***GRADUATE PROGRAM HANDBOOK: Experimental***

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 **University of North Carolina at Greensboro**

**Department of Psychology, Experimental Programs**

**2019-2020**

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# Introduction

## How to use this handbook

This Handbook has been prepared by the Psychology Department to provide: (a) information about the graduate program’s requirements and expectations, and; (b) suggestions for gaining the most from your association with the Department. This Handbook should help you throughout your grad school career—it should be your first stop for questions about graduate school requirements.

Graduate students should read the Handbook and consult with their advisor, the Experimental Area Head, or the Director of Graduate Studies (DGS) if any requirements are unclear. To benefit from the information in this Handbook, you must take responsibility for your progress in the program. Do not assume that your advisor or other faculty will remind you about every step you need to take. Please meet with your advisor regularly to review your progress, respond promptly to requests for information and suggestions for action, and use the communication channels between graduate students and faculty described in the Handbook.

Supplements to this document are provided in [*The University Catalog*](https://catalog.uncg.edu/). You should refer to the most recent editions of the Catalog for details not given here. Other documents that provide additional information are referenced throughout the Handbook.

We upload a new edition of the Handbook to the departmental website each year, and we’ll keep you informed throughout the year of any major changes. In most cases, students can satisfy their academic requirements through any edition of the Handbook that has been published during their tenure in our program. If you have any suggestions for the improvement of this Handbook, please contact the Director of Graduate Studies (DGS).

Except for service requirements for assistantships that specify maximum workloads, the requirements and expectations described here are the minima that the faculty agrees to be appropriate to a Master of Arts and Ph.D. granting department. The Psychology Department also has more stringent criteria (e.g., required course grades for degree requirements) than does the UNCG Graduate School. Individual faculty also may impose more stringent requirements on their student advisees, or on whose committees they serve. Furthermore, you may be required by your advisor or advisory committee to perform work beyond the minimum because of your specific research plans or because you lack some appropriate background knowledge or skill. All such issues are matters for discussion and negotiation between you and your advisor. *Overall, any changes to requirements must be approved by the DGS and your committee before the Graduate School will accept them.*

## Department positions

A list of all psychology department faculty and administrative staff appears on the Department website. <https://psy.uncg.edu/faculty-staff/>, <https://psy.uncg.edu/faculty-staff/administrative-staff/> . The people listed below are particularly important contacts for Experimental graduate students.

|  |  |  |  |
| --- | --- | --- | --- |
| **Position** | **Name** | **Email** | **Phone Number** |
| Department Head | Stuart Marcovitch | s\_marcov@uncg.edu | 336-256-0020 |
| Director of Graduate Studies (DGS) | Michael Kane | mjkane@uncg.edu | 336-256-1022 |
| Graduate Administrative Assistant | Mindy Wolf | mjwolffo@uncg.edu | 336-334-5014 |
| Experimental Programs Coordinator | Ethan Zell | e\_zell@uncg.edu |  |
| Director of Undergraduate Studies (DUGS) | Ashleigh Gallagher | adhaire@uncg.edu  | 336-485-5662 |
| In-state Residency Consultant | Doug Levine | dwlevine@uncg.edu | 336-256-2472 |
| AGSP President | Katherine Cotter | https://mail.google.com/mail/u/0/images/cleardot.gif kncotter@uncg.edu  |  |

## Contact information

### Contact roles

Your main point of contact will be your primary advisor and research mentor. If you have questions about the requirements described in this handbook, you should contact your advisor, Experimental area head, or the DGS. Issues general to the Department might be discussed with the Department Head. Questions about the undergraduate program, such as suggestions about undergraduate teaching, should be directed to the DUGS.

### Communication

To stay abreast of important information, students must obtain a UNCG email account and check it account frequently—*at least* daily. Requests for information from the Department Head, DGC, DCT and EPC, as well as your faculty advisor should be responded to as soon as possible and before any stated deadlines.

# Department Program Overviews

The Department has four main areas of graduate training: Clinical, Cognitive, Developmental, and Social. Faculty area memberships and research interests are available on the [Psychology Department website](https://psy.uncg.edu/faculty-staff/). Students should become familiar with research being carried on throughout the Department and must attend colloquia, lecture series, lab meetings, and participate in research opportunities (for information on lab meetings and research opportunities, please contact the relevant faculty members). The faculty recognize that your research interests may change through the program and we encourage you to develop those interests through consultation with your advisor and other lab and research groups.

Your graduate advisor is noted in your welcome letter from the Department. One of the primary goals in our program’s application and admissions process is to have a good fit between advisors and students, and in most cases, students remain with the same advisor and the same research focus throughout the program. However, if you contemplate a change in research focus, your first conversation should be with your current advisor; they are in the best position to help you navigate any change. Students must complete the [Change of Graduate Advisor](https://psy.uncg.edu/graduate/graduate-forms/) form (“Mentor Transition Form”) and revise any existing committee forms to transition between advisors. *Students cannot remain in the Department without a graduate advisor*. Admission into a training area of specialization does not constitute a commitment by you to remain in that area throughout your graduate career; students must apply to the Department for permission to transfer areas. However, Experimental students cannot transfer into the Clinical program without formally re-applying for admission to the Department.

All students are expected to demonstrate competence in research and have the skills and professional standards to apply the knowledge of the discipline competently and ethically in their daily lives and careers. We expect high quality research and will assess students on their competence in developing and carrying out research. The goal of the Terminal MA degree track, as well as the MA-PhD track, is to develop competence in core areas of psychology and in the methods of the discipline. Students specializing in cognitive, developmental, or social psychology engage in basic or applied research but not in clinical activities.

## Experimental programs

The Experimental programs comprise Cognitive, Developmental, and Social Psychology. We also have faculty with specializations in Quantitative Psychology. The areas are combined for administrative purposes under the Experimental Program Head, but they may be considered as separate programs in many respects, including the courses offered, degree specialties, and faculty research foci. Faculty and graduate students collaborate on research across all areas, including Clinical. Our webpage notes specific research groups and [interest area hubs](https://psy.uncg.edu/graduate/ph-d-experimental/).

The Psychology Department offers two graduate training tracks in Experimental Psychology and students may apply to either or both tracks. One track (the *Terminal MA program*) leads to a terminal Master of Arts in General Experimental Psychology. The other track (the *MA-PhD program*) leads to a Ph.D. with specialization in cognitive, developmental, or social psychology. Students admitted into either track must complete all the requirements of their Master of Arts degree specified below. The culmination of this program is the completion and defense of a thesis based on original empirical research. Students admitted into the terminal Master of Arts degree track may formally apply to the MA-PhD track in anticipation of meeting their program requirements (although admission is not guaranteed).

MA-PhD students begin as Master’s degree students and are admitted to the PhD program when all requirements for the Master’s degree at UNCG have been met. Credit hour and course requirements for the Master’s and PhD are listed in The Graduate School Bulletin and are detailed in this Handbook.

# New student information

Please review your welcome letter carefully for specific information about transitioning to graduate studies in Psychology at UNCG. The checklists below are provided to assist you in ensuring that all required steps are taken. If you have any questions regarding these requirements, please contact the Graduate Administrative Assistant.

## Checklist for before and at arrival

(Printable version available on [forms webpage](https://psy.uncg.edu/graduate/graduate-forms/))

**Before arriving**

* Set up your UNCG email account (do ASAP, your undergrad email may be closing soon)
* Read the entire Psychology Graduate Student Handbook
* Review all graduate student information on the department website
* Complete CITI training online (required by IRB before you can do any research)

**Building and Campus Access**

* Get your Spartan Card from the Spartan Card center in the EUC
* Complete the form to request keys and Spartan Card access to Eberhart
* Buy a parking permit (or make other arrangements for parking near campus)

**Graduate Assistantship**

* Complete the I-9 form to verify eligibility to work in the U.S.
* Set up direct deposit with UNCG for your paycheck
* Contact the professor(s) you will be a Teaching Assistant for about your TA duties
* Discuss with your advisor what your Research Assistant duties will be

**Evidence of In-State Residency**

* Lease or Purchase Real estate in NC
* Register to vote in NC
* Obtain a NC Driver’s License (you will have to retake a DMV test)
* Register your car in NC (NC license required first)
* Begin 12 months of continuous residence in NC. Note: These acts should be accomplished ASAP. Your 12-month residency requirement does not begin until ALL steps are completed.

**Course Registration**

* Review the course requirements for the graduate curriculum
* Submit any information about previous graduate work to your advisor and the DGS for evaluation of transfer credit
* Consult with your advisor to construct a personal plan of study to meet all requirements
* Register for Fall Classes after department orientation
* Purchase any required textbooks

**Student requirements**

* Accept or waive UNCG health insurance (some type of health insurance is required)
* Provide Student Health Services with your Immunization Record
* Pay student fees (or set up payroll deduction)
* If necessary, complete student loan deferment forms

**Mandatory Orientations**

* Register for TA training (registration is required)
* Attend TA training (date and time noted in welcome letter)
* Attend UNCG Graduate School Orientation (date and time noted in welcome letter)
* Attend Psychology Graduate Student Orientation (date and time noted in welcome letter)

## First semester checklist

(Printable version available on [forms webpage](https://psy.uncg.edu/graduate/graduate-forms/))

* **Begin individual research.** Work with your advisor to establish your program of research, which is typically closely related to your advisor’s expertise. Completing a thesis or dissertation requires original scholarly work, so preparation should begin in your first semester. *Experimental students will formally begin this process via the PSY 605 practicum course in their first semester*.
* **Attend all department colloquia.** All department colloquia are mandatory for graduate students and absences will be noted on your annual evaluation.
* **Attend every class.** Unexcused absences in class are unacceptable in graduate school. Contact the professor directly if you have an emergency or other professional commitment (such as an academic conference).
* **Read all assigned materials.** Graduate classes require active discussion, so you must prepare by reading all the material before each class.
* **Complete all assignments.** Whether or not they are graded, all assignments must be completed and turned in on time.
* **Earn at least a B in every course for doctoral program**. Grades of B- or lower indicate that you have not mastered the required competency in this area and therefore cannot count toward your doctoral degree and will require the creation of a remediation plan (*B- grades do count toward the Terminal MA program*).
* **Fulfill your TA responsibilities.** If you have an assistantship,thenyou will likely be assigned as a teaching assistant for one or more professors. You must complete all assigned TA duties, which should not exceed 10 hours per week *on average*.
* **Fulfill your RA responsibilities.** If you have an assistantship,thenyou are also assigned as a research assistant for your advisor. You must complete all assigned RA duties, which should not exceed 10 hours per week *on average*.

## In-state residency

Students who are not already a North Carolina resident should seek residency as soon as possible to reduce the demand on limited out-of-state tuition waivers. Criteria may change, but your chances of being granted resident status are improved by the following: at least 12 months of continuous residence in the state, lease or purchase of real estate property, registering to vote, registration of a motor vehicle, participation in community organizations, and school enrollment of children (if any). You must obtain a NC driver’s license before registering a vehicle; to do so, you must show proof of insurance that lists your name (an important point for those who are on parent policies: check your insurance card and gain additional documentation if needed). Date of residence is determined by the latest residentiary act completed, so please complete all these acts before the first week of classes. Students who fail to make reasonable efforts towards in-state status may not be eligible to receive waivers for out-of-state tuition. The department’s In-state Residency Consultant schedules meetings with non-resident students at least once a year. Please take advantage of her/his knowledge and assistance. The on-line application process begins at this URL: <https://ncresidency.cfnc.org/residencyInfo/>

## CITI Training

Before conducting or proposing any research at UNCG, the Institutional Review Board requires all researchers and research assistants to complete CITI training as evidence of education in research ethics. Complete CITI training as soon as possible, so you won’t be excluded from important projects.

To complete CITI training, go to the UNCG Office of Research Integrity website: <http://integrity.uncg.edu/citi-training/>. There are several types of CITI training to fulfill the requirements of different committees. You are completing CITI training to satisfy the Institutional Review Board, so click on “Instructions for IRB CITI Training” to download the appropriate instructions. Make sure to follow the IRB CITI instructions carefully so that you don’t accidently complete the wrong training. If you have problems, you can request assistance from the IRB contact person listed on the main IRB page: <http://integrity.uncg.edu/institutional-review-board/>.

CITI training can take several hours, but it does not need to be completed all at once. If you completed CITI training recently at another institution, you may be able to simply affiliate with UNCG. Here is a link to instructions for how to affiliate with UNCG: <http://integrity.uncg.edu/instructions-for-citi-training/>

## Workload expectations and distributions

Graduate coursework is typically more challenging and time-intensive than undergraduate studies, but as a rough guideline, the UNCG Undergraduate Bulletin states that “students should plan to devote between 2-3 hours outside of class for each hour in class,” assuming adequate prior preparation. In the first year, Experimental graduate students typically take 10 credits of coursework per semester, so should expect at least 30-40 hours per week of coursework and class time.

In later years of training, graduate students typically take 6-9 credits of coursework, which would roughly presume 25-40 hours per week spent on coursework and class time. This does not include time devoted to your program of research or lab responsibilities. Graduate school is literally more than a full-time job and you will be busy!

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours teaching assistance and 10 hours research assistance (see Funding section for additional information).

Developing research competence and making progress on your research projects is also a top priority in your graduate training. Time should be allocated for research early in your graduate career, beginning in your first semester. Graduate students are expected to allocate their remaining work time to developing, conducting, and disseminating their research projects and to making regular progress on their thesis or dissertation work. To facilitate active involvement in research, graduate students generally have a desk area located within their faculty mentor’s dedicated laboratory space.

## The Association for Graduate Students in Psychology (AGSP)

AGSP’s primary objective is to enhance the educational and professional experiences of graduate students in Psychology at UNCG, and to provide graduate students with a forum to voice their concerns, ideas, and opinions about their experiences in the department. To do so, AGSP works as a liaison between graduate students and the Department. For example, AGSP has two representatives (one each from the Clinical and Experimental programs) who attend the Graduate Studies Committee meetings to provide student input on graduate course work, training, and policies, and one representative on the Department’s Executive Committee.

AGSP also has representatives to attend UNCG Graduate Student Association meetings, and a representative to coordinate social activities for Psychology graduate students. AGSP may arrange meetings with the departmental Director of Graduate Studies to discuss student concerns. Finally, AGSP assists in securing travel funds for students to attend professional meetings. If you would like to know more about AGSP, or if want to express some concern about the Department or graduate program, contact the AGSP President.

# General Expectations and Responsibilities

## Academic Eligibility

### Definitions and Standards

To maintain “good standing” in the graduate program and be eligible to continue your education in the Department, you must meet minimum standards in **coursework,** **research,** **professional development**.

To remain in good standing in **coursework**, you must maintain a 3.0 cumulative GPA. Per UNCG Graduate School policy, any student whose cumulative GPA for all courses falls below 3.0 will be placed on Academic Probation, effective for the next term the student is enrolled. Probationary status will be removed and the student returned to Academic Good Standing if (1) GPA for each term during which the student is on probation is 3.0 or better, and (2) cumulative GPA for all graduate courses is at least 3.0 at the end of the semester in which the student completes 9 credit hours after being placed on Probation. If Probationary status is not removed upon the completion of 9 credit hours after being placed on Probation, or if the student achieves a term GPA below 3.0 while on Academic Probation, the student will be dismissed from the program and will be ineligible to continue in the Graduate School.

To remain in good standing in **research**, you must reach program-requirement milestones in a timely manner, (e.g., thesis, prelim, and dissertation proposals and defenses) and you must show evidence of adequate quality and quantity of research activity. For guidelines on timeliness, please see the Handbook sections on the [MA thesis](#_Master’s_Thesis) and [Preliminary exams](#_Preliminary_examination).

To remain in good standing in terms of **professional developmen**t, you must regularly attend departmental colloquia (e.g., the Kendon Smith Lecture Series is mandatory for all students and faculty), participate in area brown bags, contribute to departmental functioning (e.g. serve as a TA or RA, participate as Grad Studies or class representative, assist the admissions committee), work in a collegial manner with peers and faculty, and contribute to the field by presenting your work at conferences and/or publishing your research.

### Coursework

#### Grading Policy

Unless stated otherwise in the Graduate Catalog, all courses are graded on a scale of A/B/C/F (D's are not awarded in graduate courses); intermediate grades (+ or -) are possible, and some courses are graded on a Satisfactory (S)/Unsatisfactory (U) scale. The following criteria apply to A-F grading scale:

A Superior performance, not just in terms of mastery of course content, but in class participation, creativity, and development of theoretical sophistication in meeting course requirements. The grade of A reflects clear evidence of independent scholarly ability.

A- Superior performance in mastery of course content, with some evidence of independent scholarly ability.

B+ Very good mastery of course content.

B Satisfactory mastery of course content.

B- Not indicative of PhD-level work.

#### Instructor/Course Evaluation

At the end of each semester, you will be asked to complete an anonymous on-line instructor/course evaluation for each course taken. These are processed by administrative staff; faculty receive only a summary of numerical ratings and any typed comments. Because these evaluations provide important feedback to faculty, please complete them independently and conscientiously. If you have concerns about the teaching of any course that you believe should be resolved before the end of the semester, please first discuss these with the instructor and then contact the DGS or the Department Head if you are unable to reach a resolution.

### Research

#### Expectations of Student Research and Scholarship

The Psychology Department seeks to sponsor the highest caliber of research by faculty and students. The requirements of the Terminal MA and MA-PhD programs are intended to ensure that student research meets our high standards. The MA degree typically involves close supervision by a faculty advisor. The advisor may suggest the MA project, may be heavily involved in planning the research, and may provide considerable guidance and advice in analyzing the data and writing the thesis. The MA degree provides an opportunity for learning skills of research and scholarship; although a degree of independence is necessary, completely independent research is not required at this level.

The PhD requires independent research and the Independent Doctoral Research requirement (PSY 751) bridges the gap between closely supervised Master’s work and fully independent doctoral research. Although you will continue to work closely with your advisor and be guided by your advisory committee, you will now be receiving suggestions, not instructions, for carrying out research projects. The dissertation project must be your own conception; it will likely develop from discussions with your advisor and others, but it will reflect your own, original contribution to scientific knowledge. You will be required, at the proposal meeting, to provide a scholarly defense of the research plan, showing that you understand its theoretical significance and its relation to current and historical work in the field. It is not sufficient to demonstrate only the technical competence to execute a research project.

It is appropriate, throughout the dissertation project, to seek advice and assistance from others; indeed, you are encouraged to discuss your work frequently with your advisor and lab group, to seek technical help for overcoming obstacles, and to solicit comments on early drafts of your dissertation. Such interactions constitute the normal collegial support that any independent researcher expects and requires. However, final intellectual responsibility for the dissertation project is yours. You are responsible for detecting and correcting flaws in the research design that emerge only as the research progresses, for ensuring the overall scientific integrity of the project, and for defending the dissertation research to the faculty at your oral defense. Although your advisor and advisory committee help you execute an important and well-designed project, the Graduate Faculty of the University will hold you responsible for the quality of the final product. In this respect, you will be operating as an independent research scientist, who may solicit advice and assistance from colleagues but accepts sole responsibility for the conduct and quality of the research.

#### Timelines

While research timelines are not uniformly required in the Experimental programs, they are good practice and Experimental students should ask if their committee prefers to approve and use a timeline.

### Professional Development

On entering the program, you will be assigned an advisor who will be available for advice and discussion as needed. You are strongly encouraged to introduce yourself to other faculty soon after starting the program, and to learn about research being carried out in the Department.

#### Colloquia and Lecture Series

*Departmental Colloquia*: When budgets allow, a colloquium series brings (inter)nationally known scientists to speak in the Department, up to several times a year. Additional speakers are invited by the Association for Graduate Students in Psychology (AGSP). Also, during searches to fill faculty positions, candidates will present their research at colloquia given during their interviews. Announcements will be posted around the Department about one week in advance of colloquium dates. Most colloquium speakers will be available to meet with graduate students at least once during their visit and informal social events are usually scheduled as well.

To foster your professional development, you are expected to attend colloquia—they are not optional. Colloquia allow you to learn about current research from those at the forefront of their fields, as well as to meet with eminent scientists in an informal setting. Do not only attend colloquia in your research interest area; use the colloquium series to broaden your academic and intellectual horizons.

*Kendon Smith Lecture (KSL) Series*: Since 1984, the Psychology Department has organized an annual lecture series, named in honor of Dr. Kendon Smith, Professor Emeritus and former Head of the Department. The KSL Series (organized by the KSL Committee) focuses each year on a different topic in psychology and brings 3 or 4 eminent psychologists to campus for 2 days of intensive lectures and discussions. The lecture series was endowed by a generous gift from an alumna, Ms. Janice Baucom. A [list of previous topics and speakers](https://psy.uncg.edu/news-announcements/kendon-smith-lectures/) can be obtained from the department website. As with departmental colloquia, graduate students are expected to attend the entire KSL series.

*Psychology Department Graduate Research Conference*: Each fall semester, the Psychology Department hosts the Graduate Research Conference (GRC), where all rising second-year students present a talk on their first-year research projects. This conference, attended by all faculty and graduate students in the department (as well as academic Deans from the University), allows you to practice skills of oral presentation to a relatively friendly audience, and to receive comments on your research from a broad group. As with departmental colloquia, all graduate students are expected to attend.

*Brown Bag Series: Clinical “Blue Jean Brown Bag” and Experimental “Hard Data Café”*: The Clinical and Experimental programs each coordinate a talk series each semester, including speakers from the Department, University, and area institutions. Students are required to attend the talk series for their own program and encouraged to attend talks outside their program that are of interest.

#### Informal Laboratory Meetings

There are many informal opportunities for you to interact with faculty and students in the Psychology Department and in other departments on campus, and you are encouraged to participate in as many as possible. Many of the 20 or so laboratories in the Department hold informal lab meetings about once a week to discuss ongoing research, planned projects, and recent publications of interest to the lab group. These meetings are an excellent way for you to find out about research being done in the Department and to meet faculty and students from other research groups. Most faculty will allow you to attend meetings; you should consult with the faculty involved for permission to attend, and the times and place scheduled for Lab meetings.

#### Professional Involvement

To begin establishing yourself as a professional academic psychologist, you should consider joining professional associations in your area(s) of interest. Most provide student memberships at reduced rates and provide information about regional and national meetings. Presenting posters and papers at these meetings is an important opportunity to gain experience, to meet others in your field, and to establish a network of professional connections that will help you throughout your career. The University and Department have funds available to assist with travel expenses (see “Graduate Research and Travel Support” below) and some faculty can support their students' travel to meetings through grant funds. Regional and national meetings frequently attended by faculty and students include:

American Psychological Association

Association for Psychological Science

Cognitive Aging Conference

Cognitive Development Society

Jean Piaget Society

North Carolina Cognition Conference

Psychonomic Society

Society for Neuroscience

Society for Research in Child Development

Society for Research in Adolescence

Society of Southeastern Social Psychologists

Southeastern Psychological Association

The intense competition for academic jobs means that you should seek opportunities to publish research as a graduate student. Consult with your advisor, or other faculty with whom you carry out research, about their policies concerning co-authorship on papers from their lab. You will find valuable information about the publication process, including guidelines for authorship, on the APA website: <http://www.apa.org/research/publishing/index.aspx>. While you should not seek quantity of publications at the expense of quality, your competitiveness for academic positions will be greatly enhanced if you have published a few good papers, whether empirical studies, theoretical articles, or review papers. You should discuss opportunities to produce such work with your advisor.

## Annual Evaluation Procedures

Each summer, area faculty will conduct formal evaluations of student across the relevant domains. The annual evaluation will be based partly on a report generated by each student in April, which details all activities and accomplishments in coursework, research, and professional development. In each area, you will earn an evaluation of “*Good Standing*,” “*Problem Noted*,” or “*Not In Good Standing*.” (All 1st year students will also be evaluated by Area faculty after their 1st semester; areas will provide informal feedback at this 1st semester mark.) The [Annual Evaluation Form](https://psy.uncg.edu/graduate/graduate-forms/) can be found on the website.

Area faculty may indicate “*Problem Noted*” for any domain with a potentially worrisome outcome that, if persistent, may eventually lead you to not be in good standing. For example, any B- grade or lower (as well as any “U” grade) will trigger a *Problem Noted* evaluation and a remediation plan for MA-PhD students. When MA-PhD students earn less than a ‘B’ (i.e., a ‘B-’ or lower), they have not met the degree requirements in the Experimental area. Students who continue to the PhD program need a ‘B’ or better on all courses that count toward their Plan of Study. Within the research domain, signs of slow progress in designing a thesis project (for example) might trigger a *Problem Noted* evaluation and a remediation plan. Specific issues that are also included in annual feedback are issues of professional impairment and misuse of electronic communication. Documents outlining the Department’s policies about [professional impairment](#_Policy_on_Professional) and [use of electronic communication](#_Issues_Regarding_Websites,) can be found in [Appendix A](#_General_Policies). Finally, annual evaluations will also address “Other Professional Activities, Skills, and Competencies,” including teaching assistantship duties, attendance at departmental events such as colloquia, job talks, and brown-bag meetings, and participation in departmental service, such as in graduate-student recruitment. Evaluations here are “Satisfactory” or “Unsatisfactory.” Area faculty will indicate “*Not In Good Standing*” in any domain in which you fail to meet minimum standards in that domain. In each such case (i.e., Problem Noted or Not in Good Standing), a formal plan for remediation will be outlined for the student.

**Remediation plans** are individually developed by the student’s program area faculty, and may involve repeating a course, taking an alternate course to fulfills its requirement, or gaining competency in some other way (e.g., in an independent study encompassing a research paper graded by faculty). If the latter method is selected, a specific outline of how competency will be evaluated and by whom is also outlined in the remediation plan. All remediation plans must be approved by the student’s program area, committee, and the DGS. See the Department’s policy on [Remediation Options for Tools Courses](#_Department_Policy_for).

When a remediation plan is put into place, the student will be formally re-evaluated in that domain upon completion of the following semester for evidence of improvement. If a student fails to improve upon a *Problem Noted* rating, it may trigger a *Not In Good Standing* rating upon re-evaluation. If, at re-evaluation, a *Not In Good Standing* rating persists, then the faculty involved in the formal evaluation/re-evaluation will decide whether another remediation plan will be enacted or if the student is no longer eligible to continue in the program. If another remediation plan is put into place, the student will be re-evaluated after the subsequent semester. In most cases, three unsuccessful attempts at remediation will result in dismissal from the program due to academic difficulties. If dismissal is being considered for fewer than three unsuccessful attempts, the student will be made aware of that in writing prior to the final attempt.

## Ethics

### Ethical standards

The Department expects the highest standards of scholarly and professional behavior from its students and faculty. Faculty are committed to educate graduate students who have a deep respect for the integrity of scientific research and who will abide by the profession's highest standards of ethical behavior in their course work, research, and teaching. The [University Academic Integrity Policy](https://osrr.uncg.edu/academic-integrity/), spells out the principles that govern students’ behavior in all academic settings on this campus. Please become familiar with the Policy and consider how it applies to your work.

In addition to UNCG Academic Integrity Policy, the Department is bound by the ethical principles of the American Psychological Association (and other relevant professional organizations), especially as these apply to the conduct of research, scholarship, and clinical practice by faculty and students. All research by department faculty and students, whether on or off campus, that involves either animal or human subjects is subject to prior approval by the University's Institutional Review Board (IRB), in the case of human subjects, or the Institutional Animal Care and Use Committee (IACUC), in the case of non-human animals. Applications for institutional approval are available on the university website (via the Office of Research Compliance). You must familiarize yourself with, and abide by, the ethical principles that govern the conduct of research in any laboratory in which you work. Further information can be obtained either from the director of the laboratory or from the Chair of the relevant department committee. Note that all students must review and pass the on-line research with human subjects test every 3 years; see the section on CITI training above.

If you have been asked to perform any action that you believe conflicts with either the Academic Integrity Policy or a code of professional ethics by a peer, supervisor (whether on or off campus), or faculty member, you should immediately seek guidance from the DGS, Area Head, Department Head, or other faculty member. The Department faculty will vigorously enforce the Academic Integrity Policy and all relevant codes of professional ethics; infractions of their principles by any student may be grounds for disciplinary action, up to and including dismissal from the graduate program.

### Ethical Behavior Requirements

Psychology graduate students are expected to follow the UNCG Student Code of Conduct and Academic Integrity Policy. All students should review the Student Policy Handbook (<http://sa.uncg.edu/handbook/>). As psychologists, students are also expected to adhere to the American Psychological Association’s “Ethical Principles of Psychology and Code of Conduct” (<https://www.apa.org/ethics/code/>). Failure to do so may result in sanctions that may include withdrawal of funding, suspension, or dismissal from the graduate program. Due process will be followed in all such instances, as described in this Handbook and UNCG policy (<https://osrr.uncg.edu/academic-integrity/>).

Reported ethical violations will initially result in consultation between the mentor, DGS, and Department Head. Determination of sanctions will be made by the DGS in consultation with an ad hoc review committee decided by the Department Head. If indicated, a formal violation report will be filed with the Dean of Students office for further investigation, panel hearing and sanction recommendation to the Department. Students may appeal hearing outcomes to the Dean of Students office, and Departmental decisions to the Department Head.

# Funding and other resources

The Department attempts to support all eligible MA-PhD students; in general, students in the Terminal MA program do not receive financial assistance. Students in the MA-PhD program who are making satisfactory progress typically are funded for five years. Most financial support comes from departmental assistantships, but other sources are available (check with your faculty advisor).

## Department Assistantships and Stipends

To maintain an assistantship and be eligible for a tuition waiver, you must maintain a B (3.0) average and you must be enrolled in a “full time” course load (which is typically 9 semester hours) in the graduate program each Fall and Spring. *If your cumulative GPA falls below 3.0 at any time, the Graduate School will rescind your assistantship for the immediately subsequent semester.*

Assistantships carry a service obligation (up to 20 hrs/week). Faculty will annually assess the quality of your assistantship work. You should not see yourself as an hourly worker and expect to "punch a time clock" in performing your duties. The primary benefit of an assistantship is to provide financial support during graduate training; in return, you will assist in research, teaching, and administrative activities. If you believe that you are being asked to perform excessive or inappropriate work, you should discuss the matter with your supervisor. If the problem cannot be resolved, you should consult with the DGS.

The service required of an assistant may involve a combination of research, teaching, and administrative duties. Service assignments are made by the DGS at the beginning of each semester and every effort is made to distribute the type of service required equitably. As far as possible, your assignment will be made by agreement with you and your advisor, but you must remember that these assignments are an obligation of the assistantship that you have accepted. If you refuse to carry out assigned duties, you may lose your assistantship. You also may forfeit your assistantship funding if you work for pay on projects that are not related to your assistantship (e.g., work as a waiter). Students must obtain written permission from the DGS to accept work assignments outside of their university assistantship. If you believe you have been unfairly treated in the assignment of assistantship duties, you may appeal to the DGS or, if the matter still cannot be resolved, to the Department Head.

Typically, you will be required to perform teaching activities. Because teaching is frequently an important component of the activities of psychologists with a doctorate, these teaching activities should improve students’ teaching skills and make them more marketable. In addition to regular assistantships, sole responsibility teaching opportunities may be available in the Department for advanced students. More information on these teaching opportunities is given under the heading of STA Opportunities below.

To receive departmental support in your second and subsequent years, you must be in good standing in the program and must have performed your assistantship duties satisfactorily in previous years (see above). If you fail to meet one of these requirements, you will be informed of the loss (or potential loss) of your assistantship by the DGS as early as possible.

### TA responsibilities

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours teaching assistance and 10 hours research assistance (on average). Students receiving a teaching assistantship (TA) may be assigned as the assistant to a faculty member teaching an undergraduate course or graduate course, may be responsible for the lab sections of an undergraduate course, or may be provided the opportunity for full responsibility for teaching an undergraduate course; the latter opportunity is available only to students holding a Master’s degree. All students receiving a TA assignment for the first time must attend a teaching assistant workshop given by The Graduate School each Fall. Contact the faculty you are assigned to work with well in advance of each semester to learn more about your TA duties. Teaching assistants also are encouraged to consult with the DUGS or other faculty for general advice and suggestions about undergraduate teaching.

### Research component

The research component of your Department assistantship will be under the direction of your assigned faculty advisor and research mentor. Students may work on faculty projects or compete independent research to fulfill this assignment.

### STA opportunities

Students may be assigned independent teaching opportunities as your assignment for the semester. You will only be asked to teach a course if:

(1) you have a Master’s degree in psychology

(2) you have the necessary background for teaching that course

(3) your advisor agrees that teaching will not interfere with your research progress

(4) evaluations of prior teaching (if any) are satisfactory.

Teaching is a valuable experience if you plan for an academic career, but it is also time-consuming. Before committing to teaching a full course, you should discuss the pros and cons with your advisor, with other faculty, and with students who have taught before. The faculty recommend you complete the PSY 721 class (Teaching of Psychology) before teaching your own course, but this isn’t required.

If you teach your own course in the Department, you must receive formal mentoring and evaluation by a faculty member. That evaluation might be done by your primary advisor, a faculty member who regularly teaches the course, or some other faculty member with appropriate expertise; however, if the chosen mentor has not taught the course, you and your mentor must formally consult with a faculty member who has taught the course. You should consult with your faculty advisor about your choices for course mentor/evaluator.

Within 2 weeks of getting your teaching assignment, you must formally submit to the DGS the name of the course mentor you will be working with. Sometime before you begin teaching the course, while preparing the syllabus and other materials, you must meet with the mentor at least once and the mentor must approve your final syllabus.

For Fall and Spring semester courses, you must schedule two class sessions for observation (not on exam days), once in the first half of the semester and once in the second half. These observations may be live (with the faculty mentor sitting in the classroom) or based on a video recording of the session, or both; a benefit of a recorded class session is that you may observe your own teaching. After the first observation, you must meet with your mentor for feedback on teaching style, methods, and materials. After the second observation, the mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings). For Summer semester courses, you must schedule one class session for observation. After the observation, you must meet with the mentor to solicit feedback on teaching style, methods, and materials. The mentor will write a formal evaluation of your teaching (based on the observations and the instructor-mentor meetings).

The faculty mentor evaluation will be kept on file with the formal student evaluations for the course and may be used as supporting materials in your future job applications.

### Off-campus Teaching

Teaching opportunities arise almost every semester to teach at local colleges. Some positions are made available through the Office of Continuing Education, others through direct contact between the DGS and administrators at local colleges. If you have expressed an interest in teaching, you will be contacted as opportunities become available. Often, we may not know of an opening until a day or two before the course is scheduled to start, so these positions frequently provide little time for planning or course preparation. They are also more time consuming, because you must travel off campus to teach, and are generally recommended only if you have previously taught the course in question. Notices describing unfilled positions will be circulated electronically. Students must get approval from their advisor and, if receiving departmental funding, from the DGS, before accepting an assignment to teach at another University.

## Tuition Waivers

The Department has a limited number of tuition waivers that cover out-of-state or in-state tuition. Students may receive waivers that cover the cost of out-of-state tuition, in-state tuition, or both. Tuition waivers do not cover any student fees that may be charged by the University. MA-PhD students in good standing will typically receive a waiver as needed for out-of-state tuition costs, provided that reasonable efforts are made to secure in-state status (see [related section](#_In-state_residency)). In-state tuition waivers are also typically (but not always) available to all students. Money for tuition waivers is provided directly by the State legislature and is always in very limited supply.

## Awards

Each year, the Psychology Department and the UNCG Graduate School award several awards, fellowships, and scholarships, some of which are one-time awards and others which are recurring; some awards represent added funding to a student’s assistantship and others replace the students’ assistantship and require no specific service duties.

Our goal is to acknowledge excellence in a variety of ways through awards. Because we have so many deserving students, we strive to recognize as many students as possible within the constraints of the award criteria.

### Psychology Department Awards

*The Elizabeth Duffy Graduate Scholarship*. The Duffy scholarship was established to be awarded annually to a woman doing graduate work in the Department of Psychology. It was named in honor of Dr. Elizabeth Duffy, an alum of UNCG (then, the Women’s College of UNC), who earned her MA from Columbia University and her Ph.D. from Johns Hopkins University (at age 24). Dr. Duffy served with distinction on the Psychology faculty at UNCG for 30 years, as well as President of Division I of APA, and is best known for her theoretical writings on motivation and emotion. The Duffy Award is made from the earnings of the Elizabeth Duffy Graduate Scholarship Fund to support two female graduate students.

As long as fund earnings allow, two students (one clinical, one experimental) will each get a $16,000 Duffy award for one year (without assistantship duties), based on their outstanding records of research and scholarship; Duffy awardees will also have the option to receive an additional half stipend from the department, with 1 semester of assistantship duties. Eligible students will be in the doctoral portion of the MA-PhD program, up through their fifth year (fifth-year students may win if they will be in the Department the subsequent year) and will not have previously won the award. Winners will be announced at the subsequent Fall Graduate Research Colloquium. Each program area will decide on their Duffy winner.

*The John W. Lindsey Memorial Award*. The Lindsey award was established to be awarded annually to reward outstanding research and scholarship by a UNCG graduate student in Psychology. It was named in honor of Dr. John Lindsey, who was among the first students to be awarded a Ph.D. from the UNCG Psychology Department; Dr. Lindsey published his MA thesis, his doctoral preliminary paper, and his dissertation, and graduated in four years. At the time of his death, Dr. Lindsey had accepted a postdoctoral position at Duke University; he received his PhD posthumously in 1972. The Lindsey award is made from the earnings of the John W. Lindsey Memorial Award fund

As long as fund earnings remain greater than $500 annually, one Lindsey Award of at least $500 (and up to $1,000, if the budget allows) will be made each Spring semester to a Psychology graduate student with an outstanding first-authored publication (or manuscript accepted for publication) in a peer-reviewed journal, reflecting scientific research or scholarship conducted while at UNCG during the last 3 years. Eligible students will be graduate students in any year of the MA-PhD program, up through their fifth year (fifth-year students may win if they will be in the Department the subsequent year) and will not have previously won the award. Winners will be announced at the subsequent Fall’s Graduate Research Colloquium.

Program areas will be asked to nominate one candidate each year, and the awards will be decided by the Departmental Awards Committee.

*The Highsmith, Barkley, and Teague Graduate Student Award.* This award resulted from a gift to the UNCG Excellence Foundation by Dr. Key Barkley in 1992. According to strong preference of the donor, North Carolina native born students should be given priority to the award. Awardees must be in their first year of graduate study. Each year, up to three awards of $1000 will be made to students who are NC residents upon enrollment for their 1st semester of graduate study in Psychology at UNCG (awardees will be notified of the award when they are accepted into the graduate program). Priority for awards will be determined by the below criteria:

1) Incoming in-state MA-PhD students, by merit (primarily GREs & undergrad/prior GPA; publication record for close calls).

2) Incoming in-state Terminal MA students, by merit

3) Incoming out-of-state MA-PhD students, by merit

*The Department of Psychology Graduate Student Teaching Excellence Award.* Up to one $500 award will be made each Fall semester to a Psychology graduate student who is judged to have an outstanding record of effective teaching. Eligible students will have not previously won the award and will have taught one or more courses as the instructor of record in the UNCG Psychology department. Students will be nominated by the teaching mentor assigned to any one of their courses. The Graduate Studies Committee will evaluate the nominees, based on the following materials:

1) A nomination letter from the teaching mentor

2) A 1-page Statement of Teaching Philosophy written by the nominee

3) Mentorship/observation forms submitted for any/all of the nominee’s courses

4) Student course evaluations

5) Course syllabi

6) Up to three letters of support from faculty and/or students

### UNCG Graduate School Awards

The Graduate School calls for Departments to nominate qualified students for these awards each year. In all cases, the program areas bring their nominations to the Graduate Studies Committee, who makes decisions on the Departmental nominee(s) for each award. More information can be found here: https://grs.uncg.edu/awards/

*Alumni / Excellence / Hayes Fellowships*. These are the largest and most prestigious awards offered by the Graduate School. The Alumni Fellowship was established by the UNCG Alumni Association; the Excellence by the University; and the last by Mr. Charles Hayes, former Chair of the UNCG Board of Trustees and President of Guilford Mills. As of 2019, recipients will receive a $24,000 stipend and tuition waivers. Hayes Fellows are automatically names as a Minerva Scholar, the highest recognition a doctoral student can receive at UNCG. This honorific provides access to the Minerva co-curricular program that involves both cultural and professional development opportunities. Minerva Scholars are guaranteed 75% of health insurance coverage provided that the student selects the UNCG graduate student health insurance plan; Minerva Scholars also have first priority for additional health insurance support if funds become available. Minerva scholars retain their designation throughout their time at UNCG. A/E/H Fellowship Nominees must be full-time MA-PhD or PhD students newly admitted for the Fall semester, and they must have exceptionally strong academic qualifications (GRE scores are especially important). Each program may nominate up to three students for these awards. Students graduating from the MA program who will be nominated for a PhD award must have applied to graduate prior to nomination.

*Moore Fellowship*. This one-year fellowship award, also available only to newly admitted MA-PhD or PhD students, is typically $3,000-$4000. Beverly Cooper Moore, a Greensboro native, was the founding partner of the law firm of Smith Moore LLP one of North Carolina's largest and leading law firms. The Moore family established this fellowship "to enable UNCG to recruit the brightest and best graduate students to our programs”.

*Greensboro Graduate Scholar Awards*. The Graduate School established these awards in 1991 to attract exceptional students to our graduate programs; Awards are $2,000 for students in master’s programs and $3,000 for students in MA-PhD or Phd programs and are added to the usual departmental stipend. Nominees must have outstanding academic records; departments are permitted to nominate up to 30% (or 2 students, whichever is greater) of their new students for these awards. Students may retain their scholarship for up to 2 years in master’s programs and 3 years in MA-PhD and PhD programs, assuming good academic performance. The renewal process is automatic.

*Lyon Fellowship*. This award was established in honor of Mrs. Ellon Lyon, who graduated from Women’s College (UNCG) in 1949 and was employed in social service and active in civic organizations. The size of the award will depend on the earnings of the endowed fund but in recent years has been $4,000-5,000. The award is based on merit, and nominations are open to any graduate student in any program. Each program may nominate only one student.

*UNC Campus Scholarships*. These scholarships were established by the UNC system and are intended to increase diversity in doctoral programs. The amount of the award varies but has ranged from $2,000-8,000 in recent years. Recipients must be NC residents enrolled full-time in a doctoral program. Financial need must be substantiated; students need to submit a FAFSA no later than March. Nomination letters should explain clearly how the nominee contributes to diversity on the UNC campus. Students may receive the award for up to 3 years, but they must submit a new FAFSA and be nominated by their Department each year. Native Americans are particularly encouraged to apply.

*Weil Fellowship*. This fellowship was first given in 1924 and honors Henry Weil, a successful businessman and philanthropist in Goldsboro, NC. The size of the fellowship will depend on earnings of the endowment but in recent years has been $7,000-8,000. Nominees must be UNCG undergraduate alumni and demonstrate exceptional academic achievement, and they must be newly admitted to a master’s or doctoral program at UNCG. Departments may nominate one student per year.

*Inclusiveness Award*. The Inclusiveness award was endowed from one million of a six million dollar anonymous gift to UNCG. The Council of Graduate Schools has called for strengthening diversity and inclusiveness efforts in graduate study as a central element in a national talent development policy. The award provides support to outstanding entering or continuing master’s or doctoral students whose presence contributes to inclusiveness at the University. Inclusiveness is defined broadly to include a variety of life experiences that increase the diversity of experiences of students in graduate programs. Among the factors that might contribute to greater inclusiveness for graduate programs would be low income background, a history of overcoming disadvantage or discrimination, nontraditional age for a student, membership in an underrepresented group in a field or discipline, being the first in the family to enter graduate school, having cultural differences (such as may arise from being foreign-born or raised within a distinct culture), and unique work or service experience. Awards may either take the form of a fellowship or be used to supplement an assistantship provided by a graduate program. The supplements will typically be in the range of $2,000 to $5,000. Recipients must be fully admitted to a graduate degree program and maintain a 3.0 grade point average to be eligible. Departments may nominate 1 student per year.

*Graduate Dean’s Awards.* These $4,000 non-service awards are intended to support recruitment and retention of qualified domestic students (citizens or eligible non-citizens) with financial need. Students must be fully admitted, degree-seeking, enrolled in at least nine semester hours per semester\*, and have a GPA of 3.0 or better. Awardees may not hold a concurrent assistantship. \*Continuing students who are completing their required thesis or dissertation hours may be considered eligible if they are full-time while enrolled in 3 hours of 699 or 799. Continuing students who are completing non-thesis programs and who require fewer than 9 hours to finish may be considered eligible while enrolled in reduced credit hours for one semester.

*Lisbeth V. Stevens Fellowship*. The purpose of this one-year award is to recruit an outstanding graduate student who might not otherwise attend UNCG. The fellowship is based on merit rather than need, so the nominee does not have to have a FAFSA on file. Award amounts vary each year.

*Joyner Fellowship*: This is a one-year merit-based award open to graduate students in the traditional liberal arts. Each program may nominate one individual.

*Joseph Bryan, Jr. Fellowship:* This fellowship rotates every 2 years from among Economics, English, History, and Psychology. It must go to a full-time doctoral student in good standing.

## Other Support

### Non-Departmental University Support

Except for some fellowships and scholarships, most financial support available to graduate students from the University is awarded through the Department (often referred to as “state funding”). Teaching opportunities outside the Department also are available on an occasional basis (see heading for Off-Campus Teaching). Students receiving an assistantship are generally not permitted to work outside the University; permission must be granted by the program area and DGS.

You should also be aware that graduate students are eligible for most federally guaranteed loan programs. Information of applying for loans can be obtained from The Financial Aid Office, 159 Mossman Bldg, (336) 334-5702, <https://fia.uncg.edu/>.

### External Grants

Several granting agencies, including the National Science Foundation, the American Psychological Association, the National Institute of Mental Health, COGDOP, Psi Chi, and Sigma Xi (the Society for Scientific Research) award grants to graduate students to assist in research. The amounts of such grants vary widely, from multi-year awards providing full stipends and research support, to small one-time grants to permit purchase of a piece of apparatus or travel to a meeting or research site. You are strongly encouraged to explore the availability of such funds in your research area, under your advisor’s guidance. Obtaining an external grant will not only facilitate your research, it will also be valued when you apply for academic positions after graduation. Your advisor can assist in identifying sources of external support and in preparation of a proposal. Check with your advisor to determine whether an application to an outside agency can be made directly or should be routed through the Graduate Studies Committee or the Office of Research Services. Note that approval of your project by the University Review Board for use of animal or human subjects (see heading: Expectations of Student Research and Scholarship) may be required before a proposal can be submitted.

The Office of Research Services is available to help students with grant and fellowships applications. Graduate student grant workshops, co-sponsored with the Graduate School, are often available as well.

### Summer Research Support

Each year The Graduate School (via the College of Arts & Sciences) solicits nominations from the Department for a limited number of Summer Research Assistantships. Sometimes applications and forms are needed, but sometimes the Department is simply asked for a list of nominees and area faculty provide them, with preferences typically given to students making adequate progress in the program and those of more junior standing.

### Graduate Travel Support

Students attending conferences should follow appropriate professional behavior (and conference-specific codes of conduct) and participate fully in the opportunity.

Graduate students may apply to the Department for funds to support their conference travel. Students are eligible for reimbursement for costs associated with academic conferences at which they were one of the authors on a conference presentation (talk or poster), although this requirement can be waived if the student is in the first year of the program. All awards are dependent upon the availability of funds. The Dept. Head will set a date when students must submit their reimbursement requests. The applications must be accompanied by relevant information about the conference (conference title, dates, location, title of presentation, list of authors on the presentation) and original receipts for all expenses for which reimbursement is being requested. Your application will also require a statement of support from your advisor and an approved travel reimbursement voucher; you should have those documents ready ahead of time. Finally, you must also have applied for travel funds via the UNCG Graduate Student Association (GSA). Please visit the GSA website [here](https://graduatestudentassociation.uncg.edu/funding/) to access the application link and thoroughly review the GSA guidelines prior to your travel (they require more documentation than the Psych Department).

\*NOTE -- You can only be reimbursed for money you have already spent AND you must provide a receipt for all expenses. If you are attending a conference after the date when requests must be submitted to the Head, you may not be reimbursed for actual travel or hotel expenses and should consult with the Head regarding this issue. Reimbursement is still possible for prepaid registration fees. You must also have requested travel funds from the Graduate Student Association (proof of your request to GSA must accompany your request for departmental funds): <https://graduatestudentassociation.uncg.edu/funding/>

**Norm Anderson Travel Award (NATA)**

The NATA provides up to $500 to assist in the scholarly travel of up to three students per year. The funds can be used for transportation to, accommodations at, or registration fees for, academic conferences, symposia, workshops, or other scholarly activities requiring travel. **The intention of this award is to provide for scholarly travel opportunities that would otherwise be difficult to achieve given other departmental and university funding mechanisms.**

(1) Starting in 2019, the call for applications will be the first day of the Spring semester for travel during that calendar year; if all funds are not initially granted following the first call, rolling applications will be accepted throughout the year.

(2) All UNCG Psychology graduate students are eligible apply. Priority will be given to:

(a) students who have never received a NATA, or who have not received a NATA in the last 12 months, and;

(b) events that have no free alternative at UNCG (e.g., a general workshop on multilevel modeling will have low priority because the UNCG ERM department regularly offers a multilevel modeling course).

(3) The amount of each award will be based on the request, and the NATA committee judgment of need and importance, but typically as a $500 maximum award. Applicants must submit a budget and budget justification with their application, and awards will only be made up to the justified budget.

(4) Applications are to be no more than 3 pages single spaced—1 page for the budget & justification, 1 page for a letter of support from the applicant’s faculty advisor, and 1 page that includes a description of the event, discussion of potential benefits of attendance to the applicant, and consideration of whether what is learned at the event could be subsequently brought back and formally discussed with, or taught to, students here.

(5) The NATA committee will advise the Department Head of final award decisions. The committee will be selected each year, comprised of three graduate students: one AGSP officer, one at-large member from the Experimental programs, and one at-large member from the Clinical program; two alternatives (one from each area) will also be selected each year to serve during any semester in which any of the primary NATA committee members applies for an award.

### Other resources

At times, students need to access additional help above and beyond that which can be provided by the program. University Services are detailed in the Graduate Bulletin, and include: [Student Health](http://shs.uncg.edu/), [Office of Accessibility](http://ods.uncg.edu/), [International Programs](https://international.uncg.edu/), the [Office of Intercultural Engagement](https://intercultural.uncg.edu/student-advocacy-outreach/lgbt-community), [LiveSafe](http://livesafe.uncg.edu/), [Campus Ministry](http://sa.uncg.edu/acm/), and the [Women’s Health and Wellness Center](http://hhs.uncg.edu/wordpress/cwhw/). The [Dean of Students](http://sa.uncg.edu/dean/) Office also provides information and support to graduate students in need.

# Curriculum

## MA in Experimental Psychology

### Specific Course Requirements for the MA Degree for Terminal MA in General Experimental Psychology and Experimental MA-PhD = 36 credit hours

Students who do not earn a GPA of 3.0 or higher in coursework are not in good standing and cannot earn a Master’s degree. Terminal MA students must earn a B (not a B-) in each semester of the proseminar. MA-PhD Experimental students must earn a B (not a B-) in all courses.

#### Proseminar Courses for MA (6 HRS)

You must take 2 semesters of the experimental proseminar, which provides instruction and readings in our programs’ three core areas: Cognitive, Developmental, and Social Psychology.

#### Statistics and Methodology for MA (11 hrs)

*Statistics:* PSY 609 & 610 – Advanced Statistics I, II (4) (4)

*Research Methods*: PSY 624 – Research Methods (3)

#### Research Practicum Course for MA (3 HRS)

You must take 1 semester of the research practicum (PSY 605), in which you design and formally propose a first-year directed research project.

#### Additional course requirements for MA (10 hrs)

Select courses from 600 or 700 level psychology courses. Graduate level courses in other departments also can be selected, with the permission of the Director of Graduate Studies. Students can only take a maximum of 6 credit hours of independent study (PSY 601) for credit toward the Master’s degree.

#### Research and Thesis for MA (6 hrs)

 PSY 699 – Thesis (6)

## Cognitive, Developmental, or Social MA/PhD

### Credit Hour Requirements for PhD Degree for Experimental Students

The Ph.D. requires 71 credit hours; you must satisfy the requirements of the Master of Arts degree and all credits earned as requirements for the Master’s degree may be applied towards the Ph.D. Refer to the Terminal MA in General Experimental Psychology section for MA requirements

If a Terminal Master’s student is admitted to the PhD program, then any grades of B- or lower earned during the MA cannot count toward the PhD degree; these courses must be re-taken, or substitute courses taken, with B grades or better to count towards the PhD degree (see the [remediation policy for tools courses](#_Department_Policy_for) for additional details).

You must take a minimum of 24 hours of research, including 3 hours of PSY 605 (First-Year Research Practicum), 6 hours of PSY 699 (MA Thesis), 6 hours of PSY 751 (Independent Doctoral Research), and 12-24 hours of PSY 799 (Dissertation). In addition to the 24 hours of research, you must complete an additional 47 hours to include 18 to 30 hours in your area of specialization (cognitive, developmental or social) and 18 to 30 hours outside your area of specialization (e.g., for a cognitive student taking a developmental course, the developmental course would typically be outside the student’s cognitive area of specialization).

Students must take at least 11 hours of research tool courses (typically fulfilled by PSY 609, 610, and 624). These courses are typically considered to be outside the area of specialization. It is important to note that of the 71 credits required for the Ph.D., only 15 credits can be obtained via independent study course hours (6 credits of 601 and 9 credits of 751) and a student must take at least 4 seminars (typically PSY 735). Furthermore, it is recommended (not required) that students involved in the teaching process or planning to teach (e.g., performing in the capacity of a course instructor before or after graduation) should take Teaching of Psychology (PSY 721). This 3-credit course typically counts as a tool course and an outside area of specialization requirement.

Note that, although you can take up 24 hours of dissertation credits, only 12 count toward the 71 hour requirement.

## Full Time Enrollment Policy

Graduate students enrolled in 9 or more hours per term are considered full-time. After completing all required course work, a master’s student may be considered full-time while enrolled in a 3 hour thesis course (699). Master’s students may maintain full-time status with 3 credits of 699 for two terms.

After entering candidacy status, a doctoral student may be considered full-time while enrolled in a 3 hour dissertation course (799). Doctoral candidates may maintain full-time status with 3 credits of 799 until completion of the number of dissertation credit hours specified by their programs in the Graduate School Bulletin or their departmental plan of study.

Continued enrollment in thesis or dissertation credit hours beyond those that are required will not provide full-time status unless the student also enrolls in thesis extension, dissertation extension, and/or research extension courses to fulfill the 9 hour requirement. Permission to enroll in extension courses will require verification by the committee chair that the student is making satisfactory progress.

## Transfer credit

If you have taken graduate courses at another university and wish them to transfer to your program of study at UNCG, you must submit to the Experimental Area head all relevant course syllabi and any other material that describes the content of the courses. The Area Head will then submit all materials to the Director of Graduate Studies, who will distribute materials to the appropriate faculty member(s) for disposition. The provided materials will be assessed by qualified faculty who will decide whether the course is acceptable for transfer credit.

If a student wishes to take courses at another university while in our program and have those courses count for credit towards their degree, the student must obtain prior approval by submitting a request to the DGS, after consulting with their advisor and/or advisory committee.

Terminal MA Students: UNCG will not approve course transfers for any courses that previously counted toward another degree (graduate or undergraduate, at UNCG or elsewhere).

MA-PhD Students: If a student wishes any transfer courses to substitute for required courses they must submit these before or soon after entering the program so that the evaluation process does not delay progress in the program. Students who enter the MA-PhD program with a Master’s degree from another institution may earn transfer credit for PSY 699 (thesis) with the endorsement of the primary advisor and a secondary reader of the thesis document.

## Other coursework

Excluding the foundational tools courses (PSY 609, 610, 624), most formal instruction is carried out through PSY seminars. *For MA-PhD students*, additional tool courses are offered through advanced courses in statistics, offered in Psychology, Educational Research Methods, or other departments.

With the approval of your advisor, your advisory committee, and the DGS, you may take graduate courses outside the Department.

Students may take independent study reading courses (PSY 601), supervised by a faculty member, in order to investigate some topic of special interest that is not offered in seminar or a regular graduate course. No more than 6 credits of PSY 601 may count towards the Master’s and only six credits of PSY 601 can count towards the requirements of the Ph.D. degree. Thus, if a MA-PhD student has taken 6 hours of PSY 601 for his/her thesis requirements and applies these to the PhD, no other PSY 601 credits can count towards the PhD except with special permission by the DGS.

*For MA-PhD students*, all courses taken at the Master’s level also count towards the PhD degree (for all MA-PhD students, courses with B- grades or lower do not count towards the PhD degree). Each MA-PhD student candidate for the PhD degree is required to register for a minimum of 12 semester hours of credit for the dissertation (PSY 799), normally in units of three semester hours. If the dissertation has not been finished with the completion of 12 semester hours, a maximum of 24 credit hours of PSY 799 may be taken. If the student is off campus but still working on the completion of the dissertation and additional faculty advising and use of University facilities are needed, hours of dissertation extension (PSY 802) may be taken, which also fulfill the [continuous enrollment requirement](#_Continuous_Enrollment_Policy) (see Appendix A).

You do not need to register for any courses during the summer provided that (1) you were registered during the previous spring and (2) you have preregistered for the following fall. Otherwise, you must register during the summer to be allowed to use the library and other University facilities.

### Advanced Seminars (PSY 735)

Typically, at least two advanced seminars (PSY 735) are offered each year on a variety of topics. To facilitate schedule planning, a list of seminars to be offered throughout the academic year will be made available in time for registration. You are strongly encouraged to register for seminars outside your area of specific research interest, provided that you have the necessary background. If you are interested in a seminar but believe that you lack the background, you should consult with the instructor who may be able to recommend readings that will prepare you to take the seminar. The seminars are small (typically 5 - 12 students) and emphasize current research topics, readings in the original literature, and intensive group discussion of issues and problems.

Seminars are offered in the following areas of study. The specific areas offered each semester will depend on faculty interest and availability. Areas are identified in the course schedule by a letter suffix.

 C Cognitive

 D Development

 J Clinical

 N Neuroscience/Biological

 S Social

 F Floating (other topics)

*All MA-PhD students* must take at least four seminars (which could include additional statistics or research courses) during their doctoral program and are strongly advised to take more. There is no maximum limit on the number of seminars that may be taken. Students may not audit seminar courses without special permission.

### Independent Doctoral Research (PSY 751)

After entering the doctoral portion of the program, typically during your 3rd or 4th year, you must register for at least 6 credits of PSY 751, Independent Doctoral Research. Students in the Experimental area may take additional PSY 751 credits, but only a maximum of 15 combined credits 601 and 751 can count toward the requirements of the PhD. The aim of this requirement is to encourage an early start on research that will lead to the dissertation project. It provides an opportunity for you to collect pilot data for your dissertation, to carry out work that will allow you to develop techniques needed for your dissertation, to collaborate with another student on a research project, or to carry out a project in another laboratory either in the Department or elsewhere. There is no departmental requirement either that the completion of PSY 751 involves a separate research project (distinct from the Master’s thesis and dissertation) or that the results of the research be written up as a formal report. Individual faculty, however, may wish to impose such requirements on their students.

# Milestone procedures and forms

Forms required for milestone completion can be found on the Department webpage: <https://psy.uncg.edu/graduate/graduate-forms/>.

## Advisory and examination committees

At various points in the program (described in detail below), you will need to request appointment of a committee who will advise you on research projects and course planning, or examine you on the content of a major project. Committees are appointed separately for the thesis project and for the dissertation project (which includes the preliminary examination), although membership on these committees may overlap. The chair of each committee must be tenure-track faculty member in the Psychology department. You should first discuss the composition of the committee with your faculty advisor, who will normally serve as the chair of your committee. The advice of the Department Head must also be sought regarding composition of newly formed doctoral committees; the Department Head appoints the fourth committee member after consultation with the doctoral committee chair. Once a committee has been provisionally selected, you or your advisor should present it to the DGS who will ensure that the committee has an appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements. Once the committee is approved by the DGS, you should ask each faculty member whether he or she is willing to serve on the committee. (Informal inquiries should be made before obtaining approval from the DGS.) When an acceptable committee has been selected, the appropriate form should be completed for signature by the DGS and transmittal to The Graduate School. The committee cannot formally act until it has been appointed by the Graduate School.

Changes in appointed committees can be made by filing the appropriate form with the DGS, who must approve any change in committee make-up. Such changes may be necessary because faculty leave the University, because your research focus changes, or because scheduling conflicts make the original committee structure unworkable. It is inadvisable to change a committee between the approval of a proposal and completion of the research, because the new member may wish to recommend changes that will delay completion of the degree. You are not permitted to change your committees to avoid intellectual disagreements or because some committee members demand higher standards of performance than you may consider reasonable. Any such problems should be resolved by discussion; their resolution is a critical part of your intellectual development during graduate training. Students should prepare and bring all needed approval forms to committee meetings and defenses. Please note that advisory and examination committee decisions are made by consensus rather than by vote.

It is important to bear in mind that some faculty are unable to meet during the summer or may be planning research leaves or extended trips out of town during the period when the committee will be functioning. It is your responsibility during these preliminary discussions, to ensure that faculty plan to be available when meetings of the committee are anticipated. *You must allow a minimum of two weeks between providing faculty with a project document and scheduling the committee meeting to allow your committee sufficient time to review your document. During the summer, due to other commitments listed above, this time frame may not be sufficient.*

## Summary of Progress through the MA-PhD Program

There is no lock-step sequence that applies to all students for making "adequate progress." The faculty recognize that a variety of circumstances determine whether you are progressing adequately. Some research projects are inherently more time-consuming than others and some depend on timetables imposed by external agencies. Personal circumstances may dictate a somewhat slower pace for some students than for others. The following timetable represents our expectation for a student who is working full-time towards the PhD. The faculty believe that it may be possible (although not typically advisable) for a student to complete the PhD within 4 years under unusual circumstances. The below outline is a template of a *recommended* course of study.

*Practicum, proseminar, statistics, and methods course requirements:* End of 2nd semester

*Master's thesis proposal:* End of 2nd semester or beginning of third semester

*Graduate Research Conference: Fall 2nd year*

*Master’s thesis completed and defended:* End of 4th semester; no later than end of 6th semester

*Doctoral preliminary examination:* proposal at beginning of 6th semester, completed by

beginning of 7th semester

*Independent Doctoral Research (PSY 751)*: during 3rd year in program

*Dissertation proposal defense*: end of 6th semester, or beginning of 7th semester

Each student's progress is reviewed annually, and students who are considered not to be making adequate progress will be so informed in writing. If you receive such an evaluation, you should consult with your advisor to discuss your circumstances and plans. If, at any time, you are concerned about your progress in the program, talk to your advisor or the DGS.

## Master’s Thesis

Experimental students are typically expected to complete the Master’s thesis by the end of the second year, although some projects may require up to one additional year for completion. Failure to complete the Master’s thesis and all other MA requirements by the end of your third year will jeopardize your standing in the Department. The specific requirements of the thesis (e.g., the research method) are approved by your committee. Your advisor should serve as a consultant about these issues.

### Master’s Advisory Committee

The first committee to be formed will be your Master’s Advisory Committee. This committee will approve your Master’s Plan of Study, monitor your progress in the Master’s program, and evaluate your thesis. The MA committee must consist of at least 3 faculty members, one of whom will be your advisor. This committee should be formed prior to your thesis proposal meeting, and a form listing the committee members must be submitted to the DGS. Your advisor should help you select appropriate committee members. Students making satisfactory progress have an approved committee and an approved Master’s Plan of Study, and should have met with their committee at least once prior to the completion of the fall semester of their second year in the program.

### Master’s Plan of Study

A plan of study for the Master’s degree must be completed and signed by the student, committee, and DGS at the earliest practical time following the student’s admission to the Graduate School, but no later than after 50% of the Master’s program completion. The plan must indicate all courses required for the major, and supporting courses required for the Master’s degree, including transfer credits. Courses required by the department for the Ph.D. but not counted toward the Master’s degree, should not be listed on the Master’s Plan of Study. No more than 6 semester hours of independent study (PSY 601) may be included in the plan of study. Six thesis hours (PSY 699) which is the capstone experience must also be included. Copies of the approved plan of study must be filed in the student’s permanent folder in The Graduate School, in the department’s files, and with the student. A final plan of study must be submitted to The Graduate School with the application for graduation.

### Master’s Thesis Proposal

As soon as you and your advisor have formed preliminary plans for a Master’s project, you should prepare a proposal for approval by your Master’s advisory committee. All students should make progress on their thesis proposals in the context of PSY 624, *Research Methods in Psychology*, by consulting with their thesis advisor as well as the instructor during this course.

The thesis proposal should typically be approved by the fall of the second year to facilitate good progress. The committee will meet with you to discuss the proposal and make recommendations for changes. The proposal meeting is primarily advisory, and frequently leads to important improvements in the research project. The committee may decide to approve the proposal as submitted, to approve the proposal but request that certain changes be summarized in a written addendum to the proposal, or to require you to rewrite all or part of the proposal and resubmit it for approval. In the last case, a second proposal meeting may be scheduled.

When you have completed your Master's project, you will write it up as a thesis, submit it to your MA committee and schedule a formal defense of the thesis. Guidelines for the preparation of the thesis are available from The Graduate School (*Guide for the Preparation of Theses and Dissertations*) and should be followed exactly to avoid delays in its approval.

Although the Graduate School permits MA theses to be submitted for formatting approval before the thesis is defended, the Psychology Department has stricter guidelines. Students must have successfully defended their MA thesis before they are permitted to submit an electronic copy of the thesis to the Graduate School for formatting approval.

### Master’s Thesis Defense

The committee must be given a draft of the thesis at least two weeks prior to the defense. This draft should be complete but it need not conform to the Graduate School's formatting requirements (although it should follow current APA standards). The form of the defense will be decided by the committee; in general, you will first present a summary of the thesis (consult your advisor about its length and content), after which the committee members will examine you by asking questions. The questions need not be confined to the material in the thesis, but may also test your understanding of the research area and its relation to the discipline. After the question period, you will be asked to leave the room and the committee will decide whether the thesis document and your oral performance are acceptable.

If the committee decides that the oral defense was unacceptable, then you will have failed the Master’s thesis defense. You may schedule a second defense if you fail the first. Failure on the second defense (or bypassing the defense altogether) will make you ineligible for admission to the PhD program, although you may still be awarded a terminal Master’s degree if your committee decides that the thesis document/project is acceptable and agrees that a passing defense is unnecessary.

If the oral performance is acceptable, then the committee decides whether to accept the written thesis. The committee may decide to accept the thesis as submitted, to accept the thesis but require that certain changes be made, or to fail the thesis and require that it be rewritten (in which case you will be reexamined on the revised thesis). The typical outcome is that the thesis is accepted on condition that certain changes are made before it can be submitted to The Graduate School.

### After the MA Defense

You must prepare a final draft in the form required by The Graduate School and ensure that the required copies are deposited in time to meet graduation and other deadlines. Normally, you will present a final copy of the thesis to your advisor, but not to the other members of your committee.

Each year, the Graduate School confers the University's Outstanding Thesis Award on the best MA Thesis produced by a student graduating in the preceding calendar year. Each department may nominate 1 student. Faculty are asked to nominate eligible graduates for the award and the Psychology Department's nominee is selected from this list by the faculty members of the Awards Committee.

## Transition from the MA to PhD

### Terminal MA Students from UNCG

Terminal MA students may apply to the PhD program. To do so you must go through the regular process of submitting applications to the graduate school (including transcripts, personal statements, letters of recommendation, and GRE scores). Applications from Terminal Master’s students will be considered along with those of other applicants for the upcoming academic year.

Preliminary Examination

The preliminary exam is preparatory to beginning work towards your dissertation. It may take the form of a paper (more typically) or a written test (less typically). **The UNCG Graduate School requires all doctoral programs use a preliminary exam to assess students’ readiness for doctoral candidacy.**

The preliminary paper or written exam is typically begun during the 2nd semester following successful defense of the MA thesis for students continuously enrolled in the program. For successful progress in the program, the exam should be taken no later than the 3rd semester following successful defense of the MA thesis for students continuously enrolled in the program. Students who enter the program having completed their MA thesis elsewhere should take the exam no later than their 5th semester in the program.

Doctoral Advisory Committee

The doctoral committee should be formed and approved by the Graduate School (following a recommendation by the Psychology DGS), and before the student holds a preliminary exam proposal meeting. Students should discuss the composition of the committee with their advisor, who will normally serve as the Chair of the committee.

Doctoral committees must consist of at least 4 faculty, and the Chair must be a tenured or tenure-track member of the Psychology Department faculty (a co-Chair may be approved from other departments and/or ranks) and the Graduate Faculty. All doctoral committees must include at least one tenured Psychology faculty member who is not the committee Chair. The Department Head will appoint the fourth member, but you cannot expect the Head to fill in a mandatory role (e.g., you cannot leave out a tenured faculty member with the expectation that the Head will assign one.

Once a committee has been provisionally selected, the student and advisor should complete *two* forms: “*Recommendation for Doctoral Advisory/Dissertation Committee”* and *“Plan of Study.*” These include a line for the Department Head to specify their appointed committee member. Both forms must be approved and signed by the DGS, who ensures that the committee has the appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements.

Your committee cannot act officially until it has been approved by the Graduate School. Revisions in committee membership must also be approved by the DGS and by the Graduate School.

Doctoral Plan of Study

You must formulate a Plan of Study before the end of the first semester following transition to the doctoral portion of the program. Courses taken for the MA degree also may be used to fulfill requirements for the PhD degree. The Plan of Study consists of a list of the courses that you have taken or plan to take that fulfills the PhD requirements (see earlier described requirements).

All graduate courses that are to be applied to the PhD degree, including those taken at other universities and approved by the Department and those taken to satisfy MA requirements, must be incorporated into the Plan of Study with the approval of the advisory committee. The approved Plan of Study must be signed by the advisory committee and the DGS and it must be filed with The Graduate School. If you decide, with the approval of your committee, to change your Plan, a revised form with committee signatures must be filed with The Graduate School.

Preliminary Exam Paper

*Why* must you complete a preliminary exam paper?

In one sense, the answer is simple: **The UNCG Graduate School requires a preliminary exam to qualify for doctoral candidacy**. Beyond that, however, the Graduate School specifies only that the exam must have both written and oral-defense components. The remaining details are up to departments.

So, there is a less simple answer, too: **The preliminary exam paper requires you to engage deeply with a scientific literature as an independent scholar, thus providing a meaningful intellectual task to help you develop critical research skills. It also allows faculty to evaluate those skills.**

The purpose of the preliminary exam paper is, therefore, both educational and evaluative, with an emphasis on evaluation. You must produce an independent piece of work that is evaluated by faculty to determine your scholarly preparation for doctoral work in psychology.

The entire process has a 22-week (≈ 5.5-month) deadline, from proposal meeting to final paper dissemination.

Goals: The department draws on the expectations for review papers outlined in *Psychological Bulletin*:

1. Reviewing the state of knowledge concerning the topic/relations of interest;

2. Conducting a critical assessment of the strengths and weaknesses in past research;

3. Addressing important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.

These expectations don’t imply that your paper must be suitable for journal submission upon completion of the exam. Students who have published versions of their prelims had to revise them *extensively* with their advisor. Nor do they imply that other journals can’t serve as models: We encourage you to examine review articles in journals from your discipline for inspiration and direction.

**Speaking of direction, the Department has created a Google Drive folder that houses several tutorial articles on writing review papers, as well as recent examples of strong preliminary exam papers.**

The basic sequence of steps for the paper is outlined below for quick reference. *It is your responsibility to read and ensure that you understand Appendix A (“Complete Rules and Instructions for Preliminary Examination Paper”), which lists the* [*full set of rules and guidelines*](#_Complete_Rules_and) *for the paper and examination*.

1. Outline and reading list

**NOTE: At all stages of the prelim process, you are allowed—and encouraged—to discuss your ideas or ask questions about your paper with your advisor and/or your other committee members.**

Via a preliminary exam proposal meeting, you must first obtain permission from your committee to write on a topic. In advance of a typical meeting, you will provide your committee with a brief proposal that outlines the general content of the literature review, the goal(s) of the paper (e.g., develop a better understanding of a research area), and a reference list of relevant literature to be reviewed.

You will be expected to have already read many papers in your reference list, as some command of a research literature is required to pose useful and novel questions. Thus, the proposal meeting is not the beginning of the review process but rather the “end of the beginning.” Based on committee input at the proposal meeting, you may modify your reference list and plan; any major changes (e.g., addition or deletion of central/critical articles or major sections) should be approved by the committee.

Before concluding the proposal meeting, the committee should consider scheduling the next committee meeting at a date approximately 12-14 weeks away, to facilitate the scheduling process. Regardless of when the actual scheduling occurs, the initial-submission meeting should occur no later than 12-14 weeks (3-3.5 months) after the proposal meeting to allow sufficient time for revising for the final paper.

2. Initial Full Submission and critical reflection

Once the topic/reference list is approved, the writing process is split into two parts for which the timeline varies depending on the progress of the individual student. You cannot expect a defense to be held over the summer (although they may be if all committee members agree). The entire process cannot exceed 22 weeks (≈ 5.5 months), up to submitting the final document to the committee (the actual meeting may happen later, depending on committee member schedules). Failure to meet the 22-week deadline will constitute a failed exam. See Appendix A for a complete, recommended timeline.

(a) Initial submission of the full paper to committee for initial review and meeting (recommended timeline of 12 weeks; you must allow the committee at least 2 weeks to review the paper). During the writing process, you can discuss your paper with your advisor (and committee) as many times as you wish, but you may submit only one paper draft for advisor feedback prior to committee review. Your paper submission to the committee must include a critical reflection outline that demonstrates how and where you have addressed the goals of the paper, and that identifies strengths and weaknesses of the paper for discussion with the committee. The purpose of this meeting is to assess the merit of the product and the likelihood it will result in a successful final paper, and for the faculty and student to discuss necessary modifications. The committee must unanimously approve the paper, critical reflection outline, and the proposed modifications to move forward in the process.

(b) Following approval, you will expand and re-structure the paper to produce a cohesive final product based on committee suggestions (recommended timeline of 4-8 weeks to submit final version to committee). You may again turn in one final paper draft to your advisor for comments at any point prior to submitting the final full paper to the committee. You must turn in the final paper to the committee at least 2 weeks before the oral defense.

**REMINDER: At all stages of the prelim process, you are allowed—and encouraged—to discuss your ideas or ask questions about your paper with your advisor and/or your other committee members.**

3. Oral defense

Within 22 weeks (≈ 5.5 months) of the initial preliminary committee meeting date, you must submit your final paper to the committee and schedule your oral defense meeting. You will be examined orally on the material discussed in your paper and related general issues in your field of expertise. During the oral (which typically lasts about 2 hours) committee members may, for example, ask you to clarify details presented in the paper, to expand on points that you raised, to address issues that you failed to raise, etc. Appendix A recommends a timing structure for the oral defense meeting.

The final paper will be assessed as unsatisfactory, satisfactory, or superior on the three paper goals/criteria listed above. To pass, you must complete your work by the assigned date and earn a vote of satisfactory or better on the document by all committee members. Note that you will have only two attempts in total to pass the preliminary exam (i.e., students whose initial full submission is insufficient will be allowed one additional attempt; students whose final paper is insufficient will be allowed one additional attempt). You must achieve satisfactory performance on both the written and oral components (and re-take the failed component if eligible). You cannot take the preliminary exam twice within the same semester (please see Appendix A for scheduling recommendations following a failed attempt). If you do not pass your second attempt, the Graduate School will send you a letter of dismissal.

Preliminary Exam with Test Format

Your doctoral committee may, at its option and with the permission of the DGS, choose to require you to take a written exam in lieu of the paper requirement. It is expected that the written exam will cover a range of subject areas relevant to your research interests. Typically, if no paper is written, the exam will consist of 4-6 questions written over the course of 2-4 days. However, the number of questions, the author(s) of the questions, the time permitted to answer them, and whether you are permitted to use books and notes are up to your committee.

Within a few weeks of the written exam, you must schedule the oral portion of the exam, during which committee members may ask you to clarify your answers, to integrate various aspects of your answers, etc. The questions during the oral exam need not be strictly confined to the subject matter of the written questions and may touch on any topic within your general area of specialization.

## Doctoral Dissertation

### Dissertation Proposal

Once you and your advisor have decided on a research problem for the dissertation, you should prepare a proposal for submission to your dissertation advisory committee. Although there is no specific format required for the dissertation proposal, it typically outlines a student’s topic of study, reviews the relevant literature, provides the rationale for why the proposal is likely to advance our knowledge, describes and explains the methods and the plan for data analyses. Students and their advisor should negotiate the proposal format with the committee during the planning stages.

You will present the written proposal to your committee at least two weeks prior to your formal proposal meeting, at which you will defend the proposal and answer questions both about the proposed project and the relation of the research to the discipline. After the questioning, you will be asked to leave the room and the committee will decide whether to: (1) accept the proposal as submitted, (2) accept the proposal but require specific changes be made (this outcome may or may not include a requirement that you submit a revised proposal, or an addendum to the original proposal), or (3) reject the proposal and require a new submission. Acceptable proposals must describe original research within your area of expertise that seems likely to make a significant contribution to scientific knowledge in the field. The project should be your own conception and substantially your design. The committee may reject a proposal if, in its judgment, the proposal itself is deficient in conception or research design, or if your defense showed an inadequate understanding of the proposed research and its implications.

*An approved proposal does not represent a commitment by the committee to grant you the PhD degree if the research is carried out.* It remains your responsibility to attend to questions and criticisms raised in the proposal meeting, to carry out the research with proper attention to methodological and analytic details not specified in the proposal, to adapt the research if necessary to take account of unanticipated results, and to carefully consider the implications and interpretation of the results obtained. The committee (and especially your advisor) will be available to assist and advise you during the project, but the PhD requires that dissertation research be carried out independently. Final intellectual responsibility for the research rests with you, not with the committee or your advisor.

After your proposal is approved, you must submit the Dissertation Topic Approval form to The Graduate School.

### Admission to Candidacy

When you have completed the requirements for the PhD, except the hours of dissertation research and the defense, you must apply to The Graduate School for admission to candidacy. The Graduate School will check that you have completed your Doctoral Plan of Study, that you have passed prelims, and that an approved dissertation topic is on file. If you do not apply for admission to candidacy, your graduation may be delayed until the proper form has been filed.

### Dissertation Oral Defense

You should consult regularly with all members of your dissertation committee throughout all stages of work on the dissertation. When you have determined that the PhD project is completed and that you have satisfied the responsibilities outlined above, you will write up the results of the research as a dissertation following the guidelines in The Graduate School's *Guide for the Preparation of Theses and Dissertations*. The dissertation defense should be scheduled when you and your advisor agree that the dissertation is complete.

A copy of the dissertation should be given to committee members two weeks in advance of the defense and must be deposited in the department office at least one week before the scheduled defense date. Graduate School regulations require that the dissertation defense be open to any member of the Graduate Faculty of the University. Accordingly, you will give the Graduate Programs Administrative Assistant the time and place of the defense and the title of the dissertation two weeks prior to your defense so that they can post it in the Department and it can be announced to the Graduate Faculty of the University. The length of the presentation and the timing of questions are decided by the committee.

At the defense, you will give an oral presentation of the dissertation, including the scholarly justification for the study, the results that were obtained, and their interpretation. Both during and after the presentation you may be questioned by members of your dissertation committee or by any other members of the graduate faculty present at the oral defense. During the question period, your advisor will make notes on changes and additions to the dissertation that are indicated by questions.

Immediately following the oral defense, you will be asked to leave the room and the committee will decide whether you have passed or failed your oral defense, or whether to defer judgment pending further questioning. If you are passed on your oral defense, the committee will then decide whether to accept the written dissertation. The committee may choose either: (1) to accept the dissertation as submitted, (2) to accept the dissertation but suggest that you make a variety of minor changes, (3) to require major changes additional data collection prior to rendering a final judgment, or (4) not to accept the written dissertation. By far, the most common outcome is that the committee decides to require that changes be made prior to a final judgment. When the committee is satisfied that both the defense and the dissertation are satisfactory, they will sign the approval page and the dissertation defense form.

It is the joint responsibility of you and your committee chair to ensure that adequate time is allowed for the defense to be properly carried out. Time constraints imposed by external deadlines cannot be used to justify circumventing the requirements of the defense or approving an unsatisfactory dissertation. If you are completing your dissertation off campus, you must make arrangements that a final copy can be deposited in the department office at least one week before the defense, and you must plan to be on campus for long enough for the defense to be carried out as described.

### After the PhD Defense

The final stage in your graduate career will be to prepare a final version of the dissertation and deposit the necessary copies, with the signed approval page, with The Graduate School. Follow the Graduate School calendar for depositing the required copies. The Graduate School can provide you with information on copyrighting your dissertation, if you choose to do so. Follow the specifications in the *Guide for the Preparation of Theses and Dissertations* exactly to avoid approval delays. You are strongly urged to complete this step before leaving Greensboro to take up a position elsewhere. You do not formally hold a PhD from the University until your dissertation has been accepted by The Graduate School, all requirements have been completed, and the Board of Trustees has taken official action. Normally, you will present a final bound copy of the dissertation to your advisor, but not to the other members of your committee.

Each year, the University confers the University's Outstanding Dissertation Award on the best dissertation produced by a student who graduated in the preceding calendar year. Each doctoral-granting department on campus may nominate one student. Faculty are asked to nominate eligible graduates for the award and the Psychology Department's nominee is selected from this list by the faculty members of the Awards Committee.

# Post-graduate opportunities

The goal of your graduate training is to begin a professional career as a psychologist. The steps you need to take to attain this goal will vary as a function of the kind of position you seek, the research area in which you plan to work, and the employment conditions when you graduate. This final section of the Handbook offers some general suggestions to assist you in the transition from graduate school to an independent professional life. You should discuss your career goals with your advisor frequently during graduate school. He or she is the best person to help you find the kind of position you want.

Although academic positions vary widely in responsibilities, almost all involve some combination of teaching and research. Large universities generally emphasize research more than do smaller universities and liberal arts colleges; some small colleges may have no research expectations for their faculty. You must decide on the balance between research and teaching that you want in your career, because decisions you make in applying for your first position can have lasting consequences for your career development. If you spend several years in postdoctoral positions at large research institutions, you may later find it difficult to obtain a teaching position at a small liberal arts college (if that turns out to be what you want to do). A selection committee at such a college might feel that your real interest is in research and that you have no lasting commitment to a career as a teacher. On the other hand, if you take a teaching position at a small college after graduation, you may not be able to maintain the research productivity necessary for a position at a larger research university later.

In many areas of psychology, it is difficult to move directly from graduate school into an academic position, especially one in a large university, without postdoctoral training. If you pursue postdoctoral training after graduation, you should explore possible openings early, at least a year before you plan to graduate. Many postdoc positions are advertised widely, being funded by the grants of individual investigators or arising unexpectedly when another postdoc in the lab leaves to take a faculty position. If you have already contacted an investigator when such an opening arises, you may be among those who are contacted directly to fill the position. Furthermore, postdoctoral positions can sometimes be created "on demand" from grant and institutional funds if an attractive candidate contacts an investigator.

With the assistance of your advisor, identify people who can provide the kind of advanced training you are looking for. Often, the first contact can be through your advisor, who is likely to know many such people personally. Alternatively, you may make the first contact yourself, by writing an email expressing your interest in a postdoctoral position in the lab. Even if no position is currently available, the person you contact will then know of your interest in working with them and may contact you if funds later become available.

Faculty positions are almost always advertised in outlets such asthe *APA Monitor* and *APS Observer*, and on various organizational websites, list-serves, and wikis (e.g., psychjobsearch.wikidot.com). It is a good idea to prepare a packet of materials (CV, article reprints, and statements of research interests and teaching philosophy) that can be sent out as you identify possible positions. However, you should always write a separate cover letter for each position you apply for, making clear what position you are applying for, briefly stating your qualifications, and explaining your fit with the position described. Always proofread the letter carefully before mailing it. A mistyped letter, or one addressed to the wrong person or institution, makes a poor first impression.

Whether you are seeking postdoctoral or faculty positions, you will almost certainly be required to interview before being offered the job. The interview will likely require that you give a talk on your research, a sample teaching lecture, or both, and you should take every opportunity to practice giving such talks in a relaxed and professional manner. There are plenty of these opportunities available and you should seek them out rather than avoid them. If you become a faculty member, you will spend much of your professional life giving talks to audiences, large and small. Your “job talk” may be the most important talk that you give and you should try to make it one of the best.

For books that many new professionals find very helpful regarding early career advice, please see, *The Compleat Academic: A Career Guide* (Darley, Zanna, & Roediger, 2003), *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (McKeachie & Svinicki, 2010), *How To Write A Lot* (Silvia, 2007), *The Academic’s Handbook* (DeNeef & Goodwin, Eds., 2007), and *Academic Duty* (Kennedy, 1997), *A PhD is Not Enough: A Guide to Survival in Science* by Peter J. Feibelman, *Advice for New Faculty Members* by Robert Boice, and *The Portable Mentor: Expert Guide to a Successful Career in Psychology* by Mitchell J. Prinstein

# Appendix A: Forms and Policies

## Forms

This page is for students who are currently enrolled in our graduate program. If you want to apply to our program, please click [here](https://psy.uncg.edu/graduate/applying/) for application information.

Various forms must be completed as students progress through the Graduate Programs in Psychology at UNCG. Required forms and information about which forms are required at each milestone meeting (Thesis, Prelim, and Dissertation) can be found on the UNCG Psychology Department website: <https://psy.uncg.edu/graduate/graduate-forms/> That web site also contains links to other supplemental forms such as practicum competency forms.

Forms that are required by the Graduate School can also be found on the Graduate School website at <http://grs.uncg.edu/>

***Unless otherwise specified, all forms must be signed by your advisor, committee members, and the DGS before being filed with the Psychology Department and submitted to the Graduate School for approval.***

Please update the [Graduate Forms Checklist](https://psy.uncg.edu/wp-content/uploads/2014/04/Graduate-Forms-Checklist-draft.docx) in your Department folder as you submit forms. You are also encouraged maintain your own records on a separate copy of the form.

## General Policies

### Departmental governance

#### Faculty Positions and Responsibilities

Departmental policy on all issues is set by the faculty, who will, wherever appropriate, seek input from students before making any changes in existing policy. Such input comes from student representation on departmental committees, periodic meetings between the DGS and officers of the Association of Graduate Students in Psychology (AGSP) and, infrequently, meetings of faculty and students as a whole. Policy is set by vote of the faculty, generally acting on a recommendation from one of the departmental committees.

Policy is implemented both by individual faculty in their capacity as supervisors, instructors, and members of advisory committees, and by certain faculty who hold administrative posts in the Department. The Department Head has overall responsibility for the activities of the Department and represents the Department to the University Administration (particularly the Dean of the College of Arts and Sciences and the Dean of the Graduate School). The Head is assisted in the administration of the Department by faculty who serve as part-time administrators (and are typically released from teaching one course per year to carry out their duties): Director of Graduate Studies (DGS), Director of Undergraduate Studies (DUGS), and Director of Clinical Training (DCT). Departmental leadership positions are responsible for a specific area and serve on various departmental committees.

Director of Graduate Studies: 3-yr term; coordinate the graduate studies committee (GSC), liaison with grad school

Director of Clinical Training: 3-yr term; oversight of the graduate clinical program, including recruitment and admissions, management of student progress, internship readiness and preparation, and compliance with APA regulations; represents clinical program in GSC and Executive Committee

Associate DCT: 3-year term; assisting with the oversight of the graduate clinical program

Experimental Programs Coordinator: 1-yr term; oversight of the graduate experimental program, including recruitment and admissions, management of student progress; represent program in GSC

Director of Undergraduate Studies: 3-yr term; coordinate undergraduate advising and undergrad studies committee; teach PSY 122

#### Standing Departmental Committees with Graduate Student Representation

Most changes in policy originate in one of the standing departmental committees, which make recommendations either to the faculty or directly to the Head. In general, graduate students do not participate on committees or discussions that involve faculty or student review, development or evaluation, issues involving finances, undergraduates or the use of human and animal participants. With some exceptions, members serve one-year terms. A list of committee memberships will be distributed at the beginning of each academic year.

 ***Executive Committee***: Consists of the Department Head, Associate Head, Director of Graduate Studies, Director of Undergraduate Studies, and Director of Clinical Training (all serving *ex officio*), one assistant professor elected by the assistant professors, and one graduate student. The Executive Committee advises the Head on Department policy.

 ***Graduate Studies Committee***: Oversees implementation of the graduate curriculum and proposes changes in policy relating to the graduate program. The committee is chaired by the Director of Graduate Studies; it includes four faculty members (DGS, DCT, Experimental area coordinator, and a Head appointee) and two graduate students, one from the clinical area and one from the experimental area. Graduate student members do not participate in committee deliberations that involve evaluating the work of other students.

### Complete Rules and Instructions for Preliminary Examination Paper

#### Goals for Preliminary Examination Paper:

The department draws on the expectations for review papers that are outlined in *Psychological Bulletin.* These criteria include:

1. Reviewing the state of knowledge concerning the topic/relations of interest;
2. Conducting a critical assessment of the strengths and weaknesses in past research;
3. Addressing important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.

#### A note on quantiTative meta-analysis:

Although quantitative meta-analyses play an important role in the advancement of science, they are not considered appropriate for the preliminary exam. In part, this is because meta-analyses are often not feasible within a 5.5-month timeline, and they are frequently a group effort (particularly regarding the coding of articles), but also because the preliminary exam is designed to be a *conceptual* exercise. If you are interested in conducting a theoretically driven meta-analysis as part of your scholarly development, you may profitably use the preliminary exam to form its conceptual basis (e.g., to identify the key theoretical questions, rigorously interrogate the extant literature, identify potential moderators of effects of interest, propose new studies or directions of inquiry).

#### Procedures for navigating the Preliminary Examination Paper:

**1. The initial topic of the literature review is determined by the student and faculty advisor, and a reading list is prepared.**

You are responsible for formulating an overarching question of interest, explaining what you plan to explore in your paper, and providing a rationale for your decision. This overview of the topic and goal of the paper (1-2 pages in the length) is distributed electronically to committee members, along with a reference list of proposed readings that should be organized conceptually. It should be clear how the literature review will be novel, particularly if there are already published articles on the topic. To effectively propose a novel and useful review, you must be knowledgeable about the literature you propose to review, and so you should have already read and carefully considered many of the articles in your proposed reading list (in fact, you should indicate via formatting the papers you’ve already read on your list). The proposal meeting is not the beginning of the review process, then, but rather it is the “end of the beginning” of the process.

Allowing 2 full weeks for your committee to read the document, you should schedule an in-person meeting with the committee to discuss the rationale for your topic and selection of readings. You will be expected to modify your topic/list according to suggestions from the committee and send it electronically to committee members for final approval if substantial changes have been made. The topic/list must be satisfactory in breadth and depth for you to move forward in the process (see Evaluation section). It is expected that the content of the reading list will change as you read and form your paper ideas and it is important for you to have this flexibility. However, major changes to the content (such as deletion of entire sections/topics, or critical references suggested by faculty) must be approved by the committee. You should be prepared to discuss the rationale for changes to the list at the committee meeting for the initial full submission (see below).

Before concluding the proposal meeting, the committee should consider formally scheduling the next (initial-submission) meeting at a date approximately 12-14 weeks away, in order to facilitate the scheduling process; regardless of when the actual scheduling occurs, the initial-submission meeting should occur no later than 14-16 weeks (≈ 3.5 - 4 months) after the proposal meeting in order to allow sufficient time for revising for the final paper.

**2. Once the topic list and initial reference list are approved, the writing process is split into two parts for which the timeline varies depending on your progress. However, the final paper must be submitted to your committee no later than 5 months following the proposal meeting; failure to meet the 22-week (≈ 5.5 month) deadline will be considered a failed preliminary exam.**

(a) Full draft submission with “critical reflection outline” (typically no later than 12-14 weeks, but subject to modification with committee approval)

You will write a full, comprehensive initial submission, complete with summary tables where applicable and sections that establish clearly what is known in the relevant field of study and with appropriate analysis/integration/focus on limitations and future directions. All papers must contain enough information that the committee can assess their scientific merit and verify the claims made in the paper.

In the process of conducting the literature review, you are free to meet with the advisor and committee members as you see fit to discuss the readings. You may also submit one full draft of this paper to your advisor. Once it is approved, the document must be sent to committee members at least 2 weeks in advance of an in-person committee meeting.

In preparation for the in-person committee meeting for the initial submission, you will be expected to write a brief critical reflection outline (1-2 pages) that will be circulated to the committee along with the paper. In the outline, you will be required to: (a) note explicitly how you have addressed the three main paper criteria listed above (i.e., with reference to sections/page numbers); (b) reflect on the quality of your paper by listing what you perceive to be strengths and weaknesses of the draft; and (c) list proposed modifications to the paper for which you would like committee feedback.

This outline should be prepared independently. The goal of this exercise is to encourage you to take an active role in the analysis of you own paper, and to have the opportunity to seek input for areas in which you might be experiencing difficulty (if applicable) so that you can move toward a final paper that will ultimately be judged as satisfactory by the committee on all three criteria.

(b) Committee meeting to discuss initial full submission and critical reflection outline

The goal of this meeting is for you and your committee to discuss the initial full submission together, with the aim of ensuring that what is written in the paper corresponds to your evaluation of the current knowledge in the field and the strengths and weaknesses, gaps, future directions, and unresolved issues. It is important that you come to this meeting prepared to justify the content of the paper to benefit fully from committee feedback.

Having read the paper and drawing on what the student has written in the critical reflection outline, the committee will assist you where applicable by offering suggestions for general re-structuring of the paper as needed. The nature of the feedback will vary based on the type and quality of the paper, but might include re-organization, expansion, and/or deletion of material.

The committee must unanimously approve the paper and any proposed modifications for you to move forward in the process (see Evaluation section). Before concluding the meeting, you and the full committee should be satisfied that everyone is aware of what improvements and/or additions are needed for the final paper. It is recommended that you promptly write up a summary list and circulate it to the committee as confirmation of your understanding.

**3. Following approval, you will expand and re-structure the paper to produce a cohesive final product. The recommended timeline for this step is approximately one** **to two months (depending on when your initial submission meeting was scheduled, and depending on how much revision is necessary). You may turn in one final paper draft to your advisor for comments at any point prior to submitting the final full paper to the committee. Note that you must turn in the final paper to the committee at least 2 weeks before the oral defense.**

Within 22 weeks of the initial preliminary committee meeting date, you must submit your final paper to the committee and schedule your oral defense meeting. The final paper needs to be distributed to the faculty at least two weeks prior to the date of the defense. You will be examined orally on the material discussed in your paper and related general issues in your field of expertise. During the oral (which typically lasts about 2 hours) committee members may, for example, ask you to clarify details presented in the paper, to expand on points that you raised, to address issues that you failed to raise, etc. This meeting with committee members should occur within a few weeks of the time the paper was turned in. Consult your faculty advisor for further details.

#### Evaluation of papers:

At key points in the process as outlined below, a standard evaluation will be conducted by committee members to provide students with helpful, step-by-step feedback for critical elements of the paper and to ensure more explicit and uniform assessment of student performance across committees.

**1**. **Appropriate topic in depth, scope, and problem definition**.

This is assessed in the first step of the process described above. Specifically, after students consider committee feedback on their initial topic/list and distribute the modified document, faculty will vote on its suitability (via e-mail). Unanimous committee approval is required for students to move forward. As described above, students must gain approval from committee members if they feel that they need to change the literature review considerably (i.e., substantial sections, or references suggested strongly by the committee) as they work on their papers.

**2a**. **The initial full submission that is submitted to the committee provides comprehensive, cohesive information concerning the state of knowledge about the topic of interest and identifies strengths and weaknesses in the field, with appropriate attention to unresolved issues in the field (broadly construed)**.

In the meeting, students are expected to demonstrate strong command of the topic and to justify their decisions concerning paper content. At *minimum,* to move forward, there must be sufficient information in the paper for the committee to judge whether the claims made in the paper correspond to the evidence presented. Specifically, minimal competence includes a clear, accurate, and thorough literature review that includes the approved reading material and addresses any advice given by the committee at the previous stage. Mere summary of the literature will not be considered sufficient to move forward. These elements (consistent with Criteria 1 and 2) are considered essential for the committee to be able to judge the quality of the paper. Papers are also expected to address Criterion 3, however, it is acceptable for this element to be considered a work-in-progress as discussed further below.

**2b.** **The critical reflection outline that is submitted to the committee demonstrates appropriate analysis on the part of the student concerning strengths and weaknesses of their work, and thoughtful suggestions for revision and/or expansion of the paper.**

As noted above, the critical reflection outline should specify clearly how the student has addressed the three paper criteria, with recognition that the paper is a work in progress, particularly concerning Criterion 3, where committee feedback may be particularly valuable in terms of re-structuring or shaping the paper (e.g., to include conceptual models or frameworks, integrate ideas, or to focus on problems in the field or future directions, with the understanding that the precise expectation will differ based on paper topic and type).

Together, the first paper draft and critical reflection outline must address all three criteria at a level that makes it possible for the committee to judge the potential for progress toward a successful final product. This is assessed by a vote at the end of the meeting and a unanimous positive vote is required for students to move forward with the process. If unanimity is not attained, students will earn a failing grade on the paper.

It is recognized that the paper may have to change substantially between steps 2 and 3, with input from the committee. However, if it is clear that the student has not done the work to understand and critically think about the relevant studies agreed upon for the literature review, and thus the committee cannot provide meaningful feedback during this in-person meeting, then the student will earn a failing grade on the paper. As noted in the handbook, students only have 2 attempts on the preliminary exam (see below for procedures following a failed attempt).

**3.** **The final paper meets the criteria of a *Psychological Bulletin* style review: “provides information about the state of the field; identifies the strengths and weaknesses in past research; raises any important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information.”**

The final paper will be assessed as unsatisfactory, satisfactory, or superior on each of the three criteria. Superior is defined as a level of quality that goes beyond the stated expectations for the paper and that has the potential to make a very strong contribution to the field of study, as assessed by the committee. As a guideline, such a designation should only be given to the top 10% of all preliminary papers. A vote of satisfactory or better is required for the student to pass the written portion of the exam. If the outcome is not favorable, students will be judged as failing the preliminary paper.

#### Procedures following a failed attempt:

If the paper fails at either the initial full submission stage or the final paper stage, the student will have one more chance to complete and defend a satisfactory project. The second attempt must begin anew with the proposal/reference-list phase, and proceed through all the remaining stages to the final defense.

**Timing of second attempt:** Graduate School regulations require that the final defense of the second attempt not occur within the same semester as the failed attempt. Under typical circumstances, the committee will decide on an appropriate timeline in consultation with the student. At a minimum, the student’s second proposal meeting should not occur until 4 weeks have passed since their failed attempt; at maximum, the student may take up to 16 weeks between a failed attempt and a second proposal meeting. Committees are encouraged to err toward a longer delay in order to maximize the odds of the student’s success.

#### REcommended timeline for the entire process:

Different students and different projects will require different timelines, but students and committees should use the following as a general set of guidelines for completing the project on time and allowing students suitable time for responding to advisor and committee feedback:

* **Proposal meeting minus 6-12 weeks**: Develop possible topic and read carefully some of the key literature
* **Proposal meeting minus 3-4 weeks**: Complete 1-2 page outline and reading list; schedule proposal meeting
* **Proposal meeting minus 2 weeks**: Distribute 1-2 page outline and reading list to committee
* **Proposal Meeting**: Once topic/readings revised & approved, with committee still present, consider scheduling a date for initial full submission meeting in approximately 3 months
* **Proposal meeting plus 8 weeks** (≈2 months): Submit first draft to advisor for comments/feedback
* **Proposal meeting plus 10-12 weeks** (≈2.5 - 3 months): Revise first draft according to advisor feedback; write Critical Reflection
* **Proposal meeting plus 12 weeks** (≈3 months): Distribute initial full submission + critical reflection to committee
* **Proposal meeting plus 14 weeks** (≈3.5 months): *Initial Full Submission Meeting*: defend/discuss initial submission + critical reflection with committee
* **Proposal meeting plus 19 weeks:** Submit final draft to advisor for comments/feedback
* **Proposal meeting plus 21-22 weeks:** Revise final draft according to advisor feedback
* **Proposal meeting plus 22 weeks** (≈5.5 months): Distribute final version of prelim to committee

#### Recommended structure for initial submission meeting and Final oral defense:

**10-15 min**: Student presentation. Assume that your committee has thoroughly read your documents and that any formal presentation (via Powerpoint or otherwise) should be brief and minimal; as a rule of thumb plan no more than 5-10 slides/10-15 minutes to begin the meeting.

**60-70 min**: Discussion/Q&A with committee

**15-20 min**: Intra-committee discussion and vote (in student’s absence)

**10-15 min**: Full-committee feedback to student (it’s helpful for the entire committee to remain present for this)

*[Note that the final oral defense meeting may require less time for intra-committee discussion and feedback to student, so more time can be spent on discussion/Q&A with the student]*

#### ProcedureS for modifying deadlines/due dates:

The Department’s graduate administrative assistant and the DGS will share a Google Calendar that indicates all preliminary proposal dates and the corresponding 22 week completion date. Thirty days before the 22-week completion date, the administrative assistant will email the student, prelim committee chair, and DGS to remind them of the impending due date for submitting the final paper to the committee.

If a student takes a formal leave from the program/university at any point during the preliminary exam process, that leave will temporarily “stop the clock” on the process; under typical circumstances, the clock will begin again immediately upon the student’s return to the program.

Any other extensions to the 22 week completion deadline that was originally agreed upon by the committee must be formally petitioned by the student and advisor to the DGS, and will be granted only in the case of an acute medical or family emergency. Extensions will not be granted because the student is simply having difficulty with the paper.

### Continuous Enrollment Policy

#### Graduate School Policy on Continuous Enrollment

It is University policy that a graduate student who has not enrolled in any 500-level or above courses for two consecutive academic-year semesters, or for one semester and the immediately preceding or following summer session, will be considered to have withdrawn from the University. Such students must then reapply for admission to the program.

See the University Catalog for the complete policy on continuous enrollment: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

#### Leaves of Absence

UNCG and the Psychology Department support a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend for up to one academic year. Acceptable reasons for requesting such a leave usually include military service, bereavement, illness, medical needs, and caregiving. Students requesting a leave of absence must submit an application to the DGS, who will forward the request to the Graduate School with the department’s recommendation. All leave requests will be considered on a case-by-case basis. The DGS can provide further information on application procedures.

Students granted a leave of absence will have their time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy will also be held in abeyance during this time. Graduate students who are granted a leave of absence will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term. If a student appointee and chairperson/DGS disagree on the leave or its arrangements, students may appeal to The Graduate School.

See the University Catalog for the complete policy on leaves of absence: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

### Formal Complaints and Grievances

Both faculty and students have a responsibility to maintain collegial relationships and to handle any disputes that arise in a professional manner. If you believe that you have been treated unreasonably in a class, service assignment, or research setting, you should first attempt to resolve the problem informally, through an honest and open discussion with the faculty member involved. Faculty have an obligation to be responsive to such discussions and to exert every effort to resolve problems fairly. Lack of satisfactory resolution at this point should be followed by discussion with the following persons, in order, as needed: the Experimental Programs Coordinator, the DGS, the Head of the Psychology Department, the Dean of the College of Arts and Sciences, the Graduate School. A written summary of the complaint may be requested at any point in this chain. Every attempt will be made to resolve the concern quickly and fairly. If a student remains unhappy with the resolution, they may access the formal grievance procedures outlined in the University Catalog. The Grievance Policy (<https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/> ) spells out the steps to take if you decide to pursue the resolution of any problem beyond the level of the Department Head.

There may be circumstances in which the student feels that he or she cannot discuss the issue with one of the parties described above (e.g., one of the persons in the chain is the basis of concern). In such instances, the student should access the next person in the chain outlined above. Our goal is for your graduate training to be free from such incidents. Should they arise, we want you to be able to address them with our support and without fear of retaliation.

### Department Policy for Remediation of Tools Courses

Passed on 12/11/2015

When students earn less than a ‘B’ (i.e., a ‘B-’ or lower), then they have not met the competencies required for the Clinical program, nor met the degree requirements currently in place in the Experimental area. In addition, students who continue to the PhD program need a ‘B’ or better on all courses that count toward their Plan of Study (including PSY 609, PSY 610, and PSY 624 or approved substitutions). Thus, a remediation plan is needed for students who do not achieve a B or greater for these courses.

For the grad tools courses PSY 609, PSY 610, and PSY 624:

(1) If the grade is an ‘F’, then the student must retake the class

(2) If the grade is a ‘B-’, a ‘C+’, or a ‘C’, then the options are:

(a) To retake the class,

(b) To complete alternative assignments as determined by the course instructor (note that this option is only recommended if the course instructor is able to initially record an Incomplete and then submit a final grade based on the successful completion of the assignments),

(c) To take a course as determined by an ad-hoc committee consisting of (i) the students’ advisor, (ii) the Director of Graduate Studies, (iii) a Clinical faculty member appointed by the Head in consultation with the advisor, and (iv) an Experimental faculty member appointed by the Head in consultation with the advisor (note that this option is only recommended if the DGS agrees to treat the combination of the original course grade and the new course grade as a successful substitution for the course).

(3) If option 2c is chosen for PSY 609, the ad-hoc committee may also recommend a substitution course for PSY 610. For the substitution to be approved, an analysis of the equivalence between the proposed course and PSY 610 must be approved by the department Head. As is always the case, substitutions must also be approved by the student’s thesis/dissertation committee.

(a) Once a course has been established as a substitute for PSY 610, then it does not have to be re-approved unless there are substantial changes to either course. However, the thesis/dissertation committee must still approve of the substitution.

(b) Note that substitution courses do not have to be taken at UNCG.

### Improper relationships

From: The UNC Policy Manual, 300.4.1, Adopted 03/15/96; Amended 07/01/07

See: <http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=326>

The University of North Carolina does not condone amorous relationships between students and employees. Members of the University community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) when the employee is responsible for evaluating or supervising the affected student; (2) when the student is a minor, as defined by North Carolina law. The following policies shall apply to all employees and students of the seventeen constituent institutions.

A.            Prohibited Conduct

1**.** It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.

2**.** It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B.            Definition of Terms

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

2. "Related by blood, law or marriage" means:

a.            Parent and child

b.            Brother and sister

c.             Grandparent and grandchild

d.            Aunt and/or uncle and niece and/or nephew

e.            First cousins

f.             Stepparent and stepchild

g.            Husband and wife

h.            Parents-in-law and children-in-law

i.             Brothers-in-law and sisters-in-law

j.             Guardian and ward

3. "Evaluate or supervise" means:

a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or;

b**.**To oversee, manage or direct one's academic or other institutionally prescribed activities.

C.  Corrective Action

Violations of the provisions of Section A shall be addressed in accordance with remedial measures prescribed by each constituent institution; if disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

### Issues Regarding Websites, Blogs, Chats, Tweets, Email Signatures, and Voicemail Messages

Recently, various Council Directors in Psychology have shared information with member programs concerning the potential implications of information that psychology graduate students share in electronic modalities, such as blogs, chatrooms, social networking sites such as Facebook or Instagram, personal webpages, emails, Twitter tweets, and recorded messages on voicemails. Such electronic media may be used in ways that extend beyond their original intent. All graduate students, therefore, must be cognizant of the impact of their behavior in these electronic contexts. That is, what may seem to be fun, transparent, or candid might put the student and, by extension, the graduate program, the Department, the University, and the profession in a bad light.

Electronic information is easily accessed and retained, and once posted, can have serious implications for a student. For example, internship programs have reported conducting web searches on applicants’ names before inviting applicants for interviews and before deciding to rank applicants in the match. Emails from faculty and students have been published in newspapers, which has caused harm for those involved. Voicemail messages, or user names that are designed to be humorous or self-expressive, can be perceived as unprofessional when accessed by supervisors, students, clients, or current or potential employers.

Remember that anything posted on the web, or recorded on any other electronic media, is potentially accessible to anyone who is seeking this information or merely “stumbles upon” it. This includes information that may have been posted even *before* graduate school

Students are reminded that the graduate program has an interest in how you portray yourself and the program, especially if you identify yourself as affiliated with the program or university or can be identified by others as so affiliated. Students are advised to engage in “safe” web practices and to be concerned about their professional demeanor and reputation. In addition, if a student reports doing (or is depicted on a website or in an email as doing) something unethical or illegal, that student may be subject to disciplinary action consistent with the action, up to and including probation or dismissal.

As a preventive measure, we encourage students (and faculty) to approach online blogs and websites that include personal information very carefully. Think about the image you wish to portray of yourself on websites and in the content and signature lines of your email. Carefully consider whether there is anything posted that you would not want the program faculty, employers, or clients to view.

Additional information concerning university policies regarding the appropriate use of information technology can be found at <http://its.uncg.edu/Technology_Policies/> and <http://policy.uncg.edu/acceptable_use/>. Students are expected to be familiar with these policies and to behave in ways consistent with them.

### Other Resources

For the University of North Carolina policy on “*Improper Relationships Between Students and Employees*” please see: <http://www.northcarolina.edu/policy/index.php?pg=vb&node_id=326>

Policy on Discriminatory Conduct: <https://policy.uncg.edu/university-policies/discriminatory_conduct/>

UNCG Equity, Diversity, and Inclusion: <https://diversity-inclusion.uncg.edu/>

Student Health Services

Medical Clinic <http://shs.uncg.edu/clinic>

Counseling Center <http://shs.uncg.edu/cc>

Psychiatric Services <http://shs.uncg.edu/clinic/psychiatric>

Mental Health Services Greensboro <http://www.mentalhealthgso.com/>

Center for Student Well-Being: <https://recwell.uncg.edu/wellness/>

In-Crisis Resources <https://shs.uncg.edu/cc/in-crisis>

Office of Intercultural Engagement <http://oma.uncg.edu/>

LGBTQ Community: <https://intercultural.uncg.edu/student-advocacy-outreach/lgbt-community>

Grade (and other) Appeals: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

Violence Awareness and Prevention: <https://recwell.uncg.edu/wellness/ipv/>

Policy on Continuous Enrollment: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

Leaves of Absence: <https://catalog.uncg.edu/academic-regulations-policies/graduate-policies/>

If you need additional resources, the department will help you connect with the most appropriate service. Financial help for services is sometimes provided by the department. For example, the department has contacted area practitioners who agree to provide *pro bono* or greatly reduced clinical services for our students. Information about these services is provided to students at the department and university orientation meetings.

### Policy on Professional impairment

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

GRADUATE PROGRAM IN CLINICAL PSYCHOLOGY

POLICY ON PROFESSIONAL IMPAIRMENT *(Portions Relevant to Experimental Students)*

 Approved April 14, 2011

Psychology faculty have a loyalty and responsibility to their students, as well as to the profession and to the public. Faculty have a responsibility to teach and supervise their students in a manner characterized by courtesy, decency, and respect. Psychology faculty also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, not all students enrolling in graduate psychology programs are capable of becoming competent professionals who will maintain the standards of the profession. In these cases, faculty are obliged to take action, based upon their ongoing evaluation of student performance.

There are costs to having an explicit evaluation system and a specific policy on professional impairment. It is not cost-effective: The problems described in the policy occur only rarely and therefore it is necessary to implement the full procedures described in the policy only rarely.  There are also possible costs such as use of faculty time in evaluation, increases in student anxiety, diversion of faculty and student attention away from classes, research, and clinical work, and weakening of faculty-student relationships. Yet, such a policy seems necessary in the rare case that it must be applied.

**I. The Stress-Distress-Impairment Continuum**

The American Psychological Association recognizes that psychologists and graduate students in psychology face unique challenges, and define stress, distress, and impairment as three possible outcomes that may result from these challenges (“The Stress-Distress-Impairment Continuum for Psychologists,” <http://www.apapracticecentral.org/ce/self-care/colleague-assist.aspx>). Stress, distress, and impairment are conceptualized as a continuum.

Occupational stresses for graduate students may be caused by a variety of factors, including working long hours, assuming a variety of roles (student, researcher, teacher), exposure to emotionally difficult material, and other factors. APA defines distress as an “experience of intense stress” that may be distracting and difficult to manage. They note that psychologists experiencing distress may have obsessive or ruminative thoughts about the stress, or may experience sleep disturbances or loss of appetite.

APA defines impairment as “a condition that compromises a psychologist’s professional functioning to a degree that may harm the client or render services ineffective,” and notes that the probability of inappropriate, unethical, or illegal behavior by an impaired individual is high. APA notes that ineffective stress management may lead to professional impairment; for this reason, self-care is particularly important.

**II. Self- Care**

Standard 2.03 of the Ethical Principles of Psychologists (APA, 2002) states that psychologists are responsible for maintaining competence. This standard includes competence in one’s professional area, as well as participation in self-care and protection of one’s physical and mental health (Schwartz-Mette, 2010). Self-care strategies can prevent the onset of distress and impairment when students face the many challenges associated with graduate school. Faculty and staff should promote an environment in which self-care is encouraged, especially given that graduate students might need explicit coaching during times of stress (APA, 2006). Several APA resources and guides should be utilized for promoting self-care and in preventing and intervening in cases of possible distress and impairment (<http://www.apapracticecentral.org/ce/self-care/index.aspx>; <http://www.apa.org/practice/resources/assistance/index.aspx>).

III. **Recognizing Professional Impairment**

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be definitive:

* violation of professional standards or ethical codes, e.g., breaches of confidentiality, or engaging in dual relationships with students
* inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency
* behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness in research record-keeping or poor compliance with teaching requirements
* personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems
* interpersonal behaviors and intrapersonal functioning that impair one's professional functioning, such as psychopathology, inability to exercise good judgment, poor interpersonal skills, or pervasive interpersonal problems
* conviction of a crime that directly bears upon the ability to continue training
* demonstration of unethical, illegal, or unprofessional conduct with students, supervisors, peers, or instructors
* significant deficiencies in academic or professional judgment

Documents that describe standards of professional practice and local expected procedures include:

* APA Ethical Principles of Psychologists and Code of Conduct, 2010 amendments <http://www.apa.org/ethics/code/index.aspx>

All graduate students are provided with a copy of the graduate handbook and are expected to read and review each section carefully. A graduate student may recognize that he or she is exhibiting evidence of professional impairment. In this case, the graduate student is encouraged to discuss his or her concerns with his or her research advisor or other supervisor. Other times, professional impairment may impact the student’s awareness of the problem, and the impairment may be first recognized by the student’s advisor or clinical supervisor.

**IV.** **Possible Actions to Follow Manifestations of Distress or Professional Impairment.**

When there are concerns that a student is in distress, then the student, in collaboration with at least one faculty member, should determine the extent to which the student’s abilities are compromised. This team should also discuss assistance and/or resources that might be beneficial for the student, including personal therapy, additional supervision, and/or mentoring (Norcross, 2005). After seeking appropriate resources, the student and the faculty member/team should regularly discuss the student’s progress and current ability to engage in their academic and professional responsibilities, as well as the continued need for additional services and/or resources. In these cases, written documentation of the areas of concern, a plan for remediation and the period of reevaluation are required.

Students who have an extensive or ongoing disability (e.g. learning disability, physical or mental health condition) that may affect academic, research, or teaching performance can consult the Office of Accessibility Resources and Services (<https://ods.uncg.edu/>), the Counseling and Testing Center (<https://shs.uncg.edu/cc>), and/or the Department of Recreation and Wellness (<https://recwell.uncg.edu/>). Referrals to local psychologists may be made if a student could benefit from psychosocial treatment. Students who utilize these resources should be made aware that faculty and staff will protect their confidentiality and will allow them to seek these services without judgment.

When efforts to prevent or correct professional impairment fail, additional steps may need to be taken to address the situation.

This list contains examples, and is not intended to be definitive.  These actions are not hierarchical and need not be applied in each case.

* a formal reprimand
* an Unsatisfactory grade in a research course with the requirement that the course be repeated, whether it was an elective or required course
* completion of a remediation
* leave of absence
* formal probation
* encouragement to withdraw from the program
* formal dismissal from the program

**V.   Due Process: Evaluation of Professional Impairment**

1. There is a written policy on professional impairment, which is contained in the handbook.
2. All students routinely receive evaluations in writing, including written notification of problems (e.g., annual letters prepared by faculty).  Students may also receive in writing descriptions of specific incidences that may evidence professional impairment.
3. When a student’s competence has been called into question, the Director of Graduate Studies (DGS) will inform the students about this concern, both orally and in writing.
4. The student will be allowed 2 weeks to respond to the stated concern in writing. The student may also be asked to appear before the program faculty to respond to their written statement or the concerns that have been raised.
5. Program faculty will conduct a thorough and comprehensive review of the complaint, evidence and attenuating circumstances. This review may include: faculty opinions, consultant or other professional opinions, assessment of the student’s awareness and acceptance of responsibility regarding the concern, student willingness to engage in meaningful remediation, an assessment of the extent to which continued enrollment places unreasonable demands on students, faculty or staff and assessment of the student’s ability to function in the training context with multiple roles (student, instructor, etc).
6. After this review, if it is deemed that a student may benefit from remediation, the student will be given an opportunity for remediation, with specific descriptions of problems, a remediation plan, time limit, and notice of consequences if remediation is not successful, all noted in writing and signed by the student. Signatures of student and DGS constitute the understanding that if the remediation plan is not followed, the student may be dismissed from the program. The remediation plan will also clearly state that following the plan does not guarantee that the student will necessarily return to competence; in these cases, dismissal form the program may still ensue. Examples of remediation plans may include: personal therapy, required additional coursework, reduced lab responsibilities, increased supervision (e.g., more frequent supervision, more than one supervisor), reduced course-load, mandated leave of absence. If assessment of therapy is part of the plan, the program faculty may ask the student to authorize that the program be provided access to treatment records relevant to the impairment, as part of the program’s determination to allow the student remain eligible to continue in the program.
7. Within 2 weeks of completion of the remediation plan, the program faculty will meet to decide if the rehabilitation was successful and whether the student is eligible to return to the program. If the student disagrees with the program evaluation, the student may request a hearing in which the student may present his or her view of the situation.  The hearing will be convened by the Director of Graduate Studies and will include the faculty who are making judgments of serious professional impairment and the student's advisor.
8. Following a hearing, the student will receive written notification within one week that includes:  the nature of the problem, opportunities for revision if any, the basis for the decision, and the opportunity to appeal.
9. After receiving written notification, the student may request an appeal within 14 days to the Head of the Psychology Department. The appeal panel will include some persons who are different from those making the original decision, such as a faculty representative of The Graduate School, or a member of the Psychology faculty selected by the student.
10. The student may choose to resign from the program without submitting to the remediation plan or its requirements. If this option is selected, the student will be informed in writing that they will not be re-admitted to the program at any point in the future.

Note that in all matters relevant to the evaluation of students’ performance, the program adheres to the university’s regulations and local, state, and federal statutes regarding due process and fair treatment of students.

 **VI. References**

American Psychological Association. (2002). Rules and procedures: October 1, 2001.

 *American Psychologist, 57*, 626-645.

American Psychological Association (2006). Advancing colleague assistance in

professional psychology. Washington, DC: Author.

Norcross, J.C. (2005). The psychotherapist’s own psychotherapy: Educating and

developing psychologists. *American Psychologist, 60(8),* 840-850.

Schwartz-Mette, R. A. (2010). Challenges in addressing graduate student impairment in

 academic professional psychology programs. *Ethics & Behavior, 19(2)*, 91-102.

# Appendix B: Application Information

## Terminal MA in General Experimental Psychology

The application deadlines for the Terminal MA in General Experimental Psychology are December 15 and April 1 (both for the subsequent Fall semester) and offers are generally made in late Spring. Other than the timeline, the standards and process for admitting students for the Terminal MA are similar to those for applicants to the Experimental MA/PhD below.

## Cognitive, Developmental, or Social MA/PhD

Faculty will conduct a holistic review of each candidate’s application, considering at the very least: undergraduate and post-baccalaureate grades and rigor of coursework; standardized test (GRE) scores; research experience, skills, and accomplishments (including honors theses, conference presentations, or publications); letters of recommendation; professional statements; performance at interviews with the prospective mentor and area faculty; personal attributes and character; and individual and research contributions to diversity.

Applications are considered only once per year for admission in the following fall term. Application deadline: December 1st.

We seek applicants who are bright, well prepared, and motivated. Successful applicants typically hold undergraduate degrees in Psychology and have excellent grades and GRE scores (Verbal, Quantitative and Writing), outstanding letters of recommendations from faculty who know them well, a clearly articulated research statement that reflects substantial research experience and a good fit with a faculty member’s program of research. For students holding a BA/BS degree, relevant post baccalaureate experiences are typically viewed very positively in our decision-making process. We also consider students who have earned a MA degree in psychology from another institution. The above standards apply.

Experimental faculty initially review materials for applicants who have selected them as a prospective mentor and invite these applicants to engage in further discussion via email, phone, or video conferencing. Faculty who are admitting new students will generally invite their 1-2 top applicants to campus for interviews early in the Spring semester. Formal offers are made after review and approval of the full Experimental faculty, and then by the Departmental Admissions Committee (consisting of Clinical and Experimental faculty). Students are under no obligation to accept or decline an offer until April 15th. However, if you become certain that you will reject the offer prior to this deadline, we would greatly appreciate hearing from you as soon as possible. This is very important because it will enable us to offer a spot to another student who is waiting for a decision that could determine his/her own future possibilities.

Once an offer of admission is made and accepted, the student will receive information from the Graduate School about preparing for matriculation in the Fall semester.

# Appendix C: Mental Health Providers

## Referrals for Graduate Students

*Mary Jane Elliott, PhD, Clinical Psychologist / Winston-Salem / Private Practice*

3779 Vest Mill Rd, Winston Salem, NC 27103

336-768-0919

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology from University of North Carolina at Greensboro; Licensed Psychologist and Health Service Provider with NC Psychology Board

*Rebecca Austin, LPC, LCAS / Greensboro / Triad Psychiatric & Counseling Center*

3511 W. Market Street, Ste. 100, Greensboro, NC 27403

336-632-3505

Referral for Service(s): Psychotherapy, CBT, Addiction

Training/credentials: Masters in Mental Health, Addiction emphasis from Appalachian State University; Licensed professional counselor and Licensed Clinical Addition Specialist

Memberships: --

\*bio link: <http://triadpsychiatricandcounseling.com/rebecca-austin.php>

\*appt/practice info: <http://triadpsychiatricandcounseling.com/index.php>

\*Known insurance info: website says they accept most insurance

*Lisa Poulos, APMHNP-BC, Psychiatric Nurse Practitioner / Greensboro / Triad Psychiatric & Counseling Center*

3511 W. Market Street, Ste. 100, Greensboro, NC 27403

336-632-3505

Referral for Service(s): Psychotherapy

Training/credentials: Masters of Science in Advanced Practice Behavioral Health Nursing Adult & Clinic Nurse Specialist/Nurse Practitioner from University of Maryland. Credential APMHNP = adult psychiatric mental health nurse practitioner; Credential BC = board certified.

Memberships: --

\*bio link: <http://triadpsychiatricandcounseling.com/lisa-poulos.php>

\*appt/practice info: <http://triadpsychiatricandcounseling.com/index.php>

\*Known insurance info: website says they accept most insurance

*Ellen Wilson, PhD, Clinical Psychologist / Greensboro / Private Practice*

3518 Drawbridge Pkwy, Greensboro, NC 27410

336-540-1065

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology

Memberships: --

\*bio link: http://locator.apa.org/DrEllenCWilson

\*appt/practice info: --

\*Known insurance info: --

*Margaret Barnes, PhD, Clinical Psychologist / Greensboro / Private Practice*

4806 Starmount Drive, Greensboro, NC, 27410

336-323-6300

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology from the University of North Carolina Greensboro; Licensed Psychologist and Health Service Provider with NC Psychology Board

\*bio link: <http://drmargaretbarnes.com/>

\*appt/practice info: same as above

\*Known insurance info: does not take or file insurance

Other self-care recommendations/resources

Exercise classes at Kaplan Wellness Center

<http://recwell.uncg.edu/fitness/group-exercise/classes/>