuss funding for such activities;
- guide students to receive training in the skills needed in their discipline(s) for a successful degree completion, including oral and written communication and grant preparation as appropriate;
- recognize that some students will pursue careers outside of academia and/or outside their research discipline and encourage them to learn about their career options;
- be a role model by acting in an ethical, professional, and courteous manner toward students, staff, and faculty.

Graduate Students should:

- recognize that they bear the primary responsibility for the successful completion of theirdegree;
- complete all tasks assigned by the department, including teaching, grading, and otherassistantship responsibilities;
- know the policies governing graduate studies in the department and the graduate schooland take responsibility for meeting departmental and graduate school deadlines;
- be proactive in communicating with the advisor and research committee about progressand challenges associated with research and program trajectory;
- recognize that in addition to their role as a student, they have rights and responsibilities asemployees of the university, and expect that these are clearly conveyed to them by the university;
- clearly communicate with their advisor(s) regarding their career preferences and anychanges to them during the course of their program;
- be proactive about improving research skills, including written and oral presentation;
- be proactive about teaching professionalization and preparation through exploringworkshops and training opportunities;
- seek out appropriate professional service opportunities and take advantage of careerplanning support in the Walter Center for Career Achievement;
- participate actively in departmental, area, and lab activities such as colloquia, brown-bags, reading groups, lab meetings, etc.;
- seek mentoring and support resources beyond their faculty advisor(s), including otherfaculty members and peers as well as individuals external to the university;
- inform faculty advisors or other appropriate person of possible and/or existing conflicts and work toward their resolution, following departmental guidelines;
- obtain outside help from people including an ombudsperson, director of graduate studies, department chairs, or other faculty if conflicts arise with their advisor;
- be aware that if they feel compelled to change advisors or research direction, they haveoptions and should consult with their advisor, other mentors, or department officers, recognizing that such options may include changing or leaving programs;
- always act in an ethical, professional, and courteous manner toward students, staff,and faculty, respecting the value of their time and responsibilities.

The Department will:

- provide students with up-to-date information that includes policies, practices, resources,degree requirements, and expectations for progress;
- proactively monitor graduate student progress toward their degrees and professional development, including mentoring meetings, committee meetings, exam completions, andother benchmarks toward the degree. Opportunities should be provided to examine the effectiveness of the student-advisor relationship and offer advice on addressing issues that arise;
- provide students and faculty with contacts, resources, and a clear process for potential conflict resolution (e.g., ombudsperson, director of graduate studies, or department head).PBS will coordinate with any other departments and programs that students are in.
- assist students who wish to change advisors or research groups in identifying new advisors within the department or program who are receptive to accepting the student,and advising the student on options, including leaving or changing programs, should no placement be found;
- provide appropriate infrastructure to allow students to complete their education andresearch in a timely and productive manner;
- provide information and/or opportunities for professional development that will be relevant to students seeking careers outside academia and/or their research discipline;
- promote an environment that is intellectually stimulating, safe, and free of harassment;
- provide students with contacts for campus resources that promote health and wellness;

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Course Requirements

Most credits towards the Ph.D. come from your research course credits (about 65%). The remaining 35% will come from courses and skill requirements. A total of 90 credit hours, including dissertation research credits (~55 credits), are required for graduation. A portion of these credits are from the PBS skills requirements (12 credits) (see below). An additional (12-15 credits) are from core course selections from the student's area of specialization (see below). Unless pursuing a double major, the student is also required to complete an individualized minor (9 credits) or external minor (number of credits set by the other department) as approved by the advisory committee. Occasionally, additional courses may be specified by the student's advisory committee. The required credits for the program are a minimum of 33-36 credits. Typically, students finish their coursework by the beginning of their 3rd year in the program. An average of at least a B+ (3.3) must be maintained in all course and research work. No grades below a B- (2.7) may be counted towards degree requirements.

Students must enroll in a minimum of 6 and a maximum of 12 credits during Fall and Spring semesters. Students are encouraged to enroll in 12 credits, that are a combination of course and research each fall and spring semester until they reach 90 credits. After 90 credits, students typically enroll in G901 (see below), as they must stay enrolled in a minimum of 6 credits for the duration of their time in the graduate program.

Students must demonstrate competency in four **skills requirements**:

- **Statistical Skills Requirement:** Demonstrated proficiency in statistical skills, at a level comparable to successful completion of a graduate course in statistics. This requirement usually will be fulfilled by successful completion of P553. However, with approval from the P553 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency could be demonstrated in other ways, such as (but not limited to) equivalent coursework from another institution, proficiency through prior research or work experience, and completion of relevant workshop and training experiences. Courses for this proficiency cannot be double counted towards a Psychological and Brain Sciences major or the minor.
- **Research Methods Skills Requirement:** Demonstrated proficiency in additional research or statistical methods, at a level comparable to successful completion of a graduate course in these topics. This requirement usually will be fulfilled by successful completion of one other statistics or methods class approved by the student's advisory committee. However, with approval from the advisory committee and the

Director of Graduate Studies, proficiency could be demonstrated in other ways, such as (but not limited to) equivalent coursework from another institution, proficiency through prior research or work experience, and completion of relevant workshop and training experiences. Courses for this proficiency cannot be double counted towards a Psychological and Brain Science major or the minor.

- **Professional Development Skills Requirement:** Demonstrated proficiency in professional development issues. This requirement usually will be fulfilled by taking P595 or Q510. However, with approval from the P595/COGS-Q510 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency can be demonstrated in other ways, primarily through equivalent coursework from another institution. Courses for this proficiency cannot be double counted towards a Psychological and Brain Sciences major or the minor.

- **Teaching and Dissemination of Knowledge Requirement (DoK):** Demonstrated training and proficiency in teaching and dissemination of scientific information. This requirement typically will be fulfilled by taking P660 (unless waived because of equivalent graduate level coursework) and completing one of the following two options: 1) serving as the official instructor of record for P211 or an alternative DGS and committee-approved course; or 2) creating an individualized teaching and dissemination plan. This second option will require a detailed proposal written by the student and approved by their advisory committee and the DGS. If a student can demonstrate they have had equivalent prior teaching and dissemination experience before entering the program, the above requirements may be waived at the discretion of the DGS and with approval of the advisory committee. Courses for this proficiency *cannot* be double counted towards a Psychological and Brain Sciences major or minor. If the competency of the graduate student's teaching, as evaluated by a faculty member supervisor, is judged as inadequate, the student will be asked to take remedial action, which may include additional training in teaching and an additional teaching assignment. International students must meet the department's English proficiency requirements before teaching. For the individualized teaching plan, core principles are the following:

- 1. Students must learn how to teach and disseminate complex scientific knowledge to a non-scientific audience.

- 2. Students must be educated in, and be able to, articulate current evidence-based approaches for teaching and disseminating knowledge.

- 3. Students must engage in activities that assess if they have been successful in teaching and disseminating knowledge/information.

- 4. Students must receive mentoring, supervision, and evaluation of their teaching and dissemination.

This does not include mentoring students in a laboratory setting (e.g., Honors students), or one-on-one mentoring

(see *Graduate Program Canvas site* for more details).

Failure to complete required courses within a timeframe specified by the student's advisory committee may result in academic probation and dismissal. After completion of the teaching and dissemination students must submit an evaluation form signed by their advisory committee and turned into the ADGS**. Only after this form is received is the skill requirement complete.** To summarize: students take PSY-P660 or equivalent, submit a DoK proposal, perform their proposed teaching and dissemination requirements and submit their final evaluation form to complete this requirement.

<div align="center">Required courses for individual curriculum areas:</div>

In each area, upon successful completion of the coursework listed below and receipt of elective course approval(s) from your advisor committee, the PBS Graduate Program Office will mark the required courses as complete. Note that these courses may vary year-to-year, so double check with the ADGS or DGS to ensure these are correct for your year. A student follows the curriculum area requirements that *they are in* (not necessarily the area that their advisor is affiliated with).

Clinical Science:

1) Four core courses (12 credits) taken within the first two years:

-P530 Clinical Psychology
-P641 Assessment
-P624 Principles of Psychopathology
-P631 Intervention & Evaluation

2) One elective course (3 credits):

A graduate course taught by clinical faculty or other graduate courses in the department as *approved by your Advisory Committee* (P667 or P669 automatically qualifies for this requirement).

3) Practica:

At least 2 semesters or 6 credits of P690 is required for the clinical area students.

Note that you must also fulfill four APA Competency Areas: human development; biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior. These requirements are tracked by the Director of Clinical Training.

Upon successful completion of the above coursework and receipt of elective course approval(s) from your advisory committee, the PBS Graduate Program Office will mark this requirement as complete.

In addition to the department/University forms, Clinical students must complete Clinical-specific paperwork for: First and Second Year Research Projects, Annual Advisory Committee Review, Qualifying Exam, Dissertation Proposal, and the Defense. See the Clinic Office for these forms; they are required by the Clinical area, not the PBS department.

Cognitive Psychology:

Four graduate courses (12 credit hours) as approved by your Advisory Committee.

Computational and Cognitive Neuroscience

1) Methods Course: ONE course (3 credits) selected from:

  P546 Topical seminar – Neurophysiological techniques

  P544 Intro. to fMRI measurement and analysis

 Q590. Neural Networks and the Brain

 P657 Topics Sem.: Computational Cognitive Neuroscience Approaches

2) THREE courses (9 credits) of coursework as noted below:

Any course offered by CCNS area faculty, *as approved by the advisory committee.*

Any of the following are acceptable, but not required: Q551, S531, N500, N501.

Developmental Psychology:

Four courses (12 credit hours) as approved by your Advisory Committee.

Mechanisms of Behavior:

Four courses (12 credit hours) as approved by your Advisory Committee

Molecular and Systems Neuroscience:

Molecular and Systems Neuroscience (MSN) Requirements (14 credits):

   - N500 (generally taken in Fall of year 1) - 3 credits
   -N501 (generally taken in Spring of year 1) - 3 credits
   -N650 (generally taken in Fall & Spring of year 1) - 1 credit X 2 semesters = 2 credits
   -One molecular/cellular elective* - 3 credits
   -One systems elective* - 3 credits

*taught by MSN faculty or approved by your Advisory Committee

Social Psychology:

Students are required to take four content courses in Social Psychology from the list below. A minimum of two content courses in Social Psychology must be completed before taking qualifying exams. All four required courses must be taken before applying for doctoral candidacy in PBS.

The courses that are approved to fulfill the requirement to take four content courses are*:

P620 Attitudes and Attitude Change

P820 Social Perception and Social Cognition

P647 Judgement under Uncertainty

P821 Group Processes and Intergroup Relations

P657 TOPIC: Motivation

P657 TOPIC: Stereotyping and Prejudice

* Please note that this list may be altered as new courses are offered from Social Faculty.

Students are also required to take two semesters of P700 for one credit each semester.

Research Credits:

In most semesters, the required skills/coursework will not meet the 12-credit hour maximum. So, in those semesters, students should enroll in research credits (PSY-P 895) to reach the 12-credit maximum. After obtaining 90 credits, students enroll in G901 for research credits. Although the total number of credits required for the PhD is 90, but students can, and often do, take more than 90 credits.

Grading of Research Credits: Passing grades in research courses for work done toward Ph.D. dissertation are sometimes graded as "R" (= evaluation deferred) until the research project is complete (i.e., the dissertation is defended, and all requirements are met).

G901 Credits: After completing 90 credits *and* becoming a Ph.D. Candidate, (i.e., formal coursework is completed, qualifying exam is passed), students may enroll in G901 Advanced Research to maintain 'active status'. This 6-credit course can be taken for 6 semesters only. There are no fees associated with this course

and therefore, some services are not available without a user fee determined by the service (e.g., Health center, SRSC, legal services).

Minor

You are required to have a minor unless you are a double major. You are required to have a faculty member (can be a member of your advisory committee) serve as a minor representative on your advisory committee (your chair cannot be your minor representative). The minor must be declared prior to the second year of graduate studies.

There are two Ph.D. minor options:

1) Individualized minor – The student and committee determine three or more courses that contribute to a common topic. Individualized minors must have a title that is not a pre-existing area, program or department (e.g. can't call your individualized minor "Statistics" but you could call it "Psychological Statistics"). **Courses for your minor must be *pre-approved*** by the University Graduate School through an eDoc. The *Request for an Individualized Minor* eDoc is available on the University Graduate School App in One.IU. When you have successfully taken all your minor courses, this requirement will be marked as complete.

2) External minor from another department - Many departments have pre-designed minors for Ph.D. students (details in UGS bulletin). Check the unit's requirements as they often require a minor advisor from that department. If you chose this option, you must request that an email from the minor-granting department verifying completion of their required minor courses be sent to the ADGS. Once received, this requirement will be marked as complete.

Transfer of Graduate Credits:

With the approval of your department and the College Graduate Office, you may request that work taken for graduate credit at other institutions be transferred in partial fulfillment of degree requirements. Only courses with a grade of B or higher can be transferred. Courses must be taken within the prescribed time limits (five years prior to the awarding of the degree for master's students or seven years prior to the passing of the qualifying examination for Ph.D. students). In some cases, courses taken outside of this time window can be re-validated. In general, courses taken to satisfy the requirements of a bachelor's degree cannot be used to fulfill the requirements of a graduate degree. Moreover, courses taken to satisfy the requirements of one graduate degree cannot be used to satisfy the requirements of a second degree at the same level. Students can transfer up to 30 credits courses from a Master's degree to the Ph.D. program. Note this applies to credit transfer, not course waivers. The appropriateness of proposed course substitutions or waivers is determined by the student's Advisory Committee and/or other relevant faculty.

Students should contact their Director of Graduate Studies to discuss initiating a transfer of graduate credit. The form to fill out and turn into the ADGS is here.

Qualifying Examination

Written and oral portions of the qualifying examination (sometimes called qualifying exam or "quals") must be successfully passed by the beginning of the fifth regular semester. Students with a double major may **reques**t one additional year before taking the qualifying examination and must successfully pass the exam by the beginning of the seventh regular semester. If deferring the Qualifying Exam, students must fill out the form here, and submit to the ADGS by May 1st of the second year (end of 4th semester) in the program. The written portion of the exam must be completed by the last week of the summer break, with the exact deadline determined by the committee in consultation with the student. The oral portion of the exam must be completed by the end of the second week of classes in the fall term. If a student does not pass the qualifying exam, by 5 pm on Thursday of the third week of classes, the student must meet with the Director of Graduate Studies to discuss plans, and to specifically review course changes for the fall semester. Students who do not pass the qualifying exam will be given an opportunity to retake the exam within one semester (i.e., by the end of the fifth semester or for double majors by the end of the

seventh semester). Students who do not successfully pass their second attempt at the qualifying examination will be dismissed from the Ph.D. program but may be given the option to pursue a Master's degree.

Determining quals questions and reading lists should begin in January of the year the quals are written. A meeting of the qualifying exam committee and student to discuss questions and reading lists must occur by April 1st (student submits written report of meeting to ADGS). Final questions and reading lists are submitted to the ADGS by the first Friday in May using the form found here.

The purpose of the Qualifying Exam is to give the student the opportunity to establish that they are prepared to undertake their dissertation research by demonstrating they have a thorough understanding of the relevant background/foundational knowledge, as well as the skills in synthesis, integration, critical thinking, and scholarship that their dissertation research will require. Further, the student must demonstrate that they have a broadly based range of knowledge beyond their focus area. From the student's perspective, the Qualifying Exam prepares them for undertaking dissertation research by giving them the opportunity to read broadly and think deeply about the relevant subject matter, explore literatures, and challenge themselves to become better consumers and producers of knowledge. Thus, a well-constructed Qualifying Exam assesses a student's aptitude for research through demonstration of their academic preparation, their grasp of the literature in their field, their ability to analyze and integrate said literature, their understanding of research designs, methods, and techniques, their ability to formulate their own research questions, and ability to communicate clearly and effectively. From the successful student's perspective, a well-constructed Qualifying Exam provides a mastery experience, affirming their preparation and ability to conduct their dissertation research.

Currently, the core curriculum areas vary in their formats of the qualifying exam. Below are the requirements for each area. Note that the advisory committee and the primary advisor may alter these to best fit the students' needs and interests.

Clinical: Most students in the clinical area write three papers for the written portion of their qualifying exam. Each paper averages 33 pages, for a total of approximately 100 pages across the three papers. The topic, focus, and content of the three papers are decided in consultation with the student's qualifying exam committee. The first paper is usually due around June 15th. The committee members read the paper and, within one-two- weeks, the committee chair combines and summarizes that feedback and orally gives the student general feedback on the paper (e.g., ways in which the paper could be improved), thus providing the student with the opportunity to correct their direction in their later two papers. The second paper is usually due around July 15th. No feedback is provided on it during the summer. The third paper is usually due around August 15th. The committee reads all three papers and then schedules an oral exam with the student.

The oral exam usually lasts approximately 1.5 hours and consists of the committee asking the student questions about the papers and the topics covered. Sometimes students begin with a summary of their papers and/or a discussion of weaknesses or issues that need more elaboration from the papers.

Cognitive: By tradition, in the cognitive area, each committee member writes one question for the student to address in a paper (i.e., usually three questions for a single major and four papers for a double major). Thus, usually the number of papers is the same as the number of committee members, although the number of papers can be changed by the committee if deemed appropriate. There is no set page limit for each paper, although the tradition is approximately 20 pages per paper (total of 60 – 80 pages); again, this is decided by the student's committee. Some faculty are involved in helping the student put together a reading list for each question; some are not. Some faculty are willing to provide feedback on paper drafts; some are not. Usually, all questions are established by the beginning of summer and all of the papers are turned in by the end of summer.

The oral exam is variable in length, averaging 1 – 1.5 hours and is a chance to elaborate on the papers and address any issues or problems.

Computational and Cognitive Neuroscience (CCNS): Usually, students in CCNS write three papers (an average of 33 pages each). The student generates the three questions (one per paper) and develops a reading list for each question with input from their committee. The papers are written and handed in without feedback from the committee. The due date for the written papers is 12 weeks after the questions are submitted to the committee.

The oral exam usually lasts 2 hours and begins with a discussion of the three papers and related topics.

<u>Developmental</u>: Most students in the developmental area write papers totaling approximately 100 pages addressing three questions. (Note that if the student has a double major, they will have four committee members and thus will answer four questions.) The questions and reading lists are developed by the student, in consultation with the committee members. All committee members approve all three questions, concentrating on scope, depth, and focus. Questions often are formulated so that each paper addresses the expertise of a particular committee member. Questions are usually presented as paragraphs which set forth a substantial issue in the literature and a proposed segment of that issue that will be addressed. Questions should be in final form and approved by the committee by mid-to late May. Papers are due before the start of the fall semester. Final papers, not earlier drafts, are accepted and read by the committee.

The oral exam is usually 1.5 – 2 hours in length. Questions can be about anything relevant to the papers. Any committee member can ask a question during the oral exam.

<u>Mechanisms of Behavior (MoB):</u> Students in MoB write papers addressing three questions. The three papers usually total approximately 100 pages. (Note that if the student is a double major, s/he will have four committee members and thus will answer four questions.) The questions are developed by the student in consultation with committee members. The goal of the MoB qualifying exam is to prepare the student for dissertation research by reading broadly and thinking deeply about the relevant subject matter, and provide written answers that demonstrate synthesis, integration, critical thinking, and scholarship. All committee members approve all questions, focusing on such criteria as scope, depth, and focus. Questions are individually formulated to the student's interests/needs within the expertise of a particular committee member. Questions are usually presented as paragraphs that set forth a substantial issue in the literature and a proposed segment of that issue. Questions should be in final form and approved by the committee by mid-to late May. Students are encouraged to consult with committee members as they read and prepare to write. Papers are due before the start of the fall semester. Final papers, not earlier drafts, are read by the committee.

The oral exam is usually 1.5 – 2 hours in length. Questions can be about anything relevant to the papers, previous course work, or the student's research interests. Any committee member can ask a question at any point in the oral exam.

<u>Molecular and Systems Neuroscience (MSN)</u>: Students write a full NRSA-style grant typically based on the research they are currently engaged in and/or plan to engage in for their dissertation research. They are allowed to confer with their mentor(s) and committee members for guidance; however, they are expected to develop the concepts and to write the proposal independently. One month prior to their quals defense date, students turn in the completed proposal and then at least two weeks prior to the defense date, committee members send in 2-3 questions about any aspect of the proposal (e.g., background, significance, methods) to the committee Chair who then chooses 1-2 questions from each member to be answered by the student. Committees vary as to whether or not the student must generate written responses to these questions prior to the defense; however, what is consistent is that each student is expected to answer these questions at the defense along with any follow up questions.

<u>Social Psychology</u>: The majority of students in social psychology write papers addressing three questions. The three papers total approximately 90 pages (30 pages per question). The questions and relevant reading lists are developed by the student, in consultation with the committee members. All committee members approve all three questions, concentrating on scope, depth, and focus. On the exam, questions often are formulated so that each paper addresses distinct theoretical or methodological issues that are important to the development of the student's research interests. As such, questions are usually presented as paragraphs which set forth a substantial issue in the literature and a proposed segment of that issue that will be addressed by the student. Questions should be in final form and approved by the committee by mid-to late May. Papers are due before the start of the fall semester. Final papers, not earlier drafts, are accepted and read by the committee.

The oral exam is usually 1.5 – 2 hours in length. Questions can be about anything relevant to the papers. Any committee member can ask a question at any point in the oral exam.

General timeline for Ph.D. Completion

The Ph.D. program in PBS is typically a five-year program. The below timeline example is for a single-major in PBS that is not in the Clinical Science APA Program (clinical students should refer additionally to the Clinical Science Graduate Handbook). The first two years focus on research and coursework, the qualifying exam is completed during the summer at the end of the second year (unless deferred with double major) and the dissertation research begins in the third year (although many advisors will encourage research towards the dissertation much earlier). It is important to note that an active program of research is expected throughout all five years, including summers. Note that italics indicate *required forms* of the department, College, or University Graduate School. All forms or instructions to access forms are on the PBS Graduate Program Canvas Site.

First year:

Fall semester (1):

- Meet regularly with primary advisor (this should occur throughout all 5 years), to determine first-year project
- Take required skills/courses up to 12 credits (usually this is 2-3 courses (3 credits each), with the remaining credits being research credits (P895). We strongly recommend that students take P595 (professional development) and P553 (statistics) during this semester.
- Discuss advisory committee membership with your primary advisor. Ask individuals if they will be on your advisory committee.
- Perform SAA duties, if applicable.

Spring Semester (2):

- Continue with courses (we recommend taking P660 this semester).
- Conduct first-year project research
- Confirm advisory committee: *submit advisory committee eDoc.*
- Have first advisory committee meeting, *submit meeting summary to ADGS.*
- Try to determine individualized minor and *submit eDoc.*
- If a double major, submit Single to double major form (link here) (even if you were admitted into both majors)
- Perform SAA duties if applicable

Summer:

- Continue with research
- Perform SAA duties if applicable

Second Year:

Fall semester (semester 3):

- Determine topic of second year project with advisor
- Begin research on second year project
  Complete a poster of first year project: advisors must approve the poster and students must *submit copy of poster and advisor approval to ADGS, (only approved posters will fulfill this requirement and be presented at the Graduate Poster Session).*
- Present poster of first year project at PBS Graduate Student Poster Session.
- Submit completed first year project and approval of advisor (by end of fall semester)-*approval form to ADGS*
- Determine Teaching and Dissemination of Knowledge (DoK) plan – *submit DoK proposal to ADGS*

Spring Semester (semester 4)

- Continue with courses

- Continue with research
- Meet with advisor in January to discuss potential qualifying exam questions
- Meet with Quals committee to discuss quals questions <u>by April 1st</u>.
- Submit *Qualifying Exam petition to ADGS*: both if taking that summer or deferring (double majors only). This includes quals questions and reading lists and is due first Friday in May.
- Some students may be fulfilling their DoK requirements
- Conduct second year review advisory committee meeting (if not writing quals that summer), *submit meeting summary to ADGS.*

Summer:

- Single majors will write quals.
- Continue with research
- Perform SAA duties if applicable
- Submit written quals due by last week of summer break

<u>Third year:</u>

<u>Fall (semester 5):</u>

- Quals oral defense by second week of fall classes-*submit approved quals eDoc to UGS*
- Complete second-year project & submit by end of semester. *Submit completed/approved project to ADGS*
- Perform SAA duties if applicable
- Continue fulfilling DoK requirements

Spring (semester 6):

- Finish course requirements
- Finish DoK
- Meet with advisory committee (meeting should include committee approval of completion of DoK requirements and discussions of dissertation research plans)--*submit summary to ADGS*
- Perform SAA duties if applicable

Summer:

- Continue with research
- Perform SAA duties if applicable
- If required courses, quals & DoK, are completed, advance to Candidacy-*submit eDoc.If not now, do this as soon as you are ready (in fourth year fall).*

<u>Fourth Year:</u>

Fall (semester 7)/spring (semester 8)/summer

- Work on dissertation research
- Perform SAA duties if applicable
- Advisory committee meeting – *submit summary to ADGS*
- Write dissertation proposal and as soon as ready, defend proposal. Submit *Nomination of Research Committee (NORC) eDoc after proposal is approved by your committee.* Ideally, this should be done by end of summer or very early fall of fifth year to guarantee ability to graduate by end of spring semester of fifth year, but earlier is fine.

Fifth year:

Fall (semester 9):

- Perform SAA duties if applicable
- If not done yet, defend dissertation proposal to committee and submit *Nomination of Research Committee (NORC) eDoc:* Must be complete by Sept 15th to for May degree conferral.

Spring (semester 10):

- Submit dissertation to committee by mid-March
- Submit *defense announcement eDoc S at least* 40 days in advance of oral defense (early March)
- Defend dissertation by Mid-April, *submit defense signature eDoc*
- Work on revisions and formatting
- Submit *final version of Dissertation to ProQuest by May 1, for a May degree conferral (note that dates differ year to year, so check the UGS website f)*
- *Note that these are the FINAL possible deadlines for degree conferral in Spring of fifth year. You are encouraged to work ahead of this schedule, to avoid delays that could prevent graduating at the end of your fifth year.*
- Graduate!!

Although official funding expires after the 5th year, students can apply for an extra year of funding (6th year). Please ask ADGS about how and when to do this.

Professional Development Opportunities

Professional development is an important aspect of a graduate education. Professional development includes topics such as how to present research orally, how to access teaching opportunities, how to apply for summer internships in non-academic fields, applying for post-doctoral positions, applying for faculty positions etc. Although the primary research advisor and lab members can help with many of these, PBS also provides additional opportunities through seminar series and workshops. The Graduate Student Council also organizes workshops and talk sessions on aspects of professional development. Professional development opportunities are generally announced through emails. Other resources for professional development can be found here.

Support and Grievances

General Grievances

Potentially disruptive issues that graduate students may encounter come in many forms. When possible, the first attempts at resolving issues between graduate students and advisors/peers/instructors or others should be made through direct discussions between the involved parties. If this is uncomfortable or threatening for the student, then they are encouraged to seek a trusted faculty member, ombudsperson (see below) or the DGS. If warranted, and with student permission, the situation can then be brought to the PBS Grievance Committee. The PBS Grievance Committee is comprised of four Faculty members (including a Chair) and one staff member. This committee addresses grievances from PBS faculty, postdocs, staff, and graduate students. Their role is to assess the grievance and take recommend steps to address the grievance, if warranted. Note that all IU employees that interact directly with students (e.g., staff, faculty, SAAs) are Responsible Employees. At Indiana University, Responsible Employees are those who are required to share information about incidents of sexual misconduct. Training is required for all Responsible Employees. Responsible Employees may also be considered Campus Security Authorities (CSAs) for purposes of Clery Act crime reporting. If a Responsible Employee receives a complaint of sexual misconduct, it is their duty to report the incident to the campus Deputy Title IX Coordinator. Once a report is made, the university is

deemed to be on notice and must take immediate and appropriate steps to investigate or otherwise determine what occurred. Reporting to Title IX Coordinators does not mean that the individual will be required to bring a formal complaint or file a formal report with police or participate in any university investigation or procedures. It will ensure that information regarding resources, assistance, reporting options, rights, and protections, is provided. It can also help the university in preventing future incidents.

Useful Information on the roles of different offices regarding grievances can be found on the Graduate students resource page,

Ombudsperson Committee

An Ombudsperson is an advocate with a significant degree of autonomy and independence who investigates and mediates complaints and grievances. The PBS Ombudsperson Committee will serve as a point of contact for graduate students, postdocs, fellows, staff, or faculty who would benefit from consultation and support in navigating challenging situations. Ombudspersons are PBS members who are trained in official policies, procedures and are knowledgeable of the resources available. Ombudspersons will provide support, resources, and help the person identify a course of action. The PBS Ombudsperson committee is comprised of five members, including one staff member and one graduate student.

You can contact an Ombudsperson to share feedback about experiences in the department and/or because you've experienced something that is troubling. If the latter, these situations can be tough to navigate, and often the next step isn't clear. Providing some information on the Ombudsperson form (link here) can help the Ombudsperson committee point you toward resources, information, and support. The goal of the Ombudsperson Committee Form is to empower you to make an informed decision, even if you don't want to pursue further action.

We also encourage you to access information from the IUB Office of Diversity & Inclusion Resources Page and/or download the Ombuds Committee members contact information, Graduate students resource page, and/or Faculty, staff, and research personnel resource page.

Grievances related to Student Academic Appointments (SAAs): This procedure describes the PBS's role in due process involving employment of graduate students as SAAs (TAs, AIs and RAs). The policy is governed by OVPFAA with ultimate arbitration at the BFC.

Discuss first with supervisor:

When possible, the first attempts at resolving issues between graduate students and supervisors or others related to their student academic appointments (TAs, AIs or RAs) should be made through direct discussions between the student academic appointee and their supervisor (instructor or PI).

Discuss with the Chair of the Teaching Assistantship committee

If discussions with the supervisor are not satisfactory and/or if the student is uncomfortable addressing them with their supervisor, the issue should be brought to the Chair of the Teaching Assistantship committee.

Process: With the permission of the student, the Chair of the Teaching Assistantship committee will discuss the issue with the supervisor and attempt to resolve it, and/or take appropriate steps at the departmental level to resolve the complaint. In this process, the Chair of the Teaching Assistantship committee may consult with the other members of the Teaching Assistantship committee.

Confidentiality: Where possible, the Chair and the members of the Teaching Assistantship committee will make efforts to respect the confidentiality of the student. The student will be notified if information regarding the complaint is placed in the student's personnel file.

If the grievance is still not resolved, the next step would be for the student and/or Chair of the Teaching Assistantship committee to lodge a grievance with the PBS Grievance Committee. This committee addresses grievances on the part of PBS faculty, postdocs, staff, and graduate students.

Consultation with other offices: The Chair of the Teaching Assistant committee may also engage relevant campus offices (e.g., the Vice Provost for Faculty and Academic Affairs, Office of Institutional Equity; Office of Student Conduct; Title IV etc.) if required.

Timeline: It is anticipated that this stage (i.e., discussion with the Chair of the Teaching Assistant committee) will be handled within two weeks. For complaints that involve possible sexual misconduct, the campus and/or university Title IX coordinators must be informed as soon as possible.

- Students can also file a grievance with the College Graduate Office. https://college.indiana.edu/student-portal/graduate-students/academic-procedures/appeals.html
- Additional information about the Code of Student Rights, Responsibilities, and Conduct, including the procedures for filing a grievance, can be found here.

PBS Guidance on Harassment and Interpersonal Misconduct

As students, staff, and faculty in the Department of Psychological and Brain Sciences, we are fortunate to work collaboratively and respectfully with amazing colleagues to advance the research and teaching mission of our department. PBS deeply values and actively promotes a healthy, safe, and supportive training and employment environment. Accordingly, the department does not tolerate harassment of any type, including sexual harassment, misconduct, and racism. PBS adheres to Indiana University's policies against misconduct and procedures for reporting misconduct. PBS and the university are prepared to support and provide necessary resources to individuals affected by, or who suspect that they have been affected by, discrimination, harassment, and/or misconduct

To learn more about how IU defines discrimination and harassment, please see the following:

https://policies.iu.edu/policies/ua-03-discrimination-harassment-and-sexual-misconduct/index.html

For information about how to report incidents of sexual misconduct please refer to the following URL:

https://stopsexualviolence.iu.edu/report/index.html

For information regarding support for students who report sexual misconduct, please refer to the following URL (for both Confidential Victim Advocates (CVA's and Sexual Assault Crisis Service (SACS):

https://studentaffairs.indiana.edu/health-safety/sexual-violence/index.html

For information about how to report incidents of discrimination or harassment, please see the following:

https://equity.iu.edu/report-incident/index.html

If you are unsure whether an incident warrants making a report, it is highly advisable to err on the side of speaking with someone contacted via the above URLs and/or submitting an incident report. Doing so will enable you to receive advice from appropriate, independent personnel.

Ph.D. Minor in Psychological and Brain Sciences

Doctoral students in other departments may elect psychological and brain sciences as an outside minor. A minimum of four courses (12 credit hours) at the graduate level is required. The student must achieve a grade of at least B– in each course and an overall grade point average of at least 3.0. The specific courses must be approved

by a faculty advisor who is a faculty member within the Psychological and Brain Sciences department and may include no more than one research course (P895).

Accreditation Status

The Clinical Science Program in the Department of Psychological and Brain Sciences at Indiana University has been accredited continuously since 1948 by the American Psychological Association Committee on Accreditation. For further information on the program's status, you may contact: Committee on Accreditation
c/o Office of Program Consultation and Accreditation Education Directorate American Psychological Association 750 First Street NE Washington, DC 20002-4242, (202) 336-5979

Master of Arts Degree

Normally the department accepts only Ph.D. students, but under unusual circumstances, applicants are considered for a M.A. degree. Students accepted for a M.A. generally are not provided with financial support by the department. Students completing the M.A. program are not ensured acceptance into the Ph.D. program and will be evaluated in comparison with all other applicants to the Ph.D. program. No training program in clinical psychology is offered at the master's level. Note that dual-majors with the Program in Neuroscience may also opt to acquire a M.S. degree-please check with PNS for the requirements for fulfilling this degree.

Course Requirements

A total of 30 credit hours including a core consisting of four graduate courses relevant to the student's course of study, as approved by the student's advisory committee and the Director of Graduate Studies. A minimum of another three credit hours should be research credits, to reflect work on thesis research. Usually at least 20 credit hours are in the major field, Psychology, but this is not required if the advisory committee and Director of Graduate Studies agree that the credits taken are relevant to the student's major area of study. Beyond the six core courses and minimum of three research credits, additional credits (to count toward the required total of 30 credit hours) can be additional courses or additional research credits. A minimum of nine credit hours of coursework (excluding thesis research credits) must be numbered 500 or above. Any course requirements discussed above can be waived; such waivers must be approved by the department's Director of Graduate Studies and the University Graduate School.

Skills Requirements

Students must also demonstrate competency in two areas of skills requirements:

- **Statistical Skills Requirement:** Demonstrated proficiency in statistical skills, at a level comparable to successful completion of a graduate course in statistics. This requirement usually will be fulfilled by successful completion of P553. However, with approval from the P553 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency could be demonstrated in other ways, such as (but not limited to) equivalent coursework from another institution, proficiency through prior research or work experience, and completion of relevant workshop and training experiences. Courses for this proficiency can be counted towards the required 30 credit hours.
- **Professional Development Skills Requirement:** Demonstrated proficiency in professional development issues. This requirement usually will be fulfilled by taking P595or Q510. However, with approval from the P595/COGS-Q510 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency can be demonstrated in other ways, primarily through equivalent coursework from another institution. Courses for this proficiency can be counted towards the required 30 credit hours.

Master's Thesis

Required. The student's advisory committee will participate in the approval of the thesis. The student is required to hold an oral defense of the thesis with the advisory committee. The outcome of the defense (pass or fail) must be communicated to the Director of Graduate Studies by the student's advisor. The preferred method is to submit the thesis to the University Graduate School electronically. Instructions and deadlines are available on the University

Graduate School website. Students also must email a copy of the thesis to the department's Academic Services Coordinator; the department will pay for one printed and bound copy for the department archives.

In instances where shortcomings are apparent (in coursework or the thesis), the student may be required to complete additional coursework or assignments, as determined by the advisory committee in consultation with the Director of Graduate Studies. For example, additional work on the research project or an additional course to provide deeper training may be required. Students must be consistently involved in productive research throughout their course of graduate study. Students who are determined, by their faculty advisory committee, not to be making adequate research progress may be subject to academic probation and dismissal.

At the time when a student decides to leave the doctoral program and seek a Masters degree instead, the timeline for completing the requirements for the Masters degree will be discussed. In most instances, the student will have one to two semesters to complete the Masters degree.

If there are special circumstances in which a student is accepted directly for a Masters degree, the timeline will be discussed with the student's advisory committee and the Director of Graduate Studies, both at admissions and throughout the student's course of study.

Links to important information and forms:

A link to the Graduate Bulletin containing Graduate School requirements for the degree can be found here:
https://bulletins.iu.edu/iu/gradschool/2021-2022/index.shtml#2

The University Graduate School's Task Center in One.IU is also very helpful:

https://one.iu.edu/collection/iub/university-graduate-school

Other useful links:

- Student Financial Assistance: https://graduate.indiana.edu/admissions/financial-support/index.html
- College of Arts and Sciences Graduate Student Home: https://college.indiana.edu/student-portal/graduate-students/index.html
- Enrollment and Student Academic Information: https://enrollmentbulletin.indiana.edu/pages/index.php
- IU Code of Student Rights, Responsibilities, and Conduct: https://studentaffairs.indiana.edu/student-conduct/policies/index.html
- Leave Policies for Graduate Students: https://college.indiana.edu/student-portal/graduate-students/leaves-absence.html
- Parental Accommodation: https://college.indiana.edu/student-portal/graduate-students/parental-accommodation.html
- The GradGrants Center—Bloomington: https://gradgrants.indiana.edu
  - The GradGrants Center—Bloomington (GGC) is a free service available to all enrolled graduate students on all campuses of Indiana University. The GGC provides information and training to assist graduate students in their search for funding to further research and graduate study at Indiana University.
- University Information Technology Services (UITS): https://uits.iu.edu
- As an IU graduate student, you'll use information technology (IT) every day. UITS, the central technology organization at IU, is here to help you. With offices on each IU campus, UITS oversees a broad spectrum of services that support academic and administrative pursuits at IU. These services include high- speed campus networking, wireless access, central web hosting, free and low-cost software for personal use, and software and support for teaching, learning, and research. In addition, UITS provides high-performance supercomputers, mass data storage, and visualization technology.