

Clinical Psychology Training at Syracuse University (Effective Fall Semester, 2014)

The clinical faculty welcomes you to the clinical training program at Syracuse University. Starting graduate school is an important step in your career development, and these materials will help you navigate through the program.

Overview of the Psychology Department

The Psychology Department at Syracuse University (<http://psychology.syr.edu>) has a faculty of distinguished psychologists known for the highest achievement in research, a strong commitment to teaching at both the undergraduate and graduate levels, and active engagement in a variety of community and medical settings. The Department offers doctoral programs in Clinical Psychology, Experimental Psychology (Cognition, Brain, and Behavior), School Psychology, and Social Psychology.

The main office for the Psychology Department is located in room 430 of Huntington Hall. Numerous office staff members are available to assist you; however, Ms. Sue Bova (skbova@syr.edu), the Graduate Secretary, will be your primary resource. Throughout your graduate career, a permanent student file will be kept in the main department office that documents admission and funding decisions as well as your progress in the areas of coursework, research training, and clinical work. **Whenever an important decision is made in your graduate education, please make certain that the decision is recorded in writing, that the written record goes into your file, and that you retain a written copy.** At the beginning of each semester, you should provide Ms. Sue Bova with your contact information (i.e., current mailing address, electronic mail address, and phone number). You also need to update your contact information via MySlice. This information will help the Department maintain accurate contact information for the program files and departmental correspondence.

Important People to Know

Many people are available and very willing to help you get oriented to graduate school and meet your training goals. The following is a partial listing of some of the people who will be important to you:

1. *Faculty Advisor.* Your most important source of guidance and information is your faculty advisor. S/he is your primary mentor and advocate, and a good source for information on program requirements, funding opportunities and professional development, among other things. The primary academic advisor should be updated on all aspects of your progress in the program. Meet with him or her often!

2. *Secondary Faculty Advisor.* Another important person is your secondary faculty advisor who will similarly advise and offer information and guidance on your journey through your doctoral program of study. This is someone of your choosing who will be available to offer a “second opinion” or guidance as needed. By the end of your second year in the program, you will need to have selected a secondary faculty advisor.

3. *Director of Clinical Training (DCT)*. Dr. Kevin Antshel, coordinates funding and teaching assignments for the clinical program, conducts annual reviews of student progress, maintains program files, and provides letters for internship applications. The DCT can consult with you about clinical training in general as well as your specific training experiences.

4. *Director of Graduate Studies*. Dr. Tanya Eckert, who holds this position, knows all about the Syracuse University Graduate School requirements, and can guide you through the technical aspects of documenting your program of study as well as submitting petitions, appeals, and such.

5. *Director of the Psychological Services Center (PSC) and Practicum Coordinator*. Dr. Afton Kapuscinski serves in these roles. Dr. Kapuscinski brings a wealth of clinical knowledge and is a valuable resource for professional issues. Margaret Washburn, Office Coordinator in the PSC, is also extremely helpful regarding PSC procedures.

6. *Graduate Student Peers*. Students, who have been in the program for a while, including those more senior in your advisor's lab, have navigated the same course so they can provide both information and support.

7. *Office Staff*. Misty Schutt, Sue Bova, and the other office staff are valuable sources of information about how the department works and who handles what.

8. *Yourself*. While all of the people mentioned above, and others, will assist you in your goal of obtaining a PhD in clinical psychology; it remains true that you must assume the primary responsibility for your graduate education.

Training Model:

Syracuse University's doctoral program in clinical psychology embraces the scientist-practitioner model, providing balanced training in the science and practice of clinical psychology. The program faculty emphasizes the importance of scholarly empirical research as the foundation of clinical psychology and consequently seeks to train students eager to embrace the research mission of the program. An important aspect of the training at Syracuse is the integration of research and clinical work that is performed on many clinically applied research projects that include intervention with diverse populations in Syracuse and other sites. Faculty members are committed to quality training and consider mentoring of graduate students an integral part of their professional endeavors. An apprenticeship model of student-faculty collaboration is encouraged to facilitate the student's development as a clinical psychologist. The core clinical faculty includes Drs. Randall Jorgensen, Stephen Maisto, Aesoon Park, Joseph Ditre, Kevin Antshel and Peter Vanable. Information on how to contact the faculty and their current research activities can be found at <http://psychology.syr.edu/graduate/Clinical.html> and then clicking on the faculty member's name.

Program Requirements:

The program admits students in the spring for the following fall and only admits for the doctoral degree. Official program requirements include at least 90 credit hours. Typically this includes 20

three-credit courses, six credits of practicum, a six-credit master's thesis and an 18-credit doctoral dissertation. Students often begin accumulating dissertation hours in the third year. Students must pass a doctoral qualifying exam before beginning work on their dissertation and their dissertation proposal must be successfully defended before applying to internship. Currently the qualifying exam consists of preparation of a critical review of a substantive area in clinical psychology. The qualifying exam is designed to facilitate completion of the dissertation (see below for further details). Students must attend the university on a full-time basis and remain in residence until the 90 credits are completed. Students must also successfully pass two semesters as practicum students in the PSC. A full-time, one-year clinical internship is also required before the Ph.D. is awarded. It is usually completed in the fifth (or sixth) year of the program. The following materials and curriculum models provide a more detailed overview of the clinical program requirements.

During fall orientation all entering students attend a discussion pertinent to ethical issues in psychology and during graduate study. They are also required to download and read the *Ethical Principles of Psychologists and Code of Conduct* and to adhere to these principles in all of their work including when they teach, conduct research, and engage in clinical activities.

MODEL 5-YEAR CURRICULUM FOR CLINICAL CLASSES

YEAR	FALL	SPRING	SUMMER
1	Assessment I (647) Statistics II (655) Psychopathology (843) Research	Res. Methods Clin Psy (624) Assessment II (648) Statistics III (756) Research	Thesis (997) Elective or APA Core course Research
2**	APA Core Course APA Core Course Practicum (847) Research	Thesis (997) Psychotherapy (745) Practicum (847) Research	Elective or APA Core course Research
3**	APA Core course Elective APA Core course Clinical Therapy Experience Practicum (851) Research: Qualifying Exam	Elective APA Core course APA Core course or Elective Clinical Therapy Experience Practicum (851) Research: Qualifying Exam	Elective or APA Core course Dissertation (999)
4	Elective or APA Core course Dissertation (999), 6 credits	Elective or APA Core course Dissertation (999)	Dissertation (999), 6 credits
5	APA-Approved Clinical Internship (Enroll for Psy 996)		

* Please note that this is a model only. While it is intended to be as accurate as possible, course scheduling will sometimes necessitate changes; consequently your personal program of study may vary from the model. Some courses are offered on an every other year basis.

** Students will work as 20 hour/week clinical assistants in the Psychological Services Clinic throughout their *third* year of study. The practicum experience during year 2 introduces students to the skills necessary to conduct psychotherapy and during the second semester of year 2 students will begin to see a small number of clients under close supervision.

SYRACUSE UNIVERSITY CLINICAL PSYCHOLOGY DEGREE REQUIREMENTS

The Department's clinical psychology degree requirements are based on the American Psychological Association's (APA) Accreditation Standards for clinical psychology doctoral programs and the New York State (NYS) Department of Education, Professional Licensing Committee. According to the most recent (March 1998) NYS regulations, major "substantive" and other areas of coursework are required. In addition, the Department has "Area" (clinical program) and statistics/research methods coursework requirements that also are based on APA and NYS standards. We will begin with the Department's Area Requirements.

In general, clinical students are held accountable for meeting the requirements set forth in the clinical student manual that is in effect when they enter the program. If requirements set forth in the manual change during the student's tenure in the program, then students have the option of either adhering to the original requirements in effect when they entered or adhering to the requirements in the most recent revision. However, in some cases changes may be implemented that apply immediately to all students. Both accreditation and program requirements are subject to change and students must keep informed on any changes that occur. If changes that apply to all students occur, then students will be informed of these changes via e-mail or other means. Students must choose to adhere to the program requirements in their entirety.

Students must earn a grade of B- or higher in all of the courses taken in fulfillment of the area requirements and substantive areas (APA Core courses). A grade of B must be earned in the Statistics and Design courses and in each of the two semesters in the Clinical Therapy Experience Practicum course.

Area Requirements {24 credits}

Research Methods in Clinical Psychology (PSY 624), Clinical Assessment I (PSY 647), Clinical Assessment II (PSY 648), Introduction to Psychotherapy (PSY 745, taught every other year), Seminar in Psychopathology (PSY 843), Life-Span Developmental Psychology (PSY 600, taught every other year), and at least one year [6 credits] of Clinical Practicum, which is fulfilled by taking the required year-long practicum (PSY 847) in the second year of study.

Statistics, Design, and Research Methods {6 credits}

Statistical Methods in Psychology II (PSY 655) and Statistical Methods in Psychology III (PSY 756). **Students must earn at least a B in these two statistics courses;** if they do not, then they are allowed to retake the course one time and they must earn at least a B.

Substantive Areas (APA Core courses) {24 credits}

Students are required to take at least 1 course in each of the following 8 substantive areas:

(1) COGNITIVE/AFFECTIVE BASES OF BEHAVIOR – Cognitive Psychology (PSY 600) or Cognitive Psychology: Memory and Attention (PSY 622).

(2) SOCIAL BASES OF BEHAVIOR – Advanced Social Psychology (PSY 674).

(3) INDIVIDUAL DIFFERENCES – To fulfill this requirement, students must obtain a grade of B- or better in Advanced Personality (PSY 693) AND a grade of B- or better in each of the following 4 required classes: Seminar in Adult Psychopathology (PSY 843), Adult Clinical Assessment I (PSY 647) and II (PSY 648), and Diversity and Cultural Issues in Assessment and Psychotherapy (PSY 860).

(4) BIOLOGICAL BASES OF BEHAVIOR – Physiological Processes and Health Psychology (PSY 682), Cognitive Neurochemistry (PSY 626) or Neuropsychology (PSY 696).

(5) PSYCHOLOGICAL MEASUREMENT – Psychological Measurement (PSY 653).

(6) HISTORY AND SYSTEMS OF PSYCHOLOGY – History and Systems of Psychology (PSY 894).

(7) PROFESSIONAL ETHICS AND STANDARDS OF PRACTICE – Ethical and Professional Issues in Clinical Psychology (PSY 649). Students are also introduced to ethical issues in clinical practice as part of the required year-long course, Practicum in Psychotherapy (PSY 847).

(8) ISSUES OF CULTURAL AND ETHNIC DIVERSITY – Diversity and Cultural Issues in Assessment and Psychotherapy (PSY 860); also covered in PSY 847 and in all “Area Requirements” courses.

(9) SUPERVISION AND CONSULTATION – Coverage of issues relevant to supervision and consultation specifically occurs in the following courses: Practicum in Psychotherapy I and II, Introduction to Psychotherapy, Ethical and Professional Issues in Clinical Psychology, Clinical Assessment I and II, and Clinical Therapy Experience Practicum. Syllabi in these classes explicitly show where these areas are covered. In PSY 847, students are also required to purchase Bernard and Goodyear’s text (*Fundamentals of clinical supervision, 3rd edition*), which serves as the basis for discussion in many of the courses named above.

Note 1: Students may petition the clinical faculty for other courses to count toward these requirements. The petition must include the course syllabus. A majority vote in favor of the petition is necessary for passage.

Note 2: A course may only be counted once, i.e., as meeting one requirement.

Note 3: The New York State Education Department’s definition of “coursework” includes “seminars, tutorials, or other graduate level coursework.” This suggests that any of the area, statistics and design, or substantive areas curriculum requirements may be met by taking the relevant formal courses that the Psychology Department offers and that are listed in this document or by completing other relevant training experiences, such as independent studies. **However, it is essential to understand that using any methods other than approved formal**

courses to meet a requirement places more of a burden on the student at the time of licensure application to make a case that the experiences fulfill the criteria expected for meeting the requirement(s) in question. This is true in NY State and is true in other states as well.

Thesis and Dissertation Credits

Research in Psychology [Thesis] (PSY 997, 6 credits maximum), and Research in Psychology [Dissertation] (PSY 999, 18 credits maximum).

Electives

At least three graduate psychology courses [9 credits] or relevant graduate courses from Psychology or other departments [by petition].

Total Credits

At least 90 graduate credits earned with a GPA of at least 3.0.

Master's Thesis

Original, empirical research project approved by a faculty committee [see Psychology Department Information Manual for details].

Ph.D. Qualifying Exam

This exam currently entails the preparation of a critical review of a substantive area that is evaluated by five members of the core Clinical Faculty. Students prepare their qualifying exam after their Master's thesis is completed and the signature page is on file in the Department office [see Clinical Psychology Qualifying Exam Procedures, below, for details].

Ph.D. Dissertation

Original, empirical research project approved by a faculty committee [see Psychology Department Information Manual for details].

Clinical Practicum

In addition to the courses described earlier, students in the program will spend their third year in residence completing a 20 hours per week clinic assistantship in the Psychological Services Center (PSC). Students must complete two semesters as a clinic assistant in the PSC and receive passing grades (B or above) for each of these two semesters in the Clinical Therapy Experience Practicum (PSY 851) course. Failure to meet this requirement may result in termination from the clinical program. To prevent termination, students who fail to meet this clinical training requirement must file an appeal with the clinical faculty. If the appeal is approved, then a plan of remediation must be structured. This plan is to be based on the individual circumstances of the particular student's clinical performance and designed to lead to reinstatement in the PSC to complete the assistant requirements.

Students may also elect to obtain other structured practicum experiences in the Advanced Practicum course. Students who wish to design their own practicum (i.e., one that is outside of the Advanced Practicum course or the PSC) **must complete the Practicum Contract in advance of beginning their placement. The contract requires the signatures of the on-site**

supervisor, practicum coordinator, advanced practicum instructor, your advisor, and the Director of Clinical Training. Students must also complete any additional forms or requirements as determined by the site of their placement. (For example, at the time of this writing SUNY-Upstate Medical University has five separate forms that must be reviewed or completed prior to accepting a placement there). The Practicum Contract is found later in this document.

Internship (PSY 996)

Students must successfully complete a 12-month, full time, APA-accredited internship before the Ph.D. is awarded. Internships may be completed at any APA-accredited internship facility in the United States or Canada. In very specific circumstances a student may petition the clinical faculty to attend an APPIC approved but non-APA accredited internship. Generally, however, for this petition to be approved the student must have failed to obtain an APA-approved internship via the internship match and clearinghouse mechanisms. Students must have defended their dissertation proposal before October 1 of the year in which they intend to apply for internship before they can apply for internship. They also must have completed all required coursework before they can attend the internship. The clinical faculty must certify that the student is ready for internship. Thus, students who plan on applying for internship must inform the DCT and their advisor of their intentions as early in the fall semester as possible. At the next regularly scheduled meeting of the clinical faculty a vote will be taken to determine the faculty's support of the students' internship application.

Students **MUST** register for PSY 996 (0 credit hours) while they are completing their internship and complete a Certification of Full-Time Status. The university will officially place on the student's transcript the fact that the internship has been completed.

Process of Student Evaluation

1. All students in the clinical program will be the subject of a comprehensive evaluation that will include assessment of their classroom, research, and clinical progress as well as their relevant professional conduct / professionalism. This will be performed by the full clinical faculty, including the Director of the Psychological Services Center, once per academic year to occur in May (more details later). In addition to the May evaluation, the faculty monitors student performance and progress in two ways. First, the Director of the Psychological Services Center, along with any core clinical faculty supervising the clinical work of students, will provide an oral evaluation of the students' clinical work to the full clinical faculty during the January clinical faculty meeting. Second, at each monthly meeting of the clinical faculty time will be allotted for discussion of any concerns regarding particular students' performance in the program. It is recognized that all work relevant to training to become a clinical psychologists is subject to evaluation and is considered part of the student's academic program and the university's academic mission. This includes areas where formal grading is involved as well as other areas where a formal grade may not appear on the transcript, such as work as in research, clinic, or teaching settings whether on an assistantship or not. Students are held at all times to the current Ethical Principles of Psychologists and Code of Conduct. Violation of this code is grounds for termination from the program.

2. Two weeks prior to the May student evaluation meeting all clinical graduate students will submit to the graduate secretary a form summarizing their academic and professional progress throughout the year. The secretary will provide it to the student's primary advisor in advance of the evaluation meeting. This documentation will include, but not be limited to, the following: 1) classes taken throughout the year and the grade earned in each class; 2) summary of research activity including progress on the thesis/dissertation, listing of any paper/poster presentations at professional conferences, manuscripts submitted/accepted for publication (or actually published), involvement in the laboratory of a faculty member, etc.; 3) summary of clinical work (number of clients, number of clinical hours) including names of supervisors, listing of attendance at any workshops providing training in clinical therapies or topics; and 4) listing of professional organizational memberships, positions held in these organizations, and any other relevant areas of professional service or performance.

3. Following the May student evaluation meeting, a letter will be prepared by the student's advisor and signed by the advisor and the Director of Clinical Training. This letter will communicate the consensus of the full clinical faculty as expressed during the evaluation meeting and will specifically notify the student of her/his standing in the program. Faculty advisors will meet with their advisees in order to deliver the year-end evaluation letter. At this time the student will read through the letter and sign it indicating that s/he has read and understands the letter and is aware that s/he can appeal any aspect of the letter if this is deemed necessary. Any appeal must be student initiated but may happen through a variety of mechanisms of the student's choosing. For example, if the student has minor wording concerns and is comfortable discussing it with the advisor a solution may be reached in this manner. On the other hand, the student may wish to take more formal courses of action. These may include consultation with any combination of: the student's advisor, secondary advisor, Director of Clinical Training, Department Chair, Director of Graduate Studies, or Department Ombudsperson. The full clinical faculty will consider any written appeals. A majority vote will determine if the appeal is sustained or denied. In the case of a sustained appeal an amendment to the evaluation letter reflecting the successfully appealed information will be added to the student's record.

4. The clinical psychology program endorses the guidelines set forth in the *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs* (copy included later in this manual) developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). This document addresses important issues pertaining to the training of psychologists who may engage in professional practice and *should be read by every student upon entry into the clinical psychology program*.

5. This evaluation process has been established in an effort to assist students in the timely completion of their degree requirements and to ensure that the clinical graduate program maintains professional and scholarly standards and functions with integrity. *It is the desire of the faculty that all clinical students successfully complete the PhD program*. Nevertheless, the faculty is aware that there are sometimes circumstances that may impede student progress. Students are encouraged to discuss any such circumstances with their primary and secondary advisors, or the DCT, as needed. It will likely be particularly helpful for students to contact one or more of the individuals named earlier as soon as the potential problem is realized so that

faculty and student may be in close communication toward resolving whatever issues arise. This may prevent undesirable “last minute – crisis type” situations that take place when deadlines are in immediate jeopardy of being missed.

Expected Timeline for Completion of Program Requirements and Appeals Procedures

Progress marker	Target date (earlier completion is always desirable)
Defend thesis proposal	End of 3 rd semester (Dec 15 of 2 nd year)
Defend thesis	The latter of (a) Dec 15 of 3 rd year or, (b) 1 year from proposal defense ¹ Thesis must be filed with graduate school before student can submit qualifying exam
Completion of Area and Stat/Methods Courses (30 credits, not including advanced statistics elective)	End of 4 th semester (2 nd academic year; May of 2 nd year)
Pass qualifying exam	1 year from thesis defense ^{1,2}
Propose dissertation	Prior to application for internship (on or before October 1 preceding intern year)
Defend dissertation	Recommended within 3 years of completion of qualifying exam Required by Graduate School within 5 years of completion of qualifying exam

¹ by December 15 or April 30 of the second semester after previous event.

² please refer to Qualifying Exam procedures for additional information.

Timely completion of the research progress markers by the target dates summarized in the Table immediately above is an important consideration in determining a student's good standing in the program.

Clinical students that are not transferring a master's thesis from another program may use 2 automatic extensions of one semester each to complete program-specific markers up to and including the qualifying exam. Clinical students that are transferring a master's thesis from another program may use 1 automatic extension of one semester to complete program-specific markers up to and including the qualifying examination. While these extensions (1 or 2 depending on circumstances) are automatically granted, *students still need to complete a petition form to document that an automatic extension is being used*. During the period the student uses an automatic semester extension the student will be considered "in good standing, with concerns." In this case the concerns reflect slower-than-ideal, but still acceptable progress on research.

Upon completion of a given progress marker, the target date for the next progress marker resets according to the table above.

In the event that a student needs more than one (for those who have transferred a master's thesis from another program) or two (2) one-semester extensions to complete his/her research requirements, the student may submit a petition to the clinical faculty for a 3rd semester extension. Unlike the other extension petitions, the 3rd semester-extension petition will not automatically be granted and should include a detailed plan for completing the progress marker,

with explicit timelines and interim steps toward completion specified. The petition should be developed in consultation with the student's advisors, and with the DCT as needed. These petitions will be evaluated on a case-by-case basis, taking into account the student's history of meeting progress markers, the student's diligence on the current project, and recommendations of the primary and secondary advisors regarding the student's likelihood of completing the proposed plan. Granting of a petition for a non-automatic extension will place a student on "probation." Probation will always be associated with a deadline for a resolution of probation status to either (a) good standing, or (b) termination. A student can not remain on probation for longer than one (1) calendar year.

The faculty recommends that students use their 1 or 2 automatic extensions judiciously, to ensure that they remain in good standing throughout their years in the clinical training program.

Additional Important Thesis and Dissertation Information:

Both a master's thesis defense and a doctoral dissertation defense are university events that are governed by policies at that level. Students are advised that there are certain policies enforced by the Graduate School that pertain to requirements such as the amount of advance time needed for the scheduling of a defense, composition of the masters and doctoral committee membership, university forms that must be filed, etc. This information is available in a publication from the Graduate School titled "Steps: Procedures for Graduate Students Defending Theses or Dissertations." Another important document titled "Format Guidelines for Thesis and Dissertations" should also be consulted. Both are available from the Graduate Enrollment Management Center at 303 Bowne Hall. These forms may also be accessed through the graduate school's web page at: <http://www.syr.edu/gradschool/index.html>

The dissertation proposal must be successfully defended prior to the student's being cleared to apply for internship. The specific deadline for the dissertation proposal defense is on or before October 1 in the year prior to anticipated internship. The Director of Clinical Training will NOT certify as eligible for internship any student who has not defended the dissertation proposal by this date.

Sample cases illustrating progress through the clinical program. These are intended as a guide in order to demonstrate what happens under various scenarios. The clinical faculty wholeheartedly endorses diligent and timely completion of all program requirements.

		Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5	Scenario 6
Year 1	Semester 1						
	Semester 2						
	Summer	thesis proposal					
Year 2	Semester 3		thesis proposal	thesis proposal	1 extension	1 st extension	1 st extension
	Semester 4				thesis proposal	thesis proposal	thesis proposal
	Summer	thesis defense					
Year 3	Semester 5		thesis defense	1 extension			
	Semester 6	pass quals		thesis defense	thesis defense	2 nd extension	2 nd extension
	Summer						
Year 4	Semester 7	PhD proposal by October 1 Apply for internship	pass quals	pass quals?	Pass quals?	thesis defense	thesis defense
	Semester 8		PhD proposal?	pass quals	Pass quals	pass quals	
	Summer						
Year 5	Semester 9	Internship Year	PhD proposal by October 1 Apply for internship	PhD proposal by October 1 Apply for internship	PhD proposal by October 1 Apply for internship	PhD proposal by October 1 Apply for internship	pass quals
	Semester 10						PhD proposal
	Summer						
Year 6	Semester 11		Internship year	Internship year	Internship year	Internship year	Apply for internship
	Semester 12						
	Summer						
Year 7	Semester 13						Internship year
	Semester 14						
	Summer						

Classifications of Student Standing

1. Students in the clinical psychology program will be recognized as being in one of the following categories (see table below for summary):
 - A. **Good standing** – the student: 1) is currently meeting all requirements and deadlines; 2) received at least a passing evaluation (grade of B or higher) from all PSC therapy and other practicum supervisors and has completed all relevant clinical paperwork in a timely manner as stated in the Psychological Services Center (PSC) Policy and Procedure Manual; 3) received grades of B or higher in area required courses and statistics/methods courses and is making timely progress (see below).
 - B. **Good standing with concerns** – the student: 1) is meeting requirements in terms of the quality of his/her work but has fallen behind the expected timeline in one or more areas and/or is currently using an automatic timeline extension; or 2) received a passing overall evaluation of clinical work by any PSC or practicum supervisor but the supervisor noted specific areas of marginal ability or specific concern or has late clinical paperwork; or 3) received a grade lower than a B in area required and statistics/methods courses or has failed to complete these courses by the end of the second academic year. In all other respects the student's performance in the program is satisfactory.
 - C. **Probation** – the student is not making satisfactory progress in the program and/or has demonstrated behavior that is incompatible with professional standards. Generally a student would be considered to be making unsatisfactory progress if that student: 1) had to petition the clinical faculty for an additional, non-automatic extension in meeting any of the requirement deadlines; or 2) received an overall evaluation of unsatisfactory (below a B) by any PSC or practicum supervisor, has concerns regarding professionalism raised by any core Clinical faculty or clinical supervisor or has paper work that is consistently late / unfinished at the end of the academic year; or 3) has failed to complete area and statistics/methods courses by the end of the third year (excepting PSY 863 if not offered until the student's fourth year). Students in probationary status must have a written plan, approved by the clinical faculty, that clearly delineates the length of the probation and what remedial action must be taken to successfully end the probation as well as what consequences will be applied if the student does not successfully meet the requirements of the probation.
 - D. **Termination** – the student is terminated from the clinical program. This could occur through any combination of poor quality or late work, or unprofessional or unethical behavior. Students are reminded that they are held to the *APA Ethical Principles and Psychologists Code of Conduct* throughout their graduate career beginning their first day in the program. All areas of student performance may serve as the basis for a decision to terminate including the classroom, clinical, research, teaching, and professional conduct aspects of the program. Specific examples of reasons for termination include, but are not limited to; 1) failure to meet deadlines as outlined in a petition or yearly feedback letter; 2) failure to satisfy a correction plan to end a probation period; or 3) failure to achieve a grade of B or higher when retaking an area required or statistics/methods course or in the PSC clinic assistantship.

Guidelines pertaining to clinical work also apply to any non-PSC practicum experiences but may be superseded by more stringent site-specific policies. In such situations the student is

expected to abide by the local site policies. All PSC work performed by any student at the PSC, including those students with limited case-loads (e.g., continuing with cases after their PSC assistantship placement has ended) will be evaluated and expected to conform to the above criteria.

For funding purposes students in either category A or B above are considered eligible for any type of assistantship including departmental teaching and clinic assistantships. Additionally, pertaining to reporting of student standing to outside institutions (e.g., internship sites), students in either category A or B are considered in good standing. Students in category C are eligible for funding on the basis of the rules governing award of assistantships by the individual funding source yet are not automatically considered eligible for departmental teaching and clinic assistantships.

		Program Domain		
		Research	Clinical/Professional	Coursework
Classifications of Student Standing	Good Standing	<p>→ Meeting all program deadlines as outlined in the expected timeline for completion of program requirements.</p> <p>Adherence to the APA Ethical Code for research</p>	<p>→ Overall evaluation of satisfactory (B or above) by all practicum supervisors.</p> <p>→ Timely completion of all relevant paperwork as delineated in PSC Policy and Procedure Manual.</p> <p>Adherence to the APA Ethical Code for clinical service delivery</p>	<p>→ Received grades of B or higher in all area required and stat/methods courses.</p> <p>→ Completed area required and stat/methods coursework (except PSY863) by end of second year.</p>
	Good Standing With Concerns	<p>→ Use of one or two automatic timeline extensions for program requirements.</p>	<p>→ Overall evaluation of marginal/problematic by any practicum supervisors (with a detailed plan to correct all marginal/problematic areas if necessary).</p> <p>→ Late PSC paperwork.</p>	<p>→ Received grade(s) less than B in area required and stat/methods courses.</p> <p>→ Failure to complete area required and stat/methods coursework (except PSY863) by end of second year.</p>
	Probation	<p>→ Petition submitted and granted by Clinical Faculty for an extension beyond the one or two automatic timeline extensions.</p>	<p>→ Overall evaluation of unsatisfactory by any practicum supervisor (with a detailed plan to correct all unsatisfactory and marginal/problematic areas if necessary).</p> <p>→ Late PSC paperwork / Unfinished PSC paperwork by end of academic year.</p>	<p>→ Failure to complete area required and stat/methods coursework by end of third year (except PSY 863 if not offered until student's fourth year)</p>
	Termination	<p>→ Failure to meet deadlines outlined in petition and/or yearly feedback letter.</p>	<p>→ Failure to satisfy correction plan for probation.</p>	<p>→ Failure to achieve a grade of B or higher when retaking an area required or stat/methods course.</p>

Clinical Psychology Program Policies

Public Professionalism

Professionalism is considered a core competency of psychology. Students are expected to adhere to this core competency and act with courtesy and respect toward others. As information becomes more widely available through online media, lines between public and private information are blurring. Many students have websites, blogs, social networking sites/accounts (e.g., Facebook, Twitter), email signature lines, and status messages (e.g., G-chat) that reflect their personal preferences, opinions, and personalities. Although students have a reasonable right to privacy regarding their online activities, students need to be mindful of the implications of their online activities and make efforts to protect their own professional image and reputation. For example, research participants, clients, internship programs, and potential employers may conduct internet searches and use the resulting information in decisions about internship or post-doctoral acceptance, hiring, and other relevant actions. Legal authorities also view websites for evidence of illegal activities. Activities online, including those that students may consider purely personal in nature, unfortunately may reflect upon students' professional lives. Thus, students are strongly encouraged to consider the use of personal web pages and blogs, email and other electronic media carefully.

Students should also note that if they identify themselves as a graduate student in the program or reveal information relevant to the program in their email signatures, voicemail files, or website/blog information, then this information becomes part of their program-related behavior and may be used in student evaluations. In addition, if the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state, or federal laws, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including probation or termination from the program. For example, if a student posts about doing something unethical or illegal on a web blog, or uses the website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information, cyberbullying, violating test security), then the program may use this information in student evaluations. Included in this would be unprofessional discussions about peers, program staff, or others as well as behavior that suggests a lack of professional judgment relevant to the field of psychology.

When problematic behavior is identified, the Training Director shall promptly offer to discuss the information with the student. The purpose of the discussion is to permit the student to contextualize and explain the information uncovered. This information will then be reviewed by the program faculty for any implications it has for the program, the professional practice of psychology, potential challenges to the training as a psychologist, as well as any signs that it might reflect interpersonal challenges to developing the department and competence necessary for becoming a psychologist. Options may also need to be developed, including remedial training or other interventions to address professionalism.

Students are encouraged to consider the following cautions and suggestions when using online media:

- With social networking sites such as Facebook, utilize privacy settings to limit access to pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, it is not advisable to become virtual “friends” with clients or former clients or undergraduates for whom you have teaching, supervisory or evaluative responsibilities.
- In postings, blogs, or other online activities, write in the first person. Where your connection to SU is apparent, make it clear that you are speaking for yourself and not on behalf of SU. In those circumstances, you may want to include this disclaimer: “The views expressed on this [blog; website] are my own and do not reflect the views of my employer.” Consider adding this language in an “About me” section of your blog or social networking profiles.
- Online photo and video sharing, including within social networking sites, should be considered very public venues. It is not advisable to post photos of activities that would, if released to a broader public, cause difficulties in professional roles. For example, discretion should be used when posting information or pictures related to heavy drinking, recreational drug use, or photos that include inappropriate dress.
- If you communicate about SU or SU-related matters, disclose your connection with SU and your role at SU. Use good judgment and strive for accuracy in your communications; errors and omissions may result in liability for you or SU.
- Use a personal email address (not your syr.edu address) as your primary means of online identification/contact. Just as you would not use SU stationery for a letter to a newspaper editor with your personal views, do not use your SU e-mail address for personal views shared online.
- Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums.
- With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the SU email system are considered public records and the property of SU.
- Likewise, once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.
- Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

- Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (clinical work, teaching, or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

Transfer Credit

Students wishing to transfer graduate credit from another SU program, or from another institution, must file a formal petition requesting such transfer. The Graduate Secretary retains blank copies of the formal petition form. Transfer credit will be evaluated on an individual basis upon entrance into the program. The petition must be approved by the Area Director (Dr. Antshel) and the Associate Chair. As stated in Section 46.3 of Syracuse University's Academic Rules and Regulations, at least 50% of graduate coursework or **33 credit hours** (exclusive of research and internship courses) must be completed in residence credits (approved graduate courses) at Syracuse University. This means that no more than 33 graduate credit hours may be transferred assuming the previously stated residency requirements are met. Please note that residency requirements for the doctoral degree in Clinical Psychology include a minimum of 3 full-time academic years of graduate study (or the equivalence thereof) and completion of a pre-doctoral internship. At least 2 of the 3 academic training years (or the equivalent thereof) must be at Syracuse University, and at least 1 of these years must be in full-time residence (or the equivalent thereof).

Program and Departmental Service

It is expected that all students in the program will actively participate in program and department service obligations. Typically, the Clinical Psychology Program nominates students to serve on program committees (e.g., Admissions Committee). In addition, the program faculty members often nominate students to serve on program, department, or university committees in an effort to allow graduate students the opportunity to provide input on important matters related to program, department, or university governance.

Professional Involvement

Students are highly encouraged to become professionally involved through such national organizations as the American Psychological Association (APA) Divisions 12, 38 or 53, Society for Behavioral Medicine and/or the Association for Behavioral and Cognitive Therapies (ABCT). Student and associate memberships are available in many of these organizations. Attendance at the organization meetings and workshops will facilitate one's growth as a psychologist. Graduate students can receive psychological and professional journals at reduced rates through most of these organizations.

Liability Insurance

Students that are completing a non-PSC practicum are required to obtain and maintain student liability insurance during the time in which they are completing a practicum. Liability insurance provides students-in-training and professionals with financial protection from lawsuits related to their professional practice or training experiences. The program recommends that students apply for liability insurance through the American Psychological Association Insurance Trust (www.apait.org), which offers liability insurance at a reasonable

price (currently \$35 for 12 months). Documentation of liability protection for those completing non-PSC practica is required each fall semester.

CLINICAL PSYCHOLOGY QUALIFYING EXAM PROCEDURES

Description

The qualifying exam consists of a critical review of a substantive area. Reviews must be prepared according to the 6th edition of the American Psychological Association's publication manual, and may not be longer than 35 double spaced pages (excluding references, tables, and figures). Text should be formatted with 1-inch margins and typed in 12-point font. As defined in the Sixth Edition of the Publication Manual of the American Psychological Association (APA; 2010), review papers (including meta-analyses) are critical evaluations of empirical and theoretical work. Authors of review papers organize, integrate, and evaluate previously published materials, and through that process assess the progress of research on a topic toward clarifying a problem. For relevant guidelines for writing reviews, students are referred to the APA Publication Manual (APA, 2010), and articles by Bem (1995) and Cooper (1989).

The choice of topic is based on the student's interests, the nature of the area in which the student is developing expertise, and the student's training needs, as agreed upon by the student and advisor. The review should constitute an original piece of work that will advance current thinking in the substantive area.

Students should note that though the qualifying exam may take the form of a meta-analysis, it is by no means a requirement that students conduct a meta-analysis for their qualifying exam. Students who do conduct a meta-analysis must design their own coding sheets yet may have more than one independent rater. The present page limitations can make it difficult for students to adequately explain certain technical terms and concepts. Technical terms and concepts may be clarified in footnotes or appendices that are not counted when determining if the text of the exam meets the page limit requirements.

Roles of the Advisor and Student

The advisor (and all faculty) may serve as a resource in the manuscript's conceptual development. Students are strongly encouraged at the outset to meet with their advisor to discuss the topic selection and scope of the project, to discuss the issues to be developed in the critique, and to *receive relevant guidance and training to accomplish the project*. Before the project proceeds to more advanced stages, it is required that the student and advisor be in agreement on the nature and scope of the paper. It is up to each advisor to determine how a student topic is approved. For one example, some faculty advisors may ask that students draft a brief prospectus that provides an overview of the proposed topic and plan for the review prior to granting approval to proceed with the topic. Once the topic is approved, students should meet regularly with their advisor to discuss the conceptualization of the project as it develops, receive feedback on preliminary outlines of the paper, and receive other guidance as deemed appropriate by the advisor. Students may also consult other resources (e.g., textbooks, journal

articles, web sites) or individuals to prepare to write the qualifying exam. This may be particularly appropriate for qualifying exams that include meta-analytic procedures, though it is not limited to meta-analyses.

Although students are encouraged to receive assistance in the conceptualization of the qualifying exam and development of the skills to complete it, the written exam itself must be the student's own product. Consequently, to ensure that the student is evaluated on the basis of his/her own work, the advisor will review **only one complete draft of the manuscript** before it is submitted for the qualifying exam. Students may not submit their written manuscript or any associated outlines, at any phase of development, to fellow students, other faculty, or any other individuals for review or editing. Students may not consult or use writing services of any kind to assist them in the preparation of the qualifying exam. If students are uncertain as to whether a given activity is permitted under the rules of the qualifying exam, they should consult with their advisor before undertaking such activity. At the time of submission of their qualifying examination, students must also submit a signed and dated statement indicating that they adhered to the clinical psychology qualifying exam procedures during the preparation of their qualifying examination. (Specific wording: "I certify that I adhered to the Clinical Psychology Qualifying Exam Procedures during the preparation of my qualifying examination.")

Prerequisites

The student must successfully defend and file his/her master's thesis prior to submitting the qualifying exam.

It is ideal if the qualifying exam is submitted to the clinical faculty **before April 1st of the student's third year in the program**. It is expected that the qualifying exam be passed within one year of defending the thesis. **Because revisions may be required, the document should be submitted well before deadlines to ensure time for a faculty review of the revisions.** Please also note the following: **Qualifying exams may not be submitted for faculty review during the summer months. Thus they may be submitted only in the interval from August 16 to April 15. As noted earlier, students must have successfully passed their qualifying exam before they can complete their dissertation proposal.**

Evaluation Process

Qualifying exams can be evaluated on a rolling basis during the academic year, whenever the student is ready to submit the document. **Students should submit five copies of their examination to the Director of Clinical Training for distribution.**

Qualifying exams will be read and rated by five of the full-time members of the clinical faculty (determined on a rotating basis) and this group will include the student's advisor. (If the advisor is outside the clinical area s/he will still serve as a reader.) Each reviewer will prepare quantitative and qualitative feedback to the student. The qualitative part of the faculty's feedback will consist of a summary of the manuscript's strengths and weaknesses. The quantitative feedback will consist of ratings (on 5-point Likert-type scales) on each of 6

dimensions (see attached). The same rating form will be utilized for both narrative and meta-analytic qualifying exams. The qualitative summaries and ratings will be received by the Director of Clinical Training (DCT), who will collate them. The highest and lowest rating for each dimension will be dropped, and an average will be taken of the remaining ratings. **A student must receive a score averaging ≥ 3 on every dimension.** (Please note, there is no rounding of the average scores). The DCT will notify the student and advisor whether the student has passed or failed and will return the written reviews to the advisor for discussion with the student. If a student fails, the DCT will also report to the advisor the individual and averaged (with high and low scores dropped) quantitative ratings. Faculty will submit their feedback to the DCT no later than one month (28 days) from submission date.

A student who does not pass the examination on the first submission has the option of submitting a second version of the document, revised in accordance with the feedback provided in the written reviews and in consultation with the major advisor. The revised manuscript may include an "Introduction" section (no more than 6 double-spaced pages in length) that summarizes the student's written responses to the faculty's critique of the original version of the review. This introduction is strongly encouraged. The revised document will be reviewed by the same panel of raters who reviewed the initial submission and it must be submitted to the clinical faculty in sufficient time to allow the full evaluation procedures to be completed by the end of the student's fourth academic year in the program. If the revised document does not meet program standards, then the student will not be allowed to complete a dissertation and will be terminated from the program. **No more than two** documents may be submitted to the faculty.

Students should be prepared to produce documentation to prove authorship of the manuscript. This documentation might include preliminary drafts, references, and notes. These materials may be requested during the evaluation process from time to time.

Again, students **must** pass the qualifying exam before proposing their doctoral dissertation.

Selected References

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington D.C.: Author.

Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177.

Cooper, H. M. (1989). *Integrating research: A guide for literature reviews* (2nd Ed.). Newbury Park, CA: Sage.

Practicum Contract

Advanced Practicum Professor:

Name of Practicum Placement:

Primary On-Site Supervisor: _____

Start Date: _____

End Date: _____

Number of Clinical Hours per Week for the Practicum Student:
_____ hours

Description of Placement: Practicum student will have the opportunity to obtain a learning experience focused on

Practicum student(s) will:

1)

2)

By signing below, I agree to the stipulations described in the contract.

Practicum Student Signature Date

On site supervisor Signature Date

Practicum Coordinator Signature Date

Advanced Practicum Course Instructor Signature Date

Advisor Signature Date

Director of Clinical Training Signature Date

The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs¹

I. Overview and Rationale

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional psychologists also strive to protect the public and profession. Therefore, faculty, training staff, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning.

It is important for students and trainees to understand and appreciate that academic competence in professional psychology programs (e.g., doctoral, internship, postdoctoral) is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the entire range of academic performance, development, and functioning of their student-trainees. This model policy attempts to disclose and make these expectations explicit for student-trainees prior to program entry and at the outset of education and training.

In response to these issues, the Council of Chairs of Training Councils (CCTC) has developed the following model policy that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials (see <http://www.apa.org/ed/graduate/cctc.html>). This policy was developed in consultation with CCTC member organizations, and is consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., the Association of State and Provincial Psychology Boards, 2004; *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*; *Ethical Principles of Psychologists and Code of Conduct*, 2003; *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, 2003; *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists*, 2002).

II. Model Policy

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the

parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information

regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

¹ This document was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student-trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

(From the *Department of Psychology Faculty Information Manual*)

PART II:

FACULTY POLICIES ON STUDENT ADMISSIONS, ADVANCEMENT, SUPERVISION, DISCIPLINE, AND EVALUATION

The faculty has the primary responsibility for developing Departmental policies relating to student admissions, advancement, supervision, discipline, and evaluation. The faculty is responsible for formulating standards and procedures that promote excellence in education and that enhance the overall development of students. This section of the Faculty Information Manual specifies the internal policies and processes Psychology faculty have agreed upon to achieve these ends.

1. STUDENT ACCEPTANCE INTO GRADUATE PROGRAMS

At a faculty meeting on April 2, 1984, the following guidelines concerning acceptance into the various graduate training programs were adopted.

1.1 Applications

All students shall apply through the Graduate School. All students shall file a completed application with all requisite materials, including transcripts, GRE scores, letters of recommendation, and other necessary documents. These procedures shall apply to applicants with the BA/BS degree, those transferring from other graduate programs, and those transferring from SU graduate programs.

1.2 Transfer of Graduate Credit

Students wishing to transfer graduate credit from another SU program, or from another institution, should be informed that transfer credit will be evaluated on an individual basis upon entrance into the graduate program. All students wishing to transfer credit shall complete such transfer during their first year of graduate study. Students are encouraged to discuss the procedures with the Director of Graduate Studies.

1.3 Evaluation of Graduate Applications

Area faculty shall make written recommendations to the area head regarding the acceptance or rejection of applicants to the program. The credentials of all applicants which an area wishes to accept shall be forwarded to the Chair of the Department for review.

1.4 Informing Applicants of Acceptance

After the concurrence of the Chair of the Department, the area head should send the applicant a letter of acceptance as soon as possible, that is, as soon as the area makes a positive decision and the Chair concurs. The letter of acceptance should make clear that final acceptance is dependent upon satisfactory work in the remainder of the undergraduate career, if appropriate, and that a letter regarding financial aid awards will be forthcoming.

1.5 Entrance Standards

Desirable for all Applicants:

GRE Verbal Score at least 550
GRE Quantitative Score at least 550
Undergraduate GPA 3.0 (of 4.0) overall and in psychology major
At least one course in statistics

Desirable for Applicants who Majored in Psychology:

At least one laboratory course in Psychology
Courses in Experimental Psychology
Experience in research

Desirable for non-Psychology Majors

Laboratory courses relevant to the proposed area of study
Experience in research
Job related experience

There are, of course, a variety of exceptional circumstances that must be considered on an individual basis. Foreign students may not be able to take the GRE tests, and if they can we might expect their verbal score to be less than the stated minimum. In addition, we may wish to evaluate transfer students on a somewhat different basis because of their previous graduate training.

2. DEPARTMENTAL CORE REQUIREMENTS

In order to provide breadth of training in the various programs in the Department the faculty adopted the following core requirements (Dec. 22, 1983; April 8, 1994):

- (1) All students shall complete PSY 655, PSY 756, elective in advanced statistics
- (2) All students shall complete three elective courses offered in Psychology outside their major area. These courses should be selected in consultation with the advisor to maximize the student's training.

3. ADVANCEMENT THROUGH THE GRADUATE PROGRAMS

In order to provide guidelines for the maintenance of students and their advancement through their training programs, the faculty adopted the following recommendations at a meeting on April 2, 1984.

3.1 Advancement

Each year the area head shall inform in writing each student in the area about his/her progress in the program, noting requirements met, requirements still to be met, and the time schedule for meeting requirements.

3.2 Grades in Core Courses

All students must earn at least a B in each of the departmental core courses. Students who do not achieve a grade of B or better in a core course on the first registration will be given one further opportunity to earn the required grade in the core course.

In the event a student does not achieve a grade of B or better on the first registration, the "Procedures to be Followed if a Graduate Student Fails to Achieve a B in a Department Core Course" are to be followed (see Appendix G).

In the event a student does not achieve a grade of B or better on the second registration, or does not remove an incomplete with a grade of B or better within the time frame stated in Appendix G, the "Procedures for Review of Termination Due to Lack of a Sufficient Grade in a Department Core Course" shall be followed (see Appendix H). (Approved by faculty May 2, 1997).

3.3 Masters Thesis Oral Defense

The final oral defense of the masters thesis must be completed by the middle (December 31) of the third year of graduate study. Time extensions for meeting this requirement shall be considered on an individual basis by petition to the Graduate Committee.

3.4 Qualifying Examinations

Qualifying examinations shall be completed successfully by the middle (December 31) of the fourth year of graduate study, or earlier if that is the area requirement. Time extensions for completing this requirement shall be considered on an individual basis by petition to the Graduate Committee.

3.5 Dissertation Research

At a faculty meeting on April 30, 1992, the following statement about completing the dissertation was passed (phrases in [] are added for clarification of current programs):

It is expected and anticipated that students will make steady progress in completing their degree requirements in a timely fashion. The programs in Cognitive Neuroscience [now Experimental], Developmental [terminated program], Educational [terminated program], and Social are designed in a manner that allows completion in a four-year period. Those in the Clinical and School programs, which require a one-year full-time internship, may be completed in five years.

Individual experiences in patterns of funding, the nature of the dissertation, or other personal circumstances may result in the student needing additional time to complete the Ph.D. requirements. However, even in such circumstances students are expected to evidence consistent and steady progress toward meeting degree requirements.

4. TERMINATION FROM THE GRADUATE PROGRAM

All students shall be informed in writing that they can be terminated from the Department for any of the following or other appropriate reasons:

(1) Obtaining a cumulative GPA less than 3.0 exclusive of independent study courses. The student may have two further semesters to bring the cumulative GPA to 3.0 or better following the initial semester in which the GPA was less than 3.0.

(2) Not obtaining at least a B in the departmental core courses. Students may retake a core course one time to achieve a B or better grade.

(3) Not making progress toward their degree requirements, that is, not meeting the time frame for completing course and other requirements. In all cases, students may petition the Graduate Committee for a hearing if they feel extenuating circumstances should be taken into account.

5. DEPARTMENTAL FINANCIAL SUPPORT

No student shall receive more than 4 years of support as a Departmental TA. Financial support in the form of a Syracuse University Fellowship or in the form of an externally funded research assistantship does not reduce the eligibility for four years of support as a Departmental TA (Jan. 12, 1990).

6. GUIDELINES FOR RETURNING STUDENTS

The following guidelines for returning students were passed by the faculty at a meeting on Sept. 9, 1990.

1. Students returning from an officially approved leave of absence within the specified time period for the leave may continue their course of study at the point from which it was left. All coursework shall be considered up-to-date and the student may complete the program in effect when he/she entered the training program. To insure the course of study will be current, leaves will be approved only for reasonable lengths of time (e.g., 12-18 months), and a specific return date will be set. All Graduate School Requirements for continuity of study remain in force, the time of the leave not being counted in the time periods for continuity of study. It should be understood that the returning student will not be guaranteed financial aid, but must compete for it with other students.

2. Students who simply leave a training program, and students who wish to return to a training program after the time period stated for a leave of absence, are not guaranteed readmission to the training program. These cases will be reviewed on an individual basis as to their qualifications to return to the training program. This means that they must formally reapply to the program. Just as for first-time applicants, they must submit an official transcript for evaluation by the program faculty, current letters of recommendation, and other relevant materials. The student must also resubmit a formal program of study devised in consultation with the program faculty. It should be understood that the student may be required to retake some course(s) previously completed in order to insure current competency. In addition, the returning student may be required to take another qualifying examination, or some other examination, in order to demonstrate competency. If readmitted, the returning student will not be guaranteed financial aid but must compete for it with the other applicants to the program.

3. These procedures shall apply to all past, present, and future students in all training programs.

7. SUPERVISION OF GRADUATE ASSISTANTS

The Department is very concerned about the quality of undergraduate teaching. As a result, the Department has established procedures designed to train graduate students who teach. All faculty should be familiar with these procedures and should feel free to act as a supervisor of those who teach. Each graduate assistant who teaches shall have a major supervisor who shall (a) discuss rules and regulations, (b) discuss grading procedures, including extra credit and incompletes, (c) help in course organization, text selection, examinations, and the like, (d) sit-in on several lectures, announced and unannounced, (e) discuss student ratings, and (f) help in selection of other course material. A complete description of the following guidelines may be found in Appendix I.

(1) Each student should be certified as qualified to teach the assigned course.

(2) Each graduate assistant shall obtain student ratings each semester and discuss them with the supervisor.

8. COMPOSITION OF MASTERS AND DOCTORAL COMMITTEES

The faculty adopted the following regulations for the composition of the Masters Thesis and Doctoral Dissertation Committees on April 25, 1983.

(1) The MA and Ph.D. Committee shall consist of three members who shall be chosen for their expertise and ability to contribute to the project. At least one member must be a faculty member of the Department of Psychology.

(2) The Director of the MA or Ph.D. research shall be a faculty member of the Department of Psychology. This person usually will be a member of the student's major area of study, but it may be any member of the Department.

(3) When the student forms the Committee the names of all members shall be reported to the Department Chair or the Chair's designee. All committees shall be approved by the Chair or the Chair's designee.

(4) The committee shall meet to discuss and approve the research proposal. This meeting should take place prior to any data collection. In instances involving the new use of previously existing data the committee should meet prior to starting the reanalysis. A copy of the proposal, with a cover sheet signed by all committee members, shall be deposited in the main office of the Department of Psychology prior to the initiation of the project.

9. ORAL EXAMINATIONS

At the faculty meeting on April 25, 1983 the faculty adopted the following procedures for the final oral examination of MA and Ph.D. research projects:

- (1) The examining committee for the Masters thesis shall be augmented by at least 1 faculty member of the Department of Psychology, who shall act as the reader and as the Graduate School representative to the examination.
- (2) The examining committee for the Ph.D. research shall be augmented by at least 2 readers, at least one of whom shall be a member of the Department of Psychology. The final committee member added will be appointed by the Graduate School as its representative.
- (3) All faculty members are expected to act as readers and thereby contribute to the graduate training programs of the Department. Hence, readers shall be selected from the list of all tenure-track faculty. The names of all readers shall be submitted to the Chair or the Chair's designee for approval.
- (4) The candidate for the Masters or Doctoral degree shall meet with the appropriate Departmental secretary regarding the procedures to be followed, and the material to

be supplied to the Graduate School, at least three weeks prior to the desired oral examination date.

- (5) In general, the Department does not encourage the student to schedule oral examinations during the summer months. Oral examinations during the summer months shall be possible only if prior written agreement to meet is provided to the Department Chair, or the Chair's designee, by the student, the members of the committee, and the reader(s). This written notice must be provided prior to the end of the academic year.

10. STATEMENT CONCERNING PLAGIARISM

A statement and examples concerning plagiarism has been inserted at the suggestion of the Board of Graduate Studies. See Appendix J.

11. CHANGES TO GRADUATE TRAINING PROGRAMS

The four graduate training programs involve well-considered curricula and faculty membership agreed to by the faculty in a meeting on December 16, 1992. At the same meeting the faculty considered procedures by which changes should be made and adopted the following motion:

Major changes in programs, including additions to and removals from the core faculty of a program, and curricular requirements, require Departmental approval. Faculty resignations from a program do not require departmental approval

12. GRIEVANCE PROCEDURES

On May 2, 1997, the faculty of the Department of Psychology approved a procedure for faculty with grievances against graduate students (See Appendix K), and a procedure for student complaints about faculty misconduct. Minor revisions were introduced in a meeting of the full faculty on March 12, 1999 (See Appendix L).

APPENDIX L: Procedures Graduate Students May Use to Deal With Complaints about Alleged Faculty Misconduct

(From *Department of Psychology Faculty Information Manual, 2000*)

The Psychology faculty views graduate students as professionals in training who are expected to behave in accord with the highest standards of professional conduct. It is expected also that faculty members will treat graduate students in an equally high-minded manner, offering them all the respect and professional courtesy afforded to their other colleagues. Department faculty

should behave in ways that are consistent with promoting the skills and professional development of all graduate students and that this should be done in an atmosphere free of conflict.

In the event that a graduate student feels these standards have been violated, the student should have the opportunity to seek redress of alleged violations. Similarly, the faculty member(s) involved have the right to address student accusations of misconduct. To achieve these ends, the faculty of the Department of Psychology believe that it is important to provide appropriate avenues for graduate students who allege faculty misconduct.

The procedures described below are intended to be applied in those instances for which the University has no established procedure. The University has spelled out procedures for dealing with issues of sexual harassment, research fraud, and violations of affirmative action (see chapter 3 of the Faculty Manual, 1995). Individuals whose concern or complaint falls into one of those areas should contact the following offices for specific procedures for dealing with instances of alleged sexual harassment and violations of affirmative action (Vice President for Human Resources, x-4224) and research fraud (University Senate Committee on Academic Freedom, Tenure, and Professional Ethics, x-3152). Students are urged to speak with the Chair, Director of Graduate Studies, or the Ombuds Officer prior to contacting the appropriate office.

Students and faculty are advised to consult and follow the ethical standards of the American Psychological Association (APA). These standards are published and available from the APA. Students and faculty are encouraged to be familiar with the guidelines and to act in accordance with them (**Affirmed by vote of the full faculty on March 12, 1999**). In some instances, however, APA ethical guidelines differ from the policies of Syracuse University. In the case of a formal grievance, the complaint must be based on a violation of the University's policy, rather than on the ethical guidelines of the APA.

The procedures outlined below are aimed specifically at alleged instances of faculty misconduct by one or perhaps two faculty. If a student or group of students has a complaint of alleged misconduct by a group of faculty (e.g., the student's program area) or the Department of Psychology in general, the procedures outlined below would be awkward and perhaps open to the charge of conflict of interest (e.g., the Department investigating a complaint against it). Should such instances of alleged misconduct arise the student(s) should seek the counsel of the Vice-President for Student Affairs, the Dean of the College of Arts and Sciences, or the Dean of the Graduate School.

There exists a tendency on the part of students and faculty to be concerned with issues of "proof" when it comes to pursuing a formal complaint of alleged misconduct. This concern may act as a deterrent to pursuing a complaint that may be legitimate. Judgments about evidence are best left to those with expertise in that domain. Therefore, the Department encourages both graduate students and faculty sought out by students who feel they have a legitimate complaint to seek the advice of appropriate University officials in order to help the student determine whether she or he wishes to file a formal complaint.

A graduate student filing a formal complaint may be concerned with reprisals. The Department recognizes this important concern. The following statement, quoted from the University publication entitled Responding to Sexual Harassment at Syracuse University (dated October 8, 1993), is endorsed by the Department as modified (the bracketed statements are to be understood as the modifications--for example, in lines 2-3 and 6-7 below the bracketed statements are to replace the term "sexual harassment"):

Reprisals against persons who initiate or support action against sexual harassment [alleged faculty misconduct] are strictly forbidden and will be grounds for severe disciplinary action. In an ongoing investigation, evidence of reprisals may suggest that sexual harassment [faculty misconduct] has occurred. The Sexual Harassment Officer [appropriate University official] will advise volunteer advisors [the Department Chair or other appropriate individuals], hearing panels [investigative committee], and supervisory personnel [appropriate other Departmental officials or faculty] about means of preventing their occurrence. False claims of sexual harassment [faculty misconduct] may be defamatory and subject to disciplinary procedures or legal action.

The Psychology faculty also recognize that some students who feel they have a legitimate grievance may not wish to pursue a formal action while still in residence but may feel more inclined to do so once they have graduated or otherwise terminated their formal ties to the University. Therefore, the Department adopts the following policy on "Limitations of Actions" quoted from the University publication entitled Responding to Sexual Harassment at Syracuse University (dated October 8, 1993):

Persons who remain in the University community may invoke this grievance procedure for incidents occurring up to two years previously. But if a person severs his or her relationship with the University (through graduation, change of job, etc.) that time frame is shortened by the requirement that such persons initiate these procedures within six months of the date of severance.

Procedures

If a graduate student or group of graduate students feels a grievance against a faculty member is appropriate, he, she or they may pursue any and all of the following options for resolving the grievance:

- Seek the advice of another faculty member, such as the student's research advisor;
- Approach the faculty member, discuss the complaint, and work with the faculty member to resolve the difficulty;
- Meet with the Department Chair to discuss the complaint and seek advice about how to resolve the difficulty;

- Seek out the Departmental Ombuds Officer or Director of Graduate Studies to obtain advice about how to deal with the difficulty and the available options;
- Seek the advice of outside counsel, including an attorney, about how best to proceed;
- Seek the counsel of the Office of Student Affairs, the Dean of the College of Arts and Sciences or the Dean of the Graduate School.

If the advice of the Department Chair is sought, the following procedures will be followed:

1. The Department Chair shall hear the student's grievance and suggest all appropriate courses of action the student might follow. If the grievance is one for which the University has specific procedures of investigation, these shall be detailed and, if the student elects to pursue them, the Department Chair shall facilitate the student's doing so, including being present with the student at any meetings with University officials if the student wishes.
2. If the complaint does not fall within those for which the University has established procedures, the Chair, with the consent of the student, shall form a committee to investigate the student's allegation(s). The Committee shall be chaired by a full professor of the Psychology Department. The composition, charge, and function of the committee are detailed below.
3. The Department Chair may consult with others, including faculty and University officials, in order to determine appropriate courses of action. The student should be informed that others may be consulted and, if the student wishes, then anonymity will be preserved in such consultations as much as possible.

If the student approaches the Departmental Ombuds Officer, Director of Graduate Studies, or another faculty member, the following procedures shall apply:

1. The student shall be informed fully of the various avenues, Departmental and University, open for seeking resolution of the difficulties. In the event the alleged misconduct involves matters such as sexual harassment, research fraud, or violations of affirmative action the matter will revert to the appropriate University office for resolution should the student wish to pursue it. In such instances, the Chair of the Department will be informed and current University guidelines will be followed. If the difficulty lies outside those for which the University has established guidelines, the Ombuds Officer, Director of Graduate Studies, or faculty member shall present the student's case to the Department Chair for appropriate action, with the consent of the student. The student will be invited to be present at all discussions of the difficulty. If the student wishes, anonymity will be maintained until such time as it is no longer feasible or possible to do so.
2. The Ombuds Officer, Director of Graduate Studies, or other faculty member shall seek the advice and counsel of others in the University community, if necessary, in order to provide the best possible counsel to the student.

3. If the student wishes to pursue the matter in a formal manner, the Department Chair shall form a Committee to investigate the matter. The Committee shall be chaired by a full professor of the Psychology Department, other members and the charge to the Committee and its function to be determined by the procedures outlined below.

Investigative Procedures

Investigations of complaints concerning alleged faculty misconduct toward graduate students involve a variety of concerns: confidentiality of any who testify before the committee, committee composition, the protection of the faculty member, confidentiality of the proceedings, the range of possible sanctions that might be imposed if the faculty member is shown to have engaged in misconduct, and others that are complex and difficult. The intent of the following recommendations is to protect the student(s) making the complaint, the faculty member, and others who may be interviewed by an investigative body.

1. When a student decides to pursue a formal complaint against a faculty member, the specific allegations shall be placed in writing and given to the Department Chair.
2. If at all possible, the written complaint shall be structured in such a manner as to protect the identity of the student. In some instances this may not be possible.
3. A copy of the complaint(s) will be given to the faculty member(s) and to the investigative committee.
4. The investigative committee shall interview the student, the faculty member(s) and others who may shed light on the specific charge(s). The student(s) and faculty member(s) shall be afforded the opportunity to respond to each allegation made in order to allow each the fair and reasonable opportunity to present his or her view. Others shall be questioned only about those matters of which they have first-hand knowledge. Should the committee in the course of its investigation come across other indications of possible misconduct the committee shall meet with the Department Chair to seek advice as to how to proceed with expanding the investigation. The Department Chair, who may consult with others, shall have final judgment in this matter. Should these other matters be deemed appropriate for investigation, the allegations shall be made known to the faculty member in writing and he or she shall be given the opportunity to respond to them.
5. At any time during the course of the investigation, the student or the faculty member may request an interview with the committee, or may supply the committee chair with written comment, in order to provide information that may help the Committee to a reasonable judgment concerning the allegation(s). The appropriateness of this information to the Committee rests with the Committee and the Department Chair.
6. The investigation shall take place with the greatest possible confidentiality. Interviews and committee meetings shall take place outside the confines of the Department. The Committee members shall not discuss the investigation or findings outside their own

meetings, or their meetings with the Chair or other University officials. Those who are interviewed shall be informed that the proceedings are confidential and shall be instructed to not discuss their meeting with the committee, or the matter in general, with anyone.

7. At the conclusion of its investigation the Committee shall write a report to the Department Chair. The report shall center on the alleged misconduct and the facts that were obtained about it. In accord with University policy, the Committee shall make a recommendation about whether disciplinary action is or is not justified, and state the basis for their opinion. The Committee shall not decide the disciplinary action, as that determination rests in other hands (see Faculty Manual). The student(s) and faculty member(s) shall be allowed to read the report.
8. After reading the Committee report, the student(s) and faculty member(s) shall be given the opportunity to provide written statements for corrections of fact. All such written statements will form part of the official record and be considered as part of the basis for any action taken.
9. In consultation with appropriate University officials, the Chair shall inform the faculty member of any sanctions. Such sanctions will be detailed in writing and the faculty member will be given a sufficient time to react to them and to appeal them to the Department Chair or other appropriate University official.

Committee Composition and Charge

1. The investigative committee shall be headed by a full professor of the Department of Psychology.
2. The Committee shall consist of at least three members. Membership other than that of the committee chair shall be determined on a case by case basis. It may include other faculty from within or without the Department, members of the administration of the University, representatives from specific University offices, as deemed appropriate. The selection of members shall be done in such a way as to provide the best possible expertise for the specific case at hand.
3. The Committee shall be charged by the Chair of the Department. In general, the charge will be to investigate the specific complaint(s) to determine its veracity.
4. The Committee shall complete its task in an even handed manner as expeditiously as possible.
5. The Committee shall keep all its deliberations confidential, except in so far as it must consult with the Chair, other appropriate faculty or students, or other University officials.

Approved by Department Faculty
May 2, 1997

**DEPARTMENT OF PSYCHOLOGY
GRADUATE STUDENT APPEAL PROCEDURE
TERMINATION FROM PROGRAM OF STUDY**

If the faculty of a program area has determined that a graduate student is to be terminated from the program, the graduate student may appeal this decision in the following manner:

1. A graduate student must submit a written appeal to the Director of Graduate Studies or, if the Director is the student's area director, the Chair of the Department of Psychology. The Director of Graduate Studies or the Department Chair will convene the Graduate Committee, which consists of the Director of Graduate Studies and the departmental Area Directors. The area director of the student's program will be excluded. This written appeal should focus on the problems of due process in the decision process (i.e., was decision arbitrary or capricious) of the program faculty.
2. Upon receipt of a written appeal, the Graduate Committee will request a written statement from the student's area director focusing on the due process and summarizing the program's procedures with appropriate documentation.
3. The Committee will review the student's statement, the area director's statement, and all appropriate documentation from the student's file.
4. A secret ballot will be held. A majority vote is required to reverse the program's decision. If the program's decision is reversed, the student's area director will set new conditions for degree acquisition which will be subject to approval by the Graduate Committee.
5. The student will be notified in writing of the Graduate Committee's decision.

APPENDIX G: Procedures to be Followed if a Graduate Student Fails to Achieve a B in a Department Core Course

In the event a graduate student fails to achieve a grade of B in a core course at the first registration for the course, the following procedures shall apply:

1. The instructor shall notify the Director of Graduate Studies, the Chair, the student's advisor, and the student's Area Director in writing. Additionally, a copy of the memo shall be placed in the student's file(s). Separate memos shall be drafted for each student in order to insure privacy.
2. Students who have not completed the Department Core Course requirement may complete their thesis research but shall not be allowed to complete their qualifying examination, the oral examination on their dissertation proposal, or commence dissertation data collection (pilot data for the dissertation may be collected and referred to in the proposal and dissertation, but the data may not be used as part of the data to be collected for the dissertation; those data according to Department regulations may be collected only after formal approval of the dissertation proposal).
3. If the core course in which a B is not obtained is part of the statistics sequence it is likely that the student will become in violation of other Department time guidelines for completing the qualifying examination and the oral examination on the dissertation proposal. In such instances, it is the student's responsibility to petition the Department Chair for needed time extensions. The Chair, in consultation with the student's area faculty, the Graduate Committee (excluding the student's Area Director), and others the Chair wishes to consult, shall judge the merits of the petition and make a positive or negative judgment. In the event the judgment is negative the student has the right of appeal to the Graduate School.
4. Prior to enrolling in the course the second time, the student shall arrange a meeting with the instructor and the student's advisor in order to formulate a plan to enhance the student's likelihood of succeeding in the course. The student shall forward a written summary of the plan to the instructor, the Department Chair, the Director of Graduate Studies, and the student's advisor. In addition, the student shall see that a copy is placed in his/her Department file(s)
5. In the event the student does not achieve a grade of B in the core course on the second registration, or on the first attempt to remove a grade of incomplete, the student shall be informed in writing by the Department Chair that he/she is no longer a student in good standing and his/her matriculation in the Department is to be canceled. In this event, the "Procedures for Review of Termination Due to Lack of a Sufficient Grade in a Department Graduate Core Course: shall be implemented.

Approved by Department Faculty
May 2, 1997

APPENDIX H: Procedures for Review of Termination Due to Lack of an Adequate Grade in a Department Core Course

In the event that a student fails to achieve the required grade of B on the second enrollment in a core course the following procedures shall take effect:

1. The instructor of the course shall inform the Department Chair, in writing, that the student has failed to meet the Department requirement of a B in the course during the second enrollment in the course. Copies of this letter shall be sent to the appropriate Area Director, the Director of Graduate Studies, the student, and be placed in the student's file(s).
2. The Chair shall inform the student in writing that the student has failed to meet the Department Core Requirement and that the student's matriculation status will be terminated (as of a specific date stated in the letter) unless the student (a) successfully appeals termination to the Graduate Committee of the Department or (b) failing (a) is successful in an appeal to the Graduate School. A deadline date for such an appeal to the Department shall be noted. Copies of this letter shall be forwarded to the student's Area Director and placed in the student's file(s)
3. In the event the student appeals the Chair's decision of termination, the student's area faculty shall meet to discuss the student's standing in the area, considering not only the student's failure to meet the Department Core Requirement but any other information relevant to the student's standing in the program. Following discussion, the area faculty shall vote on the student's appeal of termination and forward the results of that vote to the Chair. This recommendation shall be considered by the Graduate Committee in their deliberations of the student's appeal.
4. If the student does not appeal the decision of termination from the Department of Psychology the termination shall become effective as follows: if the termination decision is made following a fall semester it shall become effective at the end of the next spring semester. If the termination decision is made following a spring semester, it shall become effective immediately or following the expiration of any contract to act as a TA during the immediately ensuing summer sessions. If the to-be-terminated student was awarded a summer fellowship the termination date (immediately or following completion of the fellowship summer session term) shall be determined by the Chair on an individual basis.
5. If the student files an appeal of the termination decision with the Department, the Director of Graduate Studies shall convene the Graduate Committee expeditiously to consider the appeal. In so doing, the Graduate Committee shall solicit information from the instructor of the course in which the student failed to meet Department Core Requirements, the student, the area in which the student is enrolled, and any other information deemed necessary. The student's Area Director shall not be part of these deliberations, the area view being expressed in information provided to the committee. Following deliberation, the Graduate Committee shall vote on the student's appeal. The majority vote shall prevail.

6. The Director of Graduate Studies shall inform the student in writing of the outcome of the vote of the Graduate Committee. If the vote does not sustain the student's appeal the student shall be informed of further appeal rights, viz., the Graduate School, and the Director of Graduate Studies, or the Department Ombudsman, at the discretion of the student, shall aid the student in that appeal process.
7. If the vote of the Graduate Committee sustains the student's appeal of termination the student shall be allowed to continue enrollment in the student's program of study, subject to the following: (a) if the successful appeal of termination is made following a fall semester it shall remain in effect only for the following spring semester. The student's continued enrollment shall rest on the yearly evaluations of the student's progress by the faculty of the student's area; (b) if the successful appeal of termination is made following a spring semester it shall remain in effect until the end of the semester in which the required course is next offered. In either event, the student must retake the required course and obtain the required grade at the next opportunity. Failure to enroll or receive the required grade will result in immediate termination from the program of study and the Department. In such cases, the student may appeal the termination decision as described above.
8. It is to be understood that, except as outlined above, a successful appeal has no implications for continued funding or financial aid. Those issues are determined on a separate basis dependent upon the funding source (Department TA, fellowship, research assistantship, etc.)

Approved by Department Faculty
May 2, 1997

APPENDIX I: Supervision of Graduate Assistants Who Teach

The following paragraphs detail the supervision of graduate assistants who teach.

Each graduate assistant who teaches shall have a major supervisor who shall perform certain duties outlined below.

Each student should be qualified to teach the course to which the student is assigned. There are several ways in which we may guarantee the student is familiar with the course material. One way is to have the student sit through the course prior to the term in which the student will teach. A second method is to have the major supervisor certify the student has had comparable training, for example, graduate level course work in the same area as the teaching assignment, or experience. We propose that all GA's who will be teaching be known to have competence for the to-be-taught course by one of the methods described here, or by some equivalent method.

The student shall become familiar with the rudiments of academic advising, although he/she should not act as an advisor. The student also should be familiar with the rules and regulations regarding course conduct, course organization information, and the most appropriate manner in which to deal with major issues encountered when teaching undergraduate level courses. These rules and regulations, which are listed below, will be discussed by both the major supervisor and the Undergraduate Committee in conference with graduate assistants.

Each graduate assistant shall obtain student ratings for each section taught each semester. These ratings shall be discussed with the supervisor.

Each year the Chair of the Psychology Department shall forward a letter of recognition to faculty who serve as GA supervisors. A copy of the letter shall be placed in the faculty member's personnel files.

A permanent Departmental committee shall be appointed to:

- (a) Oversee the implementation of these proposals
- (b) Establish criteria for the selection of GAs who will teach
- (c) Provide feedback to GA supervisors
- (d) Devise refined GA training procedures to better prepare students for teaching
- (e) Engage in other pertinent activities with respect to aiding our graduate students in preparation for teaching.

This committee should consist of one member from each area of the Department in order to assure the procedures devised will be suitable to the specific expertise needed by GA's in the various areas.

A. Duties of the GA Supervisor

- (1) Discuss various rules and regulations, outlined below, with which the student should become familiar.
- (2) Discuss grading procedures, including extra credit, the appropriateness of granting an incomplete grade, and the like.
- (3) Discuss course organization information including content, organization, choosing a text, syllabus, number of examination, contract systems.
- (4) Sit-in on several lectures, announced and unannounced. One of these should occur relatively early in the semester or summer session in order to provide quick help. Critique the GA's performance.
- (5) Discuss student ratings obtained by the GA.
- (6) Discuss available supplementary material, described below.

B. Duties of Undergraduate Committee

- (1) Discuss the rules and regulations, noted below, with which the student should become familiar.
- (2) Discuss available supplementary material, described below.
- (3) Discuss ways to deal with classroom problems, such as poor heating, poor cooling, missing equipment, broken equipment, room changes.

C. Rules and Regulations

- (1) Basics of Arts and Sciences Core
- (2) Meaning of various grades (I, NA, W/D) and deadlines for options such as add/drop, W/D.
- (3) Making up an incomplete, a missed examination, repeating a course, getting a tutor, getting academic help.
- (4) Legalities of posting of grades by ID number.
- (5) Maintaining of adequate records, that should be left with the Department when the student leaves, to insure that students can make-up incompletes.

- (6) How to deal with petitions.
- (7) Meeting during final examination time.
- (8) Using the class for subjects in experiments.

D. Supplementary Materials

- (1) Films, slides and overheads.
- (2) Test scoring services.
- (3) Microphones
- (4) Overhead and other projector services.

Approved by Department Faculty
January 26, 1981

APPENDIX J: Plagiarism

Syracuse University is concerned that all graduate students be knowledgeable about plagiarism. The statement that follows is intended to make clear the stance of Syracuse University with regard to issues of plagiarism. It is taken from a memo dated April 11, 1986 from the Board of Graduate Studies.

Plagiarism, i.e., the presentation as one's own work the words, ideas, and opinions of someone else, is a serious concern in any academic setting. This University, like all academic institutions in the United States, assumes that the written work of a student is literally the student's own, and that any original idea or research contributions taken from the published works of others will be properly acknowledged.

When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged. Syracuse University, through its various colleges and departments, will readily refer students to writing and style manuals that are universally recognized as acceptable by scholars and that very adequately demonstrate how students should handle the issue of proper citation of material. Examples of such works include the student manual distributed by the English Department of Syracuse University (see following material), A manual for Writers by K. Turabian, and Publication Manual of the American Psychological Association.

Students must understand that, like cheating on examinations, plagiarism is a serious instance of academic dishonesty. In this University, it will be dealt with as such.

PLAGIARISM

Plagiarize: 1. To steal and use (the idea or writing of another) as one's own. 2. To appropriate passages or ideas from (another) and use them as one's own: I did hate to be accused of plagiarizing Bret Harte. (Mark Twain). --intr. To take and use as one's own the writing or ideas of another.

The American Heritage Dictionary of the English Language

The academic community judges plagiarism to be an intolerable violation of personal honor and trust among scholars. Penalties for plagiarism vary from automatic failure for the submitted paper to expulsion from the University. Since most plagiarism results from ignorance rather than intent, your understanding of how to discriminate between material which requires footnoting and material which does not should assure the integrity of your work.

In order to clarify what constitutes plagiarism, this section has been placed in your manual. Please read it carefully. If you are still uncertain after reading it whether you need to footnote, check with your teacher for advice regarding the materials in question.

Direct quotations must be footnoted. Follow footnoting instructions for the particular type of source.

Example:

It is clear that once Hamlet has decided to erase all previous impressions it is as though he has killed his past;* however, its demise is not as unquiet as that of the older Hamlet. (Notice that where exact words are quoted, you must use quotation marks.) *Edgar V. Roberts, *Writing Themes About Literature* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 96.

Indirect quotation or paraphrase must also be footnoted.

Example:

H. W. Garrod has suggested that Keats developed his ode stanza while experimenting with the sonnet stanza.**
**Keats (Oxford: The Clarendon Press, 1926), pp. 85-90.

Ideas that belong to others must be footnoted, even though they are neither paraphrased nor quoted directly.

Example:

Wordsworth's poetry frequently contains long passages expressing feeling without historical reference, for example, lines 42-49 in *Lines Written a Few Miles Above Tintern Abby****
***Roberts, p. 221.

On the other hand, ideas that are such common knowledge that they are not likely to be taken as one's own do not require footnoting. For example, familiar quotations, widely accepted opinions, or ideas expressed in several different sources may be used without documenting a particular source.

Examples:

Shakespeare's birthday is officially observed on April 23.

Shirley Temple movies provided an important balm for the harsh realities of the depression in the thirties.

Such plays as *King Lear* and *Hamlet* are often viewed as involving a conflict between appearance and reality.

In summary, if any of the information or ideas that appear in your paper are derived from a specific written or other source, then you should footnote.

When in doubt, footnote!

Reprinted from the student manual distributed by the English Department of Syracuse University.