This document contains policy statements, guidelines, and operational procedures for the two graduate programs in Psychology. All students and faculty members are encouraged to review the current Graduate Calendar for information about University regulations that govern graduate programs. Consultation with the appropriate Graduate Program Director or Graduate Program Assistant should be sought when additional clarification is needed.
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SECTION 1: Graduate Program Administration

Administrative Structure (06/98) The Graduate Committee establishes and administers departmental policy concerning graduate students and graduate program operation. Specific responsibilities of the Committee include but are not limited to admission of new students, program appraisals, and approval of program regulations or modifications. Much of the work of the Graduate Committee is implemented by three Program Directors: The Ph.D. Program Director, the M.A. Program Director, and the Director of Clinical Training, who together comprise the Graduate Program Executive Committee. The Ph.D. Program Director chairs meetings of the Graduate Committee and of the Executive Committee.

Membership on the Graduate Committee (06/98) All full-time, permanent faculty in the Department of Psychology automatically become Graduate Committee members during academic years when they serve as a thesis supervisor or co-supervisor and/or are the instructor for a course in the graduate program. Full-time, permanent faculty who don't meet these conditions can become Graduate Committee members by permission of the Graduate Program Executive Committee.

University Research Fellows are subject to the same considerations as full-time, permanent faculty with regard to Graduate Committee membership. All adjunct faculty and replacement faculty only become Graduate Committee members during the academic years when they serve as a thesis supervisor; this status is automatic under such conditions.

Information on student membership is provided in Section 10, "Graduate Student Representatives."
SECTION 2: Academic Regulations

A. TIME LIMITS AND LEAVE OF ABSENCE (06/98)
The M.A. Program in Psychology requires students to complete all degree requirements within four years after program entry (five years for part-time students). The minimum residence period in the M.A. Program is one year. The Ph.D. Program in Psychology requires students to complete all degree requirements within six years after program entry (eight years for part-time students). The minimum residence period in the Ph.D. Program is two years (all students).

Students are very strongly encouraged to complete their programs and to graduate in a timely fashion. This is beneficial for them from the perspective of their careers, and is helpful to the department since government allocations to the University for graduate students is linked to timely graduation. Students should note that the University requires payment of a time limit extension fee for those who do not graduate in a timely fashion.

Students on temporary leave of absence from the graduate program must confirm their intentions to re-enter the program in writing to the thesis supervisor and graduate program director by January 31 of the year in which they are on leave of absence. A failure to do so will cause the student's good standing in the program to lapse.

B. GRADING SYSTEM (11/98)
Performance in graduate courses is graded as A+, A, A-, B+, B, B-, C, PASS, FAIL, FAIL/ABSENT, AUDIT, IN PROGRESS. The Ph.D. comprehensive examination, practica, and internships are graded as either PASS or FAIL, and theses, as either ACCEPTED or REJECTED. See "Grading System" in the Graduate Calendar [http://graduatestudies.concordia.ca/publications/graduatecalendar/](http://graduatestudies.concordia.ca/publications/graduatecalendar/) for full details.

The C-Rule. The C grade indicates a marginal pass. The C-rule specifies the number of Cs a student may receive and still meet degree requirements. In our programs, a student is allowed no more than one C grade while registered in the program. In other words, upon receiving a second C grade, irrespective of the level of the courses for which the C grades were received, a student will have his/her status reviewed by the Graduate Committee. Normally a C in two courses is grounds for withdrawal. In cases of extenuating circumstances probationary continuation in the program will be considered. It should be pointed out that any C grade received prior to a student's entry into the program is not considered in the application of the C-rule. That is, since both M.A. programs also allow only one C grade, a graduate student who enters our graduate program at the M.A. level can obtain one C grade in the M.A. program and one C grade in the Ph.D. program and still complete degree requirements for the Ph.D. program.

Additional information is provided in Point 1 of Section 4, "Transition from the Masters to the Doctoral Program."
SECTION 3: Experimental Practica and Teaching Techniques

A. EXPERIMENTAL PRACTICA AND TEACHING TECHNIQUES: PSYC850 and 851 (02/87)
Please read the Calendar carefully regarding these two courses. Students must submit a 2-5 page description of what they intend to do for these courses before they begin the course. This description must be endorsed by the supervisor and the Program Director before the student will be allowed to begin work that will count for credit. The Calendar requires this written proposal for Psychology 850, but it has become custom to follow the same procedure for Psychology 851.

Please note that graduate students may not claim credit for Psychology 850 for the supervision of undergraduate student projects such as honors theses (in fact, honors students are supposed to be supervised principally by faculty members). In certain cases only, students may include the teaching of special techniques to undergraduates as part of the work performed for Psychology 850. As with any work done for these courses, however, permission has to be obtained in advance of doing the work, not after the fact. For both courses, 45 hours of work = 1 credit.

B. STUDENT DATA COLLECTION IN OTHER RESEARCH SETTINGS (03/00)
When students are collecting thesis data off campus (research/service settings), it is important for the Concordia Research Supervisor to help the student think through with the external settings Supervisor with respect to data access, data ownership, etc., since this data forms part of the student's thesis. It was suggested that an Aide-Memoire be drafted, discussed with Supervisor(s), signed by both parties and filed with the Department.
SECTION 4: Transition from the Masters to the Doctoral Program

The deadline for M.A. thesis submission is six weeks prior to registration in the Ph.D. program. Approximate dates are July 15 for fall registration and November 15 for winter registration. Internal students who anticipate September entry into the Ph.D. program should complete an online application to the Ph.D. program including three letters of reference by the preceding December 15th in order to allow sufficient time for processing. Internal students are not required to submit an official transcript.

Assessment of Satisfactory Progress. Our departmental policy is to admit students to the M.A. program only if we anticipate them to be suited for continuation to the Ph.D. As long as progress at the Masters level is adequate and as long as they have a suitable thesis advisor, internal students are to be promoted automatically to the Ph.D. program. The following are suggested guidelines for the assessment of progress.

Inasmuch as "satisfactory progress" must be determined largely by the various thesis advisors, the following guidelines are established as standards against which individual cases can be judged.

1. Coursework is automatically considered adequate when A and B grades are earned. Grades of C are considered substandard, and a student may receive only one such grade in each program and still graduate. Two grades of C within a program represent inadequate progress and result in review by the Graduate Committee and potential dismissal from the program. Because of the severe consequences of two C grades in a program, all C grades are given in consultation with the relevant program director. In cases where one C grade has already been assigned, an instructor may allow remedial work by the student so as to make up the grade to a B level. Such a decision, of course, remains the responsibility of the instructor. In such cases as require such remedial work in order to meet the minimal requirements for graduation, the student's progress is not considered to be adequate for promotion to doctoral study, and the Masters' degree is considered by the Department to be a terminal degree.

2. Student who complete their degree requirements within one year after the minimum resident period (normal residence) should be considered to have made satisfactory progress as long as their grades are good and the thesis advisor recommends advancement. In cases where the thesis advisor recommends that the student not go on, the student should have the option of finding another advisor with the Committee's approval. The committee should consider the reservations of the first supervisor and should approve the change of supervisor when the initial supervisor disapproves. In the case of a student who has completed the degree requirements within one year beyond normal residence, the benefit of doubt should be given to the student.

3. Students who complete their degree more than one year beyond normal residence should be considered to have made unsatisfactory progress unless the student or the M.A. advisor can make a convincing case to the contrary. The decision as to whether progress is adequate should be made by the Graduate Committee in cases where the thesis takes more than one year beyond the normal residence. When the thesis advisor is satisfied with the student's work and agrees to serve as advisor at the Ph.D. level, the committee should generally approve promotion to the Ph.D. program. When the thesis advisor is dissatisfied with the progress of the student and another advisor is willing to serve at the Ph.D. level, the student should be considered for admission but not with the status of an internal student. That is, students who take more than one year beyond normal residence to complete the M.A. thesis and who do not have the continued support of their M.A. thesis advisor should not be assumed suitable to advance to the Ph.D. program without competing first with outside applicants to the program.

4. Students who complete their degree requirements more than two years beyond normal residence should be considered to have lost their privileged status as inside students, even in the case where the thesis advisor
recommends continuation. These students should be required to apply as outside competitors for positions in the Ph.D. program. Completion of the degree requirements more than two years beyond normal residence should be taken as de facto evidence of unsatisfactory progress at the M.A. level unless special provisions such as leave of absence or part-time status have been approved in advance by the committee.

5. These guidelines deal with academic progress. Closely related criteria also required for acceptance to study at the doctoral level are ethical and responsible behavior at the Masters level. This will be assumed unless specific questions regarding conduct are raised at a graduate program committee meeting.

Under these guidelines clear expectations for students and faculty are established. Unless a student is more than two years beyond normal residence, the responsibility for decisions about advancement to the Ph.D. program depends primarily on the advisor. Other faculty should reflect in their course grades and in their input to the advisor any reservations that they have about the suitability of a student for doctoral study except in one critical case. This is the case where other members of the thesis committee disagree with the thesis advisor about the quality of the M.A. thesis. If the committee feels, at the time of the thesis defense, that a thesis is weak and that thesis performance has not been adequate for promotion to the Ph.D. level, the thesis should usually not be accepted. If the committee feels the thesis is marginally acceptable but does not want to endorse the student for the Ph.D. program, then the thesis should be accepted provisionally, the provision being that the thesis, while acceptable as a thesis for a terminal M.A., is not acceptable as evidence of adequate progress at the M.A. level. This consideration should come up only in cases where the thesis is submitted beyond normal residence and usually in cases where it is submitted more than one year beyond. This decision should be taken reluctantly, and all attempts should be made to take this decision only if there is unanimous agreement among the members of the thesis committee. If all members agree, then this decision should be considered final. If there is disagreement, then the graduate committee should review the decision.

These guidelines are established in order to give both students and staff some clear standards against which to assess progress at the M.A. level. They are also established in order to give a clear but shifting set of responsibilities to the student, the advisor, the thesis committee, and the graduate committee. The student should feel that there is a period in which his or her status in the program is protected, but that this is not an unlimited period. The advisor should feel that the student is his or her responsibility, but a responsibility that becomes shared by the Graduate Committee as normal completion time is exceeded. The student should feel that there are options when the relationship with the advisor is not satisfactory, but that these options, too, are limited, particularly by time.

**Accelerated Admission to the PhD program (01/12).** Upon recommendation of their thesis supervisor, students enrolled in the Master of Arts (Psychology) program at Concordia University who have completed a minimum of 12 credits of graduate level course work and who have shown high academic performance and potential through performance in research may apply for accelerated admission to doctoral studies without submitting a master’s thesis. Approval for accelerated admission must be obtained from the student’s thesis committee and the graduate admissions subcommittee by August 15 to allow entry into the PhD program in the Fall term. Students in the Research and Clinical Training option may not obtain accelerated admission to the PhD program from MA Year I, but may apply for accelerated admission, upon recommendation of their thesis supervisor, from MA Year II.

Students who intend to apply for accelerated admission must 1) obtain the approval of their supervisor and initiate the application process with the Graduate Program Secretary around the end of the winter term, 2) submit a written Interim Research Report to their thesis committee and to the MA and PhD Graduate Program Directors electronically by August 1, and 3) have a meeting of their thesis committee, prior to August 15, in which their progress in research and plans for the PhD degree are discussed. However, students enrolled in the Research and Clinical Training Option must complete the above process (with an interval of at least two weeks
between submission of the Interim Research Report and the meeting of the thesis committee) prior to beginning their clinical practicum in the Summer of MA Year II. Ideally, this would take place after mid-term clinical evaluations become available in January of MA Year II. Students that obtain accelerated admission may use data obtained during the MA program towards their PhD thesis. Any course requirements for the MA degree not completed must be completed during the doctoral program.

The Interim Research Report should provide background information that places the research question in context, a precise description of the research question that is being addressed, provide a record of the progress in research that has been made since entry into the program, and should also indicate the nature of the research that is planned for the near future. The structure of the report is usually similar in form to a manuscript or thesis, but the structure can be altered as suggested by the supervisor or thesis committee, or as appropriate to meet the above goals. The report should generally not be longer than 30 pages of double-spaced text, but it may exceed this limit if deemed appropriate by the supervisor.

The meeting of the Thesis Committee should begin with a 20 to 25 min presentation by the student to review the content of the Interim Research Report. The meeting is typically not attended by other students. After the presentation, and a discussion of research progress and plans for future research, the committee will meet privately to determine the appropriateness of accelerated admission by a majority vote. For students following the Research and Clinical Training Option, the Committee will consider the student’s progress in practica. Thesis supervisors who disagree with a majority vote may appeal the decision to the graduate admissions subcommittee. The completed Accelerated Admission Assessment Form (http://psychology.concordia.ca/formslinksandpolicies/forms/) must be returned to the Graduate Program Assistant by August 15.
SECTION 5: Comprehensive Examinations

SUMMARY OF COMPREHENSIVE EXAMINATION PROCEDURES (PSYC880) These are the procedures as of September 2003, revised September 2012. Students should check with the Comprehensive Examination Coordinator for revisions to the procedures. Comprehensive examinations are conducted during the first year of the doctoral program.

General format: There are two sections to the examination, one due in MAY and one in AUGUST.

MAY: The student chooses one of the following:
(a) A long essay (6000-7000 words) Due May 31
(b) Course and lecture series preparation: Due May 7-31
(c) Short Essay review (2500-3500 words) Due May 31

AUGUST: Long essay (6000-7000 words) Due end of the first week of August.

Topic Areas: Students are encouraged to choose areas in which they would like to develop expertise and for which it is unlikely they will have an opportunity to do so elsewhere in the program. Student choose two areas, one for each part of the exam, as follows: One may be closely linked to the thesis (but does not have to be); No essay may potentially be a thesis chapter; At least one area is quite removed from the thesis topic area. Topics are selected in the fall with the Comprehensive Examination Coordinator (CEC).

The Long Essay. The long essay is a review written in a style that is accessible and interesting to specialists in the field as well as to psychologists with expertise in other domains. The topic area and title question are determined in the autumn with the CEC and two designated readers. Normally one reader will have expertise in the topic area whereas the other will not, but he or she should be able to follow the logic and the evidence presented in the essay. Students submit a signature form signifying the readers' willingness to serve and their approval of the essay question by December 15. In the winter semester, the student consults with the CEC, the two readers, and presents an overview of the topic area and title question in PSYC 801 (PhD Research Seminar I), for discussion and feedback. Note: Students with summer internships may arrange a different submission deadline. Requests for extensions of the due date, whether to accommodate internships or for other reasons, must be made to the CEC at least two weeks prior to the normally required due date.

Course & Lecture Series (May 7-31). In the fall, the student selects a course from a list provided. The choice is normally from an area different from the student’s thesis area. The student presents a course outline by May 1, indicating the main topics and subtopics to be covered (see template). In early May, the student is assigned one of the lectures in the outline and then prepares a 1-hour talk to be given a week later, in the period May 7-31. Immediately following the lecture, there is an oral examination about the place of the lecture topic in the course as a whole. Here the student is expected to demonstrate general knowledge about current research directions in the area. Students give a practice lecture in PSYC 801. The examiners are two full-time professors with appropriate expertise. By December 15, the student submits a form confirming the examiners' willingness to participate. The examiners also serve as resource persons while the student is preparing the course materials. In order to provide a realistic context for lecture presentation, efforts are made to include students in the lecture audience. (See handout.)

Short-Essay Review. In the fall, the student selects a topic area in consultation with the CEC. The student becomes familiar with the important issues, authors, and where important papers can be found. Two readers are designated as resource people and examiners. Students submit a form signifying the readers' willingness to serve and their approval of the topic area by December 15. Sometime before May 31, on 3 weeks notice without advance knowledge of the item(s) selected or the question, the student is asked to write a critical review of a book (or article or set of articles) in response to a general question set by the examiners (2500-3500-word commentary and bibliography of 15-25 items). The student is expected to demonstrate understanding of why the author's ideas are important, the context, and implications for future developments in the area. The student gives a talk about the area in PSYC 801.

Evaluation: Final grades are recorded as PASS/FAIL. However, for feedback purposes, students are given grades on a scale of Excellent, Good, Weak (some revision may be required) and Fail. Where there is disagreement between the two examiners and their grades average to below Good, then the CEC tries to reconcile the differences. Both parts of the
examination must be passed to receive a final PASS overall. Failed examinations (the MAY or AUGUST components) may be retaken once only.

FROM A SAMPLE EVALUATION FORM SENT TO THE READERS:
To guide your evaluation, please take into account the following elements:

- Overall, how well was the question answered (was it informative, interesting)?
- Was the relevant literature covered and in appropriate depth?
- Did the student show understanding of the issues? Did the student present and defend her/his own opinion?
- How appropriate was the writing style? Were the organization and treatment logical and appropriate?

In terms of these goals, what grade would you recommend for this assignment (check one):
- _____ PASS (Excellent) Overall quality is considerably above normal expectations for a PhD student.
- _____ PASS (Good) Overall quality meets normal expectations for a PhD student.
- _____ WEAK Overall quality is somewhat below normal expectations for a PhD student. Supplemental work would be appropriate—e.g., major revisions, a short supplementary essay or other work to assure readers that the student has gained the appropriate expertise in the area.
- _____ FAIL Overall quality is clearly below normal expectations for a PhD student. Student must retake the examination.
SECTION 6: Thesis

A. THESIS COMMITTEES
Items 3 & 4 in Section 9C, "Procedures for Selection of New Graduate Students" address adjunct faculty who serve on thesis committees.

M.A. And Ph.D. Thesis Committees - Departmental Examiners (06/98) Selection of departmental faculty to serve on M.A. and Ph.D. thesis committees is the joint responsibility of the student and thesis supervisor. Faculty members who are requested to serve as committee members are not obligated to do so, but reasons for not serving should be made clear. The student, with supervisor approval, must notify the Graduate Program Director in writing about the committee membership and the approximate date when membership was finalized. (Also see the following subsection on Thesis Consultation.)

The M.A. and Ph.D. Thesis committee must include at least two members from the permanent (tenured or tenure-track) faculty of the department, including the thesis supervisor. Faculty members affiliated with another department already approved for thesis co-supervision in Psychology are automatically eligible to serve as thesis committee members. University regulations regarding thesis committee composition are listed in the http://graduatestudies.concordia.ca/publications/graduatecalendar/ and the Graduate Studies booklet on Thesis Preparation and Examination.

Thesis Consultation (02/89) Departmental members of M.A. or Ph.D. thesis committees should be informed about the thesis project at the earliest opportunity that is appropriate for the research in question. Students should discuss with the thesis supervisor the appropriate format for informing the committee. Options include a written proposal, as well as group or individual meetings. Students in the Clinical Profile should be aware that admission to the predoctoral internship is contingent upon advanced state of thesis work (see section 16). Finally, students are reminded that some members of the department have indicated a preference for joining thesis committees in the early stages of project development. (Also see the preceding subsection, "Departmental Examiners", regarding Program Director notification.)

MA Thesis Committee - External Examiner Requirement (revised 08/97) The thesis committee may contain one specialist from outside the University, designated as the External Examiner. This external expert is invited by the M.A. Graduate Program Director and may or may not attend the oral defense. Additional information is provided in the Section 6B under "M.A. Thesis Submission."

Ph.D. Thesis Committee - External Examiner Requirement (2/89) The thesis committee must contain one member from within the University but outside the Psychology Department (the External-to-Program Examiner). This member is selected by the student and the advisor after consultation with the Ph.D. Program Director.

The thesis committee must contain one specialist from outside the University, designated the External Examiner. This external expert is invited and paid to examine the thesis by the Dean of the School of Graduate Studies. External examiners must hold a Ph.D. degree, have a publication track record in the appropriate domain, and have supervised doctoral students. It is required that the student's thesis supervisor had had no research collaboration with the suggested external examiner for at least six years. Additional information is provided in the Section 6B under "Ph.D. Thesis Submission."

Additional Masters' thesis guidelines for students following Clinical Profile (Clinical Steering Committee, 01/92). Additions to the Master's Thesis guidelines for students following the Research and Clinical Training Option are intended to maximize the possibility that a high quality product can be completed within the expected period of time (18 months).
1) **Goal:** To contribute to the review process for the Master's Thesis proposal in order to assist students in planning projects of reasonable scope by increasing evaluation of the feasibility of the project. To further encourage supervisors and students to establish a thesis committee early in the first semester:

By January of the first year, students should prepare a thesis definition. This document should not be more than 5 pages in length yet should provide sufficient information upon which to evaluate the study. The definition should include brief rationale for the study but the focus should be upon a description of the methodology (number of subjects, procedure, etc.), and plan of analyses. This definition will be presented to the thesis committee for a discussion of the scope of the project. This will not constitute a defense of proposal nor is acceptance of the thesis definition a guarantee of acceptability of the project when completed. Furthermore, the presentation of a thesis definition to the committee will not negate the current policy of a proposal defense in the winter of the first year but is a minimum guideline that is recommended. Student contact with the proposal committee should be initiated in November of the first semester, with the goal of having fully developed a thesis definition at minimum or a thesis proposal by January. The definition or proposal should be approved by the Proposal Committee by the end of January.

2) **Goal:** To clarify thesis submission requirements:

Students are informed that they are able to submit their theses for defense in extended manuscript form. The format can be typical of that of a journal article in the area, in terms of length, level of detail, etc. Advantages of the guidelines are that the student-supervisor team will be assisted in planning Master's Thesis projects that are reasonable in scope and can be completed within the recommended time period of 18 months. Students will establish their Thesis Committees early in the first semester which will facilitate their transition into the program and introduction to research projects.
B. THESIS SUBMISSION AND DEFENSE (01/12)
The Thesis Office of the School of Graduate studies has a webpage (http://graduatestudies.concordia.ca/currentstudents/thesis/) that provides links to the Thesis Preparation Guide (relating to thesis format as well as thesis defenses), information on electronic submission of theses, thesis submission deadlines, and forms related to thesis submission and examination. The Graduate Calendar also indicates Thesis Regulations that must be followed (http://graduatestudies.concordia.ca/publications/graduatecalendar/current/thesisregulations/). Students should also be aware of the following policies and procedures, some of which are specific to the Psychology department.

Students should be sure to apply to graduate at the beginning of any semester during which they anticipate completing all degree requirements (see the MyConcordia Portal under Student Services to apply). Students who fail to apply during the semester in which they complete all requirements may have to pay extra fees in order to have the degree awarded the following semester.

After obtaining the permission of their Thesis Committee, the student may provide the initial submission of their Thesis to the School of Graduate Studies (not the Graduate Program Secretary) prior to the thesis defense. The final version of the thesis is submitted to the School of Graduate Studies following the defense after any required changes are made.

1. M.A. And Ph.D. Thesis Expectations (06/98) Students and supervisors sometimes express a concern about what the size and scope of an M.A. thesis should be in relation to a Ph.D. thesis. There is no simple formula for this and the best guide is past experience. Students are encouraged to look at recent theses to obtain an idea of what may be reasonably expected and discuss with their supervisor. One rule of thumb that some may find useful is this: The M.A. thesis is intended to demonstrate that the student possesses the critical understanding, methodological skills and communicative abilities necessary for carrying out a piece of research that would be accepted as a contribution to the discipline by the peer community. The Ph.D. thesis is intended to actually be such a contribution.

2. M.A. Thesis Submission (06/98) The initial submission of the thesis to the School of Graduate Studies prior to the defense is done electronically. In addition, the student must provide a paper copy of the Thesis to each committee member including the thesis supervisor (unless the committee member prefers an electronic copy). The student must also provide the Graduate Program Assistant with a form signed by all thesis committee members indicating that the Thesis can be submitted (http://psychology.concordia.ca/formslinksandpolicies/forms/) or ensure that each committee member sends an email to the Graduate Program Assistant to grant approval for thesis submission. The student must also send an electronic version of the thesis to the Psychology M.A. Graduate Program Director.

If desired, the supervisor may provide a list of individuals who would be qualified to serve as an external examiner (including current address and e-mail), and the M.A. Graduate Program Director may then formally invite the examiner.

2.1 M.A. Thesis Deadlines. Students wishing to enroll in the PhD program in the fall must have submitted their final thesis by August 31. With this in mind, the thesis must be submitted to the School of Graduate Studies by August 1 to allow sufficient time for arranging the defense and making any necessary changes following the defense.

Students should work with their supervisor to have an acceptable draft to provide to their Thesis Committee well before the August 1 deadline (a minimum of 2 weeks prior) to allow the committee time to provide feedback and to allow the student time to make any requested changes. Students in the Research and Clinical
Option should have a draft of their thesis submitted to their committee before beginning their summer practicum. Once the committee has approved the thesis for submission, the student may then submit the thesis to the School of Graduate Studies (as described above), and arrange a date for the defense in conjunction with the Psychology Graduate Program Assistant.

3. PhD Thesis Submission (06/98) The thesis must be approved for submission by internal committee members before it is submitted to Graduate Studies. Committee members other than the thesis supervisor are not required to read the final version of the thesis before it is submitted, but the thesis should not be submitted without the knowledge and agreement of each committee member. This agreement must be indicated in a form provided to the Graduate Program Assistant at the time the thesis is submitted. An email to the Graduate Program Assistant from the internal committee members can also suffice for granting approval for thesis submission. http://psychology.concordia.ca/formslinksandpolicies/forms/.

Arrangements for both external-to-program and external examiners must be made before the oral examination can be scheduled. At or before the time of thesis submission, the thesis supervisor must provide the Ph.D. Program Director and Graduate Program Assistant with the name of a consenting external-to-program examiner and three nominations for external examiner. The list should provide the e-mail and postal addresses of each nominee, as well as information to make clear the nominee's qualifications. An electronic copy of the title and abstract of the thesis should also be provided for e-mail communication. The Ph.D. Program director selects an external examiner.

It is often difficult to find a qualified and willing person for the external-to-program position on a thesis committee, and direct discussion with potential examiners is both necessary and appropriate. Thus, the thesis can be discussed at length by the student or the supervisor with a potential external-to-program examiner, as is the case with the department members who serve on the committee. In contrast, neither the supervisor nor the student should discuss the thesis with a potential external examiner. The student and thesis supervisor should notify the Program Director in the event of contact with a potential examiner prior to the oral defense.

The minimum period between submission of the thesis with accompanying information (i.e., the complete list of consenting committee members, and the three complete nominations for external examiner) and the oral examination is six weeks. There will be no exceptions to the requirement; attempts to work within shorter periods have not been successful. The Graduate Studies Office staff must be given reasonable time to check the thesis and make arrangements with the committee members and one of the Deans. Shorter periods are not consistent with the careful and scholarly reading that a doctoral dissertation deserves. Students who have important graduation deadlines to meet are advised to submit the thesis at least eight weeks in advance of the week in which they hope their oral examination can be scheduled; they should also allow time in their plans for revisions that are almost always required before the thesis is officially accepted and the degree requirements are satisfied.

4. Thesis Defense

Four copies of the signature page should typically be brought to the defense by the student. One of these will be used by the School of Graduate Studies for microfilming purposes and may be on regular or bond paper. The additional signature pages are used to produce bound hardcopies of the final thesis for the student and supervisor if desired and are typically on bond paper.

At the Masters level, it is expected that all members of the student's supervisory committee will attend the oral defense. Attendance by the external examiner, if any, is optional. The Masters defense begins with a summary of the research by the student of approximately 20 minutes in duration. At the Ph.D. level, all departmental members of the thesis committee, the external-to-program and the external examiner are expected to attend the oral defense. In the event that one member of the committee cannot attend, a formally designated proxy will replace the absent member and present their questions. Usually, no more than one absence is
permitted. It is the responsibility of the internal members of the thesis committee to designate the proxy, with the approval of the Program Director and the School of Graduate Studies. The Ph.D. defense begins with a summary of the research by the student of 25 to 30 minutes in duration.
SECTION 7: Ethical Issues

A. ETHICAL AND PROFESSIONAL CONDUCT (05/84)
Copies of professional ethical codes are located at http://psychology.concordia.ca/formslinksandpolicies/links/. Students are also invited to consult the Handbook of Moral and Ethical Codes and Guidelines for Conduct.

The Department of Psychology has the responsibility to ensure, to the best of its ability, that graduate students act in accordance with the ethical standards of their intended profession, namely the codes of conduct adopted by the Canadian and American Psychological Associations. Should a student seriously and/or repeatedly violate these standards, and a less formal solution cannot be found, the following procedures will be followed.

A program director who considers that a graduate student has seriously and/or repeatedly violated the codes of conduct of the Canadian and/or American Psychological Associations will bring the matter before a special meeting of the Graduate Committee. The student will be invited to attend and may be accompanied by an advisor, who may address the committee. At the student's request the meeting may be closed (to the graduate student representatives). The committee may decide to take no action, call for remedial action, advise the student to withdraw from the program, or recommend that the student's enrolment in the program be terminated. Decisions will be by majority vote. The committee will inform the student in writing of its findings.

A recommendation that the student's enrolment be terminated will be forwarded to the Dean of Graduate Studies. If the Dean of Graduate Studies concurs, the Dean will send a notice of termination to the student.

The student can appeal the termination of enrolment to the Board of Governors. The appeal must be sent in writing to the Secretary of the Board within twenty-one days of the issue of the notice of termination. The Board will name a special committee to hear the appeal. Its decision will be final.

B. PLAGIARISM: HOW TO RECOGNIZE IT, HOW TO AVOID IT, AND ITS CONSEQUENCES
(03/05) This document is intended to sensitize faculty and students in the Psychology Department to issues regarding plagiarism. In particular, it aims to make people aware of some of the more common ways plagiarism may be committed inadvertently and of the impact it can have on the discipline. (Suggestions for additions and modifications to this document are welcome; please write to the Ph.D Program Director).

Introduction: At advanced levels, work in psychology involves integrating the ideas of many others and incorporating them into our writing. In doing this, it is important to give credit where credit is due. Plagiarism is presenting another’s words or ideas as one’s own without proper citation. The Concordia (http://graduatestudies.concordia.ca/publications/graduatecalendar/) Code of Conduct (2004-2005) outlines these specific criteria for plagiarism and related academic offenses:

“12. Without limiting the generality of article 10 above, academic offences include, but are not restricted to, the carrying out or attempting to carry out or participating in:

... b. plagiarism - the presentation of the work of another person as one’s own or without proper acknowledgement;

c. the contribution by one student to another student of work [sic] with the knowledge that the latter may submit the work in part or in whole as his or her own;

d. multiple submission - the submission of a piece of work for evaluative purposes when that work has been or is currently being submitted for evaluative purposes in another course at the University or in another teaching institution without the knowledge and permission of the instructor or instructors involved” (p. 605-606).
Consequences of Plagiarism: In addition to the academic sanctions outlined in the Graduate Calendar http://graduatestudies.concordia.ca/publications/graduatecalendar/Code of Conduct (Academic) several other consequences may result from plagiarism:

• Plagiarism devalues the academic integrity/credibility of the University and the scientific community as a whole;
• Plagiarism devalues the original work, and takes unfair advantage of other students, professors, authors, or researchers who have done their own work;
• Plagiarism devalues the professor-student relationship insofar as the goal of teaching is to assist the student to develop his/her own original work.

Other Issues: Specific cases that constitute plagiarism and strategies for avoiding it are outlined in the document entitled “Avoiding Plagiarism” produced by the Purdue University Online Writing Lab (http://owl.english.purdue.edu). However, the following specific issues may be particularly pertinent to individuals in the field of psychology:

Paraphrasing (rewriting another person’s ideas in your own words): In academic writing in psychology, the conventional way to cite another’s work is to paraphrase the original idea, finding, or interpretation. As such, students and researchers must be particularly vigilant about issues of plagiarism in this context.

a) The easiest way to avoid plagiarism when paraphrasing is to put away the original source before beginning to write. This ensures that you engage your own “syntax generator” and thereby express the ideas in your own words. Related to this point, when taking notes from a text, be sure to indicate in your notes which statements are direct quotations and which are paraphrases.

b) Note that, in addition to more obvious forms of plagiarism, care needs to be exercised in paraphrasing your own work or the work of your peers, colleagues, or labmates. For example, copying a method section verbatim from your own previously published work or from a labmate’s particularly eloquent dissertation may constitute plagiarism. To be safe, in such cases it is wise to include a phrase such as "as done previously" along with a citation of the original.

c) There are acceptable and unacceptable ways of paraphrasing. Consider the following quote:

“Children muster their most sophisticated linguistic skills when they report on events involving fear, anger or distress.” (Hughes & Dunn, 2002, British Journal of Developmental Psychology, 20, p. 516)

An example of acceptable paraphrasing is as follows: When recalling events involving negative emotions (i.e., fear, anger, distress), children tend to use more sophisticated language skills than in other contexts (Hughes & Dunn, 2002).

An example of unacceptable paraphrasing is as follows: Children use their more sophisticated language skills when they report on events involving negative emotions (Hughes & Dunn, 2002). (Note that the syntax in this sentence is exactly the same; the author has simply replaced a few key words with synonyms.)

Sometimes, an author says something much better than you feel that you can. In these cases, it is best to simply quote the author by putting the author’s words in quotes and including the reference and page number. However, this option should be used judiciously, as too many quotes can reduce the credibility of the writing.

Primary vs. Secondary Sources: In general, it is preferable to cite a primary source (e.g., journal articles) as opposed to a secondary source (textbooks). As such, it goes without saying that it is important that one actually read the primary source. However, there is one important exception to this rule. Often secondary sources will
provide alternate interpretations of the data that were not proposed by the original author. To cite these interpretations, the secondary source is the correct citation. In contrast, to cite the original data, the primary source should be cited. In either case, it is a good idea to read the original work.

Web Resources: Although the internet is often a powerful way of accessing knowledge, not all information on the web is equally credible. In general, peer reviewed sources are always preferable to other sources. If it is difficult to ascertain the original source of the information on a website (e.g., a blog, newsgroup, popular/nonacademic site), it is important to confirm its veracity using a more credible source. Since information on the web is constantly changing/disappearing, it is not only important to provide a proper citation for the information (http://www.apastyle.org/elecref.html), but also to provide the date accessed.

Challenges for Nonnative Speakers: Often, emulating the style of native speakers of English is an excellent way to learn the intricacies of a second language. Although this option can be used in taking notes, the words of others cannot be incorporated into academic/published work. In these cases, a useful alternative is to write things in your own words, and then ask colleagues, advisors, and/or labmates to provide feedback on the writing. Not only will this strategy prevent you from plagiarizing others’ work, it will also help you to improve your own writing over time. For more information, please see the following additional references: Sternberg, R.J. (Ed.) (2000). Guide to publishing in psychology journals. Cambridge, UK: Cambridge University Press. Sternberg, R.J. (2003). The psychologist's companion: A guide to scientific writing for students and researchers, 4th Edition. Cambridge, UK: Cambridge University Press.

I have read and understood the above document.

NAME:_______________________ SIGNATURE: ______________________
DATE: ________________
SECTION 8: Teaching Assistantships

A limited number of opportunities are also available for graduate students to be hired part time as principal instructors for certain courses. Assignment of these courses is negotiated with the Department Chair's office.

A. GUIDELINES FOR ASSIGNING TEACHING ASSISTANTSHIPS (06/85; revised 08/98; edited 09/00, base support value revised as needed). Each year students will be asked if they wish to apply for teaching assistantships and to give details of any scholarships or fellowships held or pending. At the same time that students are asked to apply for teaching assistantships, supervisors will be sent a list of students currently under their supervision together with the student's year of residence in the program. Supervisors will be asked to indicate whether students will be supported at least to the level of base ($16,000 for 2011-2012) and whether by scholarships, or research funds, and whether they wish the student to have a T.A., and if so, for one semester or two.

"Eligible students", as defined by the funding policy passed by the Graduate Program Committee in February, 1985 (see below) will be given priority for teaching assistantships (List A). An "eligible student" is within normal residence, has been offered support for less than a total of five years in the graduate program, is enrolled on a full-time basis, and does not hold a scholarship equal or greater in value to two teaching assistantships (i.e., $6,073. for 2011-2012). A student who holds a part-time teaching contract from the Department is ineligible, for the duration of the contract, for a teaching assistantship.

T.A.'s will be assigned to "eligible students" according to the order of priorities in List A (see below). No T.A.s will be given to students having full scholarship support or beyond normal residence (List B) until all the "eligible students" have received the T.A.s that they requested.

List A "Eligible Students" (see above)
1. Emergencies - eligible ongoing students whose supervisors' grants did not get funded and thus there is no possibility of the student receiving an R.A. up to base level of support. (See Section 2 of 9C Selection procedures for New Graduate Students)
2. New incoming students (M.A. or Ph.D.) for whom the teaching assistantship forms a necessary component of the student financial support package. The supervisor must declare this necessity to the grad committee for approval at the time of the students acceptance for admission. (See Section 2.2 of 9A Policies for Graduate Admissions)
3. Students beyond M.A. 1 with no previous teaching experience, with priority given to the most senior students.
4. Students beyond M.A. 1 with satisfactory performance on previous T.A.s who had not taught in the previous academic year.
5. Students beyond M.A. 1 with satisfactory performance on previous T.A.s.
6. Other students in M.A. 1.

List B Scholarship students and students beyond Normal Residence
1. Scholarship students beyond M.A. 1 with no previous teaching experience. Within this category priority should be given to more senior students.
2. Students without scholarships, beyond normal residence whose teaching performance has been satisfactory.
3. Scholarship students with satisfactory performance on previous T.A.s.

NOTE:
1. The Dean of Arts requires that teaching assistantship support be matched by student scholarship or faculty research assistantship support.

2. The above procedure raises the possibility that, should there be a shortfall of teaching assistantships for a number of years, a Ph.D. student who has held a scholarship throughout all/her years of graduate study might not get any teaching experience. It is therefore proposed that any Ph.D. student in this position should notify the Chairman and/or G.P.D. of this fact approximately 18 months before the expected date of completion of the doctoral program. With this much lead time it should be possible to ensure that every doctoral student does receive some form of teaching experience during their graduate studies.

3. The definition of "satisfactory previous experience" has yet to be approved by the department as a whole.

4. M.A. 1 students are normally given a low priority because of their heavy course load in the first year (especially those students in the Clinical profile) and because some instructors have felt that their T.A.s were not adequately prepared for the undergraduate statistics courses. If the majority of T.A.s go to upper level students then they will have taken the graduate level statistics course.

5. If a student is not receiving the base level of support but does not want a T.A., then they should indicate this in writing to the Department Chair and Graduate Program Director.

B. POLICY CONCERNING THE HOLDING OF TEACHING ASSISTANCESHIPS BY MA CLINICAL STUDENTS (10/02) Because of their heavy course load and need to complete the MA thesis research in order to proceed to the PhD in a timely fashion, it is preferable that MA students following the clinical profile in normal residence not be required to perform TAships as part of their financial support package. The following are specific guidelines to be followed in the case of exceptions to this recommendation:

MA I: While the clinical program actively discourages a clinical student from taking a TAship in the first year, in exceptional circumstances, if a necessary part of the financial support package, an MA I (Clinical profile) student may undertake a one-semester TAship. The prospective supervisor must state this financial need to the program directors as part of the entering clinical student's proposed financial support package at the spring graduate admission time.

MA II: An MA II (Clinical Profile) student in good standing may carry a one-semester TAship. In exceptional circumstances, if a necessary part of the financial support package, an MA II (clinical profile) student may carry a second TAship, if they and their supervisor provide evidence that the student will complete the MA thesis by end of second summer, with a draft of the thesis completed by May 31 of that year. In order for a second TAship to be undertaken, written permission must be given both by the thesis supervisor and by the Director of Clinical Training or their delegate, who should be provided with a copy of the student’s transcript and annual progress report.
SECTION 9: Policies for Graduate Admission and Thesis Supervision

A: LIMITS AND FUNDING

1. Limits on Admission (02/86). All decisions to limit admissions to the programs, profiles or courses for graduate students within our department are to be made in advance of consideration of individual cases for those programs, profiles, or courses. Any such limits are to be made by the faculty who supervise the students and teach the core courses in the programs in question.

2.1 General Funding Policy (adopted 05/87, edited 11/03). The Graduate Committee will be guided in its selection of new graduate students by a Funding Policy which seeks to ensure that (a) all students in normal residence in the program are offered financial support of at least some minimum level, the funds to come from Departmental Teaching Assistantships, Part-Time teaching, Research Assistantships funded by an externally funded grant held by the supervisor, or fellowships held by the student or some combination of these sources; (b) all thesis supervisors provide the funds required to conduct their students' research; and (c) the distribution to students of departmental financial resources such as teaching assistantships is carried out in a fair and equitable manner, taking into account a supervisor's past history in providing financial support for students. To achieve these goals, the Graduate Committee shall:

- a) establish, each year and before the selection process of new graduate students begins, a minimum level of financial support that must be offered to all students within normal residence (defined as 2 years for M.A., 3 years for the Ph.D. Program, or 5 years for the M.A. and Ph.D. programs combined); (see Graduate Program Web site for current amount).

- b) require each potential supervisor to ensure sufficient funds to cover the costs of the student's research and to contribute when necessary to the student's financial support.

2.2. Exceptions to the Funding Policy (adopted 04/98; amended 10/02, 11/03). The Graduate Committee continues to recognize the importance of requiring a financial support package for all of its graduate students who are within normal residence. The main objective of all our graduate policies is to help us recruit, train and maintain outstanding graduate students. The policy of guaranteed funding can help us achieve this aim in four specific ways:

1. it allows worthy students who do not have independent means to enter graduate school
2. it reduces financial hardship for students and allows them to concentrate their time and efforts on their studies
3. it allows us to be more competitive in recruiting students
4. it indicates that the supervisors will cover the costs of research expenses for any student they accept to supervise.

It is recognized that special circumstances may present themselves where flexibility in the application of the funding policy would be desirable. For example, there may be candidates who receive special leave, with salary, from other institutions specifically for the purpose of upgrading their qualifications by studying for a graduate degree. Candidates of exceptional merit may have independent sources of funding other than scholarships available specifically for graduate study support. Also, given the current economic situation, faculty members with good research and funding track records may temporarily fail to have grants renewed and this may compromise their ability to accept new graduate students in order to maintain the continuity of their research. For these and similar reasons, the Graduate Committee is willing to modify the requirements on mandatory financial support for incoming graduate students as follows:

2.2.1. The Graduate Committee continues its present policy whereby a faculty supervisor is required to provide a support package for each of his or her graduate students within normal residence (minimum residence plus one year). The minimum amount of this support package is determined by the Graduate Committee, and is made up of some combination of funds from scholarships, research assistantships, and teaching assistantships.
2.2.2. A faculty member may, under exceptional circumstances, present a written, reasoned request to the Graduate Committee for permission to be exempted from the support package requirement. The faculty member may make such a request with reference to one, and only one, specific, named applicant in a given year, and may receive a student under this exemption only once in three years. A supervisor may supervise only one unfunded student at a time.

To grant this permission, the Graduate Committee must be assured that:
1. the student concerned, in addition to meeting all the normal academic requirements for admission, has sufficient resources for a full time commitment to graduate work,
2. the supervisor has sufficient funds to cover the operating costs of the student's research;
3. the student concerned has not been selected over another more qualified and available applicant to work with the same professor but without independent means,
4. the supervisor continues to meet all financial support obligations to other students;
5. the supervisor is currently funding all other students in normal residence or the supervisor’s students have fellowships

In the case where the request arises from concern for maintaining the continuity of research, in addition to 1. 2. and 4 of the previous paragraph, 3. the incoming student will be the faculty member's only student within normal residence.

In this case, the faculty member must provide information about his/her recent record as an active scholar, including publishing and research funding over the past 5 years, and how the requested exemption is crucial to maintaining scholarly activity.

B. M.A. AND PH.D. STUDENTS WITH BACKGROUNDS OTHER THAN PSYCHOLOGY (02/88; editorial updates 06/98) The Graduate Committee recognizes the interdisciplinary nature of Psychology and welcomes applications to its graduate programs from students holding degrees in allied fields. To ensure that such applicants have a background in psychology appropriate for successful completion of their graduate studies, the following conditions for eligibility to the PhD programs have been established for candidates holding a nonpsychology Masters degree. Undergraduates from other fields applying to our MA programs will normally be required to take a qualifying year.

Ph.D. applicants must:
a) first be sponsored in writing by an appropriate potential research supervisor from within the Department.

b) have completed an MA thesis in another discipline that involved empirical research of scope and complexity similar to that of the MA thesis in our program. Determination of comparability will be made by the PhD Program Director (with consultation as deemed necessary).

c) take the MA-level courses Central Topics and Statistics as an overload in the PhD program, plus any other background courses (including undergraduate level courses) that the program director or supervisor deem necessary.

d) present recent evidence of suitable background knowledge in the form of a score for the Advanced Psychology section of the Graduate Record Examination. If the obtained score is lower than the median for students graduating from our Ph.D. program during the previous 3 years, the student will be allowed to take a written examination set by the graduate program directors to demonstrate that he or she has sufficient background knowledge in Psychology to be considered an eligible candidate. Insufficiency relative to both evaluations will generally require entry at the Masters level or a qualifying year at the undergraduate level.
Students who enter the program under these special conditions are not permitted to follow the Clinical Profile option without specific permission of the Director of Clinical Training at the time of entry.

Items (a) and (d) must be in the applicants dossier before the Graduate Committee meets to discuss applications. The Graduate Committee will not under any circumstances discuss the dossiers of candidates with backgrounds other than psychology wishing to enter under these procedures if the Advanced Psychology GRE or written examination scores are not available.

Applicants with Biology degrees: For admission to the MA or PhD psychology program with a biology degree the following 36 credits (or equivalent) are required:

(1) 21 credits from the Compulsory Core and Tier I courses (or equivalents from other universities):
   - 3 credits of History & Systems (or equivalents)
   - 3 credits of Fundamentals of Behavioural Neurobiology (or equivalent)
   - 12 credits from Tier I courses (or equivalents)
   - 6 from among Motivation, Learning, Cognition, Sensation & Perception
   - 6 from among Developmental, Abnormal, Social Personality

(2) 12 credits from research related courses:
   - 6 credits of independent research (e.g., BIOL 490 or equivalent)
   - 3 credits of basic Statistics (e.g., PSYC 315 or equivalent)
   - 3 credits of Advanced Statistics (e.g., PSYC 316 or equivalent)

(3) 3 credits from advanced Tier II courses or equivalent.

We recognize that some students find their scientific passion late in their undergraduate careers, and thus may not have completed all 36 credits by the time applications are made for admission to the programme. We can envision such students being allowed to take up to 6 credits of Core, Tier I, or Tier II courses during any semester before entry, or during the first year of their graduate programmes to make up the difference. Students who cannot make up the difference during the summer before entry and during the first year will have to take a qualifying year to do so. It is also recognized that some of these credits will come from courses in Biology (e.g., all 12 credits of research-related courses, and possibly some electives may come from Biology).

Applicants with degrees in other disciplines: Applicants with degrees in other disciplines (e.g., Chemistry, Computer Science, Education, Linguistics, Mathematics, etc.) will have to meet requirements analogous to those listed above for applicants from Biology.

C. PROCEDURES FOR SELECTION OF NEW GRADUATE STUDENTS

1. General Procedures. The admission procedure involves the establishment of an Admissions Subcommittee composed of the three Graduate Program Directors and two members elected by the Graduate Committee, one with a major affiliation in the Clinical Profile and the other with a major affiliation in the General Profile. It will be chaired by the Ph.D. Program Director.

The subcommittee will review the admission recommendations made by faculty members, taking into account the additional requirements of each graduate program. It will then prepare a report for the Graduate Committee presenting its decisions and highlighting any difficulties that were encountered during the review. Supervisors may appeal decisions of the subcommittee to the full Graduate Committee. Specifically, the following steps will occur:

Step 1. A meeting of the Graduate Committee will be held prior to the commencement of the admissions exercise to establish any necessary quotas, to fix the minimal level of financial support, to approve any requests by adjunct faculty members to supervise students and to elect the two members to the Admissions Subcommittee.
Step 2. Faculty members who are interested in accepting a new student for the subsequent year may view a list of students who have indicated an interest in being supervised by them, and the application materials submitted by the students, via the online Student Information Management System (SIMS) (11/12).

Step 3. After consulting the individual applicant files, faculty members will submit their preferred first choice student(s) and waiting list alternate(s) to the subcommittee along with a brief statement indicating the basis for their choice(s).

Step 4. The subcommittee will consider the selections of each faculty member, taking into account the particular requirements of the respective graduate programs. It will attempt to resolve any difficulties that arise with regard to faculty supervisors or prospective students before the meeting of the Graduate Committee. When necessary, faculty may be invited or may request to meet with the subcommittee. The names of “special-case” applicants to the MA programs (that is, applicants with undergraduate degrees from Concordia and applicants who do not meet minimum GPA requirements), as well as the names of the nominating faculty members and their rationale for nominating the student, will be circulated to faculty members on the Graduate Committee one week prior to the Graduate Committee Meeting to provide adequate time to consider the cases and to consult with nominating faculty members (11/12).

Step 5. A meeting of the Graduate Committee will be held to receive the report of the subcommittee and to consider any appeals by individual faculty members. It will also review the admissions procedure and, as necessary, recommend changes for the following year.

In considering “special case” applicants, after the supporting faculty member makes the case for the acceptability of the applicant (in indicating why the applicant was placed on the list above other applicants and why attending Concordia would be in the interests of the student), and after any discussion, the nominating faculty member will leave the room to allow for further discussion. If new issues arise that could be addressed by the nominating faculty member, he or she will be asked to return to address those issues. A vote is conducted by secret ballot for each special case applicant (11/12). In the unusual case that a faculty member nominating a special case applicant is unable to attend the meeting, it is recommended that in addition to providing a full written rationale, that they ensure that an alternate faculty member is able to answer any questions that may arise (11/12).

2. General Wait List (05/87) As part of the selection of new students for our graduate programs, a General Wait List of acceptable candidates will be created consisting of (a) applicants chosen as alternates by potential supervisors; (b) applicants awaiting confirmation of a scholarship (when that scholarship is a necessary component of the student's financial support package) or whose potential supervisor is awaiting confirmation of a new grant (automatic annual renewals of a grant and applications for a new period of funding from the same agency for on-going projects shall be considered as grants in hand); (c) "outstanding" candidates for whom potential supervisors have not been identified before April 15.

3. Adjunct Faculty Members (05/87; updated 07/98) In accord with University guidelines, Adjunct Faculty members who have already been approved by the Department Personnel Committee and who wish to supervise (M.A. student) or co-supervise (M.A. or Ph.D. student) graduate students shall require the permission of the Graduate Committee to do so. This permission shall be discussed at a meeting of the Graduate Committee held prior to the one at which new students are selected. At this meeting the Graduate Program Directors shall present the Adjunct Faculty member's dossier to enable the Committee to determine whether he or she is able to fulfill the normal obligations of thesis supervisors.
In exchange for the opportunity to supervise thesis research, the Adjunct Faculty member will be expected to arrange with the Department Chairperson and the Graduate Program Directors some appropriate participation in the graduate program beyond thesis supervision. This arrangement shall be described in the application to the graduate committee. This permission of the Graduate Committee must be sought each time the Adjunct Faculty member wishes to supervise a student, including students within the program transferring from one supervisor to another. Adjunct faculty members shall be limited to supervising or co-supervising a maximum of two graduate students at any one time. No thesis committee shall include less than two permanent members (tenured or tenure-track) of the department.

4. Back-up Supervisors (adopted 05/87; updated 07/98) All M.A. supervisors who hold Adjunct positions must name a back-up supervisor from among regular faculty for each of their ongoing and incoming graduate students. The Committee shall count these "back-up students" as part of the thesis supervisory load of regular faculty members when taking such loads into consideration in the selection process.

5. Co-supervision by Concordia Faculty Members Outside the Psychology Department (11/99). Faculty members holding tenure stream positions at Concordia University who wish to co-supervise an M.A. or Ph.D. Psychology graduate student in conjunction with a member of the Psychology Department may apply to the Graduate Committee for permission to do so without the need to receive Adjunct status in the department.

6. Concordia Undergraduates and Graduate Student Selection (05/87) The Graduate Committee recognizes that it is generally preferable for students with an undergraduate degree in Psychology from Concordia to pursue graduate training at other institutions in order to broaden their exposure to the knowledge, perspectives and techniques of psychologists. Similarly, it is recognized that it is generally enriching for our programs to receive students with different backgrounds and perspectives. Therefore, the Graduate Committee will endeavour, as far as is possible, to attract applicants to our programs from other universities and to encourage our own undergraduate students to pursue graduate studies elsewhere. In an effort to attain these goals, the Graduate Committee will accept a maximum of 3 new clinical students with an undergraduate degree from Concordia in each academic year. However, Concordia undergraduates having completed a graduate-level degree elsewhere are excluded from this count.

7. Responsibilities of Thesis Supervisors (05/87) The Graduate Committee recognizes that when faculty members accept to supervise a graduate student they thereby assume a number of responsibilities, many of which are at present not formally identified in the designation of workload. With regard to one's own thesis students, there is the expectation that the faculty member will provide an appropriate research environment into which the student will enter, one that is suitably funded and in which there is ongoing sustained work, and that the faculty member's research is receiving recognition by the peer community at large. The faculty member also has the responsibility of attracting the resources necessary to contribute to the students' financial support package. With regard to other students in the graduate programs, the faculty member undertakes to be available as a resource person for students interested in his or her areas of expertise, to serve on thesis and comprehensives examination committees as the occasions arise, and to attend seminars, area tutorials, colloquia and other similar departmental activities, beyond those for which formal teaching credit is given. The thesis supervisor, as an active member of a research community within the department and beyond, necessarily serves as a role model for all students, and must be prepared to devote the time required to share his or her knowledge and skills with students and other colleagues.

8. External Applicants who Fail to Enter in September as Specified in the Conditions for Admission (02/89). External applicants who are accepted for program entry in the fall academic term may request a delay to the winter academic term (i.e., January) if they are unable to enter as planned in September. This request is to be presented to the appropriate program director. It must be in writing, accompanied by an explanation of the
circumstances leading to delay, and include written support from the prospective research supervisor. If entry is delayed beyond January of the academic year in question, reapplication for admission will be required.
SECTION 10: Graduate Student Representatives

The Psychology Graduates Students Association conducts elections each year for representatives that attend the following meetings:

**Departmental Meetings:** Two graduate students (one M.A. and one Ph.D.) may attend and have full voting power. Meetings are normally scheduled on Thursday afternoons from 2:45 p.m. to 4:00 p.m., roughly two to four times per academic year. The issues that are addressed at the departmental meetings include a broad range of areas that involve departmental business in general, not necessarily issues that affect the graduate students, although issues that do affect graduate students either directly or indirectly are discussed.

**Graduate Programs Committee:** Three graduate students (one M.A. Clinical Profile; one M.A. General Profile and one Ph.D.) may attend and vote with the exception of occasions when new graduate students are being selected by the faculty. (Even when present, graduate student representatives are not included in the total membership or count used to determine quorum for this committee.) Meetings are usually scheduled during the same time period as are departmental meetings (i.e., Thursday afternoons from 2:45 to 4:00), but the two meetings are never held on the same date. Accordingly, students who serve on the Graduate Committee are also eligible to serve as representatives to the departmental meeting. The Graduate Committee is comprised of faculty who serve as thesis supervisors or who teach in the graduate program, and most of the issues that are addressed in Committee meetings directly affect graduate students. For example, comprehensive examination rules, and rules concerning thesis committees would probably first be addressed in this committee.

**Clinical Steering Committee:** Three graduate students (one M.A. Clinical Profile and two Ph.D. Clinical Profile, preferably from different years) may attend and vote during Committee meetings, with the exception of occasions where individual graduate students are discussed. Student representatives to the Clinical Steering Committee must be carrying a normal course load in the Clinical Profile and be enrolled in the clinical courses appropriate to the representative position. Meetings are usually scheduled Thursday afternoons. Meetings usually occur 6 to 8 times a year. Training issues of concern primarily to the students following the Clinical Profile are addressed by the Committee, including curriculum evaluation and modification, practicum training, clinic operation, internships, and accreditation.
SECTION 11: Student Lounge and Carrels

Many Psychology faculty members provide their graduate students with desk space within their laboratories, and the various research centres are able to provide a limited number of graduate students with desk space in an office or common area. Psychology graduate students who are within normal residence (defined as 2 years for M.A. students and 3 years for Ph.D. students) may be assigned a carrel in the Graduate Student Lounge (PY 317). (Note that all Psychology graduate students are entitled to use the lounge as a place for studying or writing, but only students without a desk elsewhere within the Psychology department are entitled to a carrel assignment). Priority for carrel assignments in the student lounge will be given to students in the following order: M.A. I and M.A. II students have first priority, followed by students in Ph.D I, then Ph.D. II, and Ph.D. III. Carrel space in the student lounge is not normally assigned to Psychology graduate students beyond normal residence.

Psychology Ph.D. students who are within normal residence may request desk space in one of the graduate student offices in the SP building. Each office has three or four desks, but often there are more Ph.D. students who require desk space than there are desks. In such instances, more than one graduate student may be assigned to a particular desk. Priority for a desk in one of the graduate student offices will be given to students in the following order: Ph.D. III students have first priority, followed by students in Ph.D. II, then Ph.D. I. Desk space in a graduate student office is not normally assigned to graduate students beyond normal residence.

Requests for a carrel assignment in PY-317, or a desk in one of the graduate student offices, should be directed to the person who chairs the Psychology space committee. (15/08/95, edited 07/11)
SECTION 12: Support for Attendance at Clinical Workshops, Conferences, Seminars, and Interviews

The Concordia Graduate Students' Association provides limited funding for presenting papers at professional conferences. Information can be obtained from the GSA office. There is also some funding from the Faculty of Arts and Science and the School of Graduate Studies to assist students in conference travel.

Each year, the Applied Psychology Clinic (APC) generates funds from client fees, a portion of which is available to support professional activities of graduate students following the Clinical Profile. At present, Clinical Training Option students can request funds to defray the cost of participating in clinical training activities that are external to our program. Such activities include attendance at clinical workshops or seminars.

APC funds may be requested to defray registration fees and/or travel costs only, and only one request for support will be accepted from any student during a particular academic year. A maximum level of funding for individual requests is set each year, and the availability of funding always depends upon the remaining portion of the Clinic budget allocated for this purpose. That is, funds are awarded on a first-come basis, with no guarantee that each request can be honored. When necessary, priority for funding is given to students who are currently enrolled in one of the Therapy Practica. Recipients of support should be prepared to share information about their activities by way of an informal workshop or formal presentation (e.g., case conference) to interested students and faculty. Requests for funding and related questions should be addressed to the Director of the Applied Psychology Centre. (revised 05/89)
SECTION 13: Clinical Program Administration

The primary responsibility for policy formulation and administration of the clinical training program (profile) rests with the Clinical Steering Committee. This committee is a standing committee of the Psychology Department that is advisory to the Director of Clinical Training, who is appointed for a 2 year term by the Chairman of Psychology. The Clinical Steering Committee is made up of the Director of Clinical Training as chair, the Director of Practica and CUPIP, the Director of the Applied Psychology Centre (i.e., the departmental training clinic), all other full-time faculty members affiliated with the clinical program, three students enrolled in that program, other faculty designated by the Director of Clinical Training, and the department chair (ex-officio). This committee oversees the operations of the clinical program and, as necessary, makes recommendations on matters of policy, content and procedures of the program. Policy matters of concern only to the clinical program are referred directly to the full membership of the Department for ratification. Matters of concern to the Department's general graduate training policies are initially recommended to the Graduate Programs Committee. Upon acceptance by the Graduate Committee, these proposals also go to the full Department for ratification. If proposals require formal changes in the statement of psychology programs in the Graduate Calendar, http://graduatestudies.concordia.ca/publications/graduatecalendar/they must also be ratified by various university bodies.

The individual with the greatest responsibility for the clinical program is the Director of Clinical Training (DCT). Generally speaking, the DCT has primary responsibility for all academic aspects of the clinical program, including ensuring that it meets the standards and expectations of accrediting bodies (OPQ, CPA, APA). Duties also include responsibility for seeing that students are placed in appropriate (non-CUPIP) internship settings, and for monitoring their progress in the settings. The Director of Practica and CUPIP (DPaC) oversees extramural practica and CUPIP (Concordia University Psychology Internship Program). The DPaC has responsibility for ensuring that students are placed in appropriate extramural practicum and CUPIP internship settings, and for monitoring their progress in the settings. Duties also include co-ordinating the bi-weekly student case conferences. The Director of the Applied Psychology Centre (DAPC) has general responsibility for the operations of this intramural clinic, including responsibility for ensuring that this treatment facility serves the pedagogical needs of the clinical program. These program administrators are assisted pertaining to academic matters by the Graduate Program Assistant and pertaining to clinic, practicum and internship matters by the Clinical Secretary.

The core of the clinical program is listed in the Graduate Calendar http://graduatestudies.concordia.ca/publications/graduatecalendar/as a separate and distinct set of courses under the title Clinical Profile. This title refers to a five-year set of clinical courses, practica, and an internship. Concurrent with the M.A. program is the Certificate in Clinical Psychology (15 credits), comprising the initial one or two years of courses and practica in the Clinical Profile, plus some required non-clinical courses. The Ph.D. program for clinical students includes the final three years of the Clinical Profile, plus some required non-clinical courses. The Director of Clinical Training is responsible for the entire Clinical Profile, and works closely with the M.A. and Ph.D. Program Directors consulting frequently regarding graduate program matters. (09/83; amended 06/88; revised 05/80; 07/98; 08/00).
SECTION 14: Annual Summary of Student Progress, Clinical Program

Progress and performance in all activities related to program requirements is monitored on an annual basis for students in the Clinical Profile. At the beginning of each academic year, the Graduate Program Assistant solicits initially from students information concerning their progress during the previous year (see [http://psychology.concordia.ca/formslinksandpolicies/forms/](http://psychology.concordia.ca/formslinksandpolicies/forms/)). Grade information and other evaluations for courses and practica, as well as written evaluations from research and clinical supervisors, are appended. Clinical supervisors for internal practica submit reports to the DAPC, clinical supervisors for extramural practica and CUPIP internships submit reports to the DPaC, and clinical supervisors for non-CUPIP internships submit reports to the DCT. This material is placed in the student's clinical program file. (In keeping with Québec Bill 65, students may request access to specific material in their files.) Shortly after the end of the academic year, faculty who are members of the Clinical Steering Committee meet to review student progress. All research and clinical supervisors have input into the review of their student supervisee(s), but Supervisors of students who have experienced academic difficulty are specifically consulted. The meeting is chaired by the Director of Clinical Training, who presents information pertinent to the review and reports on it to each student on their progress form. The DCT may be assisted in any aspect of the annual review process by the DPaC, the DAPC and/or the M.A. and Ph.D. Program Directors. (07/83; revised 06/89,07/98,08/00)
SECTION 15: Student Grievances, Clinical Program


Student problems and complaints are to be directed first to the administrator in whose jurisdiction the problem lies. This may be the Director of Clinical Training (e.g., for courses and non-CUPIP internships), the Director of Practica and CUPIP (e.g., for extramural practica) or the Director of the Applied Psychology Centre (e.g., for internal practica). The administrator then attempts to resolve the issue in consultation with those concerned. If a satisfactory solution is not reached, the problem can be brought by the student or administrator to the Clinical Steering Committee. Problems requiring greater consideration or confidentiality are referred to the Liaison Subcommittee, a group of 3 faculty and 3 students elected by the students and mandated to deal with grievances. The Liaison Subcommittee makes recommendations as necessary to the Clinical Steering Committee. Any further appeal would be to the Graduate Committee, to the Chairman, and ultimately to the Dean of The School of Graduate Studies. (09/83; amended 06/88).
SECTION 16: Requirements and Objectives for Extramural Practicum I (PSYC711, 712 or 713)


The Extramural practicum is a requirement for completion of the Ph.D. Clinical Profile typically completed during the summer after the second academic year in the M.A. program. Before applying the previous December to settings for placement, the student, research supervisor and Director of Practica and CUPIP should ascertain that the student is likely to submit a draft of the M.A. thesis to the committee by May 1 of the following year; otherwise students are advised to delay their summer practicum to complete their M.A. thesis. It is formally a 4 month (16 week) placement in a mental health setting approved by the Practicum and Internship Committee (usually the Director of Clinical Training and the Director of Practica and CUPIP). Our program requires only 4 days/week of practicum activity so that 1 day/week can be available for research activities. Often external settings are not able to accommodate to this arrangements, however. Compromise arrangements include 5 days/week for 13 weeks, or explicit understanding that students are on-site 5 days/week but may use periods of inactivity amounting to 1 day per week for research. Although most settings are able to accommodate to either formal or compromise arrangements, some may not be able to do so. In this circumstance, the decision about selection of the setting rests with the student and his/her research supervisor. For example, the supervisor may approve of the full 5 days/week commitment or, if not, another setting should be selected. The activities which are suitable for the summer practicum are not exclusively specified. Settings vary widely in the nature of contact (e.g., assessment, individual therapy, group therapy, etc.), the amount and form of supervision, and the availability of extra-therapeutic activities (e.g., case conferences or treatment team meetings). Approved settings offer experience which is generally appropriate for the goals of this practicum within our training sequence. A statement of the practicum objectives is as follows:

The setting should provide a coherent experience (whether in the form of assessment and/or therapy) which meets professional standards in terms of ethics, quality, and content. Supervision should be provided in an amount and form which recognizes the learning needs of the student, as well as the clinical needs of the patient.

Students are strongly encouraged to inquire about the time requirements for any setting to which they apply and to inform themselves as much as possible about the likely activities they can expect to encounter as part of their practicum experience. Discussions with more advanced students who have experience with the setting are encouraged, as is consultation with the Director of Practica and CUPIP about past evaluations (by students) of any setting(s) under consideration. Students are not expected to negotiate for a 4-day work week or for compromise arrangements to allow research activities to continue through the summer unless some unique individual arrangement is being sought. They are, however, expected to discuss their need for research time with the appropriate setting representative before the Director of Practica and CUPIP intervenes to negotiate or clarify the arrangements. Settings are informed yearly of the terms of our summer practicum. The advice and guidance of the Director should be sought immediately if any difficulties over arrangements arise.

At the end of the Practicum, the program director or supervisor in the external setting is requested to provide a written evaluation of the student's performance. A standardized form which we provide ([http://psychology.concordia.ca/formslinksandpolicies/forms/](http://psychology.concordia.ca/formslinksandpolicies/forms/)) is completed by most settings, but some prefer to submit a letter or form of their own. This evaluation is the basis for a Pass/Fail decision concerning assignment of course credit. The form or letter is placed in the student's file as part of their permanent record. Students are also required to complete a parallel evaluation of the practicum setting. Again, a standardized form is provided by the Director of Practica and CUPIP for this purpose. The completed form is maintained in a restricted file by the Director. Any student wishing information about past student ratings can request a summary of the evaluation reports from the Director. In this way the identity of individual student respondents is somewhat
protected. Finally, a few comments on the role of the Director of Practica and CUPIP may help clarify expectations about relative responsibilities. The Director is the liaison between our program and external settings in which students gain professional experience for course credit. With respect to the settings, the Director of Practica and CUPIP a) provides them updated information about our program, the practicum, and the level of preparation of our students, b) sends a yearly listing of students eligible for practicum positions, c) arranges for evaluation of students being trained in external settings; d) consults and negotiates with settings concerning procedural matters, and e) generally works to maintain and improve the informal ties between our program and external settings. With respect to students, the Director of Practica and CUPIP a) maintains current files (available from the APC secretary) on local, national, and international settings and their application procedures, b) evaluates setting suitability (with the Director of Clinical Training), c) advises students about when and how to make application to settings, and d) mediates in situations when students are unable to resolve difficulties within the practicum experience (e.g., lack of contracted supervision). The Director of Practica and CUPIP is available for many types of assistance and should be consulted whenever questions or difficulties arise. Nonetheless, the practicum is intended as one of the introductory experiences with the professional role. Students are expected to show initiative, good judgment, and professional responsibility throughout the process of application, interview, position acceptance (and refusal), as well as during the practicum period itself.
SECTION 17: Therapy Practicum III (PSYC823, 824 or 825) Enrolment

Staffing the requisite number of sections of therapy practica in the Applied Psychology Centre is costly in terms of faculty teaching assignments. Therefore, space is reserved in Therapy Practicum III (typically taken by students in Ph.D. I) only for those students who have submitted a complete draft of their MA thesis to their MA research supervisor by the preceding May 31. Such students demonstrate clear evidence that they will successfully complete the MA degree requirements in time to enroll in this Ph.D. course.
SECTION 18: Extramural Practicum II

Guidelines for Optional External Practicum II

Preamble: The external optional senior practicum (hereafter called Extramural Practicum II) offers graduate students the opportunity to obtain greater experience in therapy and assessment by volunteering at a hospital or other setting, aiding them in competing for senior doctoral internship positions. By adopting the external option, graduate students' experience can be officially recognized on their transcript. Furthermore, as a student in a Concordia course, graduate students engaged in practica are covered by insurance.

Permission
1. To register in Extramural Practicum II, a graduate student needs the permission of their research supervisor and of the Director of Practica and CUPIP, in consultation with the Director of Clinical Training. The student must obtain this permission prior to beginning the practicum.
2. Start and finish dates for Extramural Practicum II are flexible. However, it must be completed after Therapy Practicum III.
3. For Extramural Practicum II, once a setting has agreed to take a graduate student for this practicum, the setting is required to send a letter to the student and the Director of Practica and CUPIP, outlining the terms of the practicum.

Settings for Extramural Practicum II
1. Possible settings include, but are not limited to, hospitals that are part of the Concordia University Psychology Internship Program (CUPIP).
2. One possibility is to do Extramural Practicum II at the setting where the graduate student completed their Summer Practicum. In this case, the student might contact the psychologist who supervised them in the past to see if they could do Extramural Practicum II under their supervision. When contacting other settings, however, a good place to start is to contact the person in charge of training/practica.

Content of Extramural Practicum II

Tasks: This is not an entry-level practicum. Therefore, tasks should be more challenging than those of earlier practica (e.g. a practicum consisting of straightforward assessments might not be considered advanced enough).

Amount of Experience: The minimum amount of experience obtained during the practicum is the equivalent of a practicum completed at the A.P.C. (i.e., the equivalent of one hour of direct contact with a client per week for 8 months, plus supervision). It is suggested that no more than one half day be spent in client contact, as considerable time is also required to prepare for client appointments, write session notes, etc.

Supervision: The ratio of supervision to client hours should meet CPA accreditation guidelines for supervision in senior internships.

A brief note on compensation of supervisors for the Extramural Practicum II

Supervisors are not paid for supervising graduate students for this practicum. This is also the case for the External Practicum I. Training is typically part of a hospital's mission statement. The fact that this is a new practicum might require a bit of explanation by the graduate student to the setting. Important facts that you might wish to consider are the following: a) Graduate students enrolled in Extramural Practicum II are highly trained, at the level of a beginning Pre doctoral intern, b) A student in Extramural Practicum II could provide a valuable contribution by increasing the number of clients seen at a setting. This could, for example, decrease the length of the waiting list. Students are also highly skilled as clinician researchers.
SECTION 19: Predoctoral Internship (PSYC885)

1. All internship settings not accredited by the CPA or the APA must be approved in advance by the Internship Committee (i.e., the Director of Practica and CUPIP, the Director of Clinical Training, and one other clinical faculty member). No credits or formal recognition will be granted unless approval and registration are completed prior to beginning the internship duties. See http://psychology.concordia.ca/formslinksandpolicies/forms/ for the Internship Approval Form.

2. Before students apply for internship positions, they must have completed PSYC 880 (Ph.D. Comprehensives). Applicants to full-time internships must have their thesis proposal completed (if applicable); in addition, they and their thesis supervisor must have demonstrated to the Director of Clinical Training that the student will have submitted a complete draft of the thesis to their committee before beginning the internship.