

# **Psychological Science Program Handbook**

**2025-2026**

Department of Psychology  
Cleveland State University

(Note: This handbook is a guide to the program and its requirements. Nothing in this handbook is intended to contradict the program requirements and academic regulations of the College of Graduate Studies as detailed in the CSU Graduate Catalog [<https://catalog.csuohio.edu/index.php>]. If there is any conflict, the Graduate Catalog supersedes and controls.)

(Subject to Revision)

## 1. Program Philosophy

The Psychological Science Program (PSP) is a specialization in the M.A. in Psychology program at Cleveland State University (CSU) in which students are trained to develop skills in conducting basic and/or applied psychological research. PSP is inclusive to all broad disciplines that fit within faculty interest and expertise areas within the Department of Psychology at CSU, including (but not limited to), Cognitive Psychology, Developmental Psychology, Neuroscience, and Social Psychology.

The goals of PSP are for students to develop:

- a. skills in research design and analysis so students have the ability to both conduct and evaluate research;
- b. broad knowledge of substantive areas of psychological research; and
- c. expertise in a specific area of research.

## 2. Program Faculty

PSP currently has six core faculty members. Their contact information and areas of expertise are listed below. These faculty members comprise the PSP committee.

### Core Faculty Members

- Eric Allard (Associate Professor & Department Chair, [e.s.allard@csuohio.edu](mailto:e.s.allard@csuohio.edu))
  - Emotion regulation and aging
- Elizabeth Goncy (Associate Professor, [e.goncy@csuohio.edu](mailto:e.goncy@csuohio.edu))
  - Clinical psychology; dating abuse; aggression; victimization
- Michael Horvath (Professor, [m.horvath59@csuohio.edu](mailto:m.horvath59@csuohio.edu))
  - Religion in the workplace; work/non-work balance; job-seeking behaviors/cognitions
- Robert Hurley (Assistant Professor, [r.s.hurley@csuohio.edu](mailto:r.s.hurley@csuohio.edu))
  - Cognitive neuroscience
- Kathleen Reardon (Assistant Professor, [k.w.reardon@csuohio.edu](mailto:k.w.reardon@csuohio.edu))
  - Clinical psychology, personality pathology, intervention science
- Andrew Slifkin (Professor, [a.slifkin@csuohio.edu](mailto:a.slifkin@csuohio.edu))
  - Control of action
- Albert Smith (Professor, [a.f.smith@csuohio.edu](mailto:a.f.smith@csuohio.edu))
  - Word perception; cognitive aspects of survey methodology
- Kenneth Vail (Associate Professor, [k.e.vail@csuohio.edu](mailto:k.e.vail@csuohio.edu))
  - Existential psychology

## 3. Program Structure

In the PSP, to be awarded the M.A. degree in Psychology, a student must complete 36 credit hours of coursework and a thesis<sup>1</sup>. The program is designed so that all requirements for the M.A. degree can be completed in two academic years (i.e., a student who enters the program in August 2025, can graduate in May 2027).

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<sup>1</sup> Typically, a student's work on a thesis is conducted while the student is registered for at least 8 thesis credits: 4 credits of PSY 599 and 4 credits of PSY 699.

## Thesis

A student in the PSP will conduct a research project and summarize findings in a thesis. A faculty member will serve as the student's advisor and supervise the thesis research project. In most cases, students entering the PSP have already matched with a thesis advisor. However, if not, the student should identify a suitable advisor (consult with the PSP director for assistance if needed). In consultation with the advisor, the student identifies three other faculty members to serve, along with the advisor, on the student's thesis committee. After the committee approves a thesis proposal, the project may be carried out. Completion of the thesis project requires that (a) the written thesis be approved by the thesis committee and (b) the student orally defends (presents) the findings to the thesis committee. For more details about the thesis requirement and procedure, see Section 4.

## Coursework

The curricular requirements are listed below. In selecting courses, a student must involve the student's advisor and/or the PSP director. The PSP faculty committee must approve departures from the specified curriculum, as well as acceptance of transfer credit.

To earn a degree, the College of Graduate Studies requires achievement of a cumulative grade-point average of at least 3.0 for all courses taken as a graduate student. Students need to inform their faculty advisors if they receive a grade less than a "B" in any course. There are other academic regulations set by the College of Graduate Studies (see <https://catalog.csuohio.edu/index.php>). The student is responsible for following these regulations.

The PSP is a full-time program and, therefore, the following courses may be scheduled by the Department at any of CSU's standard class times. It is the student's responsibility to be available to attend classes according to the course schedule set by the university.

- Required Courses (30 credits total)
  - PSY 509 Proseminar in Psychological Science (4 credits; 1 per semester)
  - PSY 511 Univariate Statistics (4 credits)
  - PSY 611 Advanced Data Analysis (4 credits)
  - At least one of the following:
    - PSY 525 Social Psychology (3 credits)
    - PSY 562 Learning, Memory, and Cognition (3 credits)
    - PSY 677 Foundations of Cognitive & Behavioral Neuroscience (3 credits)
  - PSY 512 Research Methods (3 credits)
  - PSY 593 Special Topics in Psychology (3 credits)
  - PSY 598 Advanced Research in Psychological Science (1 credit)\*
  - PSY 599 Thesis Development (4 credits)
  - PSY 699 Research and Thesis (4 credits)

\*Up to 7 credits are possible for PSY 598;

- Elective Courses (6 credits)<sup>2</sup>
  - PSY 598 (0-6 credits)
  - Any graduate course (0-6 credits)

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<sup>2</sup> All elective credits need permission from the advisor and instructor, with the exception of PSY 525, PSY 562, or PSY 677.

The following should be kept in mind:

1. Each student is expected to enroll in 1 credit of PSY 509 during each of four semesters, for a total of 4 credits.
2. Students will enroll in a total of 8 credits for their thesis research. These thesis credits will consist of students registering for 4 credits of PSY 599 in the fall term of the second year and 4 credits of PSY 699 during the spring term of the second year.
3. Each student is required to complete at least one of the following courses: PSY 525, 562, or 677. Students are eligible to take either (or both) of the remaining courses to fulfill the elective requirement.
4. Each student is required to complete 6 credit hours of elective coursework. These credits can be completed in a variety of ways. For example, students can obtain all 6 credits by taking PSY 598. Alternatively, students could take two of the PSY 525, 562, or 677 sequence (assuming that the third in that sequence is being taken as a Required Course). Students could also take one of the PSY 525, 562, or 677 sequence and 3 credits of PSY 598. Finally, students could fulfill the 6-credit elective requirement through any other relevant graduate course offered by the university at the discretion and approval of the student's primary advisor and the specific course instructor.

Here is an example of a two-year sequence of courses<sup>3</sup> (along with other recommended activities) for students entering the Psychological Science Program (PSP) at the start of the Fall 2025 semester:

### **Fall 2025**

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 511: Univariate Statistics (Required: 4 credits)

PSY 512: Research Methods in Psychology (Required: 3 credits)

PSY 598: Advanced Research in Psychological Science (Required: 1 credit)

OR

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 511: Univariate Statistics (Required: 4 credits)

PSY 598: Advanced Research in Psychological Science (Required: 1 credit)

PSY 677: Foundations of Cognitive and Behavioral Neuroscience (Required or Elective: 3 credits)

*\*Also, if not already identified, then identify an advisor and start thinking about thesis research.*

Total Semester Credits: 9

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<sup>3</sup> Schedule of offerings subject to change. Typically, PSY 562, PSY 593, and 677 will be offered every other year, while PSY 511, PSY 512, PSY 611, and PSY 525 are offered every year. The program sequence is designed so that students complete PSY 511 and 611 in the first year.

## Spring 2026

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 611: Advanced Data Analysis (Required: 4 credits)

PSY 525: Social Psychology OR PSY 562: Learning, Memory, and Cognition (Required or Elective: 3 credits)

PSY 598: Advanced Research in Psychological Science (Elective: 1 credit)

OR

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 611: Advanced Data Analysis (Required: 4 credits)

PSY 598: Advanced Research in Psychological Science (Elective: 4 credits)

*\*Ideally, you will have developed a thesis proposal and defended before the fall semester of Year 2 begins. You should also submit a graduation application before the deadline (which is usually at the beginning of the fall semester for graduation in the spring; see <http://www.csuohio.edu/registrar/graduation-information>).*

Total Semester Credits: 9

## Fall 2026

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 599: Thesis Development (Required: 4 credits)

PSY 512: Research Methods (if not taken during Fall 2025) (Required: 3 credits)

PSY 598: Advanced Research in Psychological Science (Elective: 1 credit)

OR

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 599: Thesis Development (Required: 4 credits)

PSY 598: Advanced Research in Psychological Science (Elective: 4 credits)

*\*Finish developing the thesis proposal and/or conduct thesis research.*

Total Semester Credits: 9

## Spring 2027

PSY 509: Proseminar in Psychological Science (Required: 1 credit)

PSY 699: Research & Thesis (Required: 4 credits)

PSY 593: Special Topics in Psychological Science (Required: 3 credits)

PSY 598: Advanced Research in Psychological Science (Elective: 1 credit)

*\*Defend the thesis.*

Total Semester Credits: 9

Total Overall Credits: 36

### 4. Thesis Requirement and Procedure

Students in the PSP are expected to be engaged in the following thesis-related activities throughout their two-year program of study:

#### (1) Identify a thesis advisor

In all likelihood, each student will already be matched with a thesis advisor at the time of admission to the PSP. If not, after being admitted to the PSP, the student should expeditiously begin identifying a potential thesis advisor. Given that the student will conduct a thesis project under the advisor's supervision, it is important that the student's research interests, and the advisor's areas of expertise are compatible. Accordingly, the student should become familiar with the PSP faculty's research programs by reading their publications and by meeting with them individually. For the same reason, although it is highly advisable that the student find an advisor from the core members of the PSP core faculty, the student may select an advisor from other members of the CSU faculty (i.e., PSP affiliate faculty). To pursue that possibility, the student must consult with the PSP director. A synopsis of PSP faculty research interests is in Appendix D at the end of this handbook.

If not already matched with an advisor, it is the student's responsibility to identify a thesis advisor during the fall semester of the first year.

#### (2) Develop a thesis proposal

After a faculty member has agreed to supervise a student's thesis project (and after the selection of the advisor has been approved by the PSP director, if the advisor is a non-PSP core faculty member), the student starts developing a proposal in consultation with the advisor. The thesis proposal describes the proposed research project in detail. The proposal should follow the thesis format specified by the College of Graduate Studies, and, with the exception of a section presenting actual results, should contain all sections required for the final thesis (e.g., front page, abstract, table of contents, etc.; for details, see <https://graduate-studies.csuohio.edu/>). Instead of a section describing results, to allow the thesis committee to fully evaluate the quality of the proposed research, the proposal should contain well-justified hypotheses and a detailed plan for data analysis. For a general writing style, the proposal should follow a specific standardized style appropriate for the area of proposed research (e.g., APA style).

The proposal must be approved by the student's advisor before it is submitted to the thesis committee. A complete, acceptable draft of the proposal will typically have gone through several rounds of revision with the student's advisor.

### (3) Form a thesis committee

Working with the advisor, the student identifies three other members of the CSU faculty who have expertise in areas relevant to the student's thesis project. Those faculty members, along with the advisor, will constitute the student's thesis committee. (The advisor will serve as the chair of the thesis committee.) This committee will approve the student's thesis proposal and eventually the final thesis.

If the thesis advisor is not a member of the PSP core faculty, a core member of the PSP faculty must be on the thesis committee and serve as the methodologist.

When the thesis committee is formed, the student and all committee members must sign the Thesis Proposal and Final Thesis Requirements Form (see Appendix A). It is the student's responsibility to collect all necessary signatures on the form and submit the completed form to the PSP director.

### (4) Defend the thesis proposal

After a thesis proposal draft has been approved by the student's advisor, the student submits the draft to all members of the thesis committee. At the same time, the student should schedule, at a time mutually convenient to the student and all members of the thesis committee, a meeting in which the student will orally present the proposal to the thesis committee (proposal defense meeting). It is recommended that the proposal draft be submitted to members of the thesis committee at least **one week** before the proposal defense meeting.

At least 90 minutes should be reserved for the proposal defense meeting. During this time, the student will give a 10–20-minute presentation of the proposal, which should be supported by appropriate media (e.g., handouts; PowerPoint slides), after which the committee members and the student will discuss the proposal. At the end of the meeting, the student will be asked to leave the room while the committee discusses the proposal and decides whether to approve it. Finally, the student will be asked to come back into the room and the chair of the committee will summarize the committee's decision. The decision will typically take one of three forms: (a) The committee approves the proposal as is; (b) some revisions are necessary before the committee will approve the proposal; and (c) substantial work is necessary before the committee will be able to determine whether to approve the proposed thesis project (in this case, it is possible that the student will be asked to schedule another proposal defense meeting after such work is completed).

It has frequently been the case that the student is asked to revise the proposal after the proposal defense meeting (i.e., the second outcome described above). Thus, when the student schedules the meeting, the additional time required for further revision should be factored into the student's research timetable. In other words, generally, the student should not expect that the final approval of the proposal can be obtained on the date the defense meeting takes place.

The criteria for approving a thesis proposal are concerned only with the quality and feasibility of the proposed research project and of the rationale provided for the research. Other factors, such as the student's need to graduate by a certain time, will not be considered.

### (5) Register for PSY 599 (Thesis Development) first and then PSY 699 (Research & Thesis) and carry out the thesis project

When the proposal is approved by the thesis committee, the student must secure required signatures on two forms (Thesis and Dissertation Proposal Approval Form and Permission to Register for PSY 699 for the spring semester of Year 2; PSY 599 will be taken during the fall semester of Year 2; see Appendix B) and submit them to the Chair of the Department of Psychology.

We strongly recommend that a student not initiate thesis data collection until the student's proposal has been approved by the committee. Although a student may collect pilot data prior to the proposal defense meeting,<sup>4</sup> extensive data collection without the committee's approval is unwise. Proposed research projects are frequently modified during the proposal approval process. If a large amount of data was collected prior to the proposal defense meeting, and if the design and procedure of the project were altered as a result of the meeting, then the student would need to re-start the project. For everyone's benefit, that should be avoided.

The thesis project must be carried out in the way it is described in the approved proposal. If any modification is needed, the student must consult with the thesis committee. A thesis project that is altered without the committee's knowledge and approval could result in the final thesis being rejected.

#### (6) Write a thesis

When the student has collected and analyzed data that are needed for the thesis project, the student starts developing a draft of the final thesis. It is acceptable (and indeed reasonable) that the student uses the thesis proposal as a foundation for the final thesis. The final thesis must follow the formatting guidelines described by the College of Graduate Studies and use a standardized writing style (e.g., APA style) appropriate for the area of thesis research. Needless to say, the final thesis must include the actual results, and those results must be thoroughly discussed.

As with the thesis proposal, the final thesis draft must be approved by the student's advisor before it is submitted to the thesis committee. A complete acceptable draft of the thesis will typically have gone through several rounds of revision with the student's advisor.

#### (7) Defend the thesis

After a thesis draft is completed and approved by the student's advisor, the student submits the draft to all members of the thesis committee. At the same time, the student should schedule a meeting at a time mutually convenient to the student and all members of the committee in which the student will orally present the thesis to the thesis committee (thesis defense meeting). The thesis draft should be submitted to the thesis committee at least **one week** in advance of the defense meeting.

The thesis defense meeting is open to the public. Once the date and time of the meeting have been established, the student should (a) complete the Thesis Defense Announcement Flyer (see Appendix C), (b) send an electronic version of the flyer to each member of the thesis committee and to the PSP director, and (c) post a copy of the flyer on the office door of each of the members of the thesis committee, on the office door of the PSP director, and in a few other conspicuous locations in the Department of Psychology.<sup>5</sup>

The format of a thesis defense meeting is as follows: Two hours should be reserved for the meeting. During this time, the student will give a 10–20-minute presentation (which should be supported by appropriate media, e.g.,

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<sup>4</sup> Note that collection of even pilot data from living organisms requires approval from the appropriate review authority (i.e., CSU Institutional Review Board; Institutional Animal Care and Use Committee).

<sup>5</sup> This method of thesis defense announcement may be replaced by an alternative, electronic form of advertisement. For example, it may be possible to display thesis-defense announcements on the video monitors located in the halls of the Union Building.

handouts, PowerPoint slides), which will be followed by discussion, comments, a question-and-answer period, etc. At some point the thesis committee chair may ask everyone attending the defense meeting other than committee members and the student to leave the room. At the end of the meeting, the student will be asked to leave the room while the committee discusses whether to approve the thesis. Finally, the student will be asked to come back into the room, and the chair of the thesis committee will summarize the committee's discussion and inform the student about its decision. Decisions will typically take one of three forms: (a) The committee approves the final thesis as is; (b) some additional revisions are necessary before the committee approves the thesis; and (c) much more work is necessary before the committee will be able to determine whether to approve the thesis. (In the third case, another thesis defense meeting may be necessary).

Of the three possible committee decisions described above, the second is the most frequent. Thus, the student should plan to have a thesis defense meeting well in advance of the deadline for submitting the final thesis to the College of Graduate Studies. The thesis committee will not approve a thesis simply because the student is running out of time to graduate. Decisions will be based on the quality of the thesis, not on the timing of graduation.

After the final version of the thesis is approved by the thesis committee, the student must obtain signatures of the committee members on the thesis and submit signed copies of the final thesis to the College of Graduate Studies. There are various Graduate College requirements regarding the physical details of the submitted thesis (e.g., the number of copies required; the color and quality of the paper; etc.). In addition, within the semester in which a student plans to graduate, the Graduate College has deadlines for holding a thesis defense, for having the physical details of the thesis reviewed and approved, and for submitting a final version of the thesis. The student must become familiar with those details in advance. Those details might be found on the website of the College of Graduate Studies at <https://graduate-studies.csuohio.edu>, or students may like contact Veronica Hill, M.Ed., Director, Graduate Student and Faculty Services, College of Graduate Studies, at [v.berger@csuohio.edu](mailto:v.berger@csuohio.edu) or 216-687-5230, for the latest information.

(8) Live happily ever after!

## **Appendix A**

### Thesis Proposal and Final Thesis Requirements Form



# Cleveland State University

## Psychological Science Program – Department of Psychology Thesis *Proposal* Requirements

- A core member of the PSP will serve as the Chair or Methodologist.
- A proposal defense will not be scheduled until the form on page 3 of this document is 1) signed by all committee members, 2) returned to the PSP program director, and 3) a complete acceptable draft of the written proposal is submitted to the committee.
- To be a “complete acceptable draft”, the written proposal should be in the same format that is required for the final thesis and should include all sections required for the final thesis (e.g., Table of Contents, References, etc.). The written proposal should include a results – or planned analyses – section in which it is clear exactly how the data will be analyzed.
- A complete acceptable draft of the written proposal will typically have gone through several rounds of revision with the chair of the student’s thesis committee.
- A proposal defense should follow the following format: A minimum 90 minutes should be reserved for the meeting. During this time, the student will give a 10-20-minute presentation, which should be supported by appropriate media (e.g., PowerPoint), and the rest of the time will be reserved for discussion, comments, criticisms, etc. At the end of the meeting, the student will be asked to leave the room while the committee discusses the proposal and decides whether to approve it. Finally, the student will be asked to come back into the room and the chair of the committee will summarize the committee’s decision. Decisions will typically take one of three forms: 1) The committee approves the proposal as is; 2) Some additional revisions are necessary before the committee will approve the proposal; the committee will generally provide the student with recommendations for revision; 3) Much more work is necessary before the committee will be able to determine whether or not to approve the project. It is possible that the student will be asked to schedule another proposal defense after such work is completed. The second outcome is the most frequent. The third outcome should never occur, because prior to the meeting, the proposal should have gone through several rounds of revision with the chair of the thesis committee, who presumably would not have said that the proposal draft was acceptable if it was very much not.



# Cleveland State University

## Psychological Science Program – Department of Psychology *Final Thesis Requirements*

- A final thesis defense will not be scheduled until a complete acceptable written thesis is submitted to the committee.
- A complete acceptable written thesis will typically have gone through several rounds of revision with the chair of the thesis committee.
- A final thesis defense is open to the public and, thus, the student should 1) complete the Thesis Defense Announcement Flyer, 2) send an electronic version of the flyer to each member of the thesis committee and to the PSP director, and 3) post a copy of the flyer on the office door of each of the members of the thesis committee, on the office door of the PSP program director, and in a few other conspicuous locations in the Department of Psychology.
- A final thesis defense should follow the following format: A minimum of two hours should be reserved for the meeting. During this time, the student will give a 10-20-minute presentation, and the rest of the time will be reserved for discussion, comments, criticisms, etc. At some point the thesis committee chair may ask everyone attending the defense other than committee members and the student to leave the room. At the end of the meeting, the student will be asked to leave the room while the committee discusses whether to approve the thesis. Finally, the student will be asked to come back into the room, and the chair of the thesis committee will summarize the committee's discussion and inform the student about its decision. Decisions will typically take one of three forms: 1) The committee approves the final version as is; 2) Some additional revisions are necessary before the committee will approve the thesis. The committee may also suggest revisions that should be considered if the thesis is submitted for publication, but need not be made in the final version of the thesis; 3) Much more work is necessary before the committee will be able to determine whether to approve the thesis, and another final thesis defense may be necessary. The second outcome is the most frequent. The third outcome is unlikely if the above-steps have been successfully followed. Thus, the student should plan the final thesis defense well in advance of the deadline for submitting the final thesis to the Graduate College. *Committees will not approve a thesis simply because students are running out of time to graduate. Decisions are based on the quality of the thesis – not on the timing of graduation.*



# Cleveland State University

## Psychological Science Program - Department of Psychology

### Thesis Proposal AND Final Thesis Requirements

*By signing below, I acknowledge that I have read – and agreed to follow – the Psychological Science Program’s thesis proposal **and** final thesis requirements.*

#### Graduate Student

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Thesis Chairperson

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Thesis Committee Methodologist

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Thesis Committee Member

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Thesis Committee Member

Name: \_\_\_\_\_ Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix B**

Thesis Approval Form and Permission to Register for PSY 599/PSY699

## Thesis and Dissertation Proposal Approval Form

Prior to a student registering for Master's Thesis or Doctoral Dissertation, a Committee must be formed. Once a student has a proposed thesis or dissertation project, approved by the supervising committee, the student should complete this form and secure the required signatures. The form should be sent by the Committee Chairperson to the Department Chairperson, for signature, then to the Academic College Dean and finally to the Graduate College Dean. Upon final approval, the student is then permitted to register for thesis/dissertation credits. A copy of the form is sent to the student and the Department after all signatures are secured. See the requirements below on Committee membership.

Name ----- CSU ID# \_\_\_\_\_

Address -----  
city, state, zip code

Proposal: ☐ Master's Thesis    ☐ Doctoral Dissertation    Department of \_\_\_\_\_

Proposed Title: \_\_\_\_\_

**\*Committee Membership**    (Please print names. \*\*Please list University or organization if other than CSU.)

Chairperson _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>
Member _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>
Member _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>
Member _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>
Member _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>
Member _____	Dept _____
_____ <small>University</small>	_____ <small>Signature</small>

### Notification

\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
Date

### Final Approval:

\_\_\_\_\_  
Academic College Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate College Dean

\_\_\_\_\_  
Date

\*Master's thesis committees must be composed of at least three members. The chairperson and at least two other members must hold Graduate Faculty status. \*Doctoral dissertation committees must consist of at least three members. The chairperson and at least two other members must hold Graduate Faculty status. At least one member of the dissertation committee must be from outside of the institution awarding the degree. The outside member must hold Graduate Faculty status or be approved by the Graduate Dean. Both Master's thesis and doctoral dissertation committees may have additional members beyond the minimum of three persons. To be a voting member, the additional person(s) must have Graduate Faculty status. Committee members not holding Graduate Faculty status may serve as non-voting members of the committee. To determine if a faculty member holds Graduate Faculty status, please consult the College of Graduate Studies' website at: [www.csuohio.edu/acadcollege/](http://www.csuohio.edu/acadcollege/). Or, contact the College of Graduate Studies at 216-687-9370, Parker-Hannifin Hall, 218.

Copy distribution: Graduate Studies / College Dean / Department / Student (REV. 08/2011)

## **Appendix C**

PSY 596/598 Approval Form

PSY 599/699 Approval Form

## Independent Study Agreement

Please fill out this form and return to the Psychology Department (UN 715 or 716).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

CSU ID #: \_\_\_\_\_ Email: \_\_\_\_\_

Professor: \_\_\_\_\_

Term: **(Circle One)** Fall    Spring    Summer: 6W1    6W2    8W    12W

***Check One:***

***# of Credit Hours:***

PSY 396 (undergraduate level)	_____	Independent Study
PSY 596 (graduate only)	_____	Special Problems
PSY 598 (graduate only)	_____	Adv. Research in PSY Sci.
PSY 696 (graduate only)	_____	Special Problems
PSY 720 (ADA-Ph.D.)	_____	Independent Reading & Research
PSY 722 (ADA-Ph.D.)	_____	Special Problems in Psychology: AD&A

**Brief Description of Project:**

Credit Hours: Student may sign up for 1 to 4 credits. It is expected that students will work approximately three hours per week for each credit hour. Thus, a three credit hour course would require roughly nine hours per week.

Describe your schedule for working on the project each week (you may attach a one-page summary, if you prefer):

Evaluation: This is a graded course. The quality of performance and/or product will be the basis of your grade.

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



**Cleveland State University Department of Psychology**

**Permission to Register for PSY 599 (Thesis Development) or PSY 699 (Thesis) or PSY 899 (Dissertation)**

*This form is available in the PSY Department Office upon presentation of a completed and signed "Thesis and Dissertation Proposal Approval Form."*

**The completed and signed "Thesis and Dissertation Proposal Approval Form" must be on file in the Department of Psychology before the student can register for PSY 699 or PSY 899.**

Name: \_\_\_\_\_

CSU ID #: \_\_\_\_\_ Email: \_\_\_\_\_

*Graduate Program or Specialization:*

\_\_\_ Clinical PSY      \_\_\_ Industrial-Organizational Research      \_\_\_ Experimental Research/Psy. Science

\_\_\_ M.A. Thesis for PhD Adult Dev/Aging PhD      \_\_\_ Dissertation for PhD Adult Dev/Aging

May register for (circle one) **PSY 599** or **PSY 699** or **PSY 899**

for \_\_\_\_\_ semester credit hours during the term:

(# Credit Hrs)

**Term:** (Circle term) Fall      Spring      Summer: 6W1      6W2      8W      12W

**Year:** \_\_\_\_\_

\_\_\_\_\_  
Signature of PSY 599, 699 or 899 instructor

\_\_\_\_\_  
Name of advisor/chairperson (printed)

\_\_\_\_\_  
Signature of Student's Program/Specialization Director

\_\_\_\_\_  
Date

Please fill out this form and return to the Psychology Department (UN 715 or UN 716).

## **Appendix D**

### Thesis Defense Flyer



Cleveland State University

**Department of Psychology**

**Psychological Science Program MA Thesis Defense Announcement**

**Thesis Title: [Thesis Title Here] Presented by: [Student Name Here]**

Thesis Advisor: [Name Here]

Thesis Committee: [Advisor Name Here, Name 2 Here, Name 3 Here, Name 4 Here]

Date: [Date Information Here] Time: [Time information Here] Place: [Place Information Here]

**This thesis defense is open to the public**

# **Sample flyer**



**Cleveland State University**

## **Department of Psychology**

### **Psychological Science Program MA Thesis Defense Announcement**

**Thesis Title: Electrophysiology of Long-Term Priming: Repetition and Talker Specificity Effects on Spoken Word Recognition**

**Presented by: Megan Farrell**

Thesis Advisor: Robert Hurley

Thesis Committee: Conor McLennan, Eric Allard, Andrew Slifkin

Date: Monday, April 27<sup>th</sup>, 2020

Time: 3:00 PM

Place: UN 702

**This thesis defense is open to the public**

**Instruction to students:**

1. Complete the first page by filling in the information and send an electronic copy of your flyer to the program director.
2. Print your flyer and post it on the doors of offices of the program director, your advisor, and the other members of your committee, and in several other places in the Department of Psychology.
3. After your thesis defense is completed, take down all flyers you posted.

## Appendix E

### Synopsis of Research Interests of the Core PSP Faculty

#### PSP FACULTY INTERESTS

<p><b>Allard, Eric</b> (<a href="mailto:e.s.allard@csuohio.edu">e.s.allard@csuohio.edu</a>)</p> <p>Dr. Allard investigates the behaviors and mental processes that impact healthy emotional functioning across adulthood and old age. Of particular interest are age differences in the strategies and abilities individuals utilize to manage their emotional states. Dr. Allard's lab uses various tasks and methods, which include assessing the role of visual attention (via eye tracking) and psychophysiological activity (via heart rate and skin conductance measures) on successful emotion regulation throughout the adult lifespan. Students interested in working in Dr. Allard's lab are <b>invited</b> to contact him.</p>	<p><b>Goncy, Elizabeth</b> (<a href="mailto:e.goncy@csuohio.edu">e.goncy@csuohio.edu</a>)</p> <p>Dr. Goncy investigates how relationships impact behavior during adolescence and young adulthood with specific focus on dating abuse, aggression, victimization, sexual health, and substance use. She is also interested in health and well-being of LGBTQ+ adolescents and young adults as part of her work in the THRiVE research collaborative. She is willing to meet with highly motivated undergraduate and graduate students to discuss research opportunities in her lab.</p>
<p><b>Horvath, Michael</b> (<a href="mailto:m.horvath59@csuohio.edu">m.horvath59@csuohio.edu</a>)</p> <p>Dr. Horvath investigates (1) how people seek balance between their work and non-work lives, including, but not limited to, the role of religion; (2) how people look for jobs—the strategies they use, their motivation for searching, and what attracts them to particular organizations; and (3) the causes and effects of forgiveness for workplace offenses. Availability of research opportunities with Dr. Horvath varies over projects and semesters; he is happy to talk with potential student collaborators.</p>	<p><b>Hurley, Robert</b> (<a href="mailto:r.s.hurley@csuohio.edu">r.s.hurley@csuohio.edu</a>)</p> <p>Dr. Hurley's research area is cognitive neuroscience. He uses techniques such as eye tracking, electroencephalography (EEG), and magnetic resonance imaging (MRI) to better understand how the human brain processes language, recognizes objects, and links the two together. His research program involves testing typical younger and older adults as well as individuals with disorders of language (aphasia) and object recognition (agnosia). Dr. Hurley is currently on leave and is not currently seeking students.</p>
<p><b>Reardon, Kathleen</b> (<a href="mailto:k.w.reardon@csuohio.edu">k.w.reardon@csuohio.edu</a>)</p> <p>Dr. Reardon's research interests include externalizing behaviors viewed from a developmental psychopathology perspective. She focuses on both adaptive and maladaptive outcomes, with an approach that accounts for multiple levels of analysis, including biomarkers, individual differences, and environmental influences such as relationships, life stress, socioeconomic status, and culture. Dr. Reardon has examined the influence of personality on several disinhibited phenotypes in youth, including physical and relational aggression, gambling, substance use, and risk-taking behaviors, with an emphasis on personality disorder-relevant traits. Students with interests in youth externalizing problems, personality, or personality pathology <b>are invited to contact</b> Dr. Reardon</p>	<p><b>Slifkin, Andrew</b> (<a href="mailto:a.slifkin@csuohio.edu">a.slifkin@csuohio.edu</a>)</p> <p>Dr. Slifkin investigates the control of action (i.e., motor control) and action-related perceptual processes. His research interests also include motor imagery, embodied cognition, interval timing, and the use of time-series analysis and complexity indices to characterize motor output variability. Much of Dr. Slifkin's research has used healthy younger adult participants, but he has also conducted research with rodent subjects, healthy older adults, individuals with Parkinson's disease, and those with spinal cord injury. Students interested in research in Dr. Slifkin's laboratory are <b>encouraged to contact</b> him to discuss potential opportunities.</p>
<p><b>Smith, Albert</b> (<a href="mailto:a.f.smith@csuohio.edu">a.f.smith@csuohio.edu</a>)</p> <p>Dr. Smith conducts two disparate lines of research. In one, in the area of health survey methodology, he collaborates with nutritionists and statisticians to improve methodology for dietary data collection and to understand situational and respondent characteristics that are associated with errors in dietary reports. In the other, he investigates word perception and the stimulus factors that influence it. Students interested in research in cognition are <b>invited to contact</b> Dr. Smith to discuss research opportunities.</p>	<p><b>Vail, Ken</b> (<a href="mailto:k.e.vail@csuohio.edu">k.e.vail@csuohio.edu</a>)</p> <p>Dr. Vail's research is focused on existential psychology, including the consequences of humans' awareness of their own mortality, autonomy, and choice freedom, and the influence of these existential concerns on cultural activity (e.g., politics, religion), personal growth, and both physical health (e.g., nutrition, carcinogenic behavior) and mental health (e.g., meaning in life, anxiety, depression). Dr. Vail is the Director of the Social Psychology &amp; Existential Attitudes Research (SPEAR) Lab, where graduate and undergraduate students can gain hands-on training in major aspects of research. Students interested in research careers are <b>encouraged to contact</b> Dr. Vail about training opportunities.</p>

## Appendix F

### Psychological Science Graduate Program Technical Standards

The Psychological Science Graduate Program at Cleveland State University provides the following sample description/examples of technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete curriculum requirements. **To matriculate (enroll) the student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression through the program.**

If you had sufficient education and reasonable accommodations, would you be able to perform the following technical standards?

#### **Acquire information:**

- Acquire information from demonstrations and experiences in PSP courses such as lecture, group, and physical demonstrations.
- Acquire information from written documents and computer systems (e.g., literature searches & data retrieval).
- Identify information presented in images from paper, slides, videos, and transparencies.
- Recognize and assess participant changes in mood, activity, cognition, verbal, and non-verbal communication.

#### **Use and Interpret:**

- Use and interpret information from assessment techniques/maneuvers such as those disseminated in research journal articles, book chapters, and research presentations (i.e., posters, oral reports, etc.).
- Use and interpret information related to various research methodologies (i.e., data collection procedures, data processing, and data analysis, etc.).

#### **Motor:**

- Possess psychomotor skills necessary to execute research practices (i.e., data collection procedures) and perform or assist with activities therein.
- Practice in a safe manner and appropriately provide assistance or direct interaction with research participants and research team members.

#### **Communication:**

- Communicate effectively and sensitively with research participants.
- Communicate effectively with faculty, staff, and all members of the program during class and other learning experiences.
- Accurately direct participants (and elicit relevant information from participants) through research protocols in order to adequately and effectively evaluate said participants.

#### **Intellectual ability:**

- Measure, calculate, reason, analyze, and synthesize data related to specific research projects for which you are expected to direct/assist.
- Exercise proper judgment and complete responsibilities in a timely and accurate manner.

- Synthesize information, problem solve, and think critically to judge the most appropriate theory or assessment strategy.
- Ask for help when needed and make proper judgments for when assistance is necessary.

#### **Behavioral:**

- Maintain mature, sensitive, effective relationships with participants, students, faculty, staff, advisors, and other professionals under all circumstances.
- Exercise skills of diplomacy to advocate for participants in need.
- Possess emotional stability to function under stress and adapt to changing environments inherent to the classroom and practice settings (i.e., research laboratories) with or without accommodations.

#### **Character:**

- Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.

Cleveland State University wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the Rehabilitation Act of 1973.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Cleveland State University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While Cleveland State University will make every effort to work with students with disabilities to accommodate their disability-related needs, Cleveland State University is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program, should contact the Office of Disability Services to confidentially discuss their accommodations needs. Additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

CSU actively collaborates with students to develop methods for ensuring accessibility through our confidential and specialized disability support. CSU is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

In addition to the provision of reasonable accommodations, there may be instances whereby a student may not be able to fulfill their educational and training obligations due to a variety of circumstances. In such cases, an extended leave of absence from the program may be warranted. If a student wishes to take a leave of absence due to a medical issue, the student is required to inform the Office of Disability Services to receive necessary permissions. If a student wishes to take a leave of absence for a non-medical issue, it is incumbent on the student to petition the Psychological Science Program Committee for approval for such a leave of absence. An unapproved absence may result in the student's dismissal from the program.



## Appendix G

### Additional Psychological Science Graduate Program Policies

(\*Note: Some of the following policies are program-specific, specifically with regard to procedures for requesting a leave of absence or an optional dismissal. Other policies, such as automatic dismissal, are those governed by the college of graduate studies).

#### Student Evaluation Policy

During each year of study, evaluation practices may include (a) completion of the Department of Psychology Graduate Assistant evaluation (completed by the faculty who supervise the student's graduate assistantship) and (b) completion of the Psychological Science Program Student Progress Report. The progress report typically includes students submitting a 2-3-page summary of progress made on PSP-related coursework and research during the academic year. The report should also include a section on PSP-related coursework and research planned for the upcoming year. For second-year students, the requirement of this progress report will be waived if all degree requirements are completed, including the thesis, before the end of the academic year. At the end of each academic year, each student will receive a letter in writing, compiled and signed by all core PSP faculty, that provides an evaluation of each student's progress. These letters typically highlight areas where the student has made satisfactory or exemplary progress and/or suggested areas for improvement. Students are also encouraged to have regular, informal discussions with their primary advisor regarding progress through the program.

#### Leave of Absence Policy

Although extenuating circumstances may necessitate a student take an extended absence from their coursework, it is incumbent on the student to petition the PSP faculty for approval of the leave of absence. If possible, it is suggested that the student consult with their primary advisor regarding a need/desire to take a leave of absence. From there, the student should submit a written request to Psychological Science Program Director describing reasons for the requested absence and the requested duration (i.e., one semester, one academic year, etc.). The Program Director will discuss the request with the Psychological Science Program faculty to determine whether the request is approved. Any unapproved absence from the program could lead to an optional dismissal from the program.

#### Program Dismissal Policy (Based on Guidelines from the CSU College of Graduate Studies)

Should a student receive one grade of F or two grades of C on their permanent graduate record, the student's performance will be reviewed by the PSP faculty to determine if the student will be permitted to continue in the program. The PSP faculty can recommend an optional dismissal at this juncture. However, if a student receives a second grade of F, the student will incur an automatic dismissal by the College of Graduate Studies. Additionally, an automatic dismissal will occur for the following:

- Receiving a C grade in three courses that each carry three or more credits (or 12 total credit hours of C grades or a cumulative GPA below 3.00).

A student could also be recommended for an optional dismissal if they fail to satisfactorily meet expectations outlined in the PSP Technical Standards outlined in Appendix E. Recommendations for optional dismissal will be made in collaboration with core PSP faculty.

For students who have incurred an automatic or optional dismissal may not apply for readmission to the program before one year has elapsed since the formal dismissal date. It should be noted that readmission following dismissal is highly unlikely.