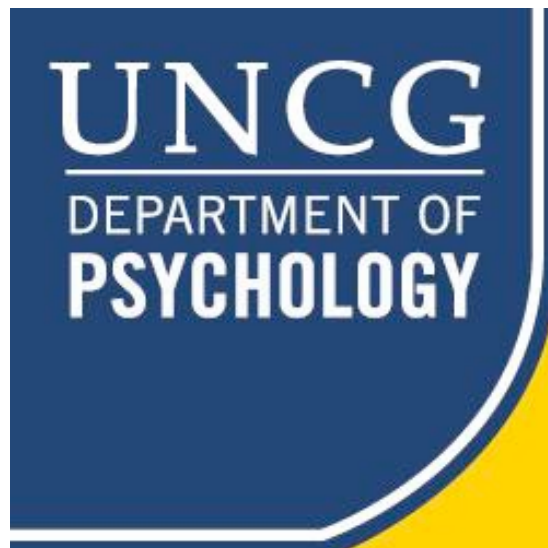


GRADUATE HANDBOOK EXPERIMENTAL



**UNC Greensboro
Department of Psychology
Experimental Program
2024-2025**

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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 Program Coordinator, or the Graduate Program Director (GPD) 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 [UNCG Graduate Policies](#). You should refer to the most recent edition of the graduate policies for details not given here. Other documents that provide additional information are referenced throughout this 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 GPD.

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 for an M.A. 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 GPD 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. The people listed below are particularly important contacts for Experimental graduate students.

Position	Name	Email
Department Head	Janet Boseovski	jjboseov@uncg.edu
Graduate Program Director (GPD)	Ethan Zell	e_zell@uncg.edu
Graduate Administrative Assistant	Malcolm Moon	a_mohan@uncg.edu

Experimental Program Coordinator	Levi Baker	lrbakerr@uncg.edu
Undergraduate Program Director	Suzanne Vrshek-Schallhorn	smschal2@uncg.edu
In-state Residency Consultant	Peter Delaney	p_delane@uncg.edu
AGSP President	Brandi McDonald	bmmcdonald@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, the Experimental Program Coordinator, or the GPD. 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 Undergraduate Program Director.

COMMUNICATION

To stay on top of important information, students must obtain a UNCG email account and check that account frequently—**at least daily**. Requests for information from the Department Head, GPD, and Experimental Program Coordinator, 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 Psychology. Faculty area memberships and research interests are available on the [Psychology Department website](#). Students should become familiar with research being done 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 relevant faculty members). The faculty recognize that your research interests may change during your time in 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. A primary goal of our 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 [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 program, as well as the MA-PhD program, 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 and managed by the Experimental Program Coordinator, 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.

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 M.A. 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 requirements of the M.A. 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 M.A. degree program may formally apply to the MA-PhD program in anticipation of meeting their program requirements (although admission is not guaranteed).

MA-PhD students begin as Master's students and are admitted into the PhD program when all requirements for the Master's degree at UNCG have been met. Credit hour and course requirements for the M.A. and Ph.D. are listed in the [University Catalog](#) 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.

INCOMING STUDENT CHECKLIST

(Available on the [forms webpage](#))

Before Arriving

- Set up your UNCG email account (do ASAP, your undergrad email may be closing soon)
- Register for Fall classes (after receiving advising code)
- 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) for your Graduate Instructional Assistantship for details about your GIA 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 Requirements

- Review the course requirements for the graduate curriculum
- Submit any information about previous graduate work to your advisor and the GPD for evaluation of transfer credit
- Consult with your advisor to construct a personal plan of study to meet all requirements
- 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

- Complete Graduate Assistant training given by the UNCG Graduate School
- Attend UNCG Graduate School Orientation
- Attend Psychology Graduate Student Orientation (date and time noted in welcome letter)

FIRST SEMESTER REQUIREMENTS

(Available on the [forms webpage](#))

- Begin individual research.** Work with your advisor to establish a 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.*
- Attend department colloquia.** Department colloquia are mandatory; 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 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 GIA responsibilities.** If you have an assistantship, then you will likely be assigned as a graduate instructional assistant for one or more professors. You must complete all assigned GIA duties, which should not exceed 10 hours per week *on average*.
- ❑ **Fulfill your RA responsibilities.** If you have an assistantship, then you 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 an NC resident should seek residency as soon as possible to reduce demand on limited out-of-state tuition waivers. Criteria may change, but your chances of gaining 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 an 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 residency act completed, so please complete all of 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 website](#).

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](#). 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 (IRB), so click on **Instructions for CITI Human Participants in Research Training** to download the appropriate instructions. Make sure to follow the IRB CITI instructions carefully so that you don't accidentally complete the wrong training. If you have problems, you can request assistance from the IRB contact person listed on the [main IRB website](#).

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](#).

WORKLOAD EXPECTATIONS AND DISTRIBUTIONS

Graduate coursework is typically more challenging and time-intensive than undergraduate studies. In earlier years of training, you will take more formal coursework, which will require engagement with the

material at a deeper level than in undergraduate courses. Significant time should also be allocated for research early in your graduate career, beginning in your first semester; it is important to openly communicate with your advisor about expectations regarding research progress.

As your course load reduces across time, increased engagement in more independent research activity will be the norm. This, too, will involve a deep engagement with the current literature in your field, as well as refinement of your methodological, statistical, and analytic skills. Taking adequate time to develop research competence and making progress on your research projects/program should be a top priority in your graduate training.

Graduate students are expected to allocate sufficient work time to coursework, engaging in brown bags, colloquia, and lecture series, and developing, conducting, and disseminating their research projects (including making regular progress on research milestone projects). In addition, department assistantships typically require 20 hours per week of service, generally allocated as 10 hours of instructional assistance and 10 hours of research assistance (see [Funding](#) section for additional information). Although graduate school is typically more than a full-time job and you will be busy, it is important to balance work with extracurricular activities and healthy life habits (including hobbies, exercise, intellectual or spiritual pursuits, healthy eating, and adequate sleep). If you feel that your workload is unmanageable, please discuss your concerns with your advisor, other faculty mentors, and/or the GPD.

ASSOCIATION FOR GRADUATE STUDENTS IN PSYCHOLOGY (AGSP)

AGSP's primary objective is to enhance the educational and professional experiences of Psychology graduate students, and to provide them with a forum to voice concerns, ideas, and opinions about experiences in the department. To do so, AGSP works as a liaison between graduate students and the Department. AGSP has two representatives (one each from the Clinical and Experimental programs) on the Graduate Studies Committee 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 GPD 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 you 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**, and **professional development**.

To remain in good standing in **coursework**, you must maintain a 3.0 cumulative GPA. Per Graduate School policy, any student whose cumulative GPA for all graduate courses falls below 3.0 will be placed on

Academic Probation, effective for the next term which the student is enrolled. Probationary status will be removed and the student returned to Academic Good Standing if: (1) the student's GPA for each term during which the student is on probation is 3.0 or better, and (2) the student's cumulative GPA for all graduate courses is at least 3.0 at the end of the semester in which the student completes 9 semester hours after being placed on Probation. If Probationary status is not removed upon the completion of 9 semester 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, comprehensive exam, 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](#) and [Comprehensive Exam](#).

To remain in good standing in terms of **professional development**, 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 GIA, 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, or F (D grades are not awarded in graduate courses); intermediate grades (+ or -) are possible, and some courses are graded on a Satisfactory (S) or Unsatisfactory (U) scale. The following criteria apply to the A-F grading scale:

- | | |
|----|--|
| A | Superior performance, not just in terms of mastery of course content, but in participation, creativity, and development of theoretical sophistication in meeting course requirements. Clear evidence of independent scholarly ability. |
| A- | Superior performance in mastery of course content. 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. |
| C | Passing only for MA-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 thoroughly. 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 GPD or the Department Head if you are unable to reach a resolution.

RESEARCH

EXPECTATIONS OF STUDENT RESEARCH AND SCHOLARSHIP

The Department seeks to sponsor the highest caliber of research by faculty and students. The requirements of the Terminal MA and MA-PhD programs should 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 MA work and fully independent doctoral research. Although you will 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

Although 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 AGSP. Also,

during searches to fill faculty positions, candidates will present their research at colloquia given during their interviews. Announcements will be distributed 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](#) can be obtained from the department website. As with departmental colloquia, graduate students are expected to attend the entire KSL series.

Graduate Research Colloquium: Each fall semester, the Psychology Department hosts the Graduate Research Colloquium (GRC), where all rising second-year students present a talk on their first-year research projects. This event, 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 department 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 departmental faculty, students, and others on campus, and you are encouraged to participate in as many as possible. Many of the 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 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 for the time and place of scheduled 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 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](#).

Although 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 several 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 graduate students 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 domain, 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](#) can be found online.

Area faculty may indicate “*Problem Noted*” for any domain with a 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, they have not met degree requirements. 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 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 Competence Problems](#) and [Use of Electronic Communication](#) can be found in Appendix A. Finally, annual evaluations will also address “Other Professional Activities, Skills, and Competencies,” including assistantship duties, attendance at colloquia, job talks, and brown-bag meetings, and participation in department service, such as 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 area faculty, and may involve repeating a course, taking an alternate course to fulfill 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 GPD. See the Department's policy on [Remediation of Tools Courses](#).

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. Faculty are committed to educate 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 UNCG [Academic Integrity Policy](#), 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 the 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 teaching 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 pass the on-line human participants in research training 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 Experimental Program Coordinator, GPD, Department Head, or other faculty members. 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 Code of Conduct](#). As psychologists, students are also expected to adhere to the American Psychological Association's [Ethical Principles of Psychology and Code of Conduct](#). 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 [Academic Integrity Policy](#).

Reported ethical violations will initially result in consultation between the mentor, GPD, and Department Head. Determination of sanctions will be made by the GPD 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.

USE OF ARTIFICIAL INTELLIGENCE

Although there may be circumstances where the use of AI tools (e.g., ChatGPT) is appropriate for research and academic work, the unauthorized use of these tools for course assignments (e.g., reaction papers, article summaries, exams), milestone exams (e.g., theses, comprehensive exams, dissertations), assistantships (e.g., grading of assignments), or clinic reports/paperwork is prohibited. Students must refrain from using AI assistance for any work **without explicit written approval from their instructor, adviser, or supervisor**. If explicit approval is given, please refer to [APA guidelines](#) for appropriate citation of AI tools. Course assignments and milestone exams may be checked for use of AI and plagiarism. Unauthorized use of AI will be considered an academic integrity violation. Additionally, it is important to note that academic journals are increasingly using AI and plagiarism detection software for manuscript submissions.

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 are typically 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 tuition support, you must maintain a B (3.0) average and you must be enrolled in a "full time" course load (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 subsequent semester.**

Assistantships carry a service obligation (up to 20 hours per 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 teaching, research, or 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 GPD.

The service required of an assistant may involve a combination of teaching, research, and administrative duties. Service assignments are made by the GPD 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 GPD 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 GPD 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 [GTA 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 GPD as early as possible.

GIA RESPONSIBILITIES

Department assistantships typically require 20 hours per week of service, generally allocated as 10 hours of instructional assistance and 10 hours of research assistance (on average). Students serving as a graduate instructional assistant (GIA) may be assigned to a faculty member teaching an undergraduate course or graduate course or may be responsible for the lab sections of an undergraduate course. Students serving as a graduate teaching associate (GTA) 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 an assistantship for the first time must attend a graduate assistant training 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 assistantship duties. Teaching associates also are encouraged to consult with the Undergraduate Program Director 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. Students may work on faculty projects or compete independent research to fulfill this assignment.

GTA 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 course, you should discuss it with your advisor, with other faculty, and with students who have taught before. The faculty recommend you complete the PSY 721 course (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 GPD 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 (followed by a feedback meeting). The mentor will write a formal evaluation of your teaching (based on the observations your 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 universities. Some positions are made available through contact between the GPD and administrators at local universities. 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 department funding, from the GPD, before accepting an assignment to teach at another university.

TUITION SUPPORT

The Department has a limited pool of funds to cover students' out-of-state or in-state tuition. Students may receive funds that cover the cost of out-of-state tuition, in-state tuition, or both. Tuition funds do not cover any student fees that may be charged by the University. MA-PhD students in good standing will typically receive tuition funds as needed for out-of-state tuition costs (for up to 5 years), provided that reasonable efforts are made to secure in-state status (see related section on [In-State Residency](#)). In-state tuition funds are also typically (but not always) available to all students through their fifth year. Money for tuition funding is provided directly by the State legislature and is always in very limited supply.

FINANCIAL CONSEQUENCES OF ACADEMIC ACTIONS

TERMINATION OF ASSISTANTSHIPS

Termination of an assistantship refers to a situation where an assistantship is ended prior to the end of the appointment. Termination may be initiated by the Department, the Graduate School, or the student. Termination of an assistantship can have significant and permanent consequences for a student and should only be undertaken after clear feedback on deficiencies and attempts to assist the student in meeting expectations.

FINANCIAL LIABILITY FROM LOSS OF ASSISTANTSHIP

Stipend payments will cease immediately upon termination of an assistantship, regardless of the reason for termination. Any pay received erroneously more than the contracted amount or after termination of the assistantship must be returned to UNC Greensboro.

Students who have received a tuition remission and/or in-state tuition award who resign or are terminated from their University assistantship prior to the end of the semester (for personal, financial, medical, or any other reason) will have the full amount of their tuition remission and/or in-state tuition award rescinded and **are then personally responsible for paying the full costs of tuition for that semester**. Tuition remission and/or in-state tuition awards are not prorated.

Appeals to the above policy must be directed to the Graduate School, along with a written recommendation from the Dean, Department Head, or Graduate Program Director for the student's academic program, and a letter of confirmation from Student Health Services if the resignation is for medical reasons.

For international students who are required to have an assistantship to maintain immigration status or students required to maintain an assistantship for other reasons, loss of an assistantship may change the ability to continue studies at UNCG. Loss of an assistantship may also change eligibility for certain forms of financial aid. It is the student's responsibility to understand these implications and work with appropriate offices where necessary.

TERMINATION BY STUDENT

Graduate students who decide to terminate their assistantship appointments should consult with the assistantship supervisors as soon as possible—and if possible, at least two weeks prior to termination—to

ensure a smooth transition in hiring a replacement graduate assistant. The notice of termination, prepared by the student, should be both verbal and written. Withdrawing from the University (that is, withdrawing from all classes) will result in the termination of an assistantship. International students should consult with appropriate offices relating to immigration/visa status if considering this option.

TERMINATION FOR ACADEMIC DEFICIENCY

An assistantship may be terminated for academic deficiency if a student drops below the minimum credit hour requirement or fails to meet other academic requirements as described under Academic Good Standing. Any student placed on probation will be terminated from their assistantship by the Graduate School. Students may lose their assistantship without being dismissed from the University.

TERMINATION FOR FAILURE TO PERFORM DUTIES

If, in the opinion of the immediate supervisor of the graduate assistant, a student is not carrying out the duties of their assistantship satisfactorily, the supervisor will immediately provide feedback to the student and attempt to resolve the problem. All conversations and feedback will be documented and placed in the student's written record with a copy provided to the student. If the student's performance remains unsatisfactory, the student will receive a written warning from the department chair (or designee) delivered through official UNCG email detailing the nature of the problem.

If, after formal warning, the student fails to improve to reasonable standards, the Department Head will give the student a written notice of termination of assistantship. This letter of termination will be sent to the student through official UNCG email and will specify the date of termination and any requirements for vacating the position. At least two weeks should elapse between the written warning and notice of termination. The Dean of the Graduate School will be notified.

TERMINATION FOR CAUSE

An assistantship may be terminated without notice for serious violations of UNCG's community norms and values, including violations of the Academic Integrity Policy. Allegations regarding such violations should be referred to the appropriate disciplinary body. If a student is unable to perform their duties resulting from such violations, the assistantship shall be suspended pending completion of due process. A student suspended from their assistantship but found not to be guilty of the alleged violations shall be reinstated in good standing and reimbursed for lost assistantship revenue.

TERMINATION DUE TO LOSS OF EXTERNAL FUNDING OR FINANCIAL EXIGENCY

A sudden or unexpected loss of funding from either an external funding source or (in very rare cases) a dramatic change to the University budget environment may result in the termination of an assistantship. While the University works diligently to reduce the probability of this outcome, it is possible that unexpected developments could require this step. Unexpected loss of external funding cannot be used to justify termination of assistantships not directly funded by that project.

Should the University receive notification that research funding will be discontinued, the affected graduate students will be notified with as much advance notice as possible. Departments shall make every effort to secure funding to enable affected students to continue throughout the current semester.

ADDING A COURSE BEYOND THE TUITION ALLOCATION

Students who have received a tuition remission and/or in-state tuition award that is less than 9 credit hours and register for more than the amount awarded may contact the GPD to see if funds are available to cover additional costs. If funds are not available, the student will be billed and is responsible for paying for the additional credits.

DROPPING A COURSE

Students who have received a fellowship, tuition remission, and/or in-state tuition award who drop a course at any point in the semester will be re-evaluated to ensure that they still meet the eligibility requirements to receive financial support.

Students who meet the eligibility requirements and for whom the reduction in credit hours occurs **before** the census date (generally two weeks after classes begin) may have their financial account adjusted with no penalty. Please refer to the [Graduate Policies](#) for further details on the consequences of dropping a course **after** the census date.

AWARDS

Each year, the Department and Graduate School give 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

Psychology Research, Inclusion, and Mentoring to Excel. The PRIME Research Scholar award is designed to recruit and retain talented students from underrepresented groups and to support the next generation of diverse scholars in research and academic pursuits. Scholarship recipients will be given the opportunity to create a mentoring team of faculty (including their primary advisor) to help establish research goals and support them during their time at UNCG. Additionally, scholars will be encouraged to form a peer mentoring team of other graduate students in Psychology and outside the department to support them in transitioning to graduate school and building a professional and personal network. Scholars will also take part in professional development workshops that are open to all members of the department. PRIME Scholars will receive a small add-on to their regular stipend in their first year of the program and, in the second year, they will receive a \$24,000 stipend that will be paid as a research assistantship rather than a teaching assistantship. More information can be [found here](#).

Elizabeth Duffy Graduate Scholarship. The Duffy scholarship is awarded annually to a female 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. Duffy awardees may 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 the subsequent Fall at the Graduate Research Colloquium. Each program will select their Duffy winner.

John W. Lindsey Memorial Award. The Lindsey award is given 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 comprehensive exam 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 the subsequent Fall at the Graduate Research Colloquium.

Program areas will be asked to nominate one candidate each year, and the winner will be selected by the Department Awards Committee.

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 Graduate Studies committee using the below criteria:

- 1) Incoming in-state MA-PhD students, by merit (made as a holistic judgment of the academic/scientific record).
- 2) Incoming in-state Terminal MA students, by merit
- 3) Incoming out-of-state MA-PhD students, by merit

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 FELLOWSHIPS

The Graduate School calls for Departments to nominate qualified students for these fellowships 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 fellowship. **Students cannot self-nominate.** More information can be [found here](#).

Alumni / Excellence / Hayes Fellowships. These one-year awards are the largest 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. Recipients will receive at least a \$22,000 stipend. Complete tuition remission will be provided for one year by the Graduate School. Nominees must be full-time doctoral students newly admitted for the Fall semester, including doctoral track students. Nominees must have exceptionally strong academic qualifications. Each department may nominate up to three individuals for these awards. Departments are expected to provide ongoing support, including tuition remission after the first year.

Vanessa Louise Hall Fellowship. Vanessa Louise Hall died tragically at age 18 in 1998. During her brief life, she practiced principles of kindness, friendship, love, loyalty, sincerity, and respect. Her family created this award in loving memory of their daughter, and in consideration of their belief that education is extremely valuable both for individuals and the society in which they live. Nominees are required to be new doctoral students, have a minimum undergraduate GPA of 3.5, and be students who strive for excellence in all areas of life.

Inclusiveness Fellowship. On million dollars of a six-million-dollar anonymous gift to UNCG was used by the Graduate School to establish these awards in 2011. Awards typically range from \$4,000 to \$8,000. Nominees must possess outstanding academic records. Nominees must be newly admitted or continuing master's or doctoral students. Each department may nominate one individual. These are one-year awards, although departments may re-nominate previous winners. Inclusiveness is defined broadly to include a variety of life experiences. Among the factors that might contribute to greater inclusiveness 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.

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 to \$5,000. Tuition remission will be provided if possible. The award is based on merit. Nominations are open to any graduate student in any program. Nominees may be newly admitted or continuing master's or doctoral students. Each department may nominate one individual. This award is NOT automatically renewed.

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 to

\$8,000 in recent years. Recipients must be residents of North Carolina and enrolled full-time in a doctoral program. Financial need must be substantiated. Students need to submit a FAFSA no later than March 1, so that ratings will be available at the time of selection. Special funding is designated for a Native American doctoral student. A copy of the nominee's card indicating tribal affiliation should be included with the nomination. Nomination letters should explain clearly how the nominee contributes to diversity on the UNCG 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 to \$8,000. Tuition remission will be provided if possible. Nominees must be UNCG alumni, having earned their baccalaureate degree at UNCG, and must demonstrate exceptional academic achievement. Nominees must be newly admitted to a master's or doctoral program at UNCG and must enroll for full-time study. Each department may nominate one individual.

Lisbeth V. Stevens Fellowship. The purpose of this 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 and international students are eligible for the award. The size of this award varies each year depending on available funds.

Joseph M. Bryan, Jr. Fellowship: This award was made possible by a generous gift to the UNCG Excellence foundation from Joseph M. Bryan, Jr. to support full-time graduate students seeking a Ph.D. in Economics, English, History, or Psychology. The fellowship rotates across departments every 2 years. Recipients must be full-time students and maintain good academic standing. The amount of the award varies each year depending on market conditions; it can be renewed at most once.

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 [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 GPD.

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 [Office of Financial Aid and Scholarships](#), 159 Mossman, (336) 334-5702.

EXTERNAL GRANTS

Several agencies, including the National Science Foundation, American Psychological Association, National Institute of Mental Health, COGDOP, Psi Chi, and Sigma Xi (the Society for Scientific Research) award grants to graduate students. 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. Obtaining an external grant will not only facilitate your research, it will also be valued if you apply for academic positions after graduation. Your advisor can assist in identifying sources of support and preparing 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 & Engagement. Note that approval of your project by the Institutional Review Board for use of animal or human subjects (see [Expectations of Student Research and Scholarship](#)) may be required before a proposal can be submitted.

The Office of Research & Engagement 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

Most years, the Graduate School solicits nominations from the Department for a limited number of Summer Research Assistantships. Sometimes applications are needed; sometimes the Department simply provides a list of nominees based on area faculty decisions, with preferences given to students making adequate progress in the program and those of more junior standing. Funding available for summer awards varies from year to year. There is no tuition support for graduate students to take summer courses.

Walter L. Salinger Graduate Summer Research Award. The Salinger award is given annually to first-year graduate students in the Department of Psychology to support summer research. It was named in honor of Dr. Walter L. Salinger, an Emeritus Professor who spent his entire career in the Department of Psychology at UNCG. Depending on the availability of funds, a number of \$2,000 awards will be made each Spring semester. Any publications or presentations resulting from research supported by this award must carry an acknowledgement of the award. Psychology graduate students in their first year at UNCG are eligible to apply. Eligible students must not already have a summer research assistantship. Summer registration is not required and no state-funded tuition waivers are available for summer.

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 conference travel. Students are eligible for reimbursement for costs associated with academic conferences at which they authored a presentation (talk or poster), although this requirement can be waived or first-year students. All awards are dependent upon the availability of funds. The Department 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](#) to access the application link and thoroughly review GSA guidelines prior to your travel (they require more documentation than the Department).

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 [GSA](#) (proof of your request to GSA must accompany your request for departmental funds).

Norm Anderson Travel Award (NATA). The NATA provides up to \$500 to assist in the scholarly travel of up to 3 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) 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 both: (a) students who have never received a NATA, or who haven't 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 on the [Graduate School website](#), and include: [Student Health Services](#), [Office of Accessibility Resources and Services \(OARS\)](#), [Global Engagement Office](#), the [Office of Intercultural Engagement](#), [Spartan Safe](#), [Religious Life Council](#), and the [Center for Women's Health and Wellness](#). The [Dean of Students Office](#) also provides information and support for graduate students in need.

PROTECTIONS

Graduate students at UNCG are future colleagues and should be treated with respect befitting that status. Students are entitled to a workplace free from harassment and/or discrimination. If students feel that they have been subject to a hostile work environment, harassment, discrimination, abuse, or have any other

concern about working and academic conditions, they should contact the [Office of Equity, Diversity, and Inclusion](#), [Office of Human Resources](#), or the Dean of the Graduate School.

It is considered misconduct for individuals to enter into a romantic or sexual relationship with any student for whom they currently serve in an evaluative, directing or supervisory role, or in circumstances where the student is part of a group of students whom they oversee, regardless of whether the relationship is consensual.

UNCG POLICY ON DISCRIMINATION AND HARASSMENT

UNCG is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age.

CURRICULUM

MA IN EXPERIMENTAL PSYCHOLOGY

CREDIT HOUR REQUIREMENTS FOR THE MA DEGREE

The M.A. requires **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 core course (PSY 703, 704, and 706). MA-PhD students must earn a B (not a B-) in all courses. All first-year coursework is circumscribed: Fall = Core course or other 600 or 700 level psychology course, Research Practicum, & Statistics I; Spring = Core course or other 600 or 700 level psychology course, Research Methods, & Statistics II.

RESEARCH PRACTICUM (3 CREDITS)

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

PSY 605 – First Year Research Practicum (3)

CORE COURSES (9 CREDITS)

PSY 703 – Developmental Psychology (3)

PSY 704 – Advanced Social Psychology (3)

PSY 706 – Cognitive Processes (3)

STATISTICS AND METHODOLOGY (11 CREDITS)

PSY 609 – Statistical Methods in Psychology I (4)

PSY 610 – Statistical Methods in Psychology II (4)

PSY 624 – Research Methods in Psychology (3)

ADDITIONAL COURSE REQUIREMENTS (10 CREDITS)

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

THESIS (6 HRS)

PSY 699 – Thesis (6)

COGNITIVE, DEVELOPMENTAL, OR SOCIAL PSYCHOLOGY MA-PHD

DOCTORAL REQUIREMENTS FOR ALL UNCG PROGRAMS

Research Competence: Research and innovation are central to doctoral education. Therefore, competence in research is required of all students. Whereas the specific requirements will vary from field to field and according to the student's professional objective, the plan of study must provide for proficiency in techniques of research that not only are appropriate to the field of study but also will help prepare prospective holders of the doctorate to continue their intellectual and professional growth.

Immersion Within a Community of Scholars: The Graduate School expects all programs to encourage and provide opportunities for immersion of doctoral students in scholarship. Immersion goals can be achieved by multiple means, including, but not limited to, individual and group research training; providing access to resources such as libraries, research equipment, scholarly materials, and laboratories; providing networking opportunities with UNCG and external scholars and graduate students; participation in scholarly seminars presented by scholars from UNCG or elsewhere; assisting with developing applications for external funding of scholarly endeavors; participation at scholarly conferences; and publications or other forms of scholarly dissemination.

Doctoral students are expected to satisfy an immersion requirement, which provides them the opportunity for an extended period of intensive study and intellectual and professional development among a community of scholars.

Immersion "allows students to concentrate focused time on their degree, acquire the necessary habits, attitudes, skills, and insights" (CGS, 2005) required for contributions to scholarship and have opportunities to work closely with other scholars, including faculty and other graduate students. These scholarly skills, attitudes, and experiences go beyond acquiring knowledge in classes and in experience in professional practice.

The Immersion Requirement for doctoral degree programs can be accomplished via either:

1. **Two consecutive semesters of six-credit-hour enrollment on campus.** Programs will be expected to provide opportunities during those two semesters to cultivate immersion in scholarship and achieve the goals of residency. Students completing residency via full-time enrollment should understand residency goals and plan not only to complete required courses, but also to sustain scholarly engagement and immersion in research, scholarship and professional development.

2. **Program-specific alternative immersion plan.** Academic degree programs may propose alternative methods by which enrolled students in the program will achieve immersion goals to be approved by the Graduate School. The approved plans will be documented in the Catalog as well as on the program's Plan of Study template. Program-specific alternatives may be proposed for doctoral degree programs offered online or for site-based programs.

Courses taken by UNCG degree students via interinstitutional registration earn immersion credit as if they were courses on UNCG's campus.

CREDIT HOUR REQUIREMENTS FOR THE PHD DEGREE

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 [MA in Experimental Psychology](#) section for MA requirements

If a Terminal MA 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 [Policy for Remediation of Tools Courses](#) for additional details).

You must take a minimum of **24 credits of research**, including 6 credits of PSY 699 (MA Thesis), 6 credits of PSY 751 (Independent Doctoral Research), and 12-24 credits of PSY 799 (Dissertation). In addition to the 24 credits of research, you must complete an additional **47 credits** to include 18 to 30 credits in your area of specialization (cognitive, developmental, or social) and 18 to 30 credits 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 14 credits of research tools courses. Eleven of those credits are typically fulfilled by PSY 609, 610, and 624, and the remaining three credits can be fulfilled by either an in-department or out-of-department tools course. 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 (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) take Teaching of Psychology (PSY 721). This 3-credit course typically counts as a tool course and an outside area of specialization requirement. Although you can take up to 24 dissertation credits, only 12 count toward the 71 credit requirement.

FULL TIME ENROLLMENT POLICY

Graduate students enrolled in 9 or more credit hours per term are considered full-time. After completing all required coursework, **MA students** may be considered full-time while enrolled in a 3-credit hour thesis course (699). MA students may maintain full-time status with 3 credits of 699 for two terms. After entering candidacy status, **doctoral students** may be considered full-time while enrolled in a 3-credit 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 [University Catalog](#).

Continued enrollment in thesis or dissertation credit hours beyond those 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-credit hour requirement. Permission to enroll in extension courses will require verification by the committee chair that the student is making satisfactory progress.

In order to retain an assistantship and tuition funding, any student registering for 6-8 credits who doesn't meet the full-time criteria above must: (a) have their advisor write a memo to the GPD to indicate that it is in your best interests to take fewer than 9 credit hours in the fall or spring semester (or both), and (b) email an updated copy of their Plan of Study to the GPD. The GPD will then complete a form for the Graduate School to waive the 9-credit full-time requirement.

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 Program Coordinator all relevant course syllabi and any other material that describes the content of the courses. The Experimental Program Coordinator will then submit all materials to the GPD, 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 GPD, 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.

A maximum of one-third of non-dissertation course credit hours may be transferred to a doctoral program.

The following conditions apply to transfer credit for the doctoral program:

- All credit offered in transfer must have been taken at an accredited graduate school.
- The student must have earned at least a grade of B (3.0) (or the equivalent) on all transfer credit.
- The credit must be recorded on an official transcript placed on file with the Graduate School.
- The credit must be approved by both the student's doctoral advisory/dissertation committee and the Dean of the Graduate School.
- Transfer credit must be necessary to meet specific degree requirements.

Hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

- 2 quarter hours transfer as 1 semester hour.
- 3-4 quarter hours transfer as 2 semester hours.
- 5 quarter hours transfer as 3 semester hours.

- 6-7 quarter hours transfer as 4 semester hours.
- 8 quarter hours transfer as 5 semester hours.
- 9-10 quarter hours transfer as 6 semester hours.

OTHER COURSEWORK

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

With approval of your advisor, advisory committee, and the GPD, 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 a seminar or a regular graduate course. No more than 6 credits of PSY 601 may count towards the MA and only six credits of PSY 601 can count towards the requirements of the PhD 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 GPD.

For MA-PhD students, all courses taken at the Master's level also count towards the PhD degree (with B grades or better). 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.

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 (PSY 735) 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 may take additional PSY 751 credits, but only a maximum of 15 combined credits of PSY 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 [Graduate Forms and Resources](#) webpage.

ADVISORY AND EXAMINATION COMMITTEES

At various points in the program, you will need to request appointment of a committee to advise you on research projects and course planning, or to examine you on the content of a major project. Separate committees are appointed for the thesis and for the dissertation (which includes the comprehensive examination), although membership on these committees may overlap. The chair of each committee must be a tenure-track faculty member in Psychology. 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 advisory committees; the Department Head appoints the fourth committee member after consultation with the doctoral advisory committee chair. Although the Department Head appoints the fourth member, Graduate School policy requires that the committee composition be mutually acceptable to the student and all committee members. If a student, advisor, or committee member finds the committee composition to be unacceptable, they should request a change from the Department Head and a replacement will be made that is mutually acceptable to all parties.

Once a committee has been provisionally selected, you or your advisor should present it to the GPD who will ensure it has an appropriate balance of areas and faculty ranks and that its composition meets Graduate School requirements. Once the committee is approved by the GPD, you should ask each faculty

member whether they are willing to serve on the committee (informal inquiries should be made before obtaining approval from the GPD). When an acceptable committee has been selected, the student and advisor should complete **two forms**: a Committee Form and a Plan of Study. Where applicable, these include a line for the Department Head to specify their appointed committee member. 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 GPD, 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 of “pass” must be unanimous.

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.

Graduate School regulations require that **all committee members attend oral defense meetings** for the thesis, comprehensive exam, and dissertation. If a committee member cannot attend an oral defense, the meeting should be rescheduled. Where feasible, the department expects that **all committee meetings be held in-person** for the thesis, comprehensive exam, and dissertation. Committee meetings may be held fully virtually when (1) you are sick or (2) you are on internship or have a professional obligation that would make in-person attendance cost prohibitive. You must obtain approval from the GPD if you wish to have a fully virtual committee meeting under other circumstances. If a committee member is sick or out of town, the meeting should be in-person and that committee member may attend virtually.

Students must consult with their faculty advisor before scheduling milestone exam meetings. For theses and dissertations, advisor approval of your project document must be obtained **before scheduling a meeting**. Please see Appendix A for scheduling recommendations for the Comprehensive Exam.

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.

- End of 2nd semester: completed practicum, either two core courses or one core course and one additional 600 or 700 level psychology course, statistics, and methods courses
- End of 2nd semester or beginning of third semester: Master's thesis proposal
- Fall of 2nd year: Graduate Research Colloquium
- End of 4th semester (no later than end of 6th semester): Master's thesis completed and defended
- 3rd Year in Program: Independent Doctoral Research (PSY 751)
- Beginning of 6th semester: Doctoral Comprehensive Examination proposal
- End of 6th semester or beginning of 7th semester: Dissertation proposal

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 GPD.

MASTER'S THESIS

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 GPD. 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 GPD at the earliest practical time following the student's admission to the Graduate School, but no later than after 50% of the MA program completion. The plan must indicate all courses required for the major, and supporting courses required for the degree, including transfer credits. Courses required by the department for the PhD but not counted toward the MA degree, shouldn't be listed on the Master's Plan of Study. No more than 6 semester hours of independent study (PSY 601) may be included. Six thesis hours (PSY 699)

which is the capstone experience must also be included. Copies of the approved plan of study must be filed with The Graduate School and placed in the department's files. 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 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 of 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.

Like all milestone meetings, **the proposal meeting should be scheduled for a 2-hour block** (although it is not required to last that long). The proposal meeting should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from, and discussion with, the committee. It is important that students and faculty share an understanding of the approved project before it is completed, and so any substantial changes to the proposed project that are agreed upon during the proposal meeting should be written-up by the student as an addendum and approved by all committee members before the student proceeds with the project.

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). Like all milestone meetings, **the defense meeting should be scheduled for a 2-hour block** (although it is not required to last that long). The defense should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from the committee. 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.

COMPREHENSIVE EXAMINATION

The comprehensive exam (formerly called 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 Graduate School requires all doctoral programs use a comprehensive exam to assess students' readiness for doctoral candidacy.

The comprehensive exam (or *comps*) 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

See “Advisory and Examination Committees” above (p. 32).

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 GPD and it must be filed with the Graduate School. If you decide, with the approval of your committee, to change your Plan of Study, a revised form with committee signatures must be filed with the Graduate School.

COMPREHENSIVE EXAM PAPER

Why must you complete a comprehensive exam paper? In one sense, the answer is simple: the Graduate School requires a comprehensive 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 comprehensive 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 comprehensive 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 (\approx 5.5-month) deadline, from proposal meeting to final paper dissemination. In terms of goals, the department draws upon 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 comprehensive exam paper 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 **Box folder that houses several tutorial articles on writing review papers, as well as recent examples of strong comprehensive 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](#), which lists the full set of rules & guidelines for the paper

and examination. Your comprehensive exam paper should be between 40 and 60 pages (APA style, excluding references). Your paper must not exceed 60 pages, unless you are given permission by your committee to exceed this limit at the initial full submission meeting.

1. OUTLINE AND READING LIST

At all stages of the comprehensive exam process, you are allowed (and encouraged) to discuss your ideas or ask questions about your paper with your advisor and/or other committee members.

Via a comprehensive 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 (\approx 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 comprehensive exam process, you are allowed (and encouraged) to discuss your ideas or ask questions about your paper with your advisor and/or other committee members.

3. ORAL DEFENSE

Within 22 weeks (\approx 5.5 months) of the initial comprehensive exam 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](#) specifies the 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 the committee must reach a unanimous decision to pass. Note that you will have only two attempts in total to pass the comprehensive 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 comprehensive 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.

COMPREHENSIVE EXAM WITH TEST FORMAT

Your doctoral committee may, at its option and with the permission of the GPD, 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. As with the other format, passing the exam with test format requires a unanimous decision by the advisory committee. The Department does not permit “conditional pass” decisions for comprehensive exams.

DOCTORAL DISSERTATION

DISSERTATION FORMATS

The PhD dissertation is the report of a **substantial independent empirical research endeavor**, intended to significantly advance knowledge or make a significant contribution toward further understanding of an important psychological issue.

Unlike the MA thesis, dissertations have two approved formats: (a) Traditional and (b) Integrated. Both are described below. For either format, any of the following forms of empirical work are acceptable for dissertations, assuming they are competently completed as judged by the dissertation committee: original data collection, secondary data analysis (including meta-analysis), qualitative data analysis, or computational/simulation studies.

TRADITIONAL DISSERTATION OPTION

The Traditional format includes an Introduction, Methods, Results, and Discussion section and typically describes one or more studies. For a Traditional dissertation, a proposal meeting is convened to review and evaluate the proposed Introduction, Methods, and Planned Analyses sections, and the final oral defense is conducted to review the entire dissertation manuscript (i.e., revised Introduction and Methods, plus Results and Discussion sections).

INTEGRATED DISSERTATION OPTION

The Integrated dissertation format is intended to help students think programmatically about their work from early in their career, and to allow progress towards their dissertation to have maximal impact on their publication record. Its cumulative impact and scope should be equivalent to a Traditional dissertation.

The Integrated format includes: (1) an integrative Introduction that ends with an Aims section that contextualizes the individual papers as representing a cohesive program of research, (2) several empirical papers, and (3) an integrative General Discussion section that summarizes and synthesizes findings across all the included empirical papers, discusses broad theoretical implications of the included work, and suggests future avenues of research. The General Discussion should not simply re-state the discussion points of the included papers but should draw integrative conclusions about the research program represented by the included papers. Criticisms raised by committee members at the proposal meeting about included papers that are already published should be substantively addressed in the General Discussion section.

Integrated dissertations will typically include three empirical papers, all publication-ready in length (or in published length), together reflecting a programmatic line of research as judged by the dissertation committee. A dissertation committee may accept a two-paper Integrative dissertation only if they judge both empirical contributions to be unusually substantial. The empirical papers included in the Integrative dissertation should meet the following guidelines:

- All must be first-authored by the student
- All must represent work begun and completed at UNCG
- At least one must be accepted for publication in a peer-reviewed journal at the time of the proposal meeting
- For a 3-paper dissertation only, one paper may represent work included in the MA thesis, but only if it is accepted for publication in a peer-reviewed journal at the time of the proposal meeting
- No more than 2 committee members (including the advisor) may be co-authors on the included papers, unless a 5th member is added to the committee

Just because one or more articles are publishable or are published in a peer-reviewed journal, they are not necessarily substantial, significant, or programmatic enough to qualify as a dissertation. That judgment—about the suitability of scope, significance, and substance—is made by the dissertation committee, regardless of the dissertation format.

DISSERTATION PROPOSAL DOCUMENT AND MEETING

In contrast to the dissertation oral defense, which is a formal examination, the dissertation proposal meeting is primarily a planning meeting. Like all milestone meetings, **proposal meetings should be scheduled for a two-hour block.**

Once you and your advisor have decided on a research problem and method for the dissertation, you should prepare a proposal document for submission to your dissertation advisory committee. The dissertation committee, based on your proposal document and your proposal defense meeting, will decide whether the proposed work is suitable in scope, substance, and significance for a dissertation and, if not, will provide constructive feedback toward developing a suitable dissertation project.

The **Traditional Dissertation** proposal format must include: (a) an Introduction section that outlines the student's topic of study, reviews the relevant literature, provides the rationale for why the proposal is likely to advance our knowledge, and delineates the goals and hypotheses/questions; (b) a Methods section that describes and explains the methods (including participant samples, materials, and procedures), and; (c) a Planned Analyses section that provides a detailed explanation of, and rationale for, the treatment of the data and to-be conducted analyses.

The format for the **Integrative Dissertation** proposal must include: (a) an integrative Introduction section that ends with an Aims section that contextualizes the to-be-included individual papers as representing a cohesive program of research; (b) any—and at least one—to-be-included papers that have been accepted for publication in a peer-reviewed journal; (c) complete Introduction, Methods, and Planned Analyses (or Results) sections for any to-be-included papers that have not yet been accepted for publication in a peer-reviewed journal.

Regardless of dissertation format option, you will present the written proposal to your committee at least two weeks prior to your formal proposal meeting. Students will not provide food or beverages for committee members, either at the proposal meeting or the oral defense.

At the proposal meeting, you will defend the proposal and answer questions both about the proposed project and the relation of the research to the discipline. It is not unusual for the committee to suggest and agree upon changes to your proposed study design or planned analyses during the meeting. **You will prepare a formal presentation to begin the meeting, that must last no longer than 15 minutes, uninterrupted.**

After the questioning period, 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 will include a requirement that you submit either a revised proposal, or an addendum to the original proposal, to all members of the committee), 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 comps, 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 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* (and according to the [Dissertation Formats](#) section above). 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 a copy should be sent to the Departmental Graduate Assistant to be uploaded to a Departmental Box folder. Like all milestone meetings, the **oral defense meeting should be scheduled for a two-hour block.**

Graduate School regulations require that the dissertation defense be open to any member of the UNCG Graduate Faculty (and to the public). Accordingly, you will give the Departmental Graduate Administrative Assistant the **time and place of the defense and the title of the dissertation two weeks prior** to your defense so that an announcement can be posted in the Department, and it can be announced to the UNCG Graduate Faculty.

If you know in advance that guests will attend the defense meeting (e.g., non-committee member faculty, graduate or undergraduate lab members, family members), you should inform your advisor and committee members. You should also reserve a room for your defense large enough to accommodate the entire group (e.g., Eberhart 579 will likely be too small).

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. **Presentations must last no more than 15 minutes uninterrupted** to allow time for questions and discussion. Committee members and other attendees will be asked to hold all but simple clarification questions until after the presentation.

If guests attend the defense meeting, they may stay for the oral presentation and they may ask questions at the completion of the oral presentation. After any questions from guests, the oral defense will move into closed session and all non-committee members will be excused from the meeting (this procedure will be

explained to all attendees at the beginning of the meeting). Your advisor will make notes on changes and additions to the dissertation that are indicated by questions.

The department considers the following to represent best practices for the dissertation oral defense:

- The student's advisor will serve as committee chair, running the defense meeting while being mindful of time (e.g., oral presentation time, allowing all committee members enough time to ask their questions)
- The student's advisor may ask questions and may assist in restating other committee member's questions if needed, but the advisor should not answer questions or contribute to answering questions
- Committee members should feel empowered to ask the student's advisor to appropriately limit his or her participation, if needed
- All committee members should be mindful of the tone of their questions and whether they are inappropriately dominating or monopolizing the question period
- The oral defense should be scheduled for 2 hours. Questions and discussion with the student should be completed with at least 20 minutes left in the scheduled meeting time to allow effective committee discussion and decision making (see below)

Immediately following the oral defense, you will be asked to leave the room and the committee will discuss and decide whether you have passed or failed your oral defense, or whether to defer judgment pending further questioning at a subsequent continuation meeting. A judgment that the student passed the oral must be unanimous. 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 or additional data collection prior to rendering a final judgment, or (4) not to accept the written dissertation. The most common outcome is that the committee decides to require that some changes be made prior to a final judgment. When the committee is unanimously 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 advisor 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 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 for [Electronic Theses and Dissertations](#) exactly to avoid approval delays. You are strongly encouraged to complete this step before leaving Greensboro to take 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.

All students should provide an electronic copy of the final version of the dissertation document to both: (a) their advisor, and (b) the Departmental Graduate Administrative Assistant, who will deposit it the Department Box folder.

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.

COMMITTEE DECISIONS ON MILESTONES & APPEALS OF DECISIONS

Within the Psychology Department, three milestone exams are required for the PhD degree: the MA thesis and oral defense, the comprehensive examination (which includes the paper and the oral defense) and the dissertation and oral defense.

Milestone exams are evaluated by established committees. At the Master's level, the committee is comprised of at least 3 members. At the doctoral level, a committee is comprised of at least 4 members. Regardless of the student's level, a committee decision of "pass" must be unanimous; any non-unanimous decisions constitute a "fail."

Graduate School policy holds that any graduate student who fails any written or oral milestone exam must petition their advisory committee for permission to take it again. However, the **Psychology Department waives this petition requirement and automatically allows one re-take of a milestone exam.**

A student who fails their second attempt at any milestone examination will be dismissed by the Graduate School. Only a single re-examination will be allowed after an initial failure. The advisory committee may require written, oral, or both components to be re-taken following a failure.

THESIS AND DISSERTATION DOCUMENTS

Note that MA thesis and doctoral dissertation documents frequently must be revised to some extent following the oral defense, sometimes significantly and sometimes over multiple rounds. **Needing to do even multiple rounds of written revisions for an MA thesis or doctoral dissertation document does not typically constitute a milestone exam failure.** Committees will determine whether a required revision is so substantial (because the document is so seriously deficient, for example in scholarship, data analysis, or interpretation) that it should be considered a failed attempt.

THESIS AND DISSERTATION ORAL EXAMS

If a committee judges that an oral defense is inadequate and a second oral defense is necessary, the first will be considered a failure and the second will be the final allowable attempt.

COMPREHENSIVE EXAMS

The comprehensive exam paper may not be revised before being judged as acceptable (outside of the formally prescribed draft-plus-feedback process that is specified for the comprehensive exam paper). An

unacceptable comprehensive exam paper is considered a failure and can be followed by only one re-take (for details on the comprehensive exam process, see the relevant sections of this Handbook).

APPEALS OF SECOND ATTEMPTS

This procedure covers only the appeals process for failures of second attempts at milestone exams.

Student disciplinary matters and allegations of discrimination or harassment are not covered by this procedure. For more information on these and other grievances see the UNCG [Graduate Policies](#), [Policy on Discriminatory Conduct](#), and [Grievance Procedures for Students](#).

Within the Psychology Department, the following procedure for appealing a committee's final decision, that is, **failure of the second attempt** for the same milestone exam is as follows:

1. After the student receives a notice of dismissal from the Graduate School, the student should consult with their advisor about filing an appeal of the decision. The Department Head and GPD may be involved in this discussion as well.
2. If a decision to appeal is made, the student's first appeal is at the committee level. The student prepares a written summary of their rationale for an appeal of the decision and presents it to the Department Head within 30 days of the dismissal notice from the Graduate School (the Department Head may extend this time limit for good cause shown if the student makes a request for extension of time within the 30-day period). The Head then instructs the committee to:
 - a. Review the appeal
 - b. Provide a written response to the appeal within 15 days of receipt of the documentation. The committee will decide to maintain or reverse its decision. Each member's position must be clearly stated in the response to the appeal (i.e. there is no protection of confidentiality in terms of the appeals process). If differences of opinion cannot be captured in a single response, multiple responses may be prepared.
 - c. The committee will decide to either: (a) accept the appeal and change their exam judgment from "fail" to "pass"; (b) accept the appeal on procedural grounds and allow a further examination attempt, without changing their exam judgment from "fail" to "pass"; (c) deny the appeal.
3. Upon receipt of the committee report(s), the Department Head will inform the student about the committee decision.
 - a. Should the appeal be approved at this point, the Department Head will petition the University to re-admit the student. Pending University approval of readmittance, the Department Head will outline the steps (e.g., committee assignment, preparation time before next exam) the student will take to prepare another attempt at the failed document and/or oral defense, unless the committee judgment upon appeal was to change the outcome from "fail" to "pass."
 - b. If the committee denies the appeal, then the Department Head will inform the student that they may accept the denied appeal, or they may appeal to the Department Head within 15 days (and as part of that appeal they may update their written appeal to respond to the committee's appeal decision).
4. If the student appeals to the Department Head, the Head will review the original grounds for appeal (and, if applicable, the updated appeal document) and will make a determination within 15 days to uphold the committee's decision or approve the appeal.

- a. Should the appeal be approved at this point, the Department Head will petition the University to re-admit the student. Pending University approval of readmittance, the Head will outline the steps (e.g., committee assignment, preparation time before next exam) the student will take to prepare another attempt at the failed document and/or oral defense. Note that, because the Department Head's judgment is based upon evaluation of process and procedure rather than exam content, the Head may uphold an appeal of failure but cannot judge the milestone to pass.
- b. Should the appeal be denied at the Department level, the student may appeal to the next level, which is the Graduate School. Typically, this appeal is made within 15 days of the department decision. Students may appeal to the Graduate School under at least one of the following circumstances:
 - The academic decision was applied in a manner inconsistent with University policy.
 - The academic decision was arrived at arbitrarily or the policy was unequally applied.
 - There was a flaw in the student's right of due process.
- c. Format and procedures for Appeals at the Graduate School level are outlined in the [Graduate School Policies](#) (Graduate Student Grievance Procedures).

TIME LIMITS FOR GRADUATE DEGREES

TIME LIMITS FOR MA DEGREES

Advanced degrees awarded from UNCG indicate that students have current, usable knowledge in their field; therefore, the master's curriculum, including the thesis, must be completed within five academic years, from the date the first courses carrying graduate degree credit applicable to the student's program are begun.

TIME LIMITS FOR MA-PHD DEGREES

Advanced degrees awarded from UNCG indicate that students have current, usable knowledge in their field; therefore, doctoral track curriculum, including the dissertation, must be completed within ten academic years from the date the first courses carrying graduate degree credit applicable to the student's program are begun.

TIME LIMITS FOR DOCTORAL DEGREES

Advanced degrees indicate that students have current, usable knowledge in their field; therefore, all requirements for the doctorate, including the dissertation, must be completed within seven academic years. Post-master's (or equivalent) credit that is to be applied to the student's doctoral program must be no more than seven years old when degree requirements are completed. This means that all coursework credited to the student's doctoral program must fall within a seven-year period beginning with the date the first courses carrying graduate-degree credit applicable to the student's program are begun.

If credit to be transferred was earned before enrollment at this University, the seven-year period commences with the beginning date of the term in which the transfer credit was earned.

The seven-year time limit does not apply to students who are admitted to a Doctoral Track Program (combined master's/doctoral). In this case, the time limit is ten years.

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. They are 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. However, 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 large 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 as the *APA Monitor* and *APS Observer*, and on various organizational websites, list-serves, and wikis (e.g., [Psychology Job Wiki](#)). It is a good idea to prepare a packet of materials (CV, article pdfs, 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 submitting 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, 2004), *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers* (McKeachie & Svinicki, 2013), *How To Write A Lot* (Silvia, 2007), *The Academic’s Handbook* (DeNeef & Goodwin, Eds., 2007), and *Academic Duty* (Kennedy, 1999), *A PhD is Not Enough: A Guide to Survival in Science* (Feibelman, 2011), *Advice for New Faculty Members* (Boice, 2000), and *The Portable Mentor: Expert Guide to a Successful Career in Psychology* (Prinstein, 2013).

APPENDIX A: FORMS AND POLICIES

FORMS

Various forms must be completed as students progress through the graduate program. Required forms and information about which forms are required at each milestone meeting (Thesis, Comprehensive Exam, and Dissertation) can be found on the [Department website](#). That website also contains links to other supplemental forms. Forms that are required by the Graduate School can also be found on the [Graduate School website](#).

Unless otherwise specified, all forms must be signed by your advisor, committee members, and the GPD before being filed with the Psychology Department and submitted to the Graduate School for approval. Please update the [Graduate Forms Checklist](#) in your Department folder as you submit forms. You are also encouraged maintain a separate copy of each form in your own records.

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 to existing policy. Such input comes from student representation on departmental committees, periodic meetings between the GPD 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): Graduate Program Director (GPD), Undergraduate Program Director (UPD), and Director of Clinical Training (DCT). Departmental leadership positions are responsible for a specific area and serve on various departmental committees.

Graduate Program Director: 3-yr term; coordinate the graduate studies committee (GSC), liaison with grad school; teach PSY 605

Experimental Program Coordinator: 2-yr term; oversight of the graduate experimental program, including recruitment and admissions, management of student progress; represent program in GSC

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

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

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 Department 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, Graduate Program Director, Undergraduate Program Director, 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 Graduate Program Director; it includes four faculty members (GPD, Director of Clinical Training, Experimental Program Coordinator, and a Head appointee) and two graduate students, one from the clinical program and one from the experimental program. Graduate student members do not participate in committee deliberations that involve evaluating the work of other students.

COMPLETE RULES & INSTRUCTIONS FOR THE COMPREHENSIVE EXAMINATION PAPER

GOALS FOR THE COMPREHENSIVE 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 comprehensive 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 comprehensive 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 comprehensive 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, and propose new studies or directions of inquiry).

PROCEDURES FOR NAVIGATING THE COMPREHENSIVE 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. Like all milestone meetings, **the proposal meeting should be scheduled for a 2-hour block** (although it is not required to last that long). The proposal meeting should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from, and discussion with, the committee.

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 of Papers section below). 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 full submission) meeting at a date approximately 12-14 weeks away, in order to facilitate the scheduling process. Regardless of when actual scheduling occurs, the initial full submission meeting should occur no later than 14-16 weeks (\approx 3.5 to 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 (\approx 5.5 month) deadline will be considered a failed comprehensive 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. Your initial submission should be between 40 and 60 pages (APA style, excluding references). Your initial submission must not exceed 60 pages.

In the process of conducting the literature review, you are free to meet with your 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 the committee meeting.

In preparation for the 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 your 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 the initial full submission and critical reflection outline

Like all milestone meetings, **the interim meeting should be scheduled for a 2-hour block** (although it is not required to last that long). 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 as well as 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.

If the student begins the meeting with a formal presentation (which is not required at this interim meeting), it should **focus on the main points of the critical reflection documents** and should be no longer than 1-3 slides (1 slide may be sufficient in most cases). 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 of Papers 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.

Within 22 weeks of the initial comprehensive exam 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 faculty at least 2 weeks prior to the defense date.** You will be examined orally on the material in your paper and related issues in your field of expertise. Your final paper must not exceed 60 pages (APA style, excluding references), unless you were given permission by your committee to exceed this limit at the interim meeting.

Like all milestone meetings, **the oral defense meeting should be scheduled for a 2-hour block** (although it is not required to last that long). The defense meeting should begin with the student's formal presentation (uninterrupted, with a 15-minute maximum duration), followed by questions from the committee. 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 with your faculty advisor for further details.

EVALUATION OF PAPERS

At key points in the process, a standard evaluation will be conducted by the committee to provide 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 comprehensive 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 comprehensive exam 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 comprehensive exam 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 exam. 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 the second attempt: Graduate School regulations require that the final defense of the second attempt to 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. Students are encouraged to err toward a longer delay to maximize the odds of 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 carefully read 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** ($\approx 2.5 - 3$ months): Revise first draft according to advisor feedback; write critical reflection
- **Proposal meeting plus 12 weeks** (≈ 3 months): Distribute initial full submission and 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 comps 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 1-3 slides (initial submission) or 5-10 slides (final oral defense) 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 the 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 GPD will share a Calendar that indicates all comprehensive exam proposal dates and the corresponding 22-week completion date. Thirty days before the 22-week completion date, the graduate administrative assistant will email the student, comprehensive exam committee chair, and GPD 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 comprehensive 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 GPD 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

Continuous enrollment is defined as completing a minimum of one hour of graduate credit every fall and spring semester, or one semester during the academic year in combination with a summer session. All graduate students must be enrolled for at least 1 credit during the semester in which they are scheduled to receive their degree. Any student who breaks continuous enrollment must apply for readmission to the program. See the [Graduate Policies](#) for the complete continuous enrollment policy.

LEAVE OF ABSENCE POLICY

UNCG and the Department support a leave of absence policy to assist students who are temporarily unable to continue their programs. The leave 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 must submit an application to the GPD, 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.

A leave of absence does extend the time allowed for completion of the degree by the amount of time granted in the leave of absence and the continuous enrollment policy will also be held in abeyance during this time. Graduate students on assistantship, who are granted a leave of absence, will have their 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 graduate student and GPD disagree on the leave or its arrangements, students may appeal to the Graduate School. See the [Graduate Policies](#) for the complete leave of absence policy.

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 Program Coordinator, the GPD, the Department Head, 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 unsatisfied with the resolution, they may access the formal Graduate Student Grievance Procedures outlined in the [Graduate Policies](#). These procedures spell 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 they 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 program. 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 GPD 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

The University of North Carolina Board of Governors adopted a system-wide policy that prohibits amorous or sexual relationships between faculty or staff employees and (1) students they evaluate or supervise by virtue of their teaching, research, administrative, or other employment responsibility and (2) students who are minors below the age of 18. The policy also states that faculty or staff employees may not supervise or evaluate students to whom they are related by blood, law, or marriage. The [full policy](#) is available online.

Prohibited Conduct

(a) 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

(b) 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.

Definitions

(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: parent and child, brother and sister, grandparent and grandchild, aunt and/or uncle and niece and/or nephew, first cousins, stepparent and stepchild, husband and wife, parents-in-law and children-in-law, brothers-in-law and sisters-in-law, guardian and ward".

(3) Evaluate or supervise" means (a) to assess, determine or influence one's academic performance, progress or potential or 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.

Corrective Action

Violations of the provisions shall be addressed in accordance with measures prescribed by individual constituent institutions.

USE OF ELECTRONIC COMMUNICATION

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 usernames 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 can be found in the [Policies Related to Technology at UNCG](#) and the university policy on [Acceptable Use of Computing and Electronic Resources](#). Students are expected to be familiar with these policies and to behave in ways consistent with them.

OTHER RESOURCES

UNC policy on Improper Relationships Between Students and Employees:

<https://hr.unc.edu/employees/policies/relationships-students-employees/>

Policy on Discriminatory Conduct: <https://catalog.uncg.edu/academic-regulations-policies/university-policies/discriminatory-conduct/>

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

Student Health Services: <https://shs.uncg.edu>

Medical Clinic: <https://shs.uncg.edu/medical/>

Counseling and Psychological Services: <http://shs.uncg.edu/cc>

Psychiatric Services: <https://shs.uncg.edu/medical/psychiatry-2/>

UNCG Recreation and Wellness: <https://recwell.uncg.edu/wellness/>

In-Crisis Resources: <https://shs.uncg.edu/counseling-psychological-services/in-crisis/>

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

LGBTQ+ Resources: <https://intercultural.uncg.edu/lgbtq-resources/>

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

Violence Response Center: <https://cvrc.uncg.edu/>

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

Leave of Absence Policy: <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 COMPETENCE PROBLEMS

UNC Greensboro Graduate Program in Clinical Psychology

Policy on Professional Competence Problems (Portions Relevant to Experimental Students)

Approved September 3, 2019

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 ensure that students develop competencies in research. When a student's behaviors appear to be jeopardizing the development of these competencies, the faculty may need to review this conduct in light of our professional competence problems policy. The behaviors that will initiate this review will be those that clearly and demonstrably (a) **impact the performance, development, or functioning of the student**, (b) **negatively impact the development of other students**, (c) **raise questions of an ethical nature**, (d) **represent a risk to public safety**, or (e) **damage the representation of psychology to the profession or public**. In these cases, faculty are obliged to take action, based upon their ongoing evaluation of student performance.

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 professional competence problems when students face the many challenges associated with graduate school. Faculty attempt to promote an environment in which self-care is encouraged. Several APA resources and guides should be utilized for promoting self-care and in preventing and intervening in cases of possible distress (<http://www.apa.org/practice/resources/assistance/index.aspx>).

Recognizing Professional Competence Problems

Examples of behaviors that may be evidence of professional competence problems 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 or poor compliance with requirements
- interpersonal behaviors and intrapersonal functioning that hamper one's professional functioning, such as inability to exercise good judgment, poor interpersonal skills, or pervasive interpersonal problems with co-workers and/or clients
- significant personal difficulties that impact professional competencies (e.g., substance abuse)
- 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 and 2016 amendments
<http://www.apa.org/ethics/code/index.aspx>

A graduate student may recognize that they are exhibiting evidence of professional competence problems. In this case, the graduate student is encouraged to discuss his or her concerns with his or her research advisor or other supervisor. When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. Students are expected to adhere to the APA Ethics Code and are thus expected to disclose and assist in resolving competency issues by consulting with program faculty members or the GPD. A student may also be unaware of the extent of their professional competence problems, and faculty may need bring these problems to the attention of the student as below.

Possible Actions to Follow Professional Competence Problems

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 competencies 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 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 clinical performance can consult the Office of Accessibility Resources and Services (<https://ods.uncg.edu/>), the UNCG Counseling Center (<http://shs.uncg.edu/cc>) or the Center for Student Well-Being (<https://shs.uncg.edu/spartan-well-being/>). 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 competence problems 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 course with the requirement that the course be repeated, whether it was an elective or required course
- completion of a remediation plan
- leave of absence
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

Due Process: Evaluation of Professional Impairment

1. There is a written policy on professional competence problems, which is contained in the handbook.
2. All students routinely receive evaluations in writing, including written notification of problems (e.g., annual evaluations prepared by faculty). Students may also receive in writing descriptions of specific incidences that may evidence professional competence problems.
3. When a student's competence has been called into question, the Graduate Program Director will inform the student 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 GPD 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 from the program may still ensue. Examples of remediation plans may include: personal therapy, required additional coursework, 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 Graduate Program Director, 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 psychologist from the community, a faculty representative of The Graduate School, and a member of the 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.

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.
- Huprich, S. K., & Rudd, M. D. (2004). A national survey of trainee impairment in clinical, counseling and school psychology doctoral programs and internships. *Journal of Clinical Psychology*, 60(1), 43-52.
- 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.
- Van Hasse, T, Davenport ,D., & Kerewky. S. (2004). Problematic students: Gatekeeping practices of academic professional psychology programs. *Professional Psychology: Research and Practice*. 35(2) 115-122.

APPENDIX B: APPLICATION INFORMATION

TERMINAL MA IN GENERAL EXPERIMENTAL PSYCHOLOGY

The application deadlines for the Terminal MA in General Experimental Psychology are December 1 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 / 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 / Triad Psychiatric & Counseling Center

603 Dolley Madison Rd, Suite 100, Greensboro, NC 27410

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 Addiction Specialist

*bio link: <https://www.triadpsychiatricandcounseling.com/our-team>

*appt/practice info: <https://www.triadpsychiatricandcounseling.com/>

*Known insurance info: website says they accept most insurance

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

603 Dolley Madison Rd, Suite 100, Greensboro, NC 27410

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.

*bio link: <https://www.triadpsychiatricandcounseling.com/our-team>

*appt/practice info: <https://www.triadpsychiatricandcounseling.com/>

*Known insurance info: website says they accept most insurance

Ellen Wilson, PhD, Clinical Psychologist / Private Practice

5587 Garden Village Way, Suite A, Greensboro, NC 27410

336-540-1065

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology

Margaret Barnes, PhD, Clinical Psychologist / Private Practice

4806 Starmount Drive, Greensboro, NC, 27410

336-323-6300

Referral for Service(s): Psychotherapy

Training/credentials: PhD in Clinical Psychology from UNC Greensboro; Licensed Psychologist and Health Service Provider with NC Psychology Board

*Known insurance info: does not take or file insurance

The Center for Cognitive Behavior Therapy

5509-A West Friendly Ave., Suite 202A

Greensboro, NC, 27408

<http://www.thecenterforcognitivebehaviortherapy.com/>

*Known insurance info: does not take or file insurance