

**Department of Psychological and Brain Sciences**

**Graduate Student Handbook**

**(2024)**

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## Doctor of Philosophy Degree

### Introduction:

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

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

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

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### General definitions of terms used in the PBS graduate program:

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

**College of Arts and Sciences (COAS or “the College”) Graduate Office:** The department of Psychological and Brain Sciences is within the college of Arts and Sciences (which is a school within the University). The COAS graduate office approves many graduate student forms. They also offer advice on academic procedures and policies, career support, financial support, and leaves of absence. Their website can be accessed [here](#).

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

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

Currently, the DGS also pairs graduate students that are on 'Student Academic Appointments' (SAA) (see below) with appropriate courses for their teaching assistantship duties. The pairing of students with courses to fulfill the students' SAA requirements is done in the summer preceding the academic year. If your funding status changes at all throughout your time as a graduate student, you are required to contact the DGS to let them know as soon as possible.

The DGS also organizes and oversees graduate student admissions each year. Students apply to the program by Dec 1<sup>st</sup> each year, are interviewed virtually in January, and in -person in early February. As a current graduate student, we encourage you to participate in the graduate admissions process when applicable.

**Assistant Director of Graduate Studies (ADGS):** This is a staff member who is the most available point of contact for graduate students and can answer most questions about the graduate program. The ADGS tracks student progress and submits required forms for graduate students to the Department and approves all required College and/or University eDocs. The ADGS tracks student funding, if a student has questions about funding, they would contact the ADGS first. The ADGS also assists in maintaining the scholarship/awards portal and will send out notifications and updates on this type of funding. Students should make a practice of applying for IU Scholarships, via One.iu, each year. The ADGS will send a reminder out in early fall, but students should check back frequently to apply for scholarships. The ADGS also organizes graduate student events, including graduate admissions and graduate orientation.

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

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

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

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

**Double Majors:** Upon admission, or within the first year of graduate work, graduate students can opt to major in PBS *and* either the Program in Neuroscience or the program in Cognitive Science. Students that wish to double major must submit a request for double major form ([link here](#)) within their first year of studies, even if they were admitted as double majors. If the student was not originally admitted to both programs, the student must submit an application through the Liaison application portal to be formally admitted to the second program. Students that opt to have a double major degree get one Ph.D. with two majors. Note that double majoring does not refer to curriculum areas, but rather to double majoring in two *programs*. Double majors must fulfill all requirements of **both majors**, which may include additional coursework, and attending additional seminar series. In addition, double majors must have a minimum of 4 members on their committees, 2 members from each major. All documents submitted as a requirement of PBS (see eDocs, below) must be approved by administrators from both majors, resulting in longer processing times. As a double major, the doctoral degree will still be in Psychological and Brain Sciences and the second major (PNS or CogSci) does not appear on your diploma.

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

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

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

Advisory committee eDoc ([COLLGRAD.AdvisoryCom.Doctype](#))

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

Single to double major ([link here](#)) (for double majors only)

Individualized minor ([UGS.ExceptionMinor.Doctype](#))

Candidacy ([UGS.Candidacy.Doctype](#))

Nomination of Research Committee (NORC) ([UGS.Committee.Doctype](#))

Defense Announcement ([UGS-PhDDefenseAnnouncement](#))

Commencement Application ([UGS-PhDCommencementApplication](#))

Defense Signatures ([UGS.DefenseSig.Doctype](#))

**Student Academic Appointment (SAA):** A Student Academic Appointment is a position that combines academic training with work responsibilities. Work responsibilities depend on the specific position. For example, associate instructors (AIs) can serve as instructors of record (they independently teach a course) or as a teaching assistant in a class where they have direct student interaction and some instructional duties. Graduate assistants (GAs) are

assistants that serve as an assistant to a teaching faculty or lecturer outside of the classroom setting. PBS SAA appointments are 50% FTE, a maximum of 20 hours per week during each term of their employment. Note that most of our SAAs are teaching assistants (AIs).

- Appointments are usually for all three academic terms (Fall, Spring and Summer).
- You must sign the SAA contract prior to the start of the semester (if the supervising instructor changes) or academic year (if employed all semesters under the same instructor)
- You must enroll in a minimum of 6 credit hours per semester while on appointment except in the summer.
- Stipend is paid through IU payroll as direct deposit and is taxable income. Paid on the last working day of the month, except for August (paid mid-September) and December (paid mid-month) and May (paid early May).
- Payment is submitted directly to your bursar account.
- Because this is taxable income, you may wish to increase your 'tax withholding amount' on each paycheck to avoid paying a large sum in taxes in the spring. Please contact the PBS director of human resources (located in the main office suite) to discuss tax withholding.
- As a guideline, the college allows additional work for IU (in addition to the SAA assignment) to be capped at 9 hours per week if a student is on a SAA.
- There are no guidelines on holding jobs not at IU in addition to working on an AI assignment. However, it is advised that if you need to work outside of IU to discuss this with your advisor and, if desired, the DGS.

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

**Other funding:** Some graduate students are funded through fellowships, grants, or other awards. These funding mechanisms are highly variable in dollar amount and in terms of length (e.g., a semester, a single year, or multiple years). If working as a research assistant funded by a grant or faculty research funds, stipend is paid monthly on the last working day of the month. If funding is a fellowship or award, payment is typically made through the Bursar account and disburses one-half promised funds each semester, generally about 10 days prior to the start of the semester. If the fellowship also includes a summer payment that amount will disburse at the beginning of first summer session. Note that some fellowships (namely the T32 grants) are 12-month fellowships, but students are only paid twice a year, so budget for summer accordingly. Check with the Assistant Director of Graduate Studies if there are issues with your stipend or tuition remission. Note that all funding through fellowships/grants/awards is considered taxable income. Students funded by these sources may be required to pay mandatory fees for fall and spring semesters (currently \$761.02 per semester when enrolled in 12 credits). Check with the funding source to confirm if mandatory fees are covered. Mandatory fees are covered by the College for College awarded fellowships. Award letters should outline these details.

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

[Grad Grants](#)

[OSFA](#)

[OVPDEMA assistance](#)

**Summary of Requirements of the Ph.D. Program in PBS:**  
(also please see the **Graduate Student Timeline form** posted on Canvas for more details)

- First-year research project
- Second-year research project
- First-year project poster
- Skills requirements

- Course requirements
  - Teaching and Dissemination of Knowledge requirement
  - Qualifying examination
  - Candidacy
  - Dissertation proposal
  - Dissertation announcement
  - Dissertation defense
- 

## Research

To remain in good standing, students must be consistently involved in productive research throughout the course of graduate study. Students are evaluated on research potential and productivity by their primary advisor and their advisory committee through a yearly, written evaluation that is sent to the ADGS and shared with the students during their yearly meeting with the ADGS/DGS. All students are expected to develop research skills appropriate to their programs through a combination of course work, individual study, and experience. One substantial research project must be completed and formally approved by the student's primary advisor before the end of the third semester (**1<sup>st</sup> year project**). Students will present this project as a **poster** at a department research symposium that is typically held in the fall of the second year at the PBS Alumni Awards Event. A second substantial research project must be completed and approved by the advisor by the end of the fifth semester (**the 2<sup>nd</sup> year project**). Although it varies slightly by advisory committee, the first two research projects are both expected to be scientific manuscripts that are close to publication quality. The dissertation research is evaluated by the students' dissertation research committee in their final year of study. Both a written **dissertation** and an oral defense of the dissertation will be evaluated.

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

### Primary Research Advisor

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

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

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

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

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

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

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

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

Choose your committees wisely. Be sure to include faculty with whom you have a supportive working relationship and who are familiar with your program of research. In your first year, you will be relying on your advisor to help with this decision, but you can change your committee members at any time by submitting a Change of Advisory Committee eDoc ([link to form here](#)) or a Change of Research Committee edoc ([link here](#)). Committee members can be from any of the curriculum areas, but it is advisable to have at least one from your curriculum area and one representing your individualized minor. Your chair/advisor or any other member may also serve as the minor representative if they are affiliated with the minor department. But keep in mind, if you change your minor, chair, or member, you will need to find a replacement and fill out the appropriate change of committee edoc.

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

**Candidacy:** Following completion of 1<sup>st</sup> year project, poster presentation, all course and skill requirements, approved Teaching and Dissemination of Knowledge *proposal*, and passing the qualifying exam, students *must* apply for candidacy. Note that the completion of the Teaching and Dissemination of Knowledge requirement does not need to be complete prior to candidacy. The second-year project must be completed by the end of your 5<sup>th</sup> semester (3<sup>rd</sup> year of study), and completion of the Teaching and Dissemination requirement must be completed by December 15 of your 4<sup>th</sup> year of study. The student must initiate the Nomination to Candidacy form eDoc (see Graduate Program canvas site or UGS site), which must be approved by the advisory committee, the DGS and the University Graduate



School. Upon approval from the UGS, the student will be admitted to candidacy. By request, students can be provided a certificate of candidacy. Typically, students apply for candidacy in the year after they successfully defend qualifying exams. Candidacy simply means that you have completed all formal requirements of the program EXCEPT the dissertation and have not completed the total number of credits (90) for the Ph.D. After this step you are considered a "Doctoral Candidate".

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

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

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

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

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

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

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

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

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

### **PBS Mentoring Guidelines:**

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

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

### **Faculty Research Advisors should:**

- promote an environment that is intellectually stimulating;
  - be supportive, equitable, accessible, encouraging, and respectful;
  - recognize and respect the cultural backgrounds of students;
  - be sensitive to the power imbalance in the student–advisor relationship;
  - set clear expectations and goals for students regarding their academic performance, research activities and progress;
  - discuss policies and expectations for work, including work hours and practices, university breaks, vacation time, and health contingencies;
  - establish mutually agreed upon expectations for frequency and format of communication that will provide students with regular, clear feedback on research activities, performance, and progress;
  - promote and manage productive and collaborative relationships for students working in large research groups and collaborations;
  - provide students with training and oversight in relevant aspects of research, including the design of research projects, the development of necessary skills, and the use of rigorous research techniques or procedures;
  - provide and discuss clear criteria for authorship at the beginning of all collaborative projects and revisit authorship throughout project development as contributions may change;
  - comply with occupational health and safety guidelines, and foster a safe work environment by discussing and mitigating potential hazards associated with a student's research activities;
- 
- promote a work environment that is free of harassment;
  - encourage participation in professional meetings and discuss funding for such activities;
  - guide students to receive training in the skills needed in their discipline(s) for a successful degree completion, including oral and written communication and grant preparation as appropriate;
  - recognize that some students will pursue careers outside of academia and/or outside their research discipline and encourage them to learn about their career options;
  - be a role model by acting in an ethical, professional, and courteous manner toward students, staff, and faculty.

### **Graduate Students should:**

- recognize that they bear the primary responsibility for the successful completion of their degree;
- complete all tasks assigned by the department, including teaching, grading, and other assistantship responsibilities;

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

#### The Department will:

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

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## Course Requirements

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

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

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

- **Statistical Skills Requirement:** Demonstrated proficiency in statistical skills, at a level comparable to successful completion of a graduate course in statistics. This requirement usually will be fulfilled by successful completion of P553. However, with approval from the P553 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency could be demonstrated in other ways, such as (but not limited to) equivalent coursework from another institution, proficiency through prior research or work experience, and completion of relevant workshop and training experiences. Courses for this proficiency cannot be double counted towards a Psychological and Brain Sciences major or the minor.
- **Research Methods Skills Requirement:** Demonstrated proficiency in additional research or statistical methods, at a level comparable to successful completion of a graduate course in these topics. This requirement usually will be fulfilled by successful completion of one other statistics or methods class approved by the student's advisory committee. However, with approval from the advisory committee and the Director of Graduate Studies, proficiency could be demonstrated in other ways, such as (but not limited to) equivalent coursework from another institution, proficiency through prior research or work experience, and completion of relevant workshop and training experiences. Courses for this proficiency cannot be double counted towards a Psychological and Brain Science major or the minor.
- **Professional Development Skills Requirement:** Demonstrated proficiency in professional development issues. This requirement usually will be fulfilled by taking P595 or Q510. However, with approval from the P595/COGS-Q510 instructor, the student's advisory committee, and the Director of Graduate Studies, proficiency can be demonstrated in other ways, primarily through equivalent coursework from another institution. Courses for this proficiency cannot be double counted towards a Psychological and Brain Sciences major or the minor.
- **Teaching and Dissemination of Knowledge Requirement (DoK):** Demonstrated training and proficiency in teaching and dissemination of scientific information. This requirement typically will be fulfilled by taking P660 (unless waived by equivalent graduate level coursework) and completing one of the following two options, as approved by your committee and the DGS: 1) serving as the official instructor of record for P211 or an alternative DGS and committee- approved course; or 2) creating an individualized teaching and dissemination plan. This second option will require a detailed proposal written by the student and approved by their advisory committee and the DGS. If a student can demonstrate they have had equivalent prior teaching and dissemination experience before entering the program, the above requirements may be waived at the discretion of the DGS and with approval of the advisory committee. Courses for this proficiency *cannot* be double counted towards a Psychological and Brain Sciences major or minor. If the competency of the graduate student's teaching, as evaluated by a faculty member supervisor, is judged as inadequate, the student will be asked to take remedial action, which may include additional training in teaching and an additional teaching assignment. International students must meet the department's English proficiency requirements before teaching. For the individualized teaching plan, core principles are the following:
  - 1. Students must learn how to teach and disseminate complex scientific knowledge to a non-scientific audience.
  - 2. Students must be educated in, and be able to, articulate current evidence-based approaches for teaching and disseminating knowledge.

- 3. Students must engage in activities that assess if they have been successful in teaching and disseminating knowledge/information.
- 4. Students must receive mentoring, supervision, and evaluation of their teaching and dissemination.

This does not include mentoring students in a laboratory setting (e.g., Honors students), or one-on-one mentoring. Typical tasks involved with a SAA cannot be included in the DoK. Some exceptions are guest lecturing in the course you TA, or leading weekly discussion meetings with undergraduate students. Please contact the DGS to determine if any of the tasks you are performing for your SAA assignment can be included in your DoK proposal.

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

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

#### Enrolling in G901

Once in candidacy and at 90 credits, students should begin enrolling in G901. G901 is an automatic 6 credit hours at a flat fee of \$150. Students are given 6 terms of G901. Clinical students should be certain to save 3 of the G901's to account when they are on internship (for fall, spring, and summer) as you must maintain continuous enrollment to degree. Summer enrollment is only required to receive your degree in a summer term. If G901 eligible and being funded by faculty grant, you should be enrolling in G901. Most fellowships also require you to be G901 eligible, as these fellowships do not cover fee remission.

#### Required courses for individual curriculum areas:

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

#### Clinical Science:

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

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

2) One elective course (3 credits):

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

3) Practica:

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

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

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

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

#### Cognitive Psychology:

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

#### Computational and Cognitive Neuroscience

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

P546 Topical seminar – Neurophysiological techniques

P544 Introduction to fMRI measurement and analysis

Q590. Neural Networks and the Brain

P657 Topics Sem.: Computational Cognitive Neuroscience Approaches

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

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

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

#### Developmental Psychology:

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

#### Mechanisms of Behavior:

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

#### Molecular and Systems Neuroscience:

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

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

*\*taught by MSN faculty or approved by your Advisory Committee*

**Social Psychology:**

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

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

P620 Attitudes and Attitude Change

P820 Social Perception and Social Cognition

P647 Judgement under Uncertainty

P821 Group Processes and Intergroup Relations

P657 TOPIC: Motivation

P657 TOPIC: Stereotyping and Prejudice

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

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

**Research Credits:**

In most semesters, the required skills/coursework will not meet the 12-credit hour maximum. So, in those semesters, students should enroll in research credits (PSY-P 895) to reach the 12-credit maximum. After obtaining 90 credits, students can enroll in G901 for research credits, once in candidacy, (which is an automatic 6 credit hours and fulfills the credit hour requirement for a student academic appointment (SAA). Although the total number of credits required for the PhD is 90, but students can, and often do, take more than 90 credits. If a student accumulates 135 credits or more (150% of the required number of credit hours), they could be denied further federal aid. Students who fill out a FASA for that academic year would receive warnings from The Office of Student Financial Assistance (OSFA), beginning at 125% (112.5 credit hours). If you do not fill out a FASA you will not receive any warning. Note that this is for "federal aid" and has nothing to do with funding you receive with PBS or IU.

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

**G901 Credits:** After completing 90 credits *and* becoming a Ph.D. Candidate, (i.e., formal coursework is completed, qualifying exam is passed), students may enroll in G901 Advanced Research to maintain 'active status'. This 6-credit course can be taken for 6 semesters only, and costs a flat rate of \$150.00 each time it is taken. There are no fees associated with this course and therefore, some services are not available without a user fee determined by the service (e.g., Health center, SRSC, legal services).

**Minor**

You are required to have a minor unless you are a double major. You are required to have a faculty member (can be a member of your advisory committee) serve as a minor representative on your advisory committee. The minor must be declared prior to the second year of graduate studies. *(If the chair (or any other member) is an affiliate of another department, they may also serve as the minor rep. The student would list the "other department" when indicating their minor rep on the edoc., as the minor rep is to be from an area outside of the major)*

There are two Ph.D. minor options:

1) Individualized minor – The student and committee determine three or more courses that contribute to a common topic. Individualized minors must have a title that is not a pre-existing area, program or department (e.g. one can't call your individualized minor "Statistics" but you could call it "Psychological Statistics"). **Courses for your minor must be pre-approved** by the University Graduate School through an eDoc. Although we only require 3 courses to complete the minor, please include ~5 possible courses in your eDoc. The *Request for an Individualized Minor* eDoc is available on the University Graduate School App in One.IU. When you have successfully taken all your minor courses, this requirement will be marked as complete.

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

### Transfer of Graduate Credits:

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

Qualifying exams cannot be transferred.

Skills requirements can be waived with permission from the current instructor of the PBS skills course

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

## Qualifying Examination

Written and oral portions of the qualifying examination (sometimes called qualifying exam or "quals") must be successfully passed by the beginning of the seventh regular semester (by the summer of the 3<sup>rd</sup> year) at the latest. Timing of the qualifying exam: students are given a single semester to write and defend their exam. This can be one of the following semesters: summer, after 4<sup>th</sup> semester (end of 2<sup>nd</sup> year), during the 5<sup>th</sup> or 6<sup>th</sup> semester, or in the summer following the 6<sup>th</sup> semester (end of 3<sup>rd</sup> year). By the end of the fourth regular semester (end of 2<sup>nd</sup> year), students must submit a quals timing plan to the ADGS - when they plan to write their quals. The written portion of the exam must be completed by the last week of the summer break, or fall semester, depending on when the student opts to write the exam. The oral portion of the exam must be completed by the Friday of the end of the second week of classes in the following semester. If a student does not pass the qualifying exam, by 5 pm on Thursday of the third week of classes, the student must meet with the Director of Graduate Studies to discuss plans, and to specifically review course changes for the fall semester. Students who do not pass the qualifying exam will be given an opportunity to retake the exam within one semester (i.e., by the end of the fifth semester or for double majors by the end of the seventh semester). Students who do not successfully pass their second attempt at the qualifying examination will be dismissed from the Ph.D. program but may be given the option to pursue a Master's degree. Extensions or accommodations on qualifying exams are granted with approval from the qualifying exam committee in consultation with the DGS. Written justification of accommodations or extensions are required and must be submitted



prior to the May deadline for commencing the exams. In extenuating circumstances (injury, mental health issues, family emergencies, etc.) extensions may be requested at a later date. In such situations, students should consult with their quals committee and the DGS.

Determining quals questions/format and reading lists should be provided 3 months in advance to your advisory/quals committee of the beginning of the writing semester. A meeting of the qualifying exam committee and student to discuss questions and reading lists must occur at least one month before writing begins (student submits written report of meeting to ADGS). Final questions and reading lists are submitted to the ADGS by the beginning of the writing semester using the form found [here](#).

#### Qualifying Exam guidelines (May 2024)

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

PBS is now initiating guidelines for the qualifying exams to satisfy the above goals while striving towards greater equity across all students in PBS in terms of the requirements of the qualifying exams.

The following guideline changes to qualifying exam procedures for PBS students will be initiated May 1, 2024.

#### 1. Choice of multiple formats:

To reflect the flexibility that is encouraged when formulating the written portion of the qualifying exam, examples of format options will be available to all faculty and students. Note that this is not necessarily a change in quals format, just a change in transparency of the options. The options below are not meant to be mutually exclusive, students and committees decide on formats that address both depth and breadth of knowledge. In addition, other formats may be explored, these are some examples of acceptable formats:

- A. **A grant proposal:** following the format of (for example) a NIH NRSA F31 grant proposal. Typically, these grants are approximately 12 double-spaced pages and address the student's depth of knowledge in a subject area and encourage students to think in terms of an independent scholar. Committees submit questions to the student after a first reading of the grant that the student must also answer as a part of the written exam. These questions are typically 5-7 double spaced pages each. These questions will further address the student's breadth of knowledge, synthesis of background literature and critical thinking. Amount of time allowed for writing the grant portion of the quals is typically altered to allow for the committee to formulate questions, and for the student to address those questions as part of the written portion of the exam. A potential, and valuable, outcome of this format is to write a grant proposal that can be submitted and has the potential to be funded.
- B. **A review paper or meta-analysis:** The length of a review paper or meta-analysis varies and can be determined based on a potential journal submission. The paper is not simply a literature review but should (a) provide a new integration of an existing body of literature that offers novel ideas, hypotheses, and/or theoretical perspectives, (b) identifies major gaps in the literature, and (c) discusses how those gaps might be filled. Typically, these papers are ~ 30 pages and serve to assess the 'breath' of a student's knowledge in

a given content area. As with a grant proposal, this format teaches a skill required of an academic (a form of scientific writing) and a potential outcome is a publishable, first-author review paper for the student.

- C. Methodological Innovation.** A central feature of the Department's scientific mission is that our work is innovative, state-of-the-art, and cutting-edge. In this format, the student will present a novel methodological solution to a scientific challenge. The form of this innovation will depend on the student, and may include new computational and analytical approaches, as well as new methods of experimental control and data collection, ranging from physical devices to web technology. Key elements of this format should include (1) Detailed documentation outlining the problem being solved, how the new methodology solves the problem, and how this solution is different from existing solutions; and (2) A functioning example of the innovation that is accessible, usable, and inspectable by the committee. The documentation should include details of the design with sufficient granularity so that the committee understands all components of the method, as well as any testing procedures undertaken that provide evidence of the method's validity. Further, students are encouraged to make their new method available openly in a format that can be cited (e.g., by placing design, documentation, and/or code on GitHub, OSF, IUScholarWorks, etc.), and that can benefit research activity more broadly.
- D. Essay-based exam:** This format is most useful for students who would benefit from an extensive literature review and synthesis of materials. The advisory committee, along with the student would determine one or two (depending on whether this is paired with another of the above formats) broad questions that the student would answer in essay form. The question(s) and reading lists are developed by the student, in consultation with the committee members. All committee members approve the question(s), concentrating on scope, depth, and focus. Questions are usually presented as paragraphs which set forth a substantial issue in the literature and a proposed segment of that issue that will be addressed.

The chosen format(s) will be submitted to the department (through the ADGS and DGS) prior to beginning the written portion of the exam.

## 2. Length of written exam:

The length of the exam will be determined by the advisory committee and student. However, to maintain equity across students, a total maximum length of *approximately* 60 double spaced pages (not including references) and a minimum total length of 50 pages (double spaced). Students and committees could select one or more of the above formats to satisfy this length.

Students are welcome to write a longer qualifying exam, as approved by the advisory committee.

The approximate proposed length of the exam will be submitted to the department (through the ADGS and DGS) prior to beginning the written portion of the exam.

## 3. Timing:

Committees and students may select to write the qualifying exam during a single semester that falls during one of these semesters: the summer after their second year, the fall of their third year, the spring of their third year, or the summer after their third year. Whichever semester is selected, the student must hand in the written exam at the latest, 2 weeks prior to the start of the following semester, and must defend the oral portion of the exam, at the latest, within the first week of the following semester. For administrative purposes, students must submit a 'qualifying exam timing document' that is approved by their advisory committee to the ADGS by May 1<sup>st</sup> of their second year (this can be changed with committee approval, but a change justification must then be submitted). We will encourage all second-year students to engage in this conversation with their advisory committee in the January of their second year.

## The Dissertation and Defense

To successfully graduate with a PhD, students must complete a dissertation of their research and defend that dissertation orally in front of their research committee. Dissertations vary in length and format (e.g., a set of published

manuscripts vs a more traditional set of chapters each reflecting an experiment or set of related experiments), but should in some way reflect a number of studies that comprise the students' research program. Once a student is ready to defend their dissertation, they first set up a defense date (edoc) at least 40 days in advance of the defense date. Approximately 2 weeks before the defense, the complete dissertation should be sent to the students' committee members. The committee members will read the dissertation and compile a set of questions. The oral defense of the dissertation is divided into two parts: the public oral presentation of the research and the 'private' oral defense (student and committee members only). Typically, after the defense, the committee will want some changes to the dissertation. If the changes are extensive, the committee may not sign the dissertation completed form, and wait until a revised version is turned in. Once the dissertation is approved by the committee, the student submits the dissertation to "Proquest". There are very strict formatting guidelines for the final version of the dissertation and full instructions are located on the [UGS website](#).

## General timeline for Ph.D. Completion

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

### First year:

#### Fall semester (1):

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

#### Spring Semester (2):

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

#### Summer:

- Continue with research
- Perform SAA duties if applicable

### Second Year:

#### Fall semester (semester 3):

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

#### Spring Semester (semester 4)

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

#### Summer:

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

#### Third year:

##### Fall (semester 5):

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

##### Spring (semester 6):

- Finish course requirements
- Finish DoK
- Meet with advisory committee (meeting should include committee approval of completion of DoK requirements and discussions of dissertation research plans)--*submit summary to ADGS*
- Perform SAA duties if applicable
- If writing quals in the next summer semester, meet with committee in January to discuss format and reading lists/questions.

#### Summer:

- Continue with research
- Some students will write quals
- Perform SAA duties if applicable

- If required courses, skills & quals are completed, advance to Candidacy-*submit eDoc. If not now, do this as soon as you are ready (in fourth year fall).*

#### Fourth Year:

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

- Work on dissertation research
- Perform SAA duties if applicable
- Teaching and Dissemination of Knowledge requirement completion (TDOK) due by 12/15, 4<sup>th</sup> year of study. Advisor approves on behalf of committee. Forward approved evaluation form to the ADGS to obtain DGS approval.
- Advisory committee meeting – *submit summary to ADGS*
- Write dissertation proposal and as soon as ready, defend proposal. Submit *Nomination of Research Committee (NORC) eDoc after proposal is approved by your committee*. Ideally, this should be done by end of summer or very early fall of fifth year to guarantee ability to graduate by end of spring semester of fifth year, but earlier is fine.

#### Fifth year:

Fall (semester 9):

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

Spring (semester 10):

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

Although official funding expires after the 5<sup>th</sup> year, students can apply for an extra year of funding (6<sup>th</sup> year). Please ask ADGS about how and when to do this. Note that there may not be funds available to support students in their 6<sup>th</sup> year.

Note: Degree conferral can happen in any month, but deadlines for different months vary. Graduation (commencement) only occurs in May and December. Contact ADGS for dates.

#### **Professional Development Opportunities**

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

aspects of professional development. Professional development opportunities are generally announced through emails. Other resources for professional development can be found [here](#).

## Support and Grievances

### General Grievances

Potentially disruptive issues that graduate students may encounter come in many forms. When possible, the first attempts at resolving issues between graduate students and advisors/peers/instructors or others should be made through direct discussions between the involved parties. If this is uncomfortable or threatening for the student, then they are encouraged to seek a trusted faculty member, ombudsperson (see below) or the DGS. If warranted, and with student permission, the situation can then be brought to the PBS Grievance Committee. The PBS Grievance Committee is comprised of four Faculty members (including a Chair) and one staff member. This committee addresses grievances from PBS faculty, postdocs, staff, and graduate students. Their role is to assess the grievance and take recommend steps to address the grievance, if warranted. Note that all IU employees that interact directly with students (e.g., staff, faculty, SAAs) are Responsible Employees. At Indiana University, Responsible Employees are those who are required to share information about incidents of sexual misconduct. Training is required for all Responsible Employees. Responsible Employees may also be considered Campus Security Authorities (CSAs) for purposes of Clery Act crime reporting. If a Responsible Employee receives a complaint of sexual misconduct, it is their duty to report the incident to the campus Deputy Title IX Coordinator. Once a report is made, the university is deemed to be on notice and must take immediate and appropriate steps to investigate or otherwise determine what occurred. Reporting to Title IX Coordinators does not mean that the individual will be required to bring a formal complaint or file a formal report with police or participate in any university investigation or procedures. It will ensure that information regarding resources, assistance, reporting options, rights, and protections, is provided. It can also help the university in preventing future incidents.

Useful Information on the roles of different offices regarding grievances can be found on the [Graduate students resource page](#).

### Ombudsperson Committee

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

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

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

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

Discuss first with supervisor:

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

Discuss with the Chair of the Teaching Assistantship committee (currently the DGS)

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

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

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

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

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

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

- Students can also file a grievance with the College Graduate Office. <https://college.indiana.edu/student-portal/diversity-inclusion/graduate-student-resources.html>
- Additional information about the Code of Student Rights, Responsibilities, and Conduct, including the procedures for filing a grievance, can be found [here](#).

### **PBS Guidance on Harassment and Interpersonal Misconduct**

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

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

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

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

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

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

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

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

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

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

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### **Ph.D. Minor in Psychological and Brain Sciences**

Doctoral students in other departments may elect psychological and brain sciences as an outside minor. A minimum of four courses (12 credit hours) at the graduate level is required. The student must achieve a grade of at least B– in each course and an overall grade point average of at least 3.0. The specific courses must be approved by a faculty advisor who is a faculty member within the Psychological and Brain Sciences department and may include no more than one research course (P895).

### **Accreditation Status**

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

### **Master of Arts Degree**

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

### **Course Requirements**

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



## Skills Requirements

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

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

## Master's Thesis

Required. The student's advisory committee will participate in the approval of the thesis. The student is required to hold an oral defense of the thesis with the advisory committee. The outcome of the defense (pass or fail) must be communicated to the Director of Graduate Studies by the student's advisor. The preferred method is to submit the thesis to the University Graduate School electronically. Instructions and deadlines are available on the University Graduate School website. Students also must email a copy of the thesis to the department's Academic Services Coordinator; the department will pay for one printed and bound copy for the department archives.

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

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

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

## Links to important information and forms:

A link to the Graduate Bulletin containing Graduate School requirements for the degree can be found here: <https://bulletins.iu.edu/iu/gradschool/2023-2024/index.shtml#2>.

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

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

Other useful links:

- Student Financial Assistance: <https://graduate.indiana.edu/apply/cost-aid/index.html>

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