

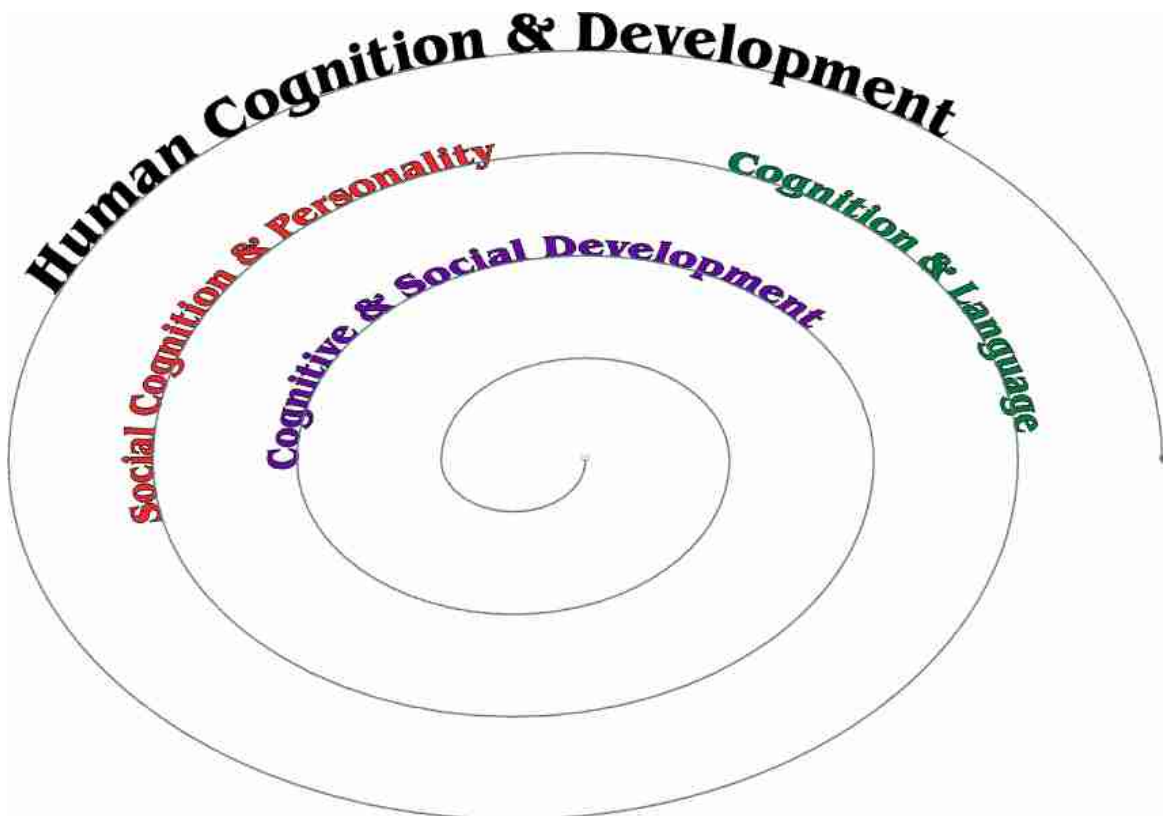
**GRADUATE STUDENT HANDBOOK**

**2007-2008**

**Department of Psychology**

**Lehigh University**

**Graduate Studies in Psychology  
with a focus on**



[www.lehigh.edu/~inpsy/gradprogram.html](http://www.lehigh.edu/~inpsy/gradprogram.html)

*(Last update: November 15, 2007)*

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**Note.** *Program requirements described in this document are to be viewed in conjunction with the University rules stipulated by the Graduate and Research Committee (see College of Arts and Sciences Graduate Student Handbook and University Course Catalog).*

## Graduate Studies in Psychology with a focus on Human Cognition and Development

The Graduate Program in Psychology is a research-intensive program that combines focus with flexibility. Focus is provided by the program emphasis on Human Cognition and Development and by a core curriculum. Flexibility is provided by the ability to tailor a research specialization in an area of Cognition and Language, Social and Cognitive Development, Social Cognition and Personality, or at an intersection of these areas.

The department accepts mainly Ph.D. students, but every year a few well qualified students may be accepted for a Master's of Science degree. This document describes all departmental requirements for the M.S. and Ph.D. degrees for Coursework, Research, and Evaluation. Some additional information about the program and advice is also provided. Finally, the requirements are summarized by presenting three tables: (a) a typical sequence that a student should follow in progressing through the program; (b) a more detailed outline of the expected progress through the program; and (c) a recommended research schedule for completing the Master's and Ph.D. programs.

### I. The Ph.D. Program

The Department provides basic training in Human Cognition and Development for all graduate students, as well as the opportunity to specialize in an area covered by our intersecting Cognition and Language, Cognitive and Social Development, and Social Cognition and Personality research clusters.

#### **Coursework Requirements**

The required courses for the Ph.D. are listed below. (These include courses for the M.S. degree taken en route to the Ph.D. Specific M.S. course requirements are provided at the appropriate section, and summarized in Table 1 [p. 11] and Table 2 [p. 19].)

*Note:* These are minimum requirements and students are strongly encouraged to take additional quantitative courses, psychology seminars, and other relevant courses, as interest and opportunity allow.

**Core Courses (3 courses):** three one-semester graduate core courses in *Cognitive Psychology* (Psyc 403), *Developmental Psychology* (Psyc 402), and *Social Cognition* (Psyc 406). *A grade of B or better is required in these courses.* Students earning grades of B- or lower may, at the discretion of the faculty, be allowed to retake the course or perform other remedial work. Students normally take the core courses in their first two years of graduate training.

**Research Methods (2 courses):** a *two-semester sequence* of theoretical and applied statistics and research methodology (Psyc 421 and Psyc 422, Statistical Analysis of Psychological Data I and II). Currently, the department offers Psyc 421 regularly (fall of each year) and Psyc 422 intermittently. With the approval of the Graduate Committee, equivalent courses taught in other departments may be substituted for these courses (e.g., EDUC 410, 411). Students are advised to complete this sequence in the first two years of their graduate training. Students are also strongly encouraged to take more than just these two statistics/research courses.

**Professional Seminar (1 course):** This seminar (Psyc 409) covers professional development issues. It is offered in the fall semester of every year to address issues pertinent to incoming students. We may occasionally offer a second professional seminar (Psyc 410) for

the benefit of more advanced students.

**Graduate Seminars (3 courses):** In addition to the *three core courses*, students are required to take at least three additional graduate Psychology seminars (numbered Psyc 430 and above).

**Elective Courses (2 courses):** Students are required to take *at least two additional courses*. These may be other graduate Psychology seminars; graduate courses from another department such as education, sociology, or computer science; or 300-level advanced undergraduate psychology seminars. These elective courses must be approved by the student's advisor.

*University regulations stipulate that the list of graduate courses must be approved by the Doctoral Committee prior to the dissertation defense.*

## **Research Requirements**

Students are engaged in research throughout their residence in the program. Formal research requirements are carried out under the direction of a primary advisor. Prior to taking the general exam, students must have completed research requirements for the first year project and Master's thesis.

### **First Year Project**

First year students choose an advisor and begin work on a project with their advisor during the first semester. The First Year Project serves as the student's major scholarly/research activity during the first year, and it also provides the starting point of the Master's Thesis.

The first year project may consist either of an empirical research that the student conducts in consultation with their advisor, or it may be a critical literature review and analysis of an area related to the intended research topic for the Master's thesis. The appropriate topic and format is decided in consultation with the advisor. Students whose first year project is not empirical in nature are expected to gain experience in empirical work during their first year by participating in ongoing research projects of their advisor.

- Oral presentations based on first year project are scheduled **towards the end of the first year** (spring semester). The oral presentations, often scheduled as part of the regular Brown Bag Seminar, are conference-style talks followed by a question period.
- **A first year paper** based on the project must be prepared and submitted to the advisor and to the department by **June 15 of the first year**. This paper, whether reporting empirical studies and/or critical review and analysis of literature, is prepared in journal article format following APA style.

### **Master's Thesis**

The Master's Thesis is a major requirement for the M.S. degree which most students acquire en route to the Ph.D. The master's thesis consists of an empirical study (or a set of studies) that provides evidence of proficiency in the student's content area and in research design and methodology. Students should aim to complete the project by the end of their second year (or the very beginning of their third year).

#### ***Master's Thesis Proposal***

- As soon as appropriate, and by the fall of the second year at the latest, each student convenes a committee of **at least three members** to supervise the thesis. The committee chair and at least half of the committee (two in the case of a three-person committee) must be Department of Psychology faculty members. Once the proposal is

approved, committee membership can only be changed by agreement of all parties. Cases of disagreement must be referred to the Graduate Committee.

- This committee must approve a written proposal prior to the commencement of thesis research and should be involved in developing the research as well as evaluating the completed project.
- A copy of the proposal with committee approval attached should be filed in the Department office.
- Institutional Review Board (IRB) approval must be obtained by the student for Master's thesis research.

### ***Completing a Master's Thesis***

*M.S. candidates must file an application for graduation several months before graduation (see University Calendar).*

- Following collection and analysis of the data, the student prepares a draft of the thesis written in journal article format following APA style. This is read by the advisor who may request revisions before approving the draft for distribution to the committee.
- During the committee meeting, with all committee members present, the student presents his/her project for about 10 minutes and the committee discusses the thesis and provides suggestions for revisions.
- The student then revises the manuscript based on suggested revisions and prepares the next draft of the thesis. (Additional rounds of revision may be required before a final version is approved.) The advisor takes the responsibility to make sure that the suggestions of the various committee members are met, but all committee members should review the final copy before final approval of the thesis.
- *University requirements stipulate that a draft of the thesis must be delivered to the Dean's office about 6 weeks prior to graduation (see precise deadlines in the University Calendar).*
- *A Master's Degree Program Form must also be filed at this time or sooner.*
- Once the committee has approved the final draft of the thesis, the manuscript is formatted and submitted following College of Arts and Science graduate degree guidelines.
- At this stage, an oral presentation based on the thesis is scheduled in the department. The oral presentation is not required for students leaving the program with a Master's degree.
- An unbound copy must be delivered to the Dean's office about 3 weeks prior to conferral of the degree. The precise dates for each semester are given in the University Calendar.
- A bound copy of the final document is submitted to the Department.

### **Other Projects**

Students are strongly encouraged to engage in additional research projects outside of the requirements. Some ways to achieve this, and to develop a fuller research portfolio, are by engaging in other projects with one's advisor or developing one or more collaborations with faculty other than the advisor. To formalize this, in consultation with the advisor, the student may sign up for research credits with the host faculty member.

### General Examination

The General Examination is required of all students and should be scheduled during the 3<sup>rd</sup> year in most cases, after completion of the master's degree (or predissertation project; see p. 12). The primary purpose of the General Exam is to ensure that the student has breadth of training in Human Cognition and Development as well as thorough grounding in the area of specialization. The student is expected to demonstrate mastery of the skills necessary for completion of the dissertation and for achievement in independent research, as well as to display the ability to communicate ideas clearly.

Two options are available to students: (a) to write three review papers or (b) to take a 10-day take-home exam answering 4 out of a longer list of questions. (Details follow below.)

Either option should take 6 to 9 months to complete from the time the master's thesis was filed or the predissertation project was approved by the committee and filed with the department.

### ***Preparing for the Exam: Topics and Reading List***

- The student first meets with the advisor to select the other members of the General Exam Committee. The minimum number of committee members is *three*, and at least half of the committee must be Department of Psychology faculty. (In many cases, the members of this committee will continue as dissertation committee members.) Students are encouraged to choose more than 3 committee members, if this seems useful to them.
- The advisor, committee members, and the student determine *the topics and scope* of the examination and select the reading list. Typically, the reading list is designed either around topics relevant to the student's anticipated area of dissertation research and/or to provide breadth in the general area of study.
- The reading list is circulated to the department faculty who may suggest additions or changes within a one-week period. The advisor and the committee members make any adjustments they feel are necessary and approve the list.
- The student is responsible for maintaining appropriate progress toward finalizing the list and preparing for the exam.

### ***Taking the Exam: Papers or Take-Home Exam***

Students have two options:

(a) to write three review papers on questions approved by the committee and each of these papers should not exceed 20-25 pages.

- The topics (or broad organizing questions) for the three papers must be approved by the committee after the approval of the reading list and prior to the time the student begins writing the papers.

or (b) to take a 10-day take-home examination (open book) where they answer 4 out of a longer list of questions approved by the committee. Students are expected to write a maximum of 8-15 pages per question.

- Students taking the take-home option must provide a list of potential questions for the committee's consideration at least *two weeks* prior to taking the exam.
- The committee often revises these questions and/or writes new ones before giving the exam back to the student.
- Although the student will have some choice of which questions to answer, the committee has the discretion to implement certain constraints (e.g., must answer one question for each of the 3 topic areas; must answer the question regarding methodological issues; and so on.)

- Both the papers and the written exam must be typed.
- *The advisor is responsible for administering the exam and distributing copies to the other committee members and to the department office.*

### **Assessment of the Exam**

Following the General Examination, the advisor coordinates the committee's evaluation of the exam.

- The advisor calls a committee meeting, with all members present, to discuss the student's performance on the exam.
  - Additional work, such as rewriting or supplementary writing, may be required at the committee's discretion prior to completion of the evaluation.
- The advisor then reports the majority decision of the committee to the department faculty, and to the student.
- After a committee vote of "pass", the Report on the General Doctoral Examination forms are completed by the committee and filed in the Department.
- In the event of failure, the faculty--acting on the recommendation of the committee and subject to University guidelines--determine the options available to the student.
- Students are expected to seek feedback on their performance from all committee members.

### **Doctoral Dissertation**

The Doctoral Dissertation is an independent empirically-grounded investigation in the candidate's field of research. Although typically experimental, the nature of the research may differ (e.g., analysis of archival data) with the approval of the committee. The dissertation demonstrates mastery of the student's content area and of research design and methodology, and makes a substantial original scholarly contribution to understanding of the topic under investigation.

The dissertation is supervised by a **Doctoral Committee with four or more members**, each of whom must have a doctoral degree. Three of these people must be voting members of the Lehigh University faculty, unless written approval of the CAS Dean is obtained to allow one to be drawn from adjunct, professor of practice, lecturer or courtesy appointees. The committee chair and at least half of the full committee must be full-time Department of Psychology faculty members.

- At least *one member* must be from outside the department. Frequently, the outside committee member is a Lehigh faculty member from another department, but committees may also incorporate additional expertise by adding a member from outside Lehigh. Committee members from outside Lehigh must have a doctoral degree and a current faculty appointment. A dissertation committee member from outside Lehigh must be approved by the dissertation advisor, the other departmental committee members, and by the department graduate committee.
- *The committee should be involved from inception to completion of the project.* Once the proposal is approved, committee membership can only be changed by agreement of all parties. Cases of disagreement must be referred to the Department Graduate Committee.

### **The Dissertation Process**

The dissertation process consists of proposal development and approval; data collection and analysis; data review; dissertation critique and revision; and final oral defense. The

dissertation process has been designed to provide the student with the opportunity to consult formally with the members of the committee at several critical points in the research. The goal of committee consultation is to facilitate the student's work and to eliminate the possibility that a student could arrive at the final stages of the dissertation process without the committee members being well informed concerning the nature and progress of the student's research.

### ***The Dissertation Proposal***

- In working with the advisor to develop a proposal, the student explores the general problem area as well as the specific topic that the dissertation research will address. This process is usually initiated in preparation for the general exam. Once the specific question has been articulated, the student proceeds to develop an appropriate methodology and prepares a written dissertation proposal, building on the literature review that began with the general exam.
- When the proposal is ready, the student distributes copies of the written proposal to the members of the committee and schedules a proposal meeting. The written proposal should be distributed to the members of the committee *at least two weeks*<sup>1</sup> before the proposal meeting.
- At the proposal meeting, the student is typically asked to summarize the rationale and plan for the proposed research. The committee comments on the dissertation plan and may make suggestions for possible revisions of the plan.
  - If the proposal is approved substantially as is, the student can proceed to the dissertation. If changes are suggested but the general outline of the proposal is deemed satisfactory, the student in consultation with the advisor incorporates appropriate changes into the proposal. The student distributes the revised proposal to the committee. When written approval of the proposal is obtained from the committee, data collection may proceed.
  - If major changes are considered necessary, a second proposal meeting will be held following revision of the proposal in line with committee recommendations. When written approval of the proposal is obtained from the committee, data collection may proceed.
- A copy of the proposal with committee approval attached must be filed in the Department office. (The relevant form is available at the Department office.)
- Institutional Review Board (IRB) approval must be obtained by the student for Dissertation research.
- Acceptance of the proposal indicates that the committee finds the proposed work to be of suitable scope and quality, if successfully executed, to fulfill the dissertation requirement for the Ph.D.

**Note:** *For formal admission to candidacy for the Ph.D. degree, the University requires that the student has passed the General Examination and that a dissertation proposal and a list of courses must be sent to the Associate Dean for Graduate Studies with the signatures of the dissertation committee members (see Graduate Student Handbook).*

### ***Completing the Dissertation***

The student is expected to keep the committee members abreast of progress on the dissertation. He or she should feel free to consult with the members of the committee at various

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<sup>1</sup> This time frame is a suggestion only. This is neither intended to dictate strict guidelines for faculty's activities nor is it intended to guarantee to the students that the time frame is sufficient to meet their deadlines. Rather it should be taken as a reminder that this is a long process and that there are several people involved in it with rather busy schedules and multiple obligations. The key for success is good communication with all the members of the committee.

points of the process, but especially at crucial junctures such as the completion of the data collection and of writing up parts or the entire manuscript.

For example, at the completion of data collection, a *data review meeting* with the committee (or some members of the committee) may be beneficial. Once the data collection is complete, the student proceeds to analyze the data and prepare them for data review. The student prepares tables and figures summarizing the major findings of the research. These may be accompanied by a written description of the major results of the study. The purpose of the meeting is to allow the student to take advantage of the committee's interpretive wisdom by bringing together its members to help make sense of the results and analyses. Committee members may suggest additional or alternative analyses that could be done. Once the data review has been held, the student proceeds to carry out the final analyses and to complete the write up of the dissertation in consultation with the advisor.

- In writing the dissertation, the student must follow APA journal format and must also abide by the requirements of the University.
- When the advisor agrees that an acceptable draft has been produced, this draft is circulated to members of their committee for their written comments or suggestions. Committee members should be given a *minimum of two weeks*<sup>2</sup> to read the dissertation and make appropriate comments. Typically the department members of the committee meet and discuss the draft at this point.
- The student then revises the manuscript based on suggested revisions and prepares the next draft of the dissertation. (Additional rounds of revision may be required before the next version is approved.) The advisor takes the responsibility to make sure that the suggestions of the various committee members are met, but all committee members should approve the next draft.
- Before the oral defense may be held, the committee must judge the dissertation to be provisionally satisfactory in substance and general form. If a member of the committee considers the dissertation to be unacceptable, he/she must inform the advisor and a special meeting of the committee may be called. The committee may recommend revisions which may lead to the postponement of the oral defense or may reject the dissertation completely in its present form. If, after full discussion, a majority of the committee considers the dissertation provisionally acceptable, the oral defense may be scheduled.
- Besides providing copies to the committee, the student must also submit one copy of the complete dissertation draft to the CAS Graduate office (see Graduate School guidelines) and to the department. In order to allow time for faculty to read the dissertation, it must be submitted *at least two weeks* before the dissertation defense date is scheduled.
- It is strongly recommended that the oral defense be held *at least a week* before the dissertation needs to be filed to the Graduate office to give time for any final revisions to be implemented.
- The defense takes the form of a colloquium, with all committee members present, and is open to the public.
- Following a successful dissertation defense, the **Report on the Doctoral Dissertation Exam** is signed by the committee members.
- A second form, the **Dissertation Approval form**, may be signed by individual committee members and advisor/chair after the defense or after completion of any remaining revisions to the manuscript (see below).

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2 Suggested time frame; See previous footnote.

- *The advisor is responsible for handling these official forms.*
- After the oral defense, the student must make any revisions to the dissertation required (or suggested) by the committee. The advisor reviews the revised dissertation and consults with committee members to make sure that the required changes have been made. The student distributes this copy to the committee members
- Only when the Dissertation Approval Form has been signed by *all* members of the committee is the student ready to file the “perfect copy” dissertation with the Graduate office.
- Following approval, two unbound copies of the dissertation, together with a copy of the Report on the Doctoral Dissertation Exam and Dissertation Approval forms signed by the committee members are sent to the CAS Graduate Studies office.
- A bound copy of the dissertation must also be deposited in the Department of Psychology office.

**Note:** *It is the student's responsibility to ensure that all other University requirements are satisfied in this process (see the Graduate Student Handbook for details).*

## II. The Master's Program

The M.S. degree is mainly awarded to students in the process of working towards their Ph.D., as previously explained. However, a few qualified students may aim to gain only a Master's degree. The M.S. program in Psychology is research-oriented and is well suited to provide a strong foundation for students who seek entry into Ph.D. programs in most subfields of psychology--or are in preparation for the Ph.D. program in this department. The program also serves the needs of students who are unsure of their future professional goals, desire a more gradual transition between undergraduate and Ph.D. level work, and/or seek a terminal Master's degree. While the program is not specifically designed to provide terminal training for mental health professionals, some of the graduates may continue on to Ph.D. programs in clinical or counseling psychology as well as other subfields in psychology. Others may accept positions in the private sector as science writers, lab technicians, data analysts, marketing researchers, and so on.

Students accepted to the M.S. program usually are not provided financial support by the department. Students completing the M.S. terminal program are not ensured acceptance into the Ph.D. program and will be evaluated in comparison with other applicants to the Ph.D. program.

Thirty semester hours of graduate work, which includes a Master's thesis, are required for the M.S. degree. The program will usually be accomplished in two years. The requirements are identical to those for the regular Master's degree en route to the Ph.D. and include an M.S. thesis that builds on a first-year project. Two graduate-level research methods courses and two graduate core courses are required. Two other required courses may be either graduate-level courses or 300-level advanced seminars in Psychology. In addition to course work, students will be engaged in research-oriented activities every semester, reviewing relevant literature and/or carrying out research.

### **Coursework Requirements**

**Core Courses (2 courses):** Two one-semester graduate core courses in either *Developmental Psychology* (Psyc 402), *Cognitive Psychology* (Psyc 403), or *Social Cognition* (Psyc 406).

**Research Methods (2 courses):** A *two-semester sequence* of theoretical and applied statistics and research methodology (Psyc 421 and Psyc 422, *Statistical Analysis of Psychological Data I and II*). Currently, the department offers Psyc 421 regularly (usually in the fall semester of each year) and Psyc 422 intermittently. With the approval of the Graduate Committee, equivalent courses taught in other departments may be substituted for Psyc 422 (e.g., EDUC 410 or 411).

**Professional Seminar (1 course):** This informal seminar (Psyc 409) covers professional development issues. It is offered in the fall semester of every year to address issues pertinent to incoming students.

**Elective Courses (2 courses):** Students are required to take *two additional courses*. These may be either the third core course, or other graduate Psychology seminars, or 300-level advanced psychology seminars. These elective courses must be approved by the student's advisor.

### **Research Requirements**

Students are engaged in research throughout their residence in the program. Formal

research requirements are carried out under the direction of a primary advisor. Students are required to complete a first year project and a paper as well as a master's thesis. For explanation and procedures of these two research requirements, please refer to the research requirements of the Ph.D. program (pp. 4-5).

**TABLE 1. Requirements for M.S. (Terminal or not)**

	<b><i>Fall</i></b> (credits)	<b><i>Spring</i></b> (credits)
<b>Year 1</b>	Statistical Analysis 1 (3) Core Course 1 (3) Professional Seminar 1 (1)	Statistical Analysis 2 (3) Core Course 2 (3)
	<i>Research credits:</i> <i>first-year project/paper</i> (2)	<i>Research Credits:</i> <i>first year project/paper</i> (3)
	Credit hrs 9	Credit hrs 9
<b>Year 2</b>	Graduate Seminar 1 (3) (or 300-level course or 3 <sup>rd</sup> core course)	Graduate Seminar 2 (3) (or 300-level course)
	<i>Thesis</i> (3)	<i>Thesis</i> (3)
	Credit hrs 6	Credit hrs 6

### III. Students With Prior Graduate Training

Students who enter the doctoral program with a Master's degree in Psychology from another university, for which they wrote a research-based thesis, can petition the department upon arrival to be exempted from the requirement to obtain a Master's degree at Lehigh (see general procedure for waivers, p. 13). If the department approves the student's research-based thesis as equivalent to our own, the student is not required to complete a Master's thesis in this department or to undertake a regular first-year project. These students can also petition for previous graduate courses to be reviewed for equivalence to departmental courses and accepted in lieu of them. In no case will more than 4 courses be accepted for transfer.

#### Pre-dissertation Project

Students whose research based-thesis was approved by the department as equivalent to our own are required to complete a *pre-dissertation research project* before being allowed to take the general exam. This project should be tailored to each student's individual needs and strengths to provide the best transition to the program and the best preparation for their general exam and dissertation. The general requirements and guidelines are as follows:

- This project is carried out mainly under the supervision of the advisor with consultation and feedback from at least one other faculty member in the department. Thus a committee of at least two members is formed to supervise this project, approve the data plan, and read the final paper resulting from it.
- No formal proposal is required before data collection, but a committee of at least two members is convened to provide feedback and approval of the data collection plan. (It is strongly recommended that at least an area meeting is convened so that the student can communicate their data plan and receive feedback from more than the members of the committee.)
- The project should be completed within a year to a year-and-a-half.
  - A final write-up of this project is due by the end of the first semester of the second year at the latest. This paper can be in the form of a journal article manuscript or an internal working paper. Copies of this paper should be submitted to the committee and to the department.
- The student will present their completed project to the department (in the form of a brown bag) either close to the completion or shortly after they have completed the write-up of this project.

After this paper has been completed, the student is ready to begin preparing for the general exam, which should be taken by the end of their second year (i.e., no later than the beginning of the fall semester of their third year at the latest).

## IV. Evaluation and Waivers

### Evaluation

Students are reviewed by the faculty at the end of each semester.

- *The major review* of performance in research, coursework, and assistantship assignments occurs every year at the end of the spring semester.
  - In preparation for this review, students are asked to update their curriculum vitae, complete a checklist indicating their progress in the program (see Table 2, p. 19), and also write a paragraph indicating their plans for the summer.
  - After this review, the Graduate Coordinator provides each student with a written statement of the faculty evaluation of his or her progress in the program. Students are encouraged to discuss these evaluations with their advisors and other relevant faculty members.
- *A secondary review* occurs every year at the end of the fall semester. The purpose of the mid-year review is to identify problems early on, or to follow up on any problems identified in the spring review, or to deal with any other immediate matters such as recommendations for continuation to the doctorate (see below). Decisions on continuing financial support for the next academic year are also made following the mid-year review.

### **Continuation to Doctorate**

Although all students entering our Ph.D. program are admitted with the expectation that they will complete the doctorate, continuation to the doctorate is contingent on performance. (Students who have secured an exception to the Master's thesis requirement by acceptance of a thesis completed elsewhere are not reviewed for continuation.) *The faculty specifically address the prospects for continuation at the 2<sup>nd</sup> annual evaluation and a formal determination is made no later than the end of the spring semester of the 3<sup>rd</sup> year.*<sup>3</sup>

- The Master's thesis, in conjunction with other information, is usually an important consideration in this decision. Each student's advisor, in consultation with the thesis committee, makes a recommendation concerning continuation to the graduate committee and the faculty following completion of the Master's thesis.
- Failure to complete the thesis by the spring semester of the 3<sup>rd</sup> year will not delay this decision. In fact, timely completion of the master's thesis will enhance the likelihood for continuation.

### **Waivers and Procedure**

The description of requirements applies to the usual case of a student entering the program with a Bachelor's degree. However, some requirements may be waived in the case of a student entering with previous graduate training (as previously specified).

*A request for waiving of requirements* is made in writing by the student, with approval of the advisor, to the Graduate Program Coordinator explaining the reasons for the request. The request will be reviewed by the graduate committee and the decision is subject to approval by the Department faculty.

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<sup>3</sup> This deadline may be extended only in case of illness or other emergency.

## V. Additional Information and Advice

### Graduate Committee

The Graduate Committee oversees the graduate program in conjunction with the Graduate Program Director. The committee consists of one faculty representative from each of the Cognitive, Developmental, and Social concentration areas, a graduate student representative, and the Chairperson (ex officio). The graduate student representative participates in graduate committee meetings and may be asked to provide input on graduate student opinions. The graduate student representative is not involved in functions such as evaluations, petitions, or reviewing applications of incoming students. The 2005-2006 membership is:

<i>Director and Developmental Area:</i>	Ageliki Nicolopoulou
<i>Cognition and Language Area:</i>	Kate Arrington
<i>Social Cognition &amp; Personality Area:</i>	Gordon Moskowitz
<i>Graduate Student Representative:</i>	Courtney Ignarri
<i>Ex officio:</i>	Diane Hyland, Department Chair

### Colloquia and Research Brown Bag

*Colloquia*, sponsored by the Psychology Department and/or by the Cognitive Science Program, are scheduled throughout the academic year. A graduate student helps coordinate these colloquia and students are expected to attend all colloquia as part of their training. In addition, the Department holds a weekly *Research Brown Bag Seminar* coordinated by a graduate student. Students are expected to attend the Brown Bag talks and to make a presentation there approximately once a year.

### Graduate Minor in Cognitive Science

The Minor in Cognitive Science gives students the opportunity to develop expertise in the interdisciplinary study of information processing by human beings as well as by intelligent machines. The minor requires CogS 423 (*Foundations of Cognitive Science*) and four other graduate level courses, two of which must be taken outside the Psychology Department. (See the University Catalog for additional details.)

### Advisors and Committee

Positive and productive relations with the advisor as well as with committee members are an important part of a successful graduate training experience. There are no fixed rules about such matters as frequency of meetings, degree of independence, response time to drafts of papers and proposals, and so on, but there is an overarching golden rule which says that many potential miscommunications can be avoided by explicit mutual expectation setting. There are also some obvious commonsensical expectations. Though advisor availability naturally varies from time to time, students should expect their advisors to be available for regular consultation. Students should also normally expect feedback on proposals and writing drafts within one to two weeks. However, faculty are very busy people who are juggling numerous obligations. Therefore the likelihood of timely feedback will be much higher if there is advance notice that an important draft or proposal is on its way. Manuscripts deposited at the busiest times of the semester or at a point where the faculty member is preoccupied with a major deadline are less likely to get the desired prompt turnaround. Excellent general advice on this specific issue as well as on advisor-student relations in general is available at a number of websites including the following at Northwestern University:

<http://www.psych.northwestern.edu/Academics/Graduate/relationship.htm>

In case of conflict or dissatisfaction, students are first advised to attempt direct resolution with advisors and committee members. The Graduate Coordinator and other faculty may also be consulted as needed. Other resource persons are the Director of Graduate

Student Life and the Associate Dean for Graduate Studies (see contact information at the end of this document).

### **Institutional Review Board**

All research involving human participants must be approved by the Institutional Review Board (IRB). Students collaborating with faculty or working in labs are typically covered by approvals secured by the responsible faculty. However, as noted above, students must secure their own approvals for thesis and dissertation projects. In addition, students conducting such projects must comply with federal requirements by passing a web-based tutorial which can be found at: <http://cme.nci.nih.gov/>

For further information, please visit the Office of Research and Sponsored Programs, <http://www.lehigh.edu/~inors/univinfo/inorsub.htm>

### **Financial Support**

In most cases, full-time graduate students are admitted with financial support in the form of a teaching or research assistantship, a fellowship, or a scholarship. Generally, full-time students are given tuition waivers and stipends (currently \$ 31,590 for 9 months, from September to May). The stipend for students is set at about \$14,130 for the 9-month academic year. (Assistantships increase with the cost of living each year.)

- *Students are strongly encouraged to apply for their own fellowship support from sources such as NSF (see External Funding below for other suggestions).*
- The department expects students to complete all requirements for the Ph.D. Degree within five years. During this period, the department provides financial support to students in good standing.
- The department also endeavors to provide summer support where possible. Students with Master's degrees are often able to support themselves by teaching in Summer Sessions (see Teaching Opportunities below).
- Students advanced to candidacy may be provided with maintenance credit from the department for 2 years beyond their 5 year support.

### **Research Funding**

Graduate students incur research expenses of varying extent depending on the nature of the projects on which they are engaged. The first step in the search for research funds should be a conversation with the advisor or other relevant faculty. Faculty who have grant money or startup money available that covers the scope of a collaborative project will generally provide support for moderate research expenses of graduate students working with them. If the faculty member does not have funds available, if the project is outside of the advisor relationship, or if the student anticipates needing larger sums of money than the faculty sponsor can provide, the student will need to consider other options.

#### ***Internal Funding***

If a faculty sponsor cannot fully cover the student's research expenses, the Psychology Department will reimburse up to \$75 per fiscal year (July 1 to June 30), or \$150 across two years, for modest research expenses per student. For reimbursement, itemized receipts must be given to the department coordinator with a brief memo of explanation for review by the chair.

Many research projects will need more than these modest sums. In these cases, the student needs to pursue available sources of external funding before requesting further department support. If the student makes a diligent effort to pursue external sources of funds and still come up short, he or she can make a special request to the department chair for additional support. Funds are limited, and so students who are on track to complete their master's thesis and dissertation on schedule are more likely to receive support.

### **External Funding**

For expenses beyond those that are covered by faculty sponsors and department contributions, there are two local and a number of national sources for graduate student research funding. If students anticipate substantial expenses, the department strongly encourages students to pursue these funding sources. Applications are generally short; students gain good experience in writing a research proposal and budget; and if a student receives a prestigious award, he or she will both have the money for the research and a line that looks good on one's vita.

**Local Sources.** There are at least two useful sources of local funding that students may pursue.

1. Lehigh Graduate students as well as undergraduates may apply for **Lehigh Forum Student Research Grants**. The applications are solicited early each fall semester. Awards generally do not exceed \$500 and usually are smaller. Dissertation research is excluded. Contact: Prof Andy Klein (Chemical Engineering), Room D319, Iacocca Hall 111, Research Drive, Email: [ak04@lehigh.edu](mailto:ak04@lehigh.edu)
2. Dr. Frank Dattilio, a local clinical psychologist, has a foundation that provides about \$1000/year to support graduate student research. The foundation will consider any research that has to do with human functioning and has potential to benefit humans. Recipients are expected to publish the results of supported research. Quarterly or semi-annual progress reports are required. The proposal must document why the topic is important, what the student plans to do, and what the financial need is. To give everyone a fair opportunity, please consult the Graduate Program Director before submitting a proposal. The **Dattilio Foundation** may make more than one award per year. Applications are submitted to: Dr. Frank Dattilio, Suite 211-D 1251 Cedar Crest Blvd; Allentown, PA 18103. E-mail: [datt02cip@cs.com](mailto:datt02cip@cs.com); Web: [www.dattilio.com](http://www.dattilio.com)

**General Sources.** Here are some starting points for a web search of nonlocal external funding sources. These range from small or specialized grants to large prestigious fellowships such as NSF Graduate Fellowships.

APASSC Web for Graduate Students:

<http://www.apa.org/science/apassc-funding.html>

APAGS page:

<http://www.apa.org/apags/members/schawrds.html>

APS page for graduate students:

<http://www.psychologicalscience.org/apssc/default.cfm>

NRSA page:

<http://grants.nih.gov/grants/guide/pa-files/PA-00-125.html>

### **Conference Travel Support**

Students are strongly encouraged to present their research at regional and national conferences. As with research costs, the first recourse in covering travel costs should be the advisor, who may have travel funds budgeted in a grant. Funds are also available from the Department (up to \$200 for one conference per year), the College (Dean's Office), and the Graduate Student Council (GSC). The College and Department generally only support trips in which the student is presenting or co-presenting research. The maximum College subsidy is

50% of the cost of the trip. The GSC provides up to \$150 (or 50% for a local conference) if presenting and up to \$75 if not presenting. The GSC prediction/application form is available on-line: [www.lehigh.edu/~ingsc](http://www.lehigh.edu/~ingsc). To optimize your support from the Department and College, fill out a College Travel Prediction Form (available in the office) *at least two months* prior to the conference. In all cases, the earlier in the academic year you submit a request the better because money tends to run out. Especially if your conference is late in the year, you should apply even before you know if your paper is accepted.

### **Teaching Opportunities**

Students are encouraged to develop their teaching skills as part of their graduate training. Normally, students begin as teaching assistants. After acquiring a Master's degree, students are qualified to teach independently when opportunities arise. These opportunities most frequently arise in the summer sessions, providing an important component of professional preparation as well as a significant source of supplementary income (the current stipend is \$4000).

The summer teaching schedule is organized each fall by a member of the undergraduate committee in consultation with the chair and the undergraduate and graduate coordinators in light of program needs and past enrollment trends. Opportunities for teaching cannot be guaranteed, but the department endeavors to spread such opportunities equitably among qualified and interested students. The following procedures apply.

- A call for summer teaching applications is issued each fall. An application form reviewed and signed by the Advisor and the Graduate Coordinator, must be submitted to the department.
- Students must have a Master's thesis in hand to teach independently.
- Summer teaching for graduate students is conceived primarily as a component of professional preparation. Providing teaching experience to qualified students in a timely manner may take precedence over other considerations such as financial need.
- Priority goes to students who are making good progress in the program.
- The summer teaching schedule is reviewed by the graduate committee before it is finalized to ensure consistency with graduate training goals and equity in allocation of teaching opportunities. The schedule is also circulated for comment to all faculty.
- Students should bring any concerns to the attention of the Graduate Committee.

### **Outside Employment**

Students are expected to work full time on their studies as well as teaching or research assignments while they are enrolled in the program. Occasionally teaching or other employment opportunities outside the department arise. The student must consult the Graduate Coordinator and their advisor before accepting such outside employment. By University policy, students receiving full-time support are not normally allowed to accept other employment within the institution. The student needs to petition the Dean of Arts & Sciences for a waiver of this policy.

## **VI. Contact Information**

**Department Graduate Coordinator:**

Carol Sabo-Berrian, (610) 758-5073, [cas7@lehigh.edu](mailto:cas7@lehigh.edu)

**Department Graduate Program Director:**

Ageliki Nicolopoulou, (610) 758-3618, [agn3@lehigh.edu](mailto:agn3@lehigh.edu)

Mailing address:

Department of Psychology  
Lehigh University  
17 Memorial Drive East  
Bethlehem, PA 18015-3068  
USA

Email: [hcd.gprog@lehigh.edu](mailto:hcd.gprog@lehigh.edu)

Web: <http://www.lehigh.edu/~inpsy/gradprogram.html>

Phone Inquiries: (610) 758-3630 Fax: (610) 758-6277

**Graduate Program Coordinator, College of Arts and Sciences:**

Mary Ann Haller: (610) 758-4280, [mh0h@lehigh.edu](mailto:mh0h@lehigh.edu)

**Associate Dean, Graduate and Research Programs, College of Arts and Sciences:**

Barbara Traister (610) 758-4282, [bht0@lehigh.edu](mailto:bht0@lehigh.edu)

**Graduate Student Life:**

Web: <http://www.lehigh.edu/gradlife/>

Kathleen Hutnik, Director, (610) 758-3648, [kaha@lehigh.edu](mailto:kaha@lehigh.edu)

**Graduate Student Council:**

Starla Weaver is the 2007-2008 Psychology representative.

<http://www.lehigh.edu/~ingsc>

**TABLE 2. Summary of Program Requirements**

Year	Courses	Research
<b>First Year</b>	Statistical Analysis (2 semesters) Professional Seminar I	First Year Project & Paper
<b>First -Second Year</b>	At least three (4) content courses; at least two (2) of them Core Courses (Cognition or Development or Social Cognition)	Master's Thesis Proposal  Completing and filing Master's Thesis
<b>Third Year</b>	Graduate Seminars (3) plus two other approved courses	General Exam
<b>Fourth-Fifth Year</b>		Dissertation Proposal Ph.D. Dissertation

***M.S. requirements checklist:***

- Statistical Analysis I & II
- Professional Seminar I
- Four courses, at least two of them core
- Master's Thesis proposal
- Completing & filing Master's Thesis  
Project Report

***Ph.D. requirements checklist***

- Statistical Analysis I & II
  - Professional Seminar I
  - Three core courses
  - Master's Thesis proposal
  - Completing & filing Master's Thesis  
Project Report
  - Three graduate seminars
  - Two additional approved courses
  - General Examination
  - Dissertation proposal
  - Admission to Candidacy
  - Doctoral Dissertation
  - Dissertation Defense
- Satisfy University requirements

**NOTE: Generic Master's Thesis and Dissertation Proposal Approval forms as well as various University forms referred to in this document are available from the Department Coordinator.**

**TABLE 3. Outline of *Expected Progress* through the Program**

Year	Courses	Research
<b>First Year</b>	<p><i>Fall:</i> Statistical Analysis 1 Core Course 1 Professional Seminar 1 <i>Research credits</i></p> <p><i>Spring:</i> Statistical Analysis 2 Core Course 2 <i>Research Credits</i></p>	<p>Starting First Year Project</p> <p>Presenting First Year Project &amp; Completing Paper (June 15)</p>
<b>Second Year</b>	<p><i>Fall:</i> Core Course 3 or Graduate Seminar 1 (or 300-level course) <i>Thesis credits</i></p> <p><i>Spring:</i> Graduate Seminar 2 (or 300-level course) <i>Thesis credits</i></p>	<p>MA Thesis Proposal</p> <p>Completing Master's Thesis</p>
<b>Third Year</b>	<p><i>Fall:</i> Graduate Seminar 3 <i>Research credits</i></p> <p><i>Spring:</i> Graduate Seminar <i>Thesis</i></p>	<p>Starting General Exams</p> <p>Completing General Exams</p>
<b>Fourth Year</b>	<p><i>Fall:</i> Graduate Seminar <i>Research credits</i></p> <p><i>Spring:</i> <i>Research credits</i></p>	<p>Dissertation Proposal</p>
<b>Fifth Year</b>	<p><i>Thesis credits</i></p>	<p>Completing Ph.D. Dissertation</p>

**TABLE 4. Recommended Research Schedule: Master's Thesis & Ph.D. Dissertation**

<b>YEAR 1</b>	
<i>by October 1</i>	-student chooses research advisor (usually assigned earlier) -student & advisor choose research topic for <b>First Year Research Project</b>
<i>by May 30</i> <i>by June 15</i>	-present project to department <b>-complete &amp; hand-in First Year Paper to Advisor &amp; Department</b>
<i>Summer of Year 1</i>	-develop first year project into M.S. proposal
<b>YEAR 2</b>	
<i>by September 30</i>	M.S. proposal ( <b>Committee Meeting</b> ) -IRB proposal -collection of data -analysis & review of data -& writing up M.S. thesis
(for M.S. May graduation) <i>by March 1</i> <i>by April 1</i> <i>by April 15</i> <i>by end of April*</i>	M.S. thesis draft to committee Final copy to committee & schedule <b>Committee Meeting</b> Oral presentation to department "final perfect copy" to Graduate School
<b>YEAR 3</b>	
(for continuing Ph.D. students) <i>by September 1</i> <i>by October 1</i> <i>by October 15</i>	M.S. thesis complete ( <b>Committee meeting</b> ) M.S. thesis presented to department ( <i>Brown Bag</i> ) M.S. "final perfect copy" to be filed with Graduate School
<i>by April 30</i>	-take General Exam (for Ph.D. Advancement to Candidacy)
<b>YEAR 4</b>	
<i>by October 15</i>	Dissertation Proposal ( <b>Committee Meeting</b> )
<i>-rest of year 4 &amp; part of year 5</i>	- IRB proposal; data collection
<b>YEAR 5</b>	
(for May graduation)	Completing Ph.D. Dissertation
<i>by October 15</i> <i>by February 1</i> <i>by March 1</i> <i>by March 15</i>	-review of data analyses (optional committee meeting) -dissertation draft to committee -final copy to committee -oral dissertation defense ( <b>Committee, department + public</b> )
<i>by end of April*</i>	-"final perfect copy" to the Graduate School

\* These dates need to be checked carefully with the yearly announced Graduate School deadlines.

**Last update: November 15, 2007**