

GRADUATE STUDENT HANDBOOK
Department of Psychology
University of Iowa
August 2009

PART A: Departmental Requirements & Regulations

The PhD Program

The mission of the PhD program of the Department of Psychology is to produce professional scholars whose preparation will enable them to contribute significantly to the advancement of scientific psychological knowledge as well as effectively teach undergraduate and graduate students about the science of psychology. Some of these scholars may, in addition, be prepared to deliver psychological services.

1. AREAS & ADVISORS

a. Training Area: Students are admitted to their Training Area at the time that they are accepted into the PhD program. Changing areas may be done at any time subject to the availability of resources and the approval of the destination Training Area, the Committee on Graduate Studies, and the department Chairperson.

b. Advisor: Each student must have an advisor (a member of the department faculty who has agreed to advise and sponsor the student) at all times, except that students who have not selected an advisor prior to beginning graduate work or whose advisor leaves the department may take a few weeks to make this decision in consultation with the Training Area Coordinator. A student may change advisors at any time.

The PhD program is founded on the principle of learning-by-doing under the direct guidance of an established scholar. Thus, the advisor has both the immediate and the ultimate responsibility for helping the student to develop intellectually and professionally.

c. Research Advisory Committee: Before the end of the first semester here, each student, in consultation with his or her advisor, will select a Research Advisory Committee consisting of the advisor and two other members of the department faculty. The membership of a Research Advisory Committee may be modified at any time. The committee must meet as a group with the student at least once a semester until the student has passed the comprehensive examination or a dissertation committee has been formed (whichever comes first). To verify that the student met with the committee, the student must provide documentation of the meeting to the departmental secretary by the first day of the last week of classes (a form is available for this purpose, but any reasonable documentation will suffice). This documentation must be initialed by the student and the committee members, verifying that an actual face-to-face meeting took place. If documentation is not provided, the student will receive a grade of Incomplete for his or her research registration; the Incomplete will be replaced by a letter grade as soon as a meeting occurs and documentation is provided.

The role of this committee is to be a source of advice and feedback to the student and of informed input to any faculty group that evaluates the student.

2. RESEARCH

Each student is expected to be actively engaged in research at all times; research performance and promise will be the primary criteria in evaluating progress toward the PhD.

Research experience is a critical part of graduate education and students are expected at all times to be engaged in research activity. That is, their research experience is not to be limited to conducting a single research project for the first two years and another project for the

dissertation. Rather, they are expected to participate in research programs (usually their advisor's but in many cases with faculty other than the advisor) both between the initial project and the dissertation and concurrently with them. The development of the student's program of research should ensure that at some point, the student makes a sufficient contribution to a project to deserve first authorship on one or more publications.

a. Research report: By the beginning of the week following Thanksgiving of their second year here, students—including those who have entered with Master's degrees—will turn in a research progress report (in APA style) describing the research they have performed during their time in our graduate program. At the least, this report should include the scientific rationale of the project and the methods used. When possible, the report will also include any results obtained to date, and what they mean. If data collection is not complete, the document must clearly indicate how much is left to do, and must specify a timetable for completion of the project. Individual training areas specify who receives copies of this report (e.g., the student's RAC or the entire training area) and may have additional requirements (see Section B).

A student's initial research project may be a part of his or her advisor's ongoing research program, selected to enable the student to demonstrate progress toward competency for independent scholarship and research with a minimum of impediments. The scope of the project should be such that a substantial portion of it can be completed in a year and a half. All projects must involve working with data and the data must be subjected to appropriate analysis.

b. Research presentation: At the beginning of the spring semester, each second-year student will present a conference-style talk (of about fifteen to twenty minutes plus time for questions) describing his or her research to the assembled department in the annual Graduate Research Symposium.

This talk provides students with experience at communicating research results and faculty and other students with the opportunity to get to know the students and their research.

c. Optional Master's degree: A Master's thesis is not required en route to the PhD. However, a student who has satisfied the department's requirements for the Master's degree (with or without thesis) is entitled to be awarded the degree if he or she so wishes.

d. Second-year evaluation: Within the first few weeks of the spring semester, the faculty will hold a meeting devoted to a careful evaluation of the record of each second-year student and to deciding whether or not the student should continue in the PhD program. Each student's Research Advisory Committee and Training Area will have met previously and will be prepared to provide a review of all aspects of the student's record with particular emphasis on research performance. The Training Area Coordinator will make a motion to retain the student, to terminate the student, or to place the student on probation. For students who have failed to turn in the research report without obviously disruptive mitigating circumstances, the Training Area Coordinator or the Coordinator of Graduate Studies will make an automatic motion to terminate.

The aim of this evaluation is the timely identification of students who would likely be unable to meet our expectations at later stages of graduate training. Students who pass this evaluation will be assured of our confidence in their ability to successfully complete the program.

A student who is terminated from the PhD program at this or any other time may transfer to the MA program and remain there through the end of the subsequent term (semester or summer session) if necessary in order to satisfy the requirements for a Master's degree.

e. Comprehensive exam requirement: The nature of the Comprehensive Exam will be determined by the student's Training Area but must be consistent with the letter and spirit of the Graduate College regulations concerning the exam. Students who have passed the Comprehensive Exam become "PhD Candidates" (a term that has no specific meaning in our program, but may be meaningful to funding agencies, etc.).

f. PhD committee and prospectus: When a student begins to plan a dissertation project, his or her Research Advisory Committee should be replaced with a PhD Committee. This committee consists of at least five members of the University of Iowa graduate faculty, including at least four from the department and at least one from outside the department. At least three members of the committee must hold an appointment of at least 40% in the Psychology Department. The chair of the committee must be a member of the Psychology Department. The PhD committee is responsible for evaluating the student's prospectus, for providing advice while the student conducts the dissertation research, and for evaluating the dissertation at the final examination. The committee is initially selected by the student, in consultation with his or her advisor, but final approval occurs just prior to the final examination and rests with the Dean of the Graduate College (final approval typically occurs automatically when the student files a request to hold the final examination). At any time prior to final approval, the student may, in consultation with his or her advisor, change the membership of the PhD Committee.

The PhD prospectus is a proposal that describes the student's intended dissertation project. It typically includes the background and rationale for the project, the hypotheses to be tested, the design of the project, the data analyses that will be performed, and the anticipated pattern of results. It is often advisable for the prospectus to include pilot data, and research performed before the prospectus is approved may be included in the prospectus and the dissertation. However, the prospectus must be approved before the majority of the dissertation research has been completed, and the PhD committee is under no obligation to agree to the inclusion of any previously completed work. Students are responsible for their own rate of progress on the dissertation, so there is no deadline for the prospectus. However, approval of the prospectus is typically expected sometime between the end of the student's third and fourth years in the program. The time required to complete a dissertation after approval of the prospectus varies, but students should typically plan for at least one year between prospectus approval and completion of the dissertation.

A PhD committee typically evaluates a prospectus in the context of a Prospectus Meeting, which is attended by the student and ordinarily by all members of the PhD Committee. A prospectus will be considered approved when all or all but one of the committee members have approved it. Committee members will indicate their approval or disapproval by initialing a departmental form, which will be filed with the Departmental Secretary. Approval may require multiple rounds of revisions and multiple meetings with the committee.

g. Fifth-year review: Financial support is not automatic beyond the fifth year, but the Training Area may recommend that the student be considered for sixth-year financial support. Considerations in determining this recommendation include judgments that the student is a productive researcher and promising scholar, the number of years the student has been supported within the department, and the degree to which requirements tied to sources of support may have impeded the student's progress.

h. PhD orals: A formal request for the PhD final exam must be submitted through the Training Area Coordinator and the department Chairperson to the Graduate College at least three weeks in advance of the exam. The student is responsible for getting a copy of the dissertation to the Committee members at least two weeks in advance of the exam. The exam is an oral defense of the dissertation that includes critical questions about the purpose, method, and results presented in the dissertation and intense questioning on areas of knowledge consistent with the context of the dissertation. The exam is unsatisfactory if two Committee members rate it to be so. In this case, the exam may be repeated once on the recommendation of the Committee and approval of the full faculty.

3. TEACHING

It is important for every PhD student to become an effective teacher, whether or not teaching is expected to be an explicit part of his or her professional career.

Every student must receive significant training in teaching prior to serving or early in the initial period of serving as a TA. The Coordinator of Graduate Studies, in consultation with the Committee on Graduate Studies, will determine how this requirement is to be satisfied.

4. COURSE REQUIREMENTS

Course work is intended to provide students with some of the background and skills that they need to be effective in their professional lives. For graduate work, passing a course entails receiving a grade of B- or better.

a. Statistics: Professional scholars need a solid understanding of basic statistical theory and effective practice (including but not limited to a working knowledge of statistical procedures). Each student is expected to demonstrate or develop competence in research design and statistical analysis as soon as possible. Training Areas may have specific requirements (see Part B: Area-Specific Information), but all students must take at least two semesters of graduate-level statistics (i.e., courses at the 200-level or higher). Each entering student should consult with his or her advisor and Training Area Coordinator to determine the course of study that should be followed to satisfy this requirement given the student's background.

b. Breadth requirement: Before completion of the PhD, each student must pass at least 3 courses (at least 8 s.h.) outside of his or her Training Area. At least one of these courses must be from within the Department (not counting individualized instruction—31:291, 295, 296, 297). The aim of these courses, whether departmental or extra-departmental, is to broaden the student's understanding of the field of psychology and/or complement his or her chosen field of research. Courses that are listed in two areas may not be used as breadth courses by students in either area. If a student wishes to use a course from another department as one of the breadth courses, the specific course must be approved by the student's training area (see Section B for pre-approved courses and/or a description of the method by which courses may be approved).

Students who have taken graduate-level coursework at other institutions may seek permission, by means of the regular petition process (see section 6a), to use this coursework to substitute for some or all of the required breadth courses. When recommended by a student's training area, the breadth requirement will ordinarily be reduced to two courses (at least 5 s.h.) outside of his or her Training Area including at least one from within the Department for students who have (a) taken at least one high-quality graduate course in another area or department from a comparable institution, or (b) received a broad-based psychology master's degree from another institution. In addition, transfer courses from another institution can ordinarily substitute for our own courses if they are similar in content (judged by the instructor of the course here) and quality (judged on the basis of the institution and instructor).

In addition to the coursework described here, students are expected to seek broad exposure to research in psychology through regular attendance at Departmental colloquia, including those in areas of study outside the boundaries of their own Training Area.

c. Specialty requirements: Each Training Area has specific course requirements. For details, see Part B: Area-Specific Information.

d. Course load: A student must carry twelve semester hours during each regular semester of the first two years, at least six semester hours during each regular semester of the third year, and at least two semester hours at all other times in residence. In addition, a student must complete at least four graduate courses by the end of the first year, at least eight graduate courses by the end of the second year, and at least ten graduate courses by the end of the fourth year.

In this context, graduate courses include all courses or seminars of at least 2 semester hours that are numbered 200 and above, except for practica and individualized instruction. They may also include 100-level courses of at least two semester hours if outside of the department or if specifically approved by the student's Training Area.

The Graduate College requires students who are not enrolled in regular coursework or in research registrations (e.g., because they are away from campus) to be enrolled for 2 semester hours in either 000:002 Doctoral Continuous Registration or 000:003 Doctoral Final Registration.

All students must register for 000:003 Doctoral Final Registration in the term during which they defend their dissertations. Note that this will fulfill the departmental requirement of 2 semester hours of registration, and students will typically not register for any hours in Psychology when they register for 000:003. Registration in 000:003 may be repeated if the student does not actually finish during the intended semester.

e. Credits: A student seeking a PhD must successfully complete at least 72 semester hours of graduate work including 24 hours of graduate courses in psychology. At least 22 semester hours must be satisfactorily completed in this department including at least 15 hours of graduate courses. A maximum of 16 semester hours of PhD dissertation registration (31:296) may be counted toward the 72 hour requirement.

5. ACADEMIC STANDING

a. Satisfactory performance: To be in good standing, a student must maintain a cumulative department and Graduate College grade point average of at least 3.0, must receive generally good or excellent evaluations of performance in individualized instruction registrations and assistantship appointments, and must participate in the research, teaching, and service activities of the department (as described in Part C: Guide to Student Life).

b. Reasonable progress: To be in good standing, a student must satisfy all applicable requirements and deadlines and must make reasonable progress toward completion of the degree as judged by the student's advisor, Training Area, and if necessary CGS.

c. Appropriate professional conduct: To be in good standing, a student must conform to reasonable standards of academic and professional conduct in all activities related to teaching, research, and service functions of the department and University.

Relevant standards include Chapter 15 of the University Operations Manual and "Professional Conduct and Academic Responsibility" and "Ethical Principles of Psychologists" of the APA.

6. PROCEDURES

a. Petitions: Requests for waiver or deferment of a requirement may be submitted in writing to the Coordinator of the student's Training Area, giving the justification for the request. Training Areas act on requests pertaining to their own rules. In all other cases, the Area makes a recommendation to the Committee on Graduate Studies who will act on the request. Requests to replace a required course with another course (either taken here or elsewhere) should be accompanied by an evaluation by one of the instructors of the course to be replaced.

b. Appeals: If a student feels that an action of an individual faculty member or of a faculty committee has been inappropriate, the matter should be discussed with the Coordinator of Graduate Studies and, if necessary, the department Chairperson. If the student's grievances cannot be resolved through discussion, a written request for a review of the action should be sent to the Chairperson for presentation to the faculty. The letter should outline the student's grievances in reasonable detail. The Chairperson may appoint, in consultation with the student, a committee of three faculty and two graduate students to investigate the situation. The committee will provide an evaluation of the situation and make recommendations to the Chairperson. The Chairperson shall bring the student's appeal and the reviewing committee's recommendation to the faculty for reconsideration. If the student's grievances involve the Chairperson, the same procedures will be followed with a member of the Faculty Advisory Committee who is not involved in the grievance replacing the Chairperson in the above sequence.

If, after the above steps have been taken, the student still feels there has been unfairness or procedural irregularity, the student may request a review by the Graduate College except that questions involving judgment of performance will not be reviewed beyond the departmental level.

c. Probation and dismissal: If, at any time, a student is determined not to be in good standing by the student's Training Area or by the Committee on Graduate Studies, the procedures of the Graduate College regarding departmental probation and dismissal will be applied (see Section IV, paragraph E of the *Manual of Rules and Regulations of the Graduate College*).

d. Notification: Any action or evaluation affecting a student should be promptly and clearly communicated to both the student and the Coordinator of Graduate Studies and described in a written report for inclusion in the student's file.

e. Feedback: A student may request to be reviewed by his or her Training Area at any time. Such a review should provide frank and specific feedback regarding the student's performance and prospects as determined by the criteria that will be applied in the student's next official evaluation.

The MA Program

The mission of the MA program of the Department of Psychology is to provide a solid background in the science of psychology as a complement to other professional training.

7. MA GENERAL

a. Admission: A graduate student in good standing in any graduate or professional program in the University may apply to be a candidate for an MA in Psychology. The Committee on Graduate Studies may admit such a student to the MA program if the student is endorsed by one of the Training Areas. The endorsing Training Area will have the responsibility for monitoring and evaluating the student's progress toward the MA.

The Psychology Department does not admit students into the Graduate College who have the Master's degree as their objective, nor does completion of the MA degree program imply eligibility to enter the PhD program.

b. Advisor: Each student must have an advisor (a member of the department faculty who has agreed to advise and sponsor the student) at all times.

c. Academic standing: To be in good standing, a student must maintain a cumulative department and Graduate College grade point average of at least 2.7, must receive generally good or excellent evaluations of performance in individualized instruction registrations and, if applicable, assistantship appointments. In addition, the student must meet the 'reasonable progress' and 'appropriate professional conduct' requirements of the PhD program.

d. Procedures: The procedures of the PhD program regarding petitions, appeals and so on apply as well to students in the MA program.

8. MA REQUIREMENTS

a. Specific course requirements: Each student must satisfy a portion of the breadth and statistics requirements of the PhD program. For breadth, each student must pass at least two courses totaling at least 5 s.h. outside of his or her Training Area including courses or seminars from at least one Training Area in the department. For statistics, the specific requirement for a student will be determined by the student's Training Area.

b. Additional course work: A student seeking an MA without thesis must successfully complete at least 37 semester hours of graduate work including 30 hours at the University of Iowa and at least 15 semester hours of courses and seminars (not including individualized instruction) in the Psychology Department in addition to courses used to satisfy the specific course requirements.

c. Master's thesis: In lieu of part of the additional course work requirement, a student may produce and defend a Master's project and thesis. (In this case, the student must successfully complete at least 30 semester hours of graduate work including 24 hours at the University of Iowa and at least 8 semester hours of courses or seminars in the Psychology Department in addition to courses used to satisfy the specific course requirements. The student must also take at least 3 and no more than 8 semester hours of 31:295.)

d. Master's final exam: The Master's examination is conducted by the student's Master's Committee, which must include at least three members of the University of Iowa graduate faculty, at least a majority of whom are members of the Psychology faculty. For an MA without thesis, the nature of the exam will be determined by the student's Training Area but must be consistent with the letter and spirit of the Graduate College regulations concerning the exam. For an MA with thesis, the exam includes a critical analysis of the thesis and the oral defense of the thesis presented by the student.

Special Programs

9. PROVISIONAL ADMISSION

a. Qualifications: An applicant who is judged by the faculty to have high potential for graduate study but who is deemed to have deficiencies in academic preparation may be provisionally admitted into the PhD program provided it is feasible for the deficiencies to be remedied within a year's time.

b. Conditions: The course of study that the student needs to undertake to make up for his or her deficiencies must be explicitly stated in writing at the time of the provisional admission. Successful completion of this course of study along with satisfactory performance in general will be the conditions that will determine whether or not the student is granted full admission to the PhD program. The required course of study will be proposed by the admitting Training Area and approved by the Committee on Graduate Studies.

c. Research: The student should follow the usual guidelines for choosing an advisor and Research Advisory Committee and should be involved in some sort of meaningful research participation as appropriate given his or her background.

d. Evaluation: At the end of the student's second semester in residence, the Training Area will review the student's performance and make a decision about whether the conditions for admission have been satisfied. If so, then the student will be admitted to the PhD program and all coursework successfully completed during the year will be counted toward the requirements for the degree as applicable. The student, in consultation with his or her advisor, will decide whether to be considered to be a first-year or second-year graduate student the following year. If the student is judged not to have satisfied the conditions for admission, then the provisional admission is terminated and the student is not admitted to the PhD program.

10. VISITING SCHOLARS

a. General: Within the limits of available resources, the department will try to provide accommodations for graduate students in good standing from another university who wish to spend a period of time here in scholarly pursuits. This includes students participating in the CIC Traveling Scholar program as well as others under less formal arrangements. The only requirement is that there be a member of our faculty who is willing to be the student's sponsor.

For information regarding the CIC Traveling Scholar program, see Section III of the Manual of Rules and Regulations of the Graduate College.

PART B: TRAINING AREA-SPECIFIC INFORMATION

1. TRAINING & AREAS

a. Current Areas: The department currently supports six primary training areas: Behavioral & Cognitive Neuroscience, Clinical Psychology, Cognition & Perception, Developmental Science, Health Psychology, and Personality & Social Psychology.

2. BEHAVIORAL & COGNITIVE NEUROSCIENCE TRAINING AREA

a. General focus: The Behavioral and Cognitive Neuroscience (BCN) area focuses on identifying the principles and mechanisms that govern human and animal behavior through the application of behavioral and biological research methodologies.

b. Faculty: The primary faculty in the BCN training area are John Freeman (Area Coordinator), Mark Blumberg, A. Kim Johnson, Amy Poremba, and Edward Wasserman. The secondary faculty are Prahlad Gupta, Toby Mordkoff, John Spencer, and Shaun Vecera.

c. Area course requirements: The following courses are required of graduate students in the BCN area:

- 31:241 Behavioral & Cognitive Neuroscience I (fall semester, year 1)
- 31:242 Behavioral & Cognitive Neuroscience II (spring semester, year 1)
- 31:338 Seminar: Advanced Topics in Behavioral & Cognitive Neuroscience

BCN students must take 31:338 six times during the first four years. BCN students should not take more than one semester of 31:338 with the same instructor.

Graduate students in the *Cognitive Neuroscience Track* of the BCN area have the following course requirements:

- 031:220 Cognition & Perception Proseminar (2 semesters, year 1)
 - 031:241 BCN I (fall semester, year 2)
 - 031:242 BCN II (spring semester, year 2)
 - 031:338 Advanced Topics in Behavioral and Cognitive Neuroscience (2 semesters)
- Two of the Cognition & Perception Core Courses and Seminars, which include:
- 31:223 Neural Networks in Psychology
 - 31:226 Visual Perception
 - 31:227 Attention
 - 31:240 Judgment and Decision Making
 - 31:330 Seminar: Cognitive Psychology
 - 31:335 Seminar: Cognitive Neuroscience

d. Statistics requirement: Students in BCN are required to establish competence in statistics equivalent to that obtained by successful completion of 7P:243 Intermediate Statistical Methods and 7P:246 Design of Experiments. Alternative courses can be taken with the approval of both the student's advisor and the Training Area Coordinator.

e. Breadth courses: At present, no courses outside the department have been specifically approved for satisfying the department's breadth requirement for BCN students. However, BCN students are encouraged to take a course from another department as one of their breadth courses; any course used for this purpose requires approval by both the student's advisor and the Training Area Coordinator.

f. Second-year research report: The second-year research report will be circulated among and evaluated by all members of the BCN Training Area. The report should follow the style appropriate for a manuscript submitted to a research journal in the areas of the neural and behavioral sciences, and it must include empirical data collected by the student.

g. Comprehensive exam: The comprehensive exam in BCN is divided into three parts: (i) a review paper, written in the style and having the scope of an article appropriate for a journal such as *Psychological Bulletin*, (ii) a brief research grant proposal, written in the format of an NRSA grant application used by the National Institutes of Health and (iii) a meeting with the faculty in the BCN Training Area to discuss the contents and implications of the review article and grant proposal.

The student is expected to begin to narrow possible topics for the review paper during the second year in graduate school. The paper should provide a synthetic, integrative and comprehensive treatment of a current area of research in the neural and behavioral sciences. A detailed outline of the proposed topic for the review paper must be submitted to the training area faculty by the last day of finals week during spring semester of the second year. After approval of the outline by the faculty, the student must complete a final draft of the review paper within 90 days.

The purpose of the research grant proposal is to present the rationale and design for experiments appropriate for one year of research to address some of the specific theoretical or empirical issues raised in the review paper. The format of the grant proposal should adhere to current NIH guidelines for NRSA grant applications. Additional guidelines on format for the grant proposal should be obtained by the student from the Training Area Coordinator.

The student is free to consult with anyone within or outside of the training area for general discussion during preparation of the review paper and grant proposal but may not receive comments or assistance with editing in writing either document.

Following submission of the review paper and grant proposal, a meeting of the student with faculty in the BCN training area will be scheduled for an oral examination of the content and implications of both documents. The student's performance on the Comprehensive Examination as a whole will be determined by a vote of the training area faculty on all three elements: the review paper, research grant proposal, and oral examination.

A complete description of the guidelines governing the preparation of the comprehensive examination and faculty evaluation of the student's performance is available from the Training Area Coordinator.

h. Typical course of study: The following is a typical course of study leading to the PhD in BCN. This is meant to be illustrative only; specific details need to be determined individually by each student in consultation with his or her advisor.

	Fall Semester	Spring Semester
1st year	4sh Intermediate Stats 4sh BCN I 4sh Research	4sh BCN II 3sh Breadth Course 5sh Research
2nd year	4sh Experimental Design 3sh Advanced Topics in BCN 5sh Research	3sh Advanced Topics in BCN 3sh Breadth Course 6sh Research
3rd year	3sh Advanced Topics in BCN 3sh Breadth Seminar	3sh Advanced Topics in BCN 3sh Research
4th year	3sh Advanced Topics in BCN	3sh Advanced Topics in BCN

i. Behavioral and Cognitive Neuroscience courses: The following graduate courses are in the BCN area:

230 Behavioral Pharmacology
234 Developmental Psychobiology
236 Biological Bases of Behavior
241 Behavioral and Cognitive Neuroscience I
242 Behavioral and Cognitive Neuroscience II
244 Behavioral Neuroscience
251 Psychobiology of Cardiovascular Disease
338 Advanced Topics in Behavioral and Cognitive Neuroscience

3. CLINICAL TRAINING AREA (Note: This information is for students entering in AY 2008-09 or later. Students entering prior to Fall, 2008 may elect to follow the procedures described below or in an earlier version of the Handbook, back to their entry year.)

a. General focus: The clinical training program, fully approved by the American Psychological Association, strongly emphasizes a scientific or clinical science approach to the study of mental and physical health. The curriculum focuses on developing scholarly understanding of clinical phenomena and acquiring research skills necessary for the systematic investigation of such phenomena. Thus, it is designed for students with a strong interest in pursuing a career in clinical research. Believing that students must become familiar with clinical material and competent in the application of clinical skills in order to pursue clinical research, the program closely integrates practicum experience in the Carl E. Seashore Psychology Clinic and at the University of Iowa Hospitals and Clinics with coursework and supervised research experience.

b. Faculty: The primary faculty in the Clinical training area are Alan J. Christensen, Lee Anna Clark (Area Coordinator / Director of Clinical Training; DCT), John F. Knutson, Erika Lawrence, Susan Lutgendorf, James Marchman (Director of the Seashore Clinic), Kristian Markon, Michael W. O'Hara, and David Watson. In addition, the following faculty with clinical interests have joint or adjunct appointments in the department: Erling Anderson (joint with Anesthesia), Jane Paulsen and Scott Stuart (joint with Psychiatry), Daniel T. Tranel (joint with Neurology) and Lisa Segre (joint with Nursing); adjunct faculty are Alex Casillas, Greg Gullickson, and J. Perry Howell.

c. Area course requirements: In their first year, students in Clinical take 31:360 Seminar: Orientation to Clinical Research each semester for 0-1 credit hours, depending on other courses they are taking. In addition, students take three of the four courses listed below, depending on which are offered that year. They take the remaining course in their 2nd year.

31:263 Psychological Appraisal I (alternating years)

31:264 Psychological Appraisal II (every year)

31:260 Psychopathology (every year)

31:266 Psychological Therapies (alternating years)

Additionally, to meet requirements for Accreditation, students are required to take courses in

(a) Ethics 31:380 Ethics & Professional Concerns or equivalent (e.g., 7P:465 Issues & Ethics in Professional Psychology)

(b) History & Systems 31:175 History and Systems of Psychology, 16:135 History of Modern Psychology, or 7P:320 History and Systems of Psychology

(c) Cognitive bases of behavior

(d) Affective bases of behavior

(e) Social bases of behavior

(f) Biological bases of behavior.

Three requirements c–f often can be met by a judicious selection of courses fulfilling the Departmental breadth requirement (3 courses from at least 2 training areas; see A.4.B. for details; see also section '*m. Outside area courses*' below).

d. Statistics requirement: Students in the clinical area are required to establish competence in statistics equivalent to that obtained by successful completion of 7P:243 Intermediate Statistical Methods or 171:161 Introduction to Biostatistics, and 7P:244 Regression & Correlation or 171:162 Design & Analysis of Biomedical Studies; a third advanced course in an area relevant to the student's research goals and interests (e.g., Structural Equation Modeling, Meta-analysis, Longitudinal Design) is strongly recommended. Students who wish to deviate from this sequence must receive the approval of the clinical-area faculty.

MA statistics requirement: Students must complete establish competence in statistics as required for the Ph.D. degree.

e. Second-year research report (see A.2.a. for departmental requirements): It is expected that students will have pursued at least one study—known informally as the “First-year Project” or FYP—in which they are the primary contributor with the assistance of their advisor by the time the second-year research report is due. The report should describe the completed research—or progress to date—in full* and outline any further work needed to complete the study other than simply increasing the sample size. If the student is not able to describe a completed study at this time, a revised report with the completed study must be submitted to the Research Advisory Committee (RAC) by April 1 of the 2nd year. The completed document must then be evaluated and approved by the RAC by the end of the Spring Semester of the 2nd year.

*That is, in complete APA format, with cover page, abstract, theoretical and empirical background/introduction, methods, results, discussion, references, and figures/tables as appropriate to the study.

f. Comprehensive exam: The Clinical Comprehensive Examination is a review paper on a topic of significant interest to a broad audience of clinical psychologists of a scope that is worthy of publication as a stand-alone article in a journal such as *Psychological Bulletin*, *Clinical Psychology Review*, or a specialty journal that publishes reviews. Students select their topic in the fall of their 3rd year; submit an initial, complete draft of their paper by the Monday after Spring Break of their 3rd year; and submit their final paper by Monday of fall orientation week of their 4th year. A committee of three faculty, including at least two in the clinical area, approves the topic and reviews the first complete draft; the final paper is evaluated by a full Comprehensive Examination Committee of five faculty members, including at least four from the clinical area. Additional details are contained in a document, *The Comprehensive Examination Review Paper in Clinical Psychology: Description and Timeline*, available on the internal departmental website: <http://www.psychology.uiowa.edu/internal>.

g. Clinical practicum: Each student in the clinical program must, prior to entering an Internship, develop an appropriate level of competence in clinical practicum skills. Under normal circumstances, students enroll in the following:

	Fall Term	Spring Term	Summer
Year 1	31:461 0 s.h.	31:461 0 s.h.	31:462 1-3† s.h. or no registration*
Year 2	31:462 2 s.h.	31:463 2 s.h.	31:463 1-3† s.h. or no registration*
Year 3	31:463 1-2 s.h.	31:463 1-2 s.h.	31:463 1-3† s.h. or no registration*
Year 4	31:463 1-2 s.h.	31:463 1-2 s.h.	31:463 1-3† s.h. or no registration*

†students on fellowship; *students not on fellowship

These courses are 31:461 Introductory Practicum, 31:462 Assessment Practicum, and 31:463 Therapy Practicum. 31:461 consists of attending weekly Clinic Rounds and meeting with the Director or Assistant Director of the Seashore Clinic for an orientation to Clinic procedures and developing interview skills.

Advanced students (ordinarily Year 4 or beyond) may register for practicum outside the Seashore Clinic. Such experiences can be valuable in exposing the student to different settings, patient populations, and supervisors, but may also slow student progress in other aspects of the program, so all external practicum arrangements must be approved by the students’ advisor, DCT and Clinic Director. This is documented using the *External Clinical Practicum Guidelines and Agreement Form*, available on the internal departmental website: <http://www.psychology.uiowa.edu/internal>.

Practicum hours in Seashore Clinic may be reduced in Year 4 if the student is engaged in practicum experiences in other settings as a result of the student's research, employment, or registration for practicum credit outside the Department. Permission of the DCT and Clinic Director is required for this reduction.

Registration for practicum in the Seashore Clinic in Year 5 is highly variable. Students who have reached a suitable level of clinical competence (as judged by the clinical-area faculty) need not register if they are engaged in practicum experience outside the Seashore Clinic or should register for 1 s.h. if they are not engaged in any other practicum experience. Students who have not achieved a suitable level of clinical competence should register for 2 s.h. Such decisions are in consultation with the DCT and Clinic Director.

h. Brown bag presentation: Students are required to make an independent presentation as part of the departmental or area brown bag series at some point prior to the Ph.D. final examination. Oral presentation of a paper (i.e., not a poster) at a conference may substitute for this requirement with the permission of the DCT.

i. Clinical internship: The accreditation criteria require that a one-year (or two-year half-time) clinical internship precede the awarding of the doctoral degree. Students in the clinical program must complete all academic course work and have an approved prospectus by October 15 of the year in which they apply for internship in order to be certified as eligible for internship. Further, students are strongly encouraged to complete their dissertation before beginning their internship if at all possible. However, the faculty recognize that in some instances the final stages in the preparation of the dissertation must be completed during or after the internship. In any event, only when the Ph.D. Final Examination has been completed satisfactorily and when the department has received from the internship agency a letter certifying the successful completion of the internship will the department recommend the student for the award of the Ph.D. degree with a clinical subtrack designation on the official University transcript.

Students are strongly encouraged to enter APA-approved internship programs. In some cases, circumstances may arise that lead students to enter non-APA approved sites. In these cases, students are advised that completing a non-APA approved internship may limit future options for employment, licensure, or certification. Entrance into a non-APA approved internship must be approved by the clinical-area faculty if a student wishes to have a clinical subtrack designation on his or her transcript.

A student in the clinical program who successfully completes all academic course requirements, prepares and satisfactorily defends the doctoral dissertation, and petitions to receive the Ph.D. degree without first completing the clinical internship, will have no clinical subtrack designation on the official transcript.

j. MA without thesis final exam: For the MA without thesis, the Master's examination will consist of an oral examination by the student's RAC following submission of a report on the FYP's completed study (i.e., based on the study's final sample). The exam must be completed by the end of the summer following the sixth semester and is an oral defense of the study that includes critical questions about its purpose, methods, results, and relevant research literature. If the exam is deemed Unsatisfactory, the exam may be repeated once on the recommendation of the RAC and the clinical-area faculty.

k. Typical course of study: The following is a typical course of study leading to the Ph.D. in clinical psychology. This is meant to be illustrative only—specific details are determined individually by students in consultation with their research advisors and the DCT.

	Fall Semester		Spring Semester		Summer Term
1st year (12 sh req. each sem.)	4sh	Intermediate Statistics	4sh	Correlation & Regression	0-3sh Assessment
	3sh	Psychological Appraisal I or Psychological Therapies	3sh	Psychological Appraisal II	Practicum
	3sh	Psychopathology	3sh	Ethics or Breadth/Accred course	
	1sh	Research	1sh	Research	
	1sh	Clinical Research Seminar	1sh	Clinical Research Seminar	
	0sh	Introductory Practicum	0sh	Introductory Practicum	
2nd year (12 sh req.)	4sh	Advanced Statistics	3sh	Ethics or Breadth/Accred course	0-3sh Therapy
	3sh	Psychological Therapies			Practicum

4. COGNITION & PERCEPTION TRAINING AREA

a. *General focus:* The Cognition & Perception (C&P) area is concerned with the fundamental psychological processes underlying all aspects of mind and behavior: perception, memory, language, comprehension, judgment and reasoning, learning, and so on.

b. *Faculty:* The primary faculty in the C&P training area are Andrew Hollingworth (Area Coordinator), Prahlad Gupta, Eliot Hazeltine, Bob McMurray, Cathleen Moore, Toby Mordkoff, Gregg Oden, Larissa Samuelson, John Spencer, and Shaun Vecera. The secondary faculty are Jodie Plumert, Amy Poremba, Edward Wasserman, and Paul Windschitl. In addition, the following faculty with interests in cognitive and perceptual psychology have joint or adjunct appointments in the department: Gary Gaeth (Marketing), and Daniel Tranel (Neurology).

c. *Area course requirements:* Students in C&P must take 31:220 Proseminar in Cognition & Perception twice, once in their first year and once in their second year. In addition, C&P Core Courses and Seminars are typically offered each semester by a C&P primary faculty member. C&P students must take a total of 12 semester hours of these Core Courses and Seminars during their first 3 years. Seminars can be repeated for credit when taught on different topics by different instructors. Core Courses and Seminars currently include:

31:223 Neural Networks in Psychology
 31:226 Visual Perception
 31:227 Attention
 31:240 Judgment and Decision Making
 31:330 Seminar: Cognitive Psychology
 31:335 Seminar: Cognitive Neuroscience

d. *Statistics requirement:* Students in C&P are required to establish competence in statistics equivalent to that obtained by successful completion of 7P:243 Intermediate Statistical Methods and 7P:246 Design of Experiments. C&P students are also strongly encouraged to take additional quantitative coursework in statistics, mathematics, computer science, etc. (this may count as a breadth course).

e. *First-year research note:* By the end of spring semester, each C&P first-year student submits a brief paper to his or her Research Advisory Committee describing the research activities that have been accomplished.

f. *Second-year research report:* It is expected that at least one experiment will have been completed (including data analyses) by the time the second-year research report is due. The report should describe the completed research in full and outline any further studies to be done in the series.

g. *Comprehensive exam:* The comprehensive exam in the C&P area consists of a written part and an oral exam. The written part will consist of two papers, each meeting the following criteria:

(a) The topic of each paper will be broadly relevant to the student's research interests, but will not be directly in the student's area of research expertise. The topics will be decided by the student in consultation with his/her comprehensive examination committee.

(b) There will be a reading list for each paper, decided by student in consultation with his/her comprehensive examination committee.

(c) Each paper will have three parts: (i) a literature review; (ii) an integrative discussion of this literature that discusses the issues in the area; and (iii) an outline of at least one experiment that directly addresses some of the issues identified in part (ii).

Finally, the oral component will be an oral exam of the two papers.

These papers will be due at the beginning of the student's 3rd year in the program. For more details, see the C&P Comprehensive Examination Description (available from the C&P Training Area Coordinator).

h. Other area requirements: Students in C&P are expected to present a talk at our brown bag series at least every other year and to present a paper at a professional meeting no later than the beginning of their third year. Students are also expected to attend departmental colloquia regularly, whether or not in the area of cognition and perception.

i. Typical course of study: The following is a typical course of study leading to the PhD in C&P. This is meant to be illustrative only—specific details need to be determined individually by each student in consultation with his or her advisor.

	Fall Semester	Spring Semester	Summer
1st Year	4sh Intermediate Stats 3shC&P Proseminar 5sh Research	2-3sh C&P Core course/seminar 2-3sh Breadth course 6sh Research	2sh Research
2nd Year	4sh Design of Experiments 3shC&P Proseminar 5sh Research	2-3sh C&P Core course/seminar 2-3sh C&P Core course/seminar 6sh Research	2sh Research
3rd Year	2-3sh C&P Core course/seminar 2-3sh Breadth course 5-6sh Research	2-3sh C&P Core course/seminar 2-3sh Breadth course 6-8sh Research	2sh Research
4th Year	2sh Research	2sh Research	2sh Research

j. Cognition & Perception courses: The following graduate courses are in the C&P area:

31:223 Neural Networks in Psychology
31:226 Visual Perception
31:227 Attention
31:240 Judgment and Decision Making
31:330 Seminar: Cognitive Psychology
31:335 Seminar: Cognitive Neuroscience

k. Breadth courses: At present, no courses outside the department have been specifically approved for satisfying the department's breadth requirement for C&P students. However, C&P students are encouraged to take a course from another department as one of their breadth courses; any course used for this purpose requires approval by both the student's advisor and the Training Area Coordinator.

5. DEVELOPMENTAL SCIENCE TRAINING AREA

a. General focus: The Developmental Science (DS) training area at the University of Iowa seeks to understand processes that underlie development. Critically, this process-oriented view permeates the questions we ask, the methods we use, and the nature of our science. Thus, we have a unique training mission: to train students in a broad array of theories and methodologies both within and outside the traditional boundaries of developmental psychology such that our students are equipped to ask and answer fundamental questions of process.

b. Faculty: The primary faculty members in the DS Training area are John Spencer (Area Coordinator), Mark Blumberg, Julie Gros-Louis, Bob McMurray, Jodie Plumert, and Larissa Samuelson, and Susan Wagner-Cook.

c. Area course requirements: Students in DS must take 31:210 Proseminar in Developmental Science twice, once during their first year and once during their second year. In addition, students must take at least 12 semester hours of graduate coursework in the DS area.

d. Statistics requirement: Students in DS are required to take two graduate courses in statistics that will be determined by each student's RAC. DS students are strongly encouraged to take additional quantitative coursework in statistics, mathematics, computer science, etc. (such coursework may count toward the departmental breadth requirement).

e. Second-year research report: The report should be as close as possible in style and quality to empirical papers published in peer-reviewed developmental journals (although it may be shorter than a typical article). The report must be based on empirical data whether collected by the student or drawn from an existing database. In either case, the data must be processed and analyzed directly by the student. Statistical analyses of the data should be performed, even if they are only preliminary at the time of the submission of the report. The report should also present discussion of the findings in the context of developmental theory and outline future studies to be conducted.

f. Comprehensive exam: The comprehensive exam in DS will consist of (1) an NRSA-style (National Research Service Award) grant proposal, (2) two (12-15 pp.) essay papers, and (3) an oral exam.

1. Depth requirement: An NRSA grant proposal in the student's area of interest.

To test deep understanding of one area of developmental science, students will be required to write a grant proposal detailing how they would address one research question closely related to their primary area of interest. The issue of interest may or may not correspond to the student's on-going research (e.g., first-year project or dissertation topic). The grant proposal should demonstrate the student's understanding of the important questions in this area, the literature related to these questions, and the appropriate research methods and analytic strategies for addressing those questions. The grant proposal should follow the format used for an actual NRSA application, and should contain the following sections: 1) Specific Aims, 2) Background and Significance, 3) Preliminary Studies (if applicable), 4) Research Design and Methods, and 5) Literature Cited. Detailed instructions can be found at <http://grants.nih.gov/grants/funding/416/phs.htm>. The entire grant proposal (not including figures and references) should be approximately 20 double-spaced pages. The student is encouraged to develop the topic for the grant proposal with his/her mentor and the RAC. Students are also encouraged to look at previous NRSA proposals written by other students.

2. Breadth requirement: Essays addressing fundamental process-oriented issues in Developmental Science at both (a) a theoretical level and (b) an empirical level.

To test understanding of the broad, interdisciplinary field of developmental science, students will be required to write two 12-15 pp. essay papers. The first essay must address a theoretical or "big picture" issue in developmental science. The essay should place this theoretical issue in an

historical context, describe central debates surrounding this issue, and bring empirical findings to bear to evaluate this issue. The topic of the first essay can have some ties to the student's area of interest (after all, theoretical ideas are meant to be general!); however, the central debates and central empirical findings used to evaluate the theoretical issue must be outside of the student's primary research area. The second essay must address a central empirical issue in developmental science. Here, the emphasis is on the detailed findings within an area of study, an evaluation of the methods used, an evaluation of insights gained (or not gained), and so on. It is expected that the second essay will contain a discussion of several theoretical issues, but the focus should be on evaluating the detailed empirical content within some domain. As with the first essay, the topic must be outside of the student's primary research area. Students are encouraged to develop their essay topics in consultation with the mentor and RAC, as well as other faculty members in the Psychology Department who might have expertise in the selected topic areas.

3. Oral exam

The oral exam will involve discussion of (but not limited to) the topics covered in the grant proposal and essay papers. That is, discussion may focus on issues directly related to the literature reviewed in these papers, or may broaden in scope to include issues raised by these papers for other topic areas / approaches within developmental science, as well as implications for our understanding of developmental process. At least five faculty members from the DS area must attend the oral exam, but any faculty member in the Department of Psychology is welcome to attend.

4. Evaluation of the comprehensive exam

One of three decisions will be reached by the orals committee: Pass, Fail, or Conditional Pass. The decision will be based on the committee's assessment of all three elements of the student's performance (grant, essays, and oral defense). A grade of Fail indicates that the student's performance was unsatisfactory. In this case, the rules of the Graduate College for failing the comprehensive exam will apply. A grade of Conditional Pass indicates that the committee had reservations about elements of the student's performance. In this case, passing the comprehensive exam will be contingent on fulfilling conditions specified by the committee.

5. Timeline

- By March 1 of the second year, the student must submit a one-page description of the NRSA grant proposal topic that includes an initial list of readings and a one-page description of the topics for the two breadth essays with initial list of readings to all members of the RAC. These topics must be approved by the student's RAC by the end of the spring semester of the second year and submitted to the Training Area Coordinator.
- By June 1 of the second year, the student must submit reading lists for the two breadth essays to the RAC and the Training Area Coordinator. These reading lists must be approved by June 15 of the second year.
- Throughout the summer of the second year, students may continue to discuss issues related to the comprehensive exam with the faculty, but in no case should faculty members read drafts of manuscripts.
- By the first day of the Fall Semester of the third year, students must distribute copies of the NRSA and breadth essays to all faculty members of the DS area.
- The oral exam must be held no later than October 1 of the third year. It is the student's responsibility to schedule the oral exam at a time when at least five DS faculty can attend. The time and place of the oral exam will be announced to all members of the DS area and any other faculty members that the student and his/her advisor deem appropriate.

g. Typical course of study: The following is a typical course of study leading to the PhD in Developmental Science. This is meant to be illustrative only—specific details need to be determined individually by each student in consultation with his/her advisor and RAC.

	Fall Semester	Spring Semester	Summer
1st year	3sh DS Proseminar 3sh DS Course 4sh Intermediate Stats 2sh Research	3sh DS Course 3sh Breadth Course 6sh Research	2sh Research
2nd year	3sh DS Proseminar 3sh DS Course 6sh Research	2sh DS Seminar 4sh Regression and Correlation 3sh Interdisciplinary Breadth Course 3sh Research	2sh Research
3rd year	2sh DS Seminar 4sh Research	3sh Breadth Course 3sh Research	2sh Research
4th year	2sh Research	2sh Research	2sh Research

h. Developmental courses: The following graduate courses are offered by the DS area:

- 31:212 Perceptual-Cognitive Development in Infancy
- 31:214 Processes of Language Acquisition
- 31:216 Dynamic Systems and Development
- 31:217 Psychobiology of Prenatal Development
- 31:218 Cognitive Development
- 31:318 Seminar: Cognitive Development

i. Breadth courses: By the end of the first year, each student must form an interdisciplinary course plan with the Research Advisory Committee (RAC). This plan will specify the additional coursework the student will complete to achieve the breadth of training required by the interdisciplinary nature of Developmental Science. Interdisciplinary courses may include coursework in neuroscience, motor control, childhood psychopathology, speech pathology, linguistics, computer science, mathematics, and so on. Note that, at present, no courses outside of the department have been specifically approved for satisfying the department's breadth requirement. Thus, the interdisciplinary course plan must be approved by both the Training Area Coordinator and the RAC in order for courses outside of the department to fulfill the departmental breadth requirement.

6. HEALTH PSYCHOLOGY TRAINING AREA

a. General focus: The Health Psychology (HP) program is concerned with the application of psychological theory, methods and treatment to the understanding and promotion of physical health and illness. Two tracks are available: (1) students may obtain a PhD in Health Psychology; or (2) students may obtain a PhD in another training area (e.g., Clinical Psychology), with a minor in Health Psychology (see below for additional information). Our perspective is based on the biopsychosocial model which posits that biological, psychological and social processes are integrally and interactively involved in physical health and illness. The program offers training in a number of areas, including stress and illness, patient adherence, psychoneuroimmunology, animal models of hypertension and heart failure, cardiovascular psychophysiology and pathophysiology, postpartum depression, medical treatment-seeking, psychosocial risk factors of physical disease, adaptation to chronic illness and psycho-oncology.

b. Faculty: The primary HP faculty are Susan Lutgendorf (Area Coordinator), A. Kim Johnson, Alan Christensen, Michael O'Hara, and Jerry Suls. The adjunct area faculty include René Martin (College of Nursing).

c. Primary track course requirements: All entering students are required to take 31:350 Psychology in Medical Settings (1 semester hour). This course, which will serve as a health services research practicum, will be modular in nature and will be taught by core faculty as a team effort. Modules will cover interaction with medical patients, medical ethics, and collaboration with hospital personnel and other allied health professionals.

Students in HP also must take at least four courses from the following list:

31:236 Psychobiology of Health and Sickness
 31:250 Introduction to Health and Behavioral Sciences
 31:252 Clinical Behavioral Medicine
 31:251 Psychobiology of Cardiovascular Disease
 31:230 Behavioral Psychopharmacology
 31:370 Seminar in Health Psychology

Because the number of HP entering graduate students is likely to remain relatively small until additional HP faculty are hired by the Department of Psychology, some of the above courses may be offered irregularly, in which case the student and HP Coordinator will find relevant substitutes (from courses offered in College of Public Health, College of Medicine, etc.)

d. Statistics requirement: Students in HP are required to establish competence in statistics equivalent to that obtained by successful completion of 7P:243 Intermediate Statistical Methods, 7P:244 Correlation and Regression, and 7P: 246 Design of Experiments. Students who wish to deviate from this sequence must receive the approval of the HP training area.

e. Second-year research report: It is expected that at least one study will have been completed (including data analysis) by the time the second-year research report is due. The report should describe the completed research in full and outline subsequent studies to be conducted in the series. The Research Advisory Committee for the second-year report must include at least two members of the core area faculty; it also may include additional faculty members drawn from the area adjunct faculty or from other training areas within the psychology department.

f. Comprehensive exam: The comprehensive exam for HP students consists of three parts:

- (1) A brief research proposal written in the form of a NRSA pre-doctoral grant application. This paper is due at the end of the student's 5th semester. Faculty input (i.e., advice) is permissible.
- (2) Completion of a Psychological Bulletin-type review of a health psychology topic. Due to HP faculty at the end of the student's 6th semester. Faculty input (i.e., advice) is permissible.

- (3) After the paper is completed, the student must schedule a meeting with a committee of 5 faculty, the majority of whom are members of the HP area, to discuss the contents and answer questions about the grant proposal and the review paper. (This can be conducted in one meeting or two, depending on the relationship between the research proposal and the review paper and on the scope of the two projects.) The oral defense will extend beyond issues in the proposal and paper to other health psychology topics from prior HP coursework. At the conclusion of the meeting, the evaluation committee will make a decision of Pass, Near-Pass, or Failure. (Near-Pass will require some remediation/revisions.)

g. Other requirements: No later than the 5th semester, each student must complete a 2 semester hour readings course devoted to a particular physical disease or health psychology topic. The sustained reading and thought should culminate in a brief research proposal written in the form of a NRSA grant application used by the National Institutes of Health. This paper is due at the end of the semester in which the readings course is taken. After the paper is completed, the student should schedule a meeting with HP training area faculty to discuss the contents and implications of the grant proposal.

Students in HP also are expected to attend the HP brown bag series (journal club and research colloquia) on a regular basis and make a presentation once a year.

h. Typical course of study: The following is a typical course of study leading to the PhD in HP. This is meant to be illustrative only-specific details need to be determined individually by each student in consultation with his or her advisor.

	Fall Semester	Spring Semester	Summer
1st year	4sh Intermediate Stats 3sh HP Course 3sh Breadth Course 1sh Psych in Medical Settings 1sh Research	4sh Correlation and Regression 3sh HP Course 5sh Research	
2nd year	4sh Experimental Design 3sh HP Course 5sh Research	3sh HP Course 3sh Breadth Course 6sh Research	
3rd year	3sh Breadth Course 1sh Readings 2sh Research	3sh Elective Course 3sh Research	
4th year	3sh Research	3sh Research	

i. HP courses: The following graduate courses are in the HP area:

31:230 Behavioral Psychopharmacology
31:236 Psychobiology of Health and Sickness
31:250 Introduction to Health and Behavioral Sciences
31:251 Psychobiology of Cardiovascular Disease
31:252 Clinical Behavioral Medicine
31:350 Psychology in Medical Settings (1 s.h.)
31:370 Seminar in Health Psychology

j. Breadth courses: At present, no courses outside the department have been specifically approved for satisfying the department's breadth requirement for HP students. However, HP students are encouraged to take a course from another department as one of their breadth courses; any course used for this purpose requires approval by both the student's advisor and the Training Area Coordinator.

k. Secondary track course requirements: Students who wish to pursue Health Psychology as a secondary area are required to take a minimum of three of the HP courses listed above. In addition, these students are required to take a minimum of 6 semester hours of research devoted to a health psychology topic.

7. PERSONALITY & SOCIAL PSYCHOLOGY TRAINING AREA

a. General focus: The Personality and Social Psychology (PSP) Area is broadly concerned with how different individuals respond and adapt to their social and physical environment. The program offers training in a number of areas, including social cognition, social comparison, close relationships, social and emotional development, attitudes, social influence, health psychology, and personality and individual differences.

b. Faculty: The primary faculty members in the PSP Area are Paul Windschitl (Area Coordinator), Jason Clark, Grazyna Kochanska, Irwin Levin, Jerry Suls, and David Watson. Alan Christensen, Lee Anna Clark, and Erika Lawrence are secondary faculty members. In addition, the following faculty with interests in personality and social psychology have joint or adjunct appointments in the Department: Steven Duck (Communication Studies) and René Martin (Nursing).

c. Area course requirements: All PSP students are required to enroll in the 1-hour Personality & Social Psychology Seminar (31:302) each semester during their first five years in the program. Students must also take five other area courses, one of which can be a seminar (see section 7i below for the list of area courses).

However, in some cases, students may be approved to satisfy one part of this five-course requirement by taking a graduate course outside of the PSP Area or Psychology Department, if that course is deemed by the PSP faculty to be sufficiently relevant to the student's training. Students who wish to take such a course should first secure the approval of their advisor. Then the student should write a formal petition and email that petition to the PSP Area Coordinator at least one month before the start of the relevant course.

d. Statistics requirement: Students in PSP are required to establish competence in statistics equivalent to that obtained by successful completion of 7P:243 Intermediate Statistical Methods, 7P:244 Regression & Correlation, and 7P:246 Design of Experiments. Students who wish to deviate from this sequence must receive the approval of the PSP faculty.

e. Second-year research report: It is expected that at least one study will have been completed (including data analyses) by the time the second-year research report is due. The report should describe the completed research in full and outline subsequent studies to be conducted in the series. The Research Advisory Committee for the second-year report must include at least two members of the current core area faculty; it also may include additional faculty members drawn from the area's adjunct faculty or from other training areas within the Psychology Department.

f. Area research requirement: Students in PSP are expected to work closely with their primary research advisor, who typically is a member of the core faculty. In addition to this primary research relationship, all PSP students are required to conduct collaborative research with at least one additional faculty member; this second faculty member can be drawn either from the PSP Area or from other training areas within the Psychology Department. Students can officially document that they have established a working relationship with a faculty member in one of two ways: 1) signing up for at least 3 research hours with the faculty member; 2) submitting to the Area Coordinator a manuscript on which the student and the faculty member both are co-authors. This research requirement should be completed by the end of the third year. Under exceptional circumstances, students can petition the Area Coordinator to have the requirement waived.

g. Comprehensive exam: The comprehensive exam in PSP will consist of a research proposal and an oral defense of that proposal. The submitted proposal should be patterned in form and content on the main text of a proposal for a National Research Service Award (NRSA). Specifically, it should contain the following sections: 1) Specific Aims, 2) Background and Significance, 3) Research Design and Methods, and 4) Literature Cited. Forms and instructions for NRSA proposals can be found at <http://grants.nih.gov/grants/funding/416/phs416.htm>. Whereas the NRSA instructions limit sections 1-3 to 10 single-spaced pages (including tables

and figures), students may use up to 30 double-spaced pages for sections 1-3 of their proposal for the comprehensive exam. Tables, figures, and references can be added beyond this 30-page limit. Students should use a standard 12-point font for all text. Students must also prepare a title page and a research description/abstract that is a maximum of 180 words.

The research proposal should identify an important issue within the area of personality and/or social psychology, describe the literature relevant to the issue, and propose appropriate research methods and/or analytic strategies for addressing the issue. In terms of scope, the proposed empirical/analytic work must be fitting for a 2-year period of funding. The general topic of the research in the proposal may or may not overlap with the topics of a student's first-year project or dissertation project. However, the specific hypotheses being tested must not be the same as those considered in the first-year project. If the general topic of the proposed research is the same or related to the topic of the first-year project, a copy of the first-year-project paper should be included as an appendix to the research proposal.

Students are encouraged to consult with their advisors (and perhaps other area faculty) before and during the construction of their proposal. Students may seek advice on various "big picture" issues (e.g., whether a selected topic would be generally appropriate for a research proposal, what literatures would be relevant to the selected topic, the general appropriateness of an empirical approach). However, the student, rather than the advisor or other faculty members, is expected to be the primary source of the hypotheses, designs, and analytic approaches that are described in the student's research proposal. Also, faculty will not read any drafts, outlines, or segments of the proposal prior to the final draft being submitted to the exam committee.

Before starting a proposal, students should read the document entitled "Guidelines for PSP Area Requirements," which contains additional information about comprehensive exam procedures (see area coordinator for a copy). Students should also read several NRSA proposals written by other psychology students in previous years, particularly proposals that have been funded (see file in 104 SLP).

Prior to November 1 of a student's third year, he/she must inform the Area Coordinator about the composition of the comprehensive examination committee. The committee must consist of at least 5 faculty, and at least 3 of these faculty must have primary membership in the PSP Area. One of the committee members must be the student's advisor, who must be either a primary or secondary member of the PSP Area faculty.

The research proposal must be submitted to the Coordinator of the PSP Area by the first day of classes in the Spring semester of a student's third year in the program. The student should also provide a copy to each of the members of his/her comprehensive exam committee. Immediately upon submitting the proposal (or before), the student should consult with his/her committee and schedule an oral examination for some time between 2 and 4 weeks after the submission. If a student fails to submit a proposal by the first day of the Spring semester of the his/her third year, this will result in an "unsatisfactory" designation for the comprehensive exam, which will be reported to the Graduate College and become part of the student's permanent record.

At the oral exam, the discussion will focus primarily on the issues related to the proposal but can broaden in scope to cover issues from other areas of personality and social psychology. The committee will make a joint evaluation of both the document and oral portions of the exam.

The committee can deem the student's overall performance as a "satisfactory," "reservations," or "unsatisfactory." In the case of "reservations," the committee will require the student to submit satisfactory revisions or additions before a specified deadline. A second meeting of the exam committee and student might also be required. If the student fails to satisfactorily meet the requirements before the deadline, the comprehensive exam will be recorded as unsatisfactory.

In the case of an unsatisfactory designation on the first comprehensive exam, the committee can allow the student to resubmit a new proposal and to hold a second oral exam. The decision as to whether to allow the student to take a second exam is made by the PSP area faculty on a case-by-

case basis. The second exam cannot occur until four months have passed since the first exam, according to the Graduate College's guidelines. The meeting for the second exam must be held prior to the sixth week of the Fall semester of the student's fourth year. Failure to meet this deadline would result in an "unsatisfactory" designation. The comprehensive exam can be repeated only once. If a student's second exam performance is deemed unsatisfactory, he/she will be terminated from the program. If a student fails to secure a full satisfactory designation on the comprehensive exam prior to the end of the Fall semester of his/her fourth year, the student will be terminated from the program.

h. Typical course of study: The following is a typical course of study leading to the PhD in PSP. This is meant to be illustrative only; specific details need to be determined individually by each student in consultation with his or her advisor.

	Fall Semester	Spring Semester	Summer
1st year	3sh Intermediate Stats 3sh PSP Course 1sh PSP Seminar 5sh Research	3sh Regression and Correlation 3sh PSP Course 1sh PSP Seminar 5sh Research	
2nd year	3sh Experimental Design 3sh PSP Course 1sh PSP Seminar 5sh Research	3sh Breadth Course 3sh PSP Course 1sh PSP Seminar 5sh Research	
3rd year	3sh PSP Course 3sh Breadth Course 1sh PSP Seminar 2sh Research	2sh Breadth Seminar 1sh PSP Seminar 6sh Research	
4th year	1sh PSP Seminar 2sh Research	1sh PSP Seminar 2sh Research	
5th year	1sh PSP Seminar 2sh Research	1sh PSP Seminar 2sh Research	

i. Personality and Social Psychology courses: The following graduate courses are in the PSP Area:

201 Advanced Social-Personality Psychology
 202 Attitudes and Persuasion
 206 Advanced Social Cognition
 208 Psychology of Close Relationships
 211 Processes in Social Development
 240 Judgment and Decision Making
 258 Personality and Individual Differences
 280 Current Theory and Research in Personality Psychology
 302 Personality and Social Psychology Seminar (1 credit)

j. Breadth courses: Consistent with departmental requirements for the Ph.D., PSP students must pass at least three courses (at least 8 semester hours) outside of the PSP Area, and at least one of these courses must be in the Department. At present, no courses outside the Department have been specifically approved for satisfying this breadth requirement for PSP students. However, PSP students may take a course from another department as a breadth course; any course used for this purpose requires approval by both the student's advisor and the PSP Area Coordinator. Students should seek this approval by writing a formal petition and emailing that petition to the Area Coordinator at least one month before the start of the relevant course. A course that serves as a breadth course in a student's program of study cannot simultaneously be counted as a statistics requirement or as one of the five courses required by the PSP Area.

PART C: A GUIDE TO STUDENT LIFE

1. ORGANIZATION OF THE DEPARTMENT

a. Department Chair: The department Chairperson is appointed by the Dean of the College of Liberal Arts after consultation with the department faculty. The Chair has general executive responsibility for all aspects of the departmental enterprise.

b. Department faculty: The faculty of the department include those individuals holding active tenure-track academic appointments whose base salary is established at least in part by explicit action of the department Chairperson. The faculty, acting collectively in duly announced faculty meetings, recommend faculty appointments and promotions and develop and approve proposals for changes in departmental curricula, objectives, organization, and policies.

Late in the spring of each academic year, the graduate students will elect two representatives who will attend faculty meetings in the subsequent year as non-voting members. Student representatives are welcome to participate in all aspects of faculty discussion, except those involving personnel matters or other graduate students.

c. Faculty Advisory Committee: Three members of the faculty serve as the Faculty Advisory Committee, which meets frequently with the Chairperson to exchange views on all matters of concern to the present and future well-being of the department. The members are elected to three-year terms by ballot vote of the faculty.

d. Training Area Committees and Coordinators: The graduate program in each area is organized and supervised by a Training Area Committee composed of the several faculty members affiliated with the particular specialty area. One faculty member in each area, nominated by the area faculty and appointed by the department Chairperson, serves as Training Area Coordinator. The Training Area Committee recommends student assistantship assignments, sets area curriculum requirements and comprehensive examinations, and monitors student progress and performance. The present training areas are described in Part B: Area-Specific Information.

e. Committees on and Coordinators of Graduate and Undergraduate Studies: The Chairperson is assisted by a Coordinator of Graduate Studies and by a Coordinator of Undergraduate Studies. The Coordinator of Graduate Studies is supported by the Committee on Graduate Studies, which is made up of the coordinators of each of the several training areas. The Coordinator of Undergraduate Studies is supported by the Committee on Undergraduate Studies, which includes at least three other faculty members. The two coordinators and the members of the two committees are nominated each year by the Chairperson and confirmed by vote of the faculty.

f. Graduate Student Advisory Committee: The Graduate Student Advisory Committee is established each year to meet periodically with the Coordinator of Graduate Studies, and as necessary with the Chairperson, to exchange views on matters of mutual concern. The committee comprises one continuing student from each training area, plus one student from any area selected from the entering class. The members of the committee are to be selected by the groups they represent.

Elections will ordinarily be held late in the spring semester; the representative of the first year class is to be selected within two weeks following registration. If by that time student representatives have not been identified, the department Chairperson will designate appropriate individuals.

g. Graduate Resources Committee: The Graduate Resources Committee consists of three graduate students who administer various resources that are used solely or primarily by graduate students. These students are elected each year from the entire set of continuing graduate students. Elections will be held at the same time as the elections for the Graduate Student Advisory Committee.

h. Service Committees: The department has two service committees, Technical Support and Animal Welfare. Each committee includes three or four faculty members, one of whom serves as chairperson, and one graduate student. The faculty members are nominated each year by the department Chairperson for confirmation by the faculty. The Graduate Student Advisory Committee will, in consultation with the Chairperson, identify a graduate student representative for each of these committees. Committee terms will be for one academic year, but individuals may be reappointed.

2. FINANCIAL ASSISTANCE

a. General policies: Insofar as available funds permit, it is the policy of the department to provide or arrange financial assistance for each graduate student who is in good standing in the PhD program through at least five years. Whether financial support will be provided during additional years is determined by the Chairperson, acting on a recommendation from the Training Area Coordinator through the Coordinator of Graduate Studies.

Just as advanced students are responsible for their own rate of progress on the dissertation, they are also responsible for obtaining their own financial support beyond the five years that the department guarantees.

b. Summer support: Given the essentially continuous character of graduate training and research activity, the department tries to provide students in good standing with some stipend for the two-month summer session. Such support cannot be guaranteed and may be less than two-ninths of the academic year level. Some time before the end of the spring semester, each student will be advised as to what can be offered for the coming summer.

c. Sources of support: Student support funds under the direct control of the department come from the College of Liberal Arts, from the Graduate College, at times from federally-supported training grants, and from project grants awarded to individual faculty members. Occasionally, opportunities arise for advanced students to serve as part-time instructors in the Extension Program, or in the Saturday/ Evening Class Program, or in the regular teaching program of the department. A student may be supported for a semester or two by another unit of the University or by a local agency. Because such arrangements may have direct bearing on student progress and may also have implications for departmental policies, each one must be considered by the training area faculty and by the Coordinator of Graduate Studies.

It is expected that a student considering a support opportunity outside the department will discuss the possibility with the advisor and with the area coordinator well before any commitment is made.

d. Conditions of appointments: Appointments to assistantships or traineeships are for a fixed period, usually one semester but sometimes for longer or shorter periods. Academic year appointments run from the week before classes begin in the fall through the end of finals in the spring; summer appointments are for the duration of the eight-week summer session (or for some other interval in the summer as determined by the source of funding); annual appointments may begin at any time. All graduate assistants receive normal University holidays and two weeks of vacation per year for academic-year appointments or three weeks of vacation per year for annual appointments. The procedure for determining when vacation may be taken is to be specified when the assistantship is offered.

Graduate assistants are professional employees, which means that the number of hours worked in a given week depends on what is required to satisfactorily perform the duties of the position. However, over the term of an appointment, the number of hours worked should average about twenty hours per week for a 50% appointment and proportionately more or less for greater or lesser appointment percentages. At the beginning of the term of appointment, the supervisor should spell out his or her expectations for how the hours to be worked will be allocated. If the requirements of the job to be done turn out to deviate significantly from these expectations, then

new expectations should be set by mutual agreement, if possible. In case of disagreement, the supervisor has the final responsibility for making such decisions but the student may appeal following the procedures of section A.6.b of the Handbook or may file a grievance as specified by University policies and by employment contracts governing graduate assistantships.

Renewal of an appointment for a subsequent period depends on the collective judgment of the faculty concerning the student's performance, progress, and professional conduct. All renewals are contingent on the continued availability of funds for student support.

e. Terminations during the term of an appointment: A graduate student on an assistantship or traineeship may be dismissed during the term of that appointment because of loss of student status. A graduate student also may be dismissed from an assistantship or traineeship appointment during the term of the appointment, without necessarily losing student status, for 1) any reason sufficient to dismiss a faculty member during the term of an appointment, or 2) failure to follow or implement properly and adequately reasonable instructions of the supervisor when such instructions are within the proper scope of the supervisor's duties. Procedures governing termination of an appointment for either of these two reasons are described in Part III, Chapter 12.4 of the *University Operations Manual*.

See University Operations Manual Part III, Chapter 29.7 Ethics, Part III, Chapter 29.8 Unfitness, and Part III, Chapter 15 Professional Ethics and Academic Responsibility.

f. Tax status: Federal and state regulations control the withholding of income tax from money paid to students on assistantships, traineeships, fellowships, etc. The tax status of these payments is subject to interpretation by the Internal Revenue Service. Each individual taxpayer, of course, bears the responsibility for filing appropriate income tax reports. At the request of an individual student, the department will provide clarifying information about the payments the student has received, and a statement of the participation requirement for graduate students in the PhD program.

Faculty and staff members in the department cannot—indeed are not permitted to—give tax advice to any individual student or to any group of students, or to offer any assurances about the taxability of payments from any particular source or for any particular purpose.

3. STUDENT RESPONSIBILITIES

Each student in good standing in the PhD program, regardless of their source of support, is expected as an integral part of graduate training to participate in the research, teaching, and service activities of the department.

a. Research activities: Each student in the PhD program must be actively engaged in research at all times. Initially, this is likely to involve collaborating on research that is directly within the advisor's ongoing research program. More advanced students will develop their own research programs, although this may still involve the advisor and other faculty and students as collaborators. Some of this research will be used to satisfy formal degree requirements, but these particular projects will normally grow out of the student's continuing research activities. The requirement of continual research engagement applies to students whether or not they are presently working to satisfy a specific degree research requirement.

In addition to the student's own program of research, he or she may participate in research assistantship (RA) activities during some semesters. These activities are intended to facilitate the research progress and productivity of the faculty member with whom the student is working. Research assistantship activities are also intended to give the student additional direct and continuing experience in the actual research process from formulation of the study, through collection and analysis of data, to preparation of a scholarly report. The time involvement, averaging 20 hours per week, will vary substantially during the course of the semester. No formal time records are maintained; the student is expected to see that the commitment to this activity is satisfied. Time spent on assistantship activities is to be distinguished from time spent

on the student's own research projects, including thesis or dissertation research, even though in many cases these activities may be closely related. Assignments to research assistantship positions are made by the Coordinator of Graduate Studies, based on the needs of individual faculty members and on the needs of the student for particular types of research training.

The department provides undergraduate students in our large introductory courses with opportunities to participate in research studies. Graduate students engaged in research studies in which undergraduate students participate have the responsibility to see that the experience provided to the participants is of genuine educational value.

All research involving human subjects must be reviewed and approved by the University's Human Subjects Office. Student research projects require a faculty sponsor. For a description of the policies and procedures, see <http://www.vpr.uiowa.edu/hso/>.

The department has no specific allocation of funds for student research, but, funds permitting, does try to help defray exceptional costs of materials, research participants, etc. which are entailed in student research projects. Each request must be considered individually but funds are limited and students and advisors are expected to plan with due regard for costs and to consult as early as possible with the Chairperson about availability of resources. The department has some limited resources for helping students attend certain professional meetings. Inquiries should be directed to the Departmental Administrator. In all cases, student requests must be supported by a faculty member and must be submitted well in advance.

b. Teaching activities: Students will have various opportunities to gain teaching experience: in teaching practica and workshops, area research series presentations, guest lectures in classes, and assignments to teaching assistantships in some semesters. Teaching assistantship (TA) assignments are worked out through consultation among the Coordinator of Graduate Studies, the area coordinators, the individual student, and all faculty members with whom the student may be working. Efforts are made to arrange TA assignments with due regard for other responsibilities the student may have. The time involvement, averaging 20 hours per week, varies substantially during the course of the semester. The student must see that the commitment to this activity is satisfied.

To be eligible for assignment to a teaching position, students must have suitable knowledge and teaching ability. Necessary teaching abilities are greater for discussion leaders than for graders and greater still for those serving as independent instructors. Admission into our PhD program is taken to certify a student as having the knowledge required for teaching general psychology courses, and admission into a training area similarly certifies the student to have the knowledge required to TA any course taught by faculty members in that area. Satisfactory completion of the Department's TA training requirements are taken to certify a student's teaching ability. In all other cases, judgments of knowledge and ability will be made by the Coordinator of Graduate Studies, in consultation with other relevant faculty. These judgments will be based on many factors, including interviews, letters of recommendation, evaluations from previous teaching supervisors, student evaluations from previous teaching assignments, and specialized training in instruction.

Assignments to instructional positions in the Saturday/ Evening Class Program, the Extension Program, or in other units of the University require the explicit approval of the student's advisor and the department Chairperson. Such assignments are available only to advanced students having appropriate experience and the remuneration involved is considered in establishing the total financial support to be received by the student.

c. Service activities: As a rule, all graduate students in residence are required to serve as examination proctors several times each semester. A Web-based sign-up system is used (available through the Department's internal Web site: <http://www.psychology.uiowa.edu/internal>). Graduate students also play an important role in the recruiting of new graduate students and are expected to assist the faculty in hosting visits from

prospective students. Graduate students will also be asked occasionally to assist the department in handling special events, such as visits by faculty from other universities.

4. STUDENT PERFORMANCE AND PROGRESS

a. Pre-dissertation research: This includes 31:295 M.A. Thesis Research and 31:297 Research Projects. The Research Advisory Committee and the student will negotiate research goals for the student for the semester or year. A written description of the goals must be filed with the Coordinator of Graduate Studies. At the end of the specified period, the student describes in writing the extent to which the goals have been attained and, on this basis, the Research Advisory Committee assigns a grade.

b. Other individualized instruction: This includes 31:291 Problems in Psychology and 31:296 PhD Dissertation Research. These are graded on the S-U basis, but supplemented by a brief written report describing the activities in which the student was engaged and the faculty member's judgment about the student's overall performance, i.e., excellent, good, fair, poor.

For both individual instruction and assistantship reports, the supervising faculty member should review the report with the student; the student should, if inclined, add comments to the report, and both should sign the form. This report is placed in the student's file. If the report is received without the student's signature, a copy is provided to the student at the time semester grade reports are submitted to the Registrar.

c. Assistantship activities: The faculty supervisor submits a brief written report summarizing the activities in which the student has participated and an evaluation of the student's performance. Each semester, graduate students have the option of providing an evaluation of the supervision that they received for their TA/RA assignment. The evaluations will be given directly to the Chair and will be seen only by the Chair and the faculty member being evaluated. The evaluation form is available on the university internal website: <http://www.psychology.uiowa.edu/internal>.

d. Professional development: A student's progress toward the PhD is measured ultimately by the degree to which he or she becomes an independent professional scholar. Although this is difficult to quantify, it is vitally important that the student's advisor and Research Advisory Committee or PhD Committee take full advantage of their expertise to make judgments periodically about the student's professional development in order to provide effective guidance to the student in progressing toward this goal.

5. MISCELLANEOUS

a. Offices: Office space for graduate students is available in the east wing of Seashore Hall (SSH). Office assignments are based on student preferences, giving priority based on student seniority. Office assignments are coordinated by the Graduate Student Advisory Committee, subject to approval by the department Chair.

b. Keys: Entrance keys for Seashore Hall and Spence Laboratories (SLP), as well as keys for individual offices and laboratories, are available from the department secretary in E11 SSH; a refundable deposit is collected when a key is issued. There will be a charge for each replacement of a key. The keys must be returned at the time the student leaves the department permanently or when access to the particular area is no longer needed. Under no circumstances should an individual have a University key duplicated.

c. Mail and messages: Graduate student mailboxes are located in the graduate student lounge. Phone and other messages requiring prompt attention are posted just outside E11 SSH. All students will be provided with computer accounts that allow electronic mail. Students are expected to check all of these communication channels frequently and are responsible for responding promptly to such messages as appropriate.

d. Telephones: Any student wishing to have a phone in his or her office will be expected to handle the installation cost as well as the monthly service cost. The student is responsible for

making prompt payment the first of each month to the department secretary in E11 SSH. Failure to do so will result in removal of the service. In multiple student offices, one student must be designated to be responsible for all costs incurred.

University regulations prohibit the use of University phones for personal long-distance calls; thus, student office phones will not ordinarily have long-distance capability.

e. Duplicating facilities: A photocopy machine is located in the grad student lounge. Students are expected to pay—on a cash and carry basis—for personal use of these facilities, e g., for reproducing pages of a book or article assigned by an instructor or research supervisor.

f. Computer facilities: The department maintains in Room E107 SSH microcomputers and printers for stand-alone use and access to the Internet and remote computing resources. Additional access to computer facilities is available through microcomputers located in an Instructional Technology Center located on the ground floor of the northwest wing of Seashore Hall.

g. Shop facilities: The department's electronic and mechanical shops are located on the ground floor of Spence Labs. An electronics technician and a machinist are available to assist faculty and students in the design, construction, and repair of research equipment.

h. Job file: A sequential log of position announcements is maintained by the department secretary in E11 SSH. New openings are added to the log as they come in and the specialty area is indicated.

i. Bulletin board and opportunities file: Announcements of general interest to graduate students will be posted on bulletin boards outside E14 SSH and in the graduate student lounge. A folder in E11 SSH contains additional information about fellowships, research grants, and other special opportunities for graduate students.