



.....

SOCIAL

.....

HANDBOOK

v.1
2018





SOCIAL AREA HANDBOOK

DEPARTMENT OF PSYCHOLOGY

UNIVERSITY OF UTAH

Revision Date: May 11, 2026

I. CONTENTS

I.	Contents.....	4
II.	Purpose.....	5
III.	Course Work.....	6
	Required Core Curriculum.....	6
	Social Area Research Group (SARG)	7
	Seminars	8
IV.	Students Entering With Prior Graduate Work	9
V.	Master’s Thesis	11
VI.	Secondary Research Project with Faculty Member.....	13
VII.	Social Area Preliminary Examination (rev. May 2025).....	15
VIII.	Dissertation	19
IX.	Teaching Requirement	23
X.	Research Expectations	25
XI.	Applied Research and/or Work Experience.....	26
XII.	Evaluations.....	27
XIII.	Petitions Process.....	29
XIV.	Appeals Process.....	30
XV.	Professional Standards and Ethics	31
XVI.	Appendix A.....	32
XVII.	Appendix B	34
	Social Psychology Area Prelims Proposal Template	34
XVIII.	Appendix C	35
	SOCIAL AREA PRELIMINARY EXAM GRADING SHEET.....	35
XIX.	Appendix D.....	37
	Social Psychology Preliminary Examination Proposal Approval	37
XX.	Appendix E	38
	Social Psychology Preliminary Examination Overall Grade.....	38
XXI.	Appendix F	39
	Sample Letter Conveying Feedback about Completion of Secondary Research Project with Faculty Member	39
XXII.	Appendix G.....	40
	Social Psychology Doctoral Requirement: Independent Teaching of Social Core Class	40
XXIII.	Appendix H	41
	Sample Petition Memos.....	41

II. PURPOSE

This handbook is intended to provide a description of the requirements and expectations for successful completion of the Master's and Ph.D. in social psychology. **It supplements the Graduate Student Handbook provided by the Department of Psychology.** The social faculty wishes to communicate one overarching message with this document: Each requirement has specific learning objectives and the goal of this handbook is to make the tasks and their purpose as clear as possible. The information in the handbook should be used in conjunction with frequent communications with advisors. Although we sought to anticipate possible questions, we know that individual students' experiences and trajectories can differ, and that students' goals may change over time. Thus, *students should discuss any questions they have concerning the guidelines and procedures described in this handbook with their advisors and/or the social area coordinator.*

Note: To aid in tracking and timely completion of the area requirements, **Appendix A includes a checklist of area requirements with suggested timelines.** Students should download the fillable and interactive version of this checklist from the Social Area box folder, and update it every semester, sharing these regular updates with their advisor(s).

III. COURSE WORK

Required Core Curriculum

There is a core set of courses that provides a basic foundation in general psychology, social psychology, statistics, and methodology. The graduate core courses and statistics sequence described in the Psychology Department Graduate Handbook, in line with APA standards for acquiring Discipline-Specific Knowledge (DSK), form a major component of this foundation. The four DSK categories include the following:

- Category 1: *Basic Content Areas in Scientific Psychology (Affective, Biological, Cognitive, Developmental, and Social aspects of behavior)*
- Category 2: *Advanced Integrative Knowledge in Scientific Psychology*
- Category 3: *Research Methods, Statistical Analysis, and Psychometrics*
- Category 4: *History & Systems of Psychology*

Students in all areas of the department must take two quantitative methods courses (PSY 6500 and PSY 6510), as part of DSK Category 3 (above) to be completed by the end of the second year with a minimum of B in each (not B-).

The Social Area requires that students complete three courses in addition to PSY6500 and PSY6510 to fulfill department core requirements. Two of these courses should come from Category 1 (Basic Content Areas), and be completed prior to conferral of the Master's degree. One of these Basic Content Area courses should be PSY6410, Advanced Social Psychology (which is typically taken in the first semester of matriculation in the program). The second Basic Content Area course can be chosen from any of the other content areas in Category 1 (note that some courses fit in both Category 1 and Category 2; see the interactive digital checklist for details).

The third required core course may come from any of the 4 DSK categories, but should be outside of the Social Area curriculum. This means that in addition to the content courses under Category 1 (or which fall under both Category 1 and 2), students may take courses in advanced methods/statistics, History and Systems, and graduate seminars offered by faculty outside of the Social Area that incorporate and integrate at least two content areas in psychology (Category 2). This third course can be completed at any point in the graduate program, and should be selected in consultation with the student's advisor(s) (and supervisory committee as needed) with the aim of facilitating the student's educational goals.

Certain courses may meet multiple DSK categories, and students may select the category that allows them to meet the minimum requirements of 3 core classes plus PSY6500 and PSY6510. Students are also encouraged to take courses beyond the minimum requirements to the extent that the courses are relevant to their educational goals, as decided in consultation with their advisor and committee.

In addition to these core requirements, during their first year (or as soon as it is offered if not in the first year), social students are required to take Psychology 6420 (Methods in Social Psychology). Social students are also required to take one advanced statistics course prior to completion of their Ph.D. This advanced statistics course may be one offered by the Psychology Department, or a course offered in another department (e.g., Educational Psychology). If a student chooses the latter option, they need to have the approval of their advisor and the area coordinator. It is recommended that the advanced statistics course be taken after the Master's thesis is completed. If students choose to take an advanced quantitative course as their third core class (Category 3), they will need to take a second advanced quantitative course to fulfill this requirement.

Social Area Research Group (SARG)

Students are also required to register for and participate in Psychology 6890 (Social Area Research Group) each semester (excluding summer) that they are enrolled in the program. SARG typically meets on alternating weeks on Tuesdays at 4:00 p.m.. Two students are elected each year by fellow students to coordinate the research group, in consultation with the social area coordinator, with one being a carry-over member from the previous year. All students should expect to serve in this role during their time in the program. The student SARG coordinators are responsible for contacting and scheduling potential presenters outside of the area and department (based on their own suggestions, as well as those generated by other students and faculty), scheduling presenters from within the social area, and scheduling any meetings that do not involve presenters (e.g., discussions of professional issues).

All first-year students are required to present their initial ideas for a Master's thesis project at a research group meeting during the Spring Semester of their first year; these presentations may vary from presentation of a fully developed idea (with methods) to presentation of preliminary research ideas that foster discussion about focus or potential methods for examining the questions. The purpose of this presentation, therefore, is to provide a structured opportunity for students to make timely progress on their thesis and receive constructive feedback from faculty and fellow graduate students. In addition, students are required to do a "follow-up" presentation (typically in their third or fourth year) to give the area an update on the project presented in their first year. (Students who are admitted with a Master's degree are expected to present the findings of their thesis project during their first year in the program; the purpose is to provide an equivalent experience presenting and sharing what they did and found and discussing future directions for their work). In general, all students are strongly encouraged to present during at least one research group meeting per year. These presentations can range from very informal to formal, and involve feedback on research ideas and/or completed projects, practice of thesis or dissertation defenses, and practice conference presentations or job talks.

One of the research group meetings in early Spring Semester is typically an opportunity for students to practice talks or posters to be presented at the annual meeting of the Society of Personality and Social Psychology (SPSP) or other conferences. Students in

any area of the department doing research involving social psychology are also encouraged to present at this or other SARG meetings.

Seminars

Seminars are viewed by the faculty as a major venue for scholarly exchange and as essential to graduate training. Graduate students are required to take at least four graduate seminars prior to completion of the Ph.D. Although only four seminars are required, it is the policy of the area to expect students to take most of the seminars offered by area faculty. Thus, the number of required seminars should be considered the minimal number of seminars students need to complete the PhD.

Social Area seminars are defined in terms of four groups. Two of the groups are associated with the two general emphases that define the program [*Social Psychological Approaches to Health and Well-Being* (PSY 7962) and *Social Psychological Approaches to Diversity and Culture* (PSY 7963)], and the focus of specific seminars that fall under these general headings may differ from year to year (e.g., PSY 7963 may focus on Intergroup Relations one year and on Motivation and Diversity another year.) The third group, *Special Advanced Topics* (PSY 7961), can reflect traditional or cutting-edge topics in the field, allowing flexibility in the focus. The fourth group includes specific courses that fulfill requirements for the cross-area Health Psychology program (e.g., *Self-regulation, Coping, Adaptation and Health* (PSY 7465); *Topics in Health Psychology: Stress, Physiology, and Health* (PSY 6962)). Students may take seminars from any of these groups to meet the minimum four seminar requirement.

In addition, students may petition the area to fulfill one of the four seminar requirements with a seminar offered outside the social area, in accord with the student's educational plan as discussed and approved with his/her primary advisor and the area.

Active participation in seminar discussions is expected, as the goal of such seminars is to allow students to develop and display in-depth conceptually oriented thinking about the topics. At this level, classwork is seen as an important foundation for developing independent research mastery. In most cases, first-year graduate students do not enroll in these seminars so they can focus on the core courses, and they transition to seminar-style classes in subsequent years in the program. Students admitted with a master's degree from another institution may be able to enroll in seminars in their first year, however, if their advisors and supervisory committee approve it as part of their initial plan (see next section).

IV. STUDENTS ENTERING WITH PRIOR GRADUATE WORK

As discussed in the Psychology Department Graduate Handbook, students who enter with a Master's or other prior graduate work have the option to establish a 3-member supervisory committee that will work with the student to determine which requirements have been satisfied and which remain to be completed. The supervisory committee will help the student develop a plan and timetable for completing requirements.

Coursework. If the committee agrees that the student can seek approval to receive credit for coursework completed at the previous institution, the student should submit a syllabus and example assignments to the current or most recent instructors of the courses proposed for waivers. If the instructor agrees that the course could be waived, a statement to that effect should be shared with the student's advisor, with a copy placed in the student's folder. Please note that if seeking credit for PSY6500 *Quantitative Methods I* or PSY6510 *Quantitative Methods II*, the student will need to contact the instructor prior to the student's first semester of enrollment to take an exam on topics to be covered in these courses; incoming students will need to receive a score of at least 80% to demonstrate equivalent competency and receive a waiver.

Master's Thesis. The Master's Thesis requirement may be waived if the supervisory committee approves a Master's Thesis completed at another institution. The student would need to submit the thesis to the committee and undergo a defense meeting on the project. The committee reviews the thesis to determine if it meets the requirements that are set for theses within our program (see section describing Master's Theses), and decides whether to approve a waiver. When approving the waiver of completion of a thesis in our program, the committee may recommend as part of the student's plan that the student complete a research project in their first or second year, providing an opportunity for additional research experiences. If the thesis is not approved, or in conjunction with the advisor, the student decides not to waive the requirement to complete a Master's Thesis, the student will need to complete a Master's Thesis project in our program.

Final plan. Once the student (in consultation with their advisor and supervisory committee) establishes which Master's level requirements remain (including recommended research projects or specific courses), they should propose a 1- or 2-year schedule for completing them. Once approved (and signed) by the committee, the proposal should be submitted to the Graduate Committee Chair for approval. A copy of the final approved plan should be placed in the student's folder (see Psychology Department Graduate Handbook for full details). The memo is for the student's protection, as it assures that whatever agreement is reached will be honored by the Psychology Department.

When the student has completed the requirements outlined in the plan, the committee makes the decision about recommending the student for **admission to the Ph.D. program**. Admission to the Ph.D. program signals that the student has successfully completed the requirements for a Master's level degree in our program, and that they can begin to work on the additional requirements for the Ph.D. degree (e.g., additional advanced coursework; Preliminary Examination). The committee discusses the decision with the

student, and the Program Manager files a “Recommendation for Change of Graduate Classification” in the online graduate tracking system once the committee makes this recommendation.

V. MASTER'S THESIS

The Social Area expects that students will successfully hold their Master's Thesis defense no later than the end of the Fall semester of their third year in the program. However, the Department of Psychology allows students to hold their Master's Thesis defense up till the end of their third year (i.e., within 30 months after students are admitted into the graduate program). If the Department's deadline is not met, the student is not eligible for a tuition waiver until they successfully defend their thesis.

In accord with the Social Area expectations, students are strongly encouraged to adhere to the following timeline: *Form committee* (typically your advisor as chair and two other faculty doing related research, one of whom can be outside of the area) no later than the end of the Spring Semester of the first year; have a preliminary proposal idea to *present to the Social Area Research Group* by the end of the Spring semester of the first year; hold a proposal meeting (*Master's Colloquium*) in the Fall semester of the second year (at least 5 days prior to the meeting, a two-page single spaced abstract should be sent to the Program Manager, who will post to the department and place a copy in the student's file); and hold *oral defense* by the end of the Fall semester of third year.

The purpose of the Master's project is to provide students with experience in all phases of the design, execution, analysis, interpretation, and communication of research, including preregistration (when appropriate) and IRB approval (if research involves data collection with human participants). Thus, it is essential that projects be manageable within the time frame provided by the area. The social area faculty believes that the learning objectives of the Master's requirement can best be met by performing a research project that is part of the advisor's ongoing research program. It is neither necessary nor desirable to design projects that are completely independent of the advisor's research, or that are broad in scope. The important criteria are that Master's projects be well designed and competently executed and that they address a clearly stated question.

Although there may be exceptions to this format, based on the judgment of the committee, the Master's Thesis is typically written up as an empirical article that would be able to be submitted to a peer-reviewed journal in the student's field. The article should be approximately 20-30 double-spaced pages (not including references), and should conform to APA format. However, the specific length of the manuscript, and whether it is written as a stand-alone manuscript or a subsection of an expanded publication (by the student and/or by a larger research team), is at the discretion of the committee chair (see Psychology Department Graduate Handbook for more details). Even if the project is based on work with a larger research team, the Master's Thesis must represent original writing by the student. As specified in the departmental handbook, students are advised to consult the most recent Graduate School requirements for the formatting of the thesis for submission, ideally before preparing tables and figures, to prevent unnecessary duplication of effort (see <https://www.gradschool.utah.edu/thesis/index.php>).

All students are required to hold an oral defense of their thesis. At least 3 weeks prior to the scheduled thesis defense, the student should give a close-to-final copy of the thesis to

their advisor. At least two weeks before the defense, the student should distribute a copy of the completed thesis to the other members of their committee. Typically, the defense is scheduled for 1.5 to 2 hours, and is officially open to the public (students should notify the Program Manager with the information about date and time of the defense). The meeting begins with a 15–20 min. presentation by the student. Members of the committee (and other department faculty if they attend) will then ask questions which should be addressed by the student. After the oral examination, the student leaves the meeting and the supervisory committee discusses whether the thesis project meets the standards required by the program. The committee evaluates whether the student has competently completed the project proposed, and conveys an understanding of the process and the findings. The committee's judgments do *not* depend on whether hypotheses were supported. The committee makes decisions about both the written thesis and the oral defense, and decides whether any revisions to the thesis are necessary. After the committee has reached consensus, the student is invited back to the meeting, and the committee's decisions are conveyed and discussed.

At the thesis defense, the committee also makes the decision about whether the student is recommended for **admission to the Ph.D. program**. Admission to the Ph.D. program signals that the student has successfully completed the requirements for a Master's degree, and can begin to work on the additional requirements for the Ph.D. (e.g., additional advanced coursework; Preliminary Examination). In accord with Department guidelines, the decision is based not only on the quality of the thesis research, but also on the student's progress in all aspects of the program (teaching, service, coursework, timeliness of progress). The committee discusses the decision with the student, and if the decision is positive, the Program Manager files a "Recommendation for Change of Graduate Classification" in the online graduate tracking system. Recommendations not to admit a student into the Ph.D. program must be confirmed by the Area and full Department tenure-track faculty.

VI. SECONDARY RESEARCH PROJECT WITH FACULTY MEMBER

All students in the Social Psychology program are also required to complete a project with a faculty member other than their primary advisor. This allows students to establish a working relationship with a second faculty member who can serve as a secondary advisor, and provides the opportunity to expand their research experiences and publications. While typically the secondary project is under the supervision of another Social Area faculty member, it can be with a psychology faculty member outside the area, given approval by the primary advisor and the area faculty. **This project should culminate in a written product (manuscript or poster presentation) that has been submitted for review by the end of the student's third year in the program.** This project could include writing a review or theoretical paper with another faculty member or conducting a basic or applied research project with a faculty member. Other possibilities would need approval from the Social Area faculty. The goal of this requirement is to structure within the program the kinds of experiences that will benefit the students the most in light of current job markets.

The timetable for this work should be as follows:

1. By the beginning of Fall semester of the student's second year, the student should identify the second faculty member with whom they will be working. Thus, the student should start learning about the research being conducted by different faculty members in their first year and begin identifying possible collaborations. This should include contacting relevant faculty members about the possibility of working on a project.
2. During the student's second year, the student is expected to complete the majority of the "collection" phase of the work (whether that means collecting new data, reanalyzing old data, exhaustively reviewing a literature, etc.).
3. As soon as possible, but no later than the end of the student's third year, the project should result in a written product with the student as an author (preferred if the student is the first author) that is at least submitted for review. **It is hoped and expected that this written product will be presented at a professional conference and ultimately submitted for publication.**
4. The faculty member serving as the advisor for the secondary project will submit a letter to the area faculty noting whether and when this project has been satisfactorily completed and listing the reference to the written product(s). Copies of this letter will be given to the student and inserted in the student's file. (See sample in Appendix F).

The work on this project will be part of the data that the social area faculty take into account when they evaluate the student's progress in the program; failure to complete the requirement on schedule (without approval for the delay) may result in the evaluation that

the student is not in good standing. Students may petition the social area faculty for any changes in the procedure or timing of this project (e.g. delay when the project will be completed because of complications in the work; deadline for targeted conference or journal submission is later than the end of the student's third year; product is something other than typical conference or journal submission). The petition is due before the mid-year student evaluation meeting of the students' third year, which typically take place in early December. Changes are likely to be approved by the area faculty when the student is in good standing and the changes still fulfill the intentions of the requirement.

VII. SOCIAL AREA PRELIMINARY EXAMINATION (rev. May 2025)

Main Objective

The main goals of the preliminary exam ("prelim") are to (1) develop critical thinking, communication and writing skills important to doctoral-level social psychologists and (2) develop expertise in a more specific research area that integrates and advances the area/field. To accomplish these goals, you will write a review paper in a specific area of inquiry. The review paper will (1) identify an important issue to be examined in a particular area of social psychology (or quantitative-social or social-health psychology); (2) identify a broad base of literatures that can inform this issue; (3) integrate and evaluate different perspectives on the issue; and (4) provide a cohesive and critical theoretical synthesis. It is expected that this paper can be submitted for journal publication although the evaluation of your prelim will not be dependent on submission. Students are also encouraged to present their main findings and implications to SARG for general discussion following successful completion of the prelim exam. For recommendations and guidelines for writing good review articles, students are encouraged to read Bem (1995); Baumeister and Leary (1997); and Siddaway et al. (2019). Copies of these articles are in the Area's Box folder, as are examples of previous students' proposals (posted with their permission).

Procedure

Work on the preliminary exam paper should be started no later than the Fall Semester of the 3rd year (although students who come in with a Master's or have completed their Master's may propose to start the process sooner). Maximum total project duration is 4 months following approval of the 1- to 2-page *Final Proposal* and feedback from the student's advisor on the required one-page *Working Outline* (see below). In the Fall, students taking the social area preliminary exam should discuss with their advisor potential topics that are of suitable scope. They should also identify potential faculty to serve on the prelim committee (3 members total including advisor); students may petition the area for one member to be a psychology faculty member outside of the social area if that is a better fit for educational goals. These committee members may be but do not need to be faculty who served on the student's Master's level supervisory committee. Students may include committee members in their initial discussions about potential areas of focus for the prelim, including feasibility of completing the project in the proposed timeline given the expected size of relevant databases.

The *Final Proposal* should be approved by the committee no later than the end of Spring Semester of the student's third year. Students should plan for sufficient time ahead of that deadline for the proposal to get initial feedback and approval by the student's advisor before the student sends it to the full committee, and allow sufficient time (**up to two weeks**) to allow the committee members to provide feedback (if any) that might be needed to be incorporated into the *Final Proposal*. The committee will discuss among themselves whether the proposal fulfills the goals of the prelim exam, and let the student and the Social Area coordinator know if it is approved (a copy of the proposal and approval will also be placed in the student's file). If there is disagreement or need for further revision, the committee will meet with the student and discuss the concerns. The student will then have two weeks after this meeting to submit a *Revised Final Proposal*, and the same process will recur (**allowing for up to two weeks for faculty feedback**).

Once the *Final Proposal* (or *Revised Final Proposal*) has been approved, students may not receive outside help on identification of relevant articles, article summaries, and integration and synthesis of findings, and may not use AI-generated text without explicitly identifying and attributing the source and date of

access/generation. However, students may consult with the University Writing Center to receive feedback on overall clarity and organization of their final project, if their committee approves [<https://writingcenter.utah.edu/grad-student-services.php>]. Students may also use Grammarly or comparable products approved by the University to check grammar and sentence structure [<https://gradschool.utah.edu/resources-hub/grammarly/index.php>].

Final Proposal Content

The 1- to 2-page *Final Proposal* to be submitted to the prelim committee should include the following (see Appendix B for template):

- 1) Clear description of the general topic or research question(s).
- 2) Explanation of why this is an important topic and what it will contribute beyond existing reviews (which should be identified in the proposal).
- 3) Description of the different literatures that will be integrated in the paper. The student will explicitly note the criteria that will be used to initially identify potential papers in these literatures, and the criteria that will be used to determine whether to include them in the final paper.
- 4) Identification of a target journal for potential submission, including length requirements (expected range 20-30 pages, not including references)
- 5) Timeline for project completion. This should be no longer than 4 months after approval of the *Final* (or *Revised Final*) *Proposal* and feedback from the student's advisor on one-page *Working Outline* (up to one week may be added to submission deadline to allow for holidays). The submission deadline should not extend past four months (so proposals approved at the end of Spring semester will be due no later than the beginning of Fall semester).

Working Outline of the Prelim Paper

Upon approval by the committee (chair will complete form in Appendix D), the student should prepare a one-page *Working Outline* of the Prelim Paper. The student's advisor may provide broad feedback on this outline (no more than two weeks after submission to advisor). Following this feedback, all work should be done independently until the project is submitted for evaluation. It is expected that a thorough review of relevant literatures will entail reading more articles than are included in the final paper. **Thus, students should prepare a table listing all articles reviewed as part of the project, and this should be submitted along with the final *Prelim Paper*.** They should be prepared to address the criteria they used to include/exclude papers in the final *Prelim Paper*. It is recommended that students use two months to review the targeted literatures, and two months to integrate the findings and write the *Prelim Paper*. **If students miss the submission deadline for the *Prelim Paper* and accompanying table of articles (due 4 months after the advisor has provided feedback on the *Working Outline*), they will be considered to have failed the prelim.** However, under documented circumstances (e.g., own or family health crises; unpredicted world pandemic), students may petition the area for an extension to the final deadline for submitting the Prelim Paper and accompanying table. The typical extension will be for no more than one month (an exception to this timing may occur as part of ADA accommodations, (<https://disability.utah.edu/accommodations-services/index.php>, or exceptional personal circumstances). As part of the petition, students should include the table of articles that they have reviewed as part of the project. Note that if any extension pushes the deadline into the summer, the project may not be reviewed or graded until fall because faculty do not normally meet during the summer. When submitted during spring semester or the beginning of fall semester, however, the proposal will be reviewed and graded by the committee no more than four weeks after the submission date.

Grading of the Prelim Paper

Grading Domains include the following (see sample grading form in Appendix C to be completed by committee members):

1. Significance – Does the student demonstrate the importance of the issue? Will this review advance our understanding of an important area in social psychology (or social-quantitative or social-health psychology)?
2. Breadth, depth, and accuracy of knowledge – Does the student demonstrate that they have a solid grasp of the relevant literatures? Are the major relevant topics covered or are there gaps? Is the information provided accurate? Does the student demonstrate an ability to carefully evaluate the extant literatures?
3. Integration/Cohesiveness – Did the student demonstrate an ability to integrate various perspectives into a unified perspective? Is the overall conceptualization cohesive and clear?
4. Writing style – Is the organization of the paper logical and effective? Is the writing style clear?

The Grading Rubric (overall grade form in Appendix E to be completed by committee chair) includes the following options:

- 0 = Fail (Scholarship is below that expected of doctoral-level students; no rewrite option)
- 1 = Rewrite (Expected level of scholarship not fully demonstrated)
- 2 = Pass (Demonstrates well-developed scholarship that is consistent with what is expected of doctoral-level students in good standing)
- 3 = High Pass (Demonstrates exemplary scholarship that is better than what is expected of doctoral-level students in good standing)

These evaluations lead to three potential outcomes:

Pass. To pass the exam, students must receive scores of 2 or higher on all domains from a majority of the grading committee members.

Rewrite. If the student receives scores of 1 (rewrite) from two or more reviewers on any domain, they will be allowed to revise and resubmit the document. The revised document must be submitted within one month of receiving feedback. The grading committee will grade the revised project no more than four weeks after it has been submitted if submitted during Fall or Spring semesters. Feedback may be delayed until Fall if the project is submitted over summer. The Prelim Committee chair will provide the student with written feedback and a final grade within one week of receipt of all reviews by committee members. Only one rewrite is allowed. The final grade for rewrites cannot be higher than a “Pass.”

Fail. If the student receives a failing grade (a “0”) from two or more reviewers on any domain, the student will have failed the Preliminary Examination. If the student fails initially (without a rewrite option) or fails after a rewrite has been completed, the student will be allowed a second chance to successfully complete the preliminary exam requirement. In such a case, the student needs to develop a plan to remediate the deficiencies raised by the grading committee (in collaboration with his or her advisor) to avoid producing the same types of problems in the new project. This will typically involve proposing and writing an alternative project on a new topic.

Once the remedial plan is approved by the prelim committee, the student must complete the plan and turn in the written product. When a student passes the preliminary examination, they are automatically advanced to doctoral candidacy. This means that the student is eligible to begin work on a dissertation, which is the final requirement for a Ph.D. degree.

VIII. DISSERTATION

The Ph.D. dissertation is to be undertaken after the student completes the thesis defense and preliminary examination. In contrast to the Master's thesis, the dissertation project reflects the student's independent and original scientific contribution. The dissertation committee includes at least five faculty members (if more, the number of members needs to be odd). It should be formed soon after the student has successfully passed their prelims and has advanced to doctoral candidacy. According to Graduate School requirements, at least one member of the committee is required to be from outside the Psychology Department. The department sets a six-year limit (beginning with entrance into the graduate program) for completion of all doctoral work requirements, though students may petition for a one-year extension (see Psychology Department Graduate Handbook for more details). Failure to complete the program within these time limits may be considered as grounds for dismissal.

Dissertation Proposal.

We recommend that students consult with their dissertation chairs and committees about the expected length of the dissertation proposal prior to its submission to the committee. Typically, proposals are similar to introduction and methods sections of empirical articles, where students identify the overarching research question or questions, review relevant literature, and specify how they propose to answer the research question or questions. The proposed methods should include proposed samples and the methods and measures that will be used (if new data will be collected) or identification and description of data sets, including sample characteristics, methods used and measures included (if students propose to use data that are already collected). In either case, the dissertation proposal should include a detailed description of planned analyses and the rationale for them.

The proposal should be distributed to committee members two weeks prior to the proposal meeting (*Dissertation Colloquium*), with a 2-page abstract submitted to the Program Manager at least 5 days prior. At the start of the meeting, students are expected to briefly present their ideas and methods, and the bulk of the remaining time will be dedicated to answering questions and discussion. Changes in the proposed project (e.g., different measures; recommended piloting) are common at this point, and often emerge as part of constructive discussion during the meeting. The required changes (and whether a subsequent memo is necessary or recommended) will be discussed among the committee members during the meeting, and communicated to the student at the conclusion of the meeting. Students often summarize these changes in a memo subsequent to the meeting and distribute to committee members for approval (this allows a written record of what the committee has agreed would constitute an acceptable dissertation project). At that point, the dissertation project can proceed (including preregistration as appropriate and receiving any necessary IRB approvals, if these steps have not yet been started).

It is expected that the final write-up of the dissertation will follow one of the two recommended options detailed in the next section. If students wish to propose a different format, they should receive approval from the committee at the proposal meeting. As

detailed in the next section, typically results based on the approved analysis plan will be reported as part of the main dissertation text; exploratory and additional analyses will typically be reported in appendices or supplementary sections (although the student may propose changes to the committee as the project proceeds).

Rarely, the committee may feel at the point of the proposal meeting that the project is not yet developed enough to proceed, or that the student has not mastered the relevant literature at the necessary level. In this case, the proposal will not be approved, and the student must hold another proposal meeting with a revised proposal. It is important that the student consult with their primary research advisor in developing the second proposal, to help achieve a more acceptable proposal. If a second proposal meeting is also not successful, the student will be dismissed from the program.

Dissertation.

The dissertation is typically written up as an empirical article, submittable to a first-tier or second-tier journal in the student's field. The selection to write up the project as a single article (approximately 35-45 double-spaced pages, without references) or two articles (each approximately 20-30 pages, without references) should be made in consultation with chair of the committee and other committee members, based on the nature of the research, the specific empirical findings, and publication practices in specific subfields of social psychology. Additional information that the student's committee wishes to review and discuss at the defense, such as additional details of the study procedures and methods, can be provided to the committee as separate appendices. Please see the detailed notes that follow about the procedure for negotiating with the Supervisory Committee regarding which information to provide in the appendices. Students will identify target journals for their articles ahead of time (in consultation with their committee), and should ensure that the tone and style of their manuscripts conform to journal standards.

The student must hold an oral defense of the dissertation once completed. Typically, the defense is scheduled for 1.5 to 2 hours, and is officially open to the public (students should notify the Program Manager with the information about date and time of the defense). The meeting begins with a 15–20 min. presentation by the student. Members of the committee (and other department faculty if they attend) will then ask questions which should be addressed by the student. After the oral examination, the student leaves the meeting and the supervisory committee discusses whether the dissertation meets the standards required by the program. The committee will also decide whether revisions are necessary. Minor revisions are typically approved by the Committee chair(s); more substantial revisions may need to be approved by the full committee. After the committee has reached consensus, the student is invited back to the meeting, and the committee's decisions are conveyed and discussed.

As specified in the departmental handbook, students are advised to consult the most recent Graduate School requirements for the formatting of the thesis for submission, ideally before preparing tables and figures, to prevent unnecessary duplication of effort and delays

in the approval of the final dissertation by the Graduate School Thesis Office (<https://www.gradschool.utah.edu/thesis/index.php>.)

Additional Information about Social Area Policies Concerning Dissertation Length and Format

The departmental requirements concerning the length and format of dissertations represent a change from the traditional monograph-length dissertation. With increasing pressure on journal space, publication length limits are becoming shorter. Many faculty believe that the traditional monograph format for dissertations is too long to be professionally useful, as dissertations of traditional monograph-length (100+ pages) must be extensively revised to be submitted for publication. Accordingly, the department adopted a recommendation for dissertations to be formatted as one or two stand-alone empirical articles. The following Social Area guidelines concerning dissertation length and format are intended to clarify the options available to students and their committees for the final format for PhD thesis. It is important to note that these guidelines, especially those pertaining to the streamlined journal format specified in the Graduate Handbook, do not alter the expectations of the Supervisory Committee concerning the candidate's command of the literature, the inclusion of detailed analyses, and the thoughtfulness of the discussion, but instead apply to the length and format of the final product -- the written dissertation presented to the committee for their evaluation and filed with the Graduate School.

The Social Area policy is that each individual student and his or her Supervisory Committee must agree in writing if they plan to deviate from one of the two recommended options (described below) on the final format for the dissertation. The first two options are recommended by the Social Area for consideration by the Supervisory Committee:

1. Stand-alone empirical article or articles in a format submittable to a first tier or second-tier journal in the student's field, as specified in the graduate handbook
2. A longer introduction and literature review (length to be specified by Supervisory Committee), followed by methods, results, and discussion in a length and format appropriate to a first-tier journal
3. A traditional monograph-length dissertation with extended introduction, fully detailed method section, all or most analyses included in the main text of the results section, and extended discussion, is allowed by departmental policy, but not recommended by the Social Area.

Although the first two options are preferred, all three options are acceptable to the area, provided they are agreed upon in advance by each complete Supervisory Committee. The student and advisor should discuss these options prior to the proposal meeting and present a brief rationale if the third option will be proposed to the committee. The most important thing is that the student, advisor, and all Supervisory Committee members have

the same set of expectations concerning the length and level of detail of the final written product (dissertation plus any appendices) to be evaluated by the committee in partial fulfillment of the requirements for the PhD.

Area policy accordingly specifies that students and their committees must negotiate in advance which materials should be presented in the body of the dissertation and which should be presented in appendices to the dissertation. (This distinction may align with distinctions between hypothesis-testing (confirmatory analyses) and hypothesis-generating (exploratory analyses) specified in preregistration documents, but does not need to do so). Typically, the data analysis plan approved at the proposal meeting will identify the set of results that would be reported in the main text of the dissertation. For example, ancillary analyses may be included either in the appendices or provided separately before or after the defense, in response to specific requests by committee members. These decisions may be revisited and revised as the work proceeds, providing the Supervisory Committee is informed of and approves any substantive changes.

Finally, the placement in appendices of materials such as a more detailed literature review, extended presentation of participant characteristics, supplementary analyses, or a more detailed discussion does not mean that such materials are less important to the final defense, and they may still be used as a basis of questions about the research. The goal of these area and departmental guidelines about distinguishing placement in the main text or appendices is to help students to produce more publishable final products of their thesis research while still demonstrating the same level of mastery.

IX. TEACHING REQUIREMENT

As part of the requirements for the Ph.D. in social psychology, students must independently teach an undergraduate course from the following list:

- A course that fulfills the undergraduate major social core requirement: PSY2500 (Social Psychology); PSY3415 (Social Cognition), or PSY3460 (Health Psychology)
- Statistical Methods in Psychology (PSY 3000) or Research Methods in Psychology (PSY 3010)
- A student may petition for another course to fulfill this requirement if it is a better match for their educational plan (see example petition in Appendix H).
- See below for alternative ways to meet this requirement

The goal of this requirement is to synthesize your understanding of the knowledge base of social psychology (or health psychology, statistics, or research methods) and improve your communication skills by communicating this understanding to those encountering this knowledge for the first time. Given this goal, we strongly encourage students to teach PSY 2500 Social Psychology, as doing so will allow you to synthesize, further, and share your knowledge of our (and your!) field. However, we recognize that students may have diverse professional goals that may be better served by teaching a different course. Please discuss these possibilities with your advisor, and feel free to seek consultation from other social area faculty.

This class is usually taught in the student's fourth or fifth year, in face-to-face classroom contexts, and is scheduled in consultation with the student's advisor and social area coordinator at the time of curriculum planning for that year. Note that curriculum planning typically occurs in the previous October for the following academic year – for example, students wishing to teach a particular course in Spring 2028 would need to make arrangements with the social area coordinator in mid-October 2026 in order for the class to be scheduled for the 2027-2028 academic year). We will do everything possible to coordinate with the department but cannot guarantee availability of the requested teaching opportunity in any one semester (for example, a student might request to teach in the Fall Semester but the opportunity might not be available until Spring or Summer). If student requests for independent teaching are submitted after that the mid-October deadline, we cannot guarantee the availability of the requested teaching opportunity the following year.

In general, students teaching PSY 2500 will have wide latitude to develop new course materials and/or adapt course materials from existing versions of the course as best serves their teaching and communication goals. Importantly, students should make course materials their own, as delivering materials created by others does not further the goal of advancing their understanding and synthesis of the material. The student is responsible for all aspects of the course, including textbook selection, lecture preparation and other class activities, exam and/or paper assignment preparation, and the establishment of course requirements. The student should consult with their advisor concerning teaching plans, sample lectures and assignments. The student's advisor will be responsible for supervising this experience, and providing feedback to the student on teaching content, style, syllabus, exams, and assignments. Students are encouraged to contact other faculty and graduate students who have previously taught the class in order to become familiarized with possible organizations, materials, and so on. If possible, serving as a Teaching Assistant in the relevant course prior to assuming instructor duties can be very helpful. For students requesting to teach courses in statistics and research methods, it will be important to check with the Director of Undergraduate Studies to learn guidelines

for these courses, including required and/or standardized content. In addition, students are encouraged to consult other available campus resources (e.g., [Martha Bradley Evans Center for Teaching Excellence](#)) as part of their continuing education on best practices in teaching, classroom activities, and assessment.

Petitions for teaching another course to fulfill this requirement should be first approved by the student's primary advisor and then submitted to the social area coordinator by mid-Fall of the year preceding the potential scheduled course. Importantly, all such petitions should be submitted and approved before the departmental course scheduling deadlines (typically late October).

Alternate activity. Instead of independently teaching a class, students may propose an alternate activity (spanning approximately one semester plus 4-6 weeks to parallel the investment of time and effort in prepping and delivering a course) that may be more consistent with their professional goals. It is the responsibility of the student to identify and apply for such activities. Students should consult with their advisors, but the advisors will not be involved in the identification or application process, except to provide advice. These activities (e.g., internships, special projects) should be approved by the student's advisor and submitted to the social area coordinator for approval well in advance (mid-October of the year prior to the project), unless the project represents a newly developing opportunity, such as an internship. The proposal for the alternate activity to be submitted to the area coordinator must include details about specific activities, how the activities will meet the goals of the requirement (synthesizing knowledge, communicating it to new audiences, other professional development goals) how the activities will be supervised and evaluated, how the activities are related to the student's professional goals, a timeline for their completion, a list of resources necessary for their completion, and deliverables or final products. The final report, including deliverables, for the alternate activity must be submitted to the primary advisor and the area coordinator no later than 4 weeks after completion of the internship or project. Changes to the timeline, scope, and/or deliverables must be requested in writing and approved by the primary advisor and area coordinator.

Once the class or alternative has been completed, the student submits the form in Appendix G to the area coordinator and advisor for inclusion in the student's file.

X. RESEARCH EXPECTATIONS

The conduct of research should be given high priority. Students should be actively involved in research at *all* stages of their graduate training. It is expected that students (and faculty) will employ best practices for replicable research, including preregistration and data sharing as appropriate. In addition, all research projects involving human participants must be reviewed by the Institutional Review Board to obtain approval or judgment as to its exempt status (projects that do not involve human participants or do not qualify as research do not need to be reviewed by the IRB; however, if there is ever a question, it is best to contact the IRB for advice).

It is important to note that expectations about research involvement include the conduct and reporting of research in addition to the formally required thesis and dissertation projects, and the project with a second faculty member. Although much of the student's research activity will be with his or her advisor, collaborative projects with other faculty and students are strongly encouraged and supported, especially once students have successfully completed their Master's Thesis. Extensive research and writing experience in graduate school is excellent preparation for one's professional life. In addition, a student needs to have completed, written up, and published several research projects to be viable on both the academic and applied job markets. Because students do not typically take courses during the summer, the summer is an excellent time to concentrate on writing up research projects to submit for publication.

It is strongly recommended that students complete formal degree requirements (e.g., thesis and dissertation colloquia or defenses) during the regular school year. *In addition, most faculty are on 9-month appointments and are not paid for work over the summer (or else receive pay from grants that specifically fund research activities during this time). They therefore also typically prioritize research-related activities for the summer.* As a result, students may find it difficult to schedule summertime meetings with faculty for the formal activities of colloquia and defenses. Students are thus more likely to optimize their research profile by keeping summers as clear as possible of other requirements in order to make research-related activities (with faculty, other students, or alone) a priority.

XI. APPLIED RESEARCH AND/OR WORK EXPERIENCE

About a third of our graduate students have gone on to research and program evaluation positions in health or non-academic contexts. It is important to note that former students from our program who have gone on to these positions have emphasized that much of the traditional training in social psychology is essential for these positions (e.g., formulating questions, translating questions into methods for analysis, writing up or verbally communicating findings, etc.). In addition, we recommend that students take multiple advanced quantitative courses, as the expertise in data analysis and interpretation are often seen as important credentials for these positions.

Furthermore, it is highly recommended that students obtain applied research experiences. These experiences may occur in the local community, in organizations based locally or at other sites, in other parts of the university, or in collaboration with faculty in the social or other doctoral programs (e.g., <https://www.hinckley.utah.edu/internships/>). Such experiences can be useful educationally, add to one's experience as a professional, and may offer grant-funded support and/or career options. Students should seek out such experiences on their own and with their advisor's and other faculty members' advice. Before committing to specific opportunities, students should consult with their advisor and the area coordinator to ensure that the experience is a worthwhile one that is compatible with their full participation and timely progress in the Social Psychology program. To receive course credit for these applied research experiences, students can enroll in PSY 7967– *Internship in Social Psychology*. Work conducted outside of the Psychology Department should be regarded as a supplement to, but not a substitute for, social psychology research conducted under the direct supervision of area faculty.

In addition, students, in consultation with their advisor, are encouraged to participate in service for the area and for the department (e.g., serving as SARG coordinator, serving as student representative on the Graduate Committee or the Professional Issues and Ethics Committee, participating in departmental efforts to promote advocacy, engagement, and community). These opportunities can assist in the overall professional development of the student.

XII. EVALUATIONS

In the social program, formal evaluations of the students' performance are conducted twice each year. A mid-year student evaluation is conducted in December, and an end-of-year evaluation is conducted in April or May. Social area faculty meetings to evaluate students' performance are preceded by individual meetings between students and their advisors to discuss students' self-reported progress and goals and plans. **Students should update their checklist of requirements for the Social Area, and complete the student progress report form distributed by the department, and share both documents with their advisors in advance of the meeting.**

At the evaluation meetings, the overall performance of each student is discussed and evaluated. Each student's status in the program is also discussed. Formal evaluation letters are provided to each student at the end of each school year. In some cases, letters are provided to students after the mid-year evaluation to document concerns or plans for remediation.

These semi-annual student evaluations are based on a student's overall performance, including teaching, research, coursework, prelim exam, and service. Productivity, skills, and potential in all of these areas are considered, as are any concerns raised about a student's compliance with ethical and professional standards (see section on *Professional Standards and Ethics*). It is important to note that the simple completion of minimum requirements for the Master's does not automatically lead to admission to the Ph.D. program; rather admission to the Ph.D. program is contingent on the social area faculty's overall evaluation of a student. Thus, Pre-Master's students may not be admitted to the Ph.D. program if their performance is judged to be unsatisfactory (e.g., in quality of the work, timeliness, etc.), although they may still be offered the opportunity to obtain a Master's degree.

As a result of these evaluations, the social area faculty may recommend that commendations be given to students who perform exceptionally well in the areas of teaching, research, and/or service. Such commendations must be approved at the end-of-year Graduate Student Review meeting with the Department Chair, Director of Graduate Studies, and Area Heads. A **teaching commendation** is based on unusually high course evaluations, noteworthy curriculum development or mentoring activities, recognition by the undergraduate honorary society, Psi Chi, or the recommendation of supervising faculty. **Research commendations** recognize outstanding achievement in research, and reflect unusual rate and level of research excellence, especially demonstrated through completed projects and published papers. Because different subfields have different publication norms (e.g., about the expected number of studies included in each paper; about the use of existing data sets), a prescribed number of publications is less important than a record of sustained, high-quality research contributions, including some leadership roles. **Service commendations** are given to students who have made exceptional contributions to area, department, college, or professional governance (such as serving on professional boards), and/or have evidenced a high level of community outreach and engagement. In addition, the social area faculty may give a Professional Development Award, which recognizes a

continuing student for her or his overall performance and growth as being exemplary for the area. This award is typically given to a student only once, and usually has a monetary gift included.

XIII. PETITIONS PROCESS

As previously mentioned, students may make a formal request for changes to the typical pattern of the training schedule set by the social area faculty (e.g., postpone completion of the secondary project; fulfilling the teaching requirement or seminar requirement via a different course; starting the preliminary exam process before defending the Master's). These petitions are formal memos submitted to the area coordinator or the student's advisor to be discussed by the social area faculty. Petitions should be made in a timely manner, which can vary depending upon the issue (e.g., petitions regarding changes to a Secondary Project are due before mid-year evaluation, as are petitions regarding prelims). Petitions should be drafted in consultation with the student's advisor (see **Appendix H** for some sample petitions). Responses to the petition should be given within two weeks of submission, unless otherwise noted by the area coordinator or advisor (e.g., decisions may be made at the evaluation meeting, which may be outside the two-week response window).

XIV. APPEALS PROCESS

If a student wishes to appeal the recommendations and/or decisions of the supervisory committee, the area, or the department, several levels of appeals are possible and should be pursued in the order described in University of Utah policies ([Interim Policy 6-400: Student Rights and Responsibilities](#); [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#)), and the Psychology Department Graduate Handbook. See the Psychology Department Graduate Handbook, Appendix B, for more details. To summarize the students' responsibilities, students should (a) meet the academic requirements of a course, (b) meet the academic requirements of the program, (c) adhere to generally accepted standards of academic honesty, and (d) adhere to the professional and ethical standards of the discipline for which the student is preparing (see next section for additional information on this point).

XV. PROFESSIONAL STANDARDS AND ETHICS

Graduate students are expected to adhere to the ethical principles of psychologists in all domains of their professional career, including the roles of student, researcher, and instructor (including the role of teaching assistant). A statement of the Ethical Principles of Psychologists is given to each graduate student upon matriculation. It is the responsibility of each student to be familiar with the content of this statement of Ethical Principles, to maintain awareness as the principles are changed or clarified by the APA, and to consult with his/her advisor and/or the Professional Issues and Ethics (PIE) Committee should a potentially problematic situation arise. This document is included in the Psychology Department Graduate Handbook and can be found on the APA website (www.apa.org/ethics/code). Students are urged to read this document in its entirety, as well as the Psychology Department Handbook on these issues. **Students also need to be aware that violation of the Ethical Principles of Psychologists is considered to be academic misconduct, and may lead to dismissal from the program.** For additional information on University-wide policies for academic conduct and behavior, consult the *University of Utah Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct*. If you have questions or are unsure about a potential issue, you can also contact a member of the Psychology Department's Professional Issues and Ethics (PIE) Committee for confidential discussion and consultation (see Psychology Department Graduate Handbook for more details about the department level resource).

XVI. APPENDIX A

Social Area Requirements Checklist [updated 4/30/2026]

Student Name: [Click or tap here to enter text.](#)DATE: [Click or tap to enter a date.](#)**Core Coursework: *Discipline Specific Knowledge (DSK)* (requirements: 3 *plus* PSY6500 AND 6510)****Category 1 Basic Content Areas (at least 2 prior to conferral of Master's:**

Advanced Social (PSY6410) plus at least one from PSY6120, PSY6222*, PSY6260*, PSY 6350* (Cognitive and Affective Bases of Behavior), PSY6360*, PSY6465*, PSY6700 or any newly approved Category 1 course [*=also fulfills Category 2]). Students may also petition to count PSY 6962* (Stress, Physiology, & Health) or PSY 7960* (Early Origins of Development).

- | | |
|---|---|
| <input type="checkbox"/> PSY6410 <i>Advanced Social Psychology (required)</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6120 <i>Advanced Human Cognition</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6222 <i>Cognitive/Affective Development</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6260 <i>Social Development</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6465 <i>Biology Stress/Development/Health</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6360 <i>Biology Affective/Cognitive Processes</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6700 <i>Neuropsychology</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |

Category 2 Advanced Integrative Knowledge (optional)

- | | |
|---|---|
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |
|---|---|

Category 3 Research Methods/Statistical Analysis/ Psychometrics (2 required in first year; 3rd optional)

- | | |
|---|---|
| <input type="checkbox"/> PSY6500 <i>Quantitative Methods I (required)</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY6510 <i>Quantitative Methods II (required)</i> | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |

Category 4 History and Systems of Psychology (optional)

- | | |
|---|---|
| <input type="checkbox"/> PSY7508 <i>History and Systems of Psychology</i> | DATE: Click or tap to enter a date. |
|---|---|

Other Course Requirements [NOTE: In addition to those listed below, students are required to register for PSY6890, Social Area Research Group, each semester]:

- | | |
|--|---|
| <input type="checkbox"/> PSY6420 <i>Methods in Social Psychology</i> | DATE: Click or tap to enter a date. |
|--|---|

 Advanced quantitative

[PSY Click or tap here to enter text.]	DATE: Click or tap to enter a date.
---	---

Graduate Seminars (any 4 from options PSY7961, PSY7962, PSY7963, PSY7465, PSY6962; or petition for other)

- | | |
|--|---|
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> PSY Click or tap here to enter text. | DATE: Click or tap to enter a date. |
| <input type="checkbox"/> Other: Click or tap here to enter text. | DATE: Click or tap to enter a date. |

Other Requirements:***Master's (with suggested timeline)***

- Presented initial ideas in SARG (Spring, 1st year) DATE: Click or tap to enter a date.
- Formed committee (Spring, 1st year) DATE: Click or tap to enter a date.
- Proposal Colloquium (Fall, 2nd year) DATE: Click or tap to enter a date.
- Thesis Defense (Fall, 3rd year) DATE: Click or tap to enter a date.
- Presented findings in SARG (also required for students admitted with Master's) DATE: Click or tap to enter a date.

Secondary Project

- Identified advisor/project DATE: Click or tap to enter a date.
- Written Product Submission (end of third year) DATE: Click or tap to enter a date.
- FORM (Appendix F) submitted by project advisor to area head and program manager DATE: Click or tap to enter a date.

Prelim Paper

- Formed committee (Fall, 3rd year) DATE: Click or tap to enter a date.
- Final Proposal accepted (Spring, 3rd year, Appendix B (student) and D (committee chair); CC student, area head and program manager) DATE: Click or tap to enter a date.
- Prelim Paper submitted to committee (4 mos. after Proposal approval and advisor feedback on outline) DATE: Click or tap to enter a date.
- Prelim approved (Appendix C (committee) and E (chair); CC area head and program manager) DATE: Click or tap to enter a date.

Teaching Requirement (in-person instructor for undergraduate social core class (PSY2500, Social Psychology; PSY3415, Social Cognition; or PSY3460, Health Psychology), statistics (PSY 3000), research methods (PSY 3010), or petition for other course or alternative activity; typically in 4th or 5th year)

- Course taught or alternate activity: PSY Click or tap here to enter text. DATE: Click or tap to enter a date.
- FORM (Appendix G) submitted to area head and program manager DATE: Click or tap to enter a date.

Dissertation (with suggested timeline)

- Formed Committee (Fall, 4th year) DATE: Click or tap to enter a date.
- Proposal Colloquium (Spring, 4th year) DATE: Click or tap to enter a date.
- Proposal Defense (Spring, 5th year) DATE: Click or tap to enter a date.

XVII. APPENDIX B

Social Psychology Area Prelims Proposal Template

1) *The general topic or research questions.*

2) *Explain why this is an important topic and what it will contribute beyond existing reviews, which should be identified in the proposal. (INCLUDE SOME KEY REFERENCES)*

3) *Describe the different literatures that will be integrated in the paper.* (Explain the criteria that will be used to initially identify potential papers in these literatures, and the criteria that will be used to determine whether to include them in the final paper.)

4) *Identify a target journal (or journals) for potential submission, including length requirements.* (expected range 20-30 pages, not including references)

5) *The timeline for project completion.*

- a) Final Proposal approval by committee—[DATE]
- b) Prelim Paper deadline submission—[DATE] (should be no longer than 4 months after approval of the proposal and feedback from advisor on one-page outline (up to one week may be added to submission deadline to allow for holidays)).

References

XVIII. APPENDIX C

SOCIAL AREA PRELIMINARY EXAM GRADING SHEET

Student: _____

Grader: _____

Paper Title: _____

1. Significance – Does the student demonstrate the importance of the issue? Will this advance our understanding of an important area in social psychology (or social-quantitative or social-health psychology)?

Grade:

Comments

2. Breadth, depth, and accuracy of knowledge – Does the student demonstrate that they have a solid grasp of the relevant literatures? Are the major relevant topics covered or are there gaps? Is the information provided accurate? Does the student demonstrate an ability to carefully evaluate the extant literatures?

Grade:

Comments

3. Integration/Cohesiveness – Did the student demonstrate an ability to integrate various perspectives into a unified perspective? Is the overall conceptualization cohesive and clear?

Grade:

Comments

4. Writing style – Is the organization of the paper logical and effective? Is the writing style clear?

Grade:

Comments

Grading Rubric:

0 = Fail (Scholarship is below that expected of doctoral-level students)

1 = Rewrite (Expected level of scholarship not fully demonstrated)

2 = Pass (Demonstrates well-developed scholarship that is consistent with what is expected of doctoral-level students in good standing)

3 = High Pass (Demonstrates exemplary scholarship that is better than what is expected of doctoral-level students in good standing)

XIX. APPENDIX D

Social Psychology Preliminary Examination Proposal Approval

To [Student Name]: Click or tap here to enter text.

Date: Click or tap to enter a date.

Prelim Committee Chair: Click or tap here to enter text.

Prelim Committee Member: Click or tap here to enter text.

Prelim Committee Member: Click or tap here to enter text.

The Final Proposal for your prelim paper (attached) has been approved by the Prelim Committee named above. You should now prepare a one-page *Working Outline* of the paper, on which your advisor can provide broad feedback (no more than two weeks after submitting to advisor). Following this feedback, all work should be done independently from faculty/other students until the project is submitted for evaluation by the date listed on the approved Final Proposal.

As a reminder, it is expected that a thorough review of relevant literatures will entail reading more articles than are included in the references for the final paper. Thus, you **should prepare a table listing all articles reviewed as part of the project, and this should be submitted along with the final *Prelim Paper***. You should be prepared to address the criteria you used to include/exclude papers in the final *Prelim Paper*.

Attachment: Student's Final Proposal for Prelim Paper

Cc: Area Coordinator; Program Manager (for student's file)

XX. APPENDIX E

Social Psychology Preliminary Examination Overall Grade

Student Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Prelim Committee Chair: Click or tap here to enter text.

Student's overall grade for the Prelim Paper:

High Pass. Demonstrates exemplary scholarship that is better than what is expected of doctoral-level students in good standing.

Pass. Demonstrates well-developed scholarship that is consistent with what is expected of doctoral-level students in good standing.

Rewrite. Expected level of scholarship not fully demonstrated; the student will be allowed to revise and resubmit the document. The revised document must be submitted within one month of receiving feedback. The grading committee will grade the revised project, and the Prelim Committee chair will provide the student with written feedback and a final grade within one week of receipt of all reviews by committee members. Only one rewrite is allowed. The final grade for rewrites cannot be higher than a "Pass."

Fail. Scholarship is below that expected of doctoral-level students; no rewrite option. The student will be allowed a second chance to successfully complete the preliminary exam requirement. In such a case, the student needs to develop a plan to remediate the deficiencies raised by the grading committee (in collaboration with his or her advisor) to avoid producing the same types of problems in the new project. This will typically involve proposing and writing an alternative project on a new topic.

See individual grading sheets from the Prelim Committee members (attached) for more information.

Cc: Student; Area Coordinator; Program Manager (for student's file)

XXI. APPENDIX F

Sample Letter Conveying Feedback about Completion of Secondary Research Project with Faculty Member

To: x [area coordinator]

Date:

From: [FACULTY MEMBER SERVING AS ADVISOR FOR RESEARCH PROJECT]

Re: Completion of secondary research project

This is to let you know that [STUDENT' S NAME] has successfully completed a research project with me on [TOPIC OF RESEARCH PROJECT]. This project has resulted in one/several written product(s) with [STUDENT' S NAME] as an author that has been submitted for review/accepted. The reference(s) for this/these written product(s) is/are as follows:

[LIST REFERENCE (S)]

Cc: Student's file

XXII. APPENDIX G

**Social Psychology Doctoral Requirement:
Independent Teaching of Social Core Class**

STUDENT INSTRUCTIONS: This form is to be completed by the student and submitted to the area coordinator and your advisor for approval by signature after you have successfully served as an in-person instructor for an undergraduate social core class (PSY2500 (Social Psychology), PSY3415 (Social Cognition), or PSY3460 (Health Psychology)) or other approved course or completed an approved alternate activity, such as an internship. Copies of the signed form should be distributed to your advisor and the area coordinator (who will arrange for a copy to be placed in your student folder)..

FACULTY INSTRUCTIONS: You should sign the form in the space provided. By signing, you indicate that the student successfully served as the graduate instructor for a social core class (or approved alternative course or activity.)

Student

Information:

Name	Phone
E-mail	signature
	date

Course

Information:

Title & Number	# of students	Term taught

Area Coordinator:

Name	signature	date

Advisor:

Name	signature	date

Notes:

XXIII. APPENDIX H

Sample Petition Memos

To: x [area coordinator]

Date:

From: x [student]

Re: Submitting Prelim Proposal to Committee prior to defending Master's thesis

I am requesting permission from the social area faculty to submit my Prelim Final Proposal to my Preliminary Exam Committee for review even though I have not yet defended my Master's Thesis. The Master's project is close to being completed (data collected and analyzed, initial draft completed). My advisor and I believe that the thesis will be finished before the end of the Spring semester, and that I can successfully finish and defend the thesis while working on the Prelim Paper. I would prefer not to delay my prelim.

Thank you,

[Student's signature]

Cc: Student's file, Student's advisor

To: x [area coordinator]

Date:

From: x [student]

Re: Teaching social development to fulfill teaching requirement

I am requesting permission from the social area faculty to teach PSY 3260 to fulfill the area teaching requirement, rather than one of the social core classes, statistics, or research methods. Because my educational goals include developing a strong expertise and identity in social-developmental psychology, I believe that the experience teaching social development at the undergraduate level will allow me to gain expertise in integrating and communicating foundational social-developmental concepts that will be important for my goals. I have discussed this possibility with my advisor [NAME], and they support this request. Please let me know if you need any additional information.

Thank you,

[Student's signature]

Cc: Student's file, Student's advisor