



Graduate Program Handbook

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For updates and feedback, contact Dr. Cindy Berg cynthia.berg@psych.utah.edu

Welcome to the Psychology Ph.D. Program

Welcome to the University of Utah's Graduate program in Psychology. We pride ourselves on being a rigorous and scholarly program that provides a broad education in psychology and specialization opportunities. This handbook provides details regarding the major milestones associated with getting the Master's and dissertation degrees and university policies. This handbook along with the Area handbooks, which provide specifics regarding courses required and details about preliminary examinations, should provide answers to most questions about educational opportunities, degree requirements, and criteria used by faculty for evaluating your progress toward your degrees.

The Department of Psychology is the largest academic department in the College of Social and Behavioral Science, with 49 full-time faculty members (34 tenure-track, 15 career line), more than 60 full-time graduate students, and over 1600 undergraduate majors. From 2017-24, Psychology faculty were awarded 90 new and competing continuation grants, totaling over \$40M in research funding. Federal funding sources include NIH, NSF, NIJ, DoD, NASA, and the VA. Additional awards from the AAA Foundation for Traffic Safety, the Tourette Syndrome Association, REI Cooperative Action Fund, the Lesbian Health Fund, the Robert Wood Johnson Foundation, American Diabetes Association, Google, and other private foundations were also received. Psychology faculty collaborate extensively and receive research funding (as co-investigators) with other faculty on campus (in Neurology, Anesthesiology, Computer Science, Anthropology, Psychiatry, Pediatrics, etc.), as well as with faculty at other institutions (University of Minnesota, University of Washington, University of Virginia, Vanderbilt University, etc.). In addition to a main appointment in Psychology, most faculty are affiliated with one or more University Research Centers, including the Consortium for Family and Health Research, the Behavioral Health Innovation and Dissemination Center, the Center on Aging, the Social Research Institute, NEXUS, and the Huntsman Cancer Institute, among others. Faculty in the Department also maintain close clinical and research ties with the local VA Hospital and Primary Children's Hospital.

Message from the Chair:

I want to personally welcome our new and current graduate students. We consider you all a part of the Psychology Department family from now on! We emphasize learning, scholarship, community engagement, and real-world application in your training, but equally prioritize your growth as individuals and your health and well-being. The Department has a long-standing reputation for our commitment to cultivating a community where everyone is welcomed and respected. We appreciate and affirm unique identities and experiences, and encourage expression of different perspectives and ideas. I will be your advocate for an accessible, safe, and engaged environment that enhances our community. This document provides contacts and resources across the Department and University. Please contact me for any additional questions or support!

Sarah Creem-Regehr



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Contact Information

The Department comprises four administrative Areas: Clinical, Cognition and Neural Sciences (CNS), Developmental, and Social. Within general department-wide criteria, the Areas are responsible for admitting students, determining eligibility for funding, and establishing Area degree requirements. Students should fulfill both Departmental and Area requirements, as described in this and Area handbooks. In addition, students can shape their careers by taking advantage of a variety of specialized opportunities. Each student's educational program is developed by the student under the supervision of a Master's and then a Ph.D. committee. The committees operate under the auspices of Area faculty in accord with Department guidelines.

If you have other questions or concerns, check with your advisor, Area Head, the Director of Graduate Studies, or the Department Chair. More information about current Area Heads and faculty research interests can be found on the Department's website, <https://psych.utah.edu/>.

Administrative Staff

Nancy Seegmiller

Program Manager

nancy.seegmiller@psych.utah.edu

801.585.3997

Office: 507 BEHS

Nancy provides administrative support to the Chair. She schedules courses, manages GI and TA assignments, coordinates all online forms and student progress through the program. If you see an email from Nancy, be sure to respond as it is likely very important for your progress through the program.

Wendy Reeve

Project Coordinator

wendy.reeve@psych.utah.edu

801.581.8925

Office: 502 BEHS

Wendy is responsible for course codes, conference registration, purchasing, and ordering supplies. She coordinates scheduling conference rooms in the building, OWL check-out, among other things. If you have a question and you are not sure who to ask, Wendy is a good place to start.



Angela Newman

Project Coordinator

angela.newman@psych.utah.edu

801.581.8942

Office: 525 BEHS

Angela handles travel planning and reimbursement. Provides administrative support to the CNS, Developmental, and Social Area coordinators.

Jeanne Asay

Project Coordinator

jeanne.asay@psych.utah.edu

801.581.6126

Office: 1301 BEHS

Handles all things related to Clinical students and faculty. Back-up person for coverage for the main office.

Cindy White

Grants & Contracts Officer

cindy.white@psych.utah.edu

801.585.7167

Office: 511 BEHS

Cindy manages grant submissions that interface with the Office of Sponsored Projects (e.g., NIH, NRSA), distributes funds for participant payment (e.g., petty cash/gift cards for participant compensation), organizes graduate admissions files, and manages reimbursement for minor non-travel related expenses (e.g., experimental supplies, food for department events, etc.).

Dennis Laros

Accounting Supervisor

dennis.laros@psych.utah.edu

801.585.9429

Office: 510 BEHS

Dennis provides leadership to the Chair for all things related to the management of the Department's finances. He manages graduate student compensation distribution (including post-award grant management).

Gaven Neufeld

Webmaster

gaven.neufeld@psych.utah.edu

Gaven manages the Department webpage (including the graduate student directory). Gaven is who you can contact to update your graduate student profile on the website.

For the most up to date information on staff roles see: <https://psych.utah.edu/people/staff.php>

Faculty & Leadership Contacts



Sarah Creem-Regehr, Department Chair and Professor (Cognition & Neural Science (CNS))

sarah.creem@psych.utah.edu

801.581.5380

Office: 502 BEHS

Leads the Department so that faculty, students, and staff meet the strategic goals of the Department in line with university goals. Manages the finances of the department to meet those goals. Oversees all hiring of staff, faculty, and final approval of graduate student acceptance. Represents the Department to the Dean of the College of Social and Behavioral Science.



Cindy Berg, Director of Graduate Studies, Distinguished Professor, (Developmental)

cynthia.berg@psych.utah.edu

801.581.8239

Office: 622 BEHS

Provides leadership for all things related to the Department's mission regarding graduate training. Maintains an up-to-date Department Graduate Handbook, facilitates information flow from graduate school to graduate students, encourages grant submissions by graduate students, handles department-wide graduate student questions and concerns, chairs the graduate committee, and coordinates graduate recruitment.



Michael Himle, Associate Chair, Associate Professor (Clinical)

Michael.himle@psych.utah.edu

801.581.7529

Office 1330 BEHS

Assists the Chair with administrative tasks. Conducts searches for career line faculty and collects data with respect to developing strategic plans.



Jeanine Stefanucci, Director of Undergraduate Studies, Professor (Cognition and Neural Science (CNS))

jeanine.stefanucci@psych.utah.edu

801.585.7895

Office: 1002 BEHS

Provides leadership for all things related to the Department's undergraduate teaching and research mission. Assists with maintaining undergraduate class requirements, hiring of career-line teaching faculty, access to classes for undergraduates, review of undergraduate teaching quality, facilitating undergraduate research and general undergraduate success.

*all offices are located in the behavioral sciences building (BEH S)

Important Deadlines

Departmental Deadlines

General timelines for graduate program milestones appear in Appendix A. Students should also refer to Area handbooks for other deadlines, see <https://psych.utah.edu/>.

College Deadlines

Scholarship and Fellowship deadlines

- <https://csbs.utah.edu/students/scholarships/graduate>

University Deadlines

Academic calendar deadlines

- <https://registrar.utah.edu/academic-calendars>

International Teaching Program deadlines

- <https://gradschool.utah.edu/ita>

Thesis Office manuscript submission deadlines

- <https://gradschool.utah.edu/thesis/calendar>

University Fellowship deadlines, including Teaching Assistantship & Research Assistantship deadlines

- <https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities>

Graduation deadlines

- <https://registrar.utah.edu/graduation>

Program Requirements

This handbook refers to a variety of forms used for marking progress towards degrees. A note on “forms”—many are not physical forms, but electronic submissions through the Graduate Tracking System. It is very important that you work with the Department Program Manager to have your forms completed on time. You can track your forms through CIS under “Graduation.” If you have questions, consult with the Department Program Manager. You will complete your program of study in the Graduate Tracking System at the time that your Master’s defense is scheduled or in the spring of your 2nd year, whichever comes first. Be sure that your Area’s preliminary exam forms are completed, signed, and sent to the Department’s Program Manager who will record the date of completion in the Tracking System and put a copy into your student file.

Graduate Program in Psychology

The Psychology Department offers a Ph.D. in Psychology, with the main Areas stipulating specific requirements for specialization within psychology (e.g., Clinical, Social). The Department does not require that students receive a Master’s degree from the University; however, the majority of students complete a Master’s degree in route to doctoral candidacy. Students must file with the Thesis Office to obtain the degree. Procedures for filing the thesis and meeting University degree requirements are provided at <https://gradschool.utah.edu/thesis/submission-procedure.php>.

Expected Learning Outcomes

Overarching learning outcomes for the Ph.D. program are listed here:

<https://catalog.utah.edu/programs/PSYCPHD>.

Admission Requirements & Procedures

Departmental advisor. New graduate students are admitted with a faculty advisor/mentor and, in some cases, a co-mentor. Students should regularly consult with the advisor regarding all aspects of degree requirements, coursework, Area norms, etc. Students may work with the same advisor during their entire graduate career, or they may change advisors and/or Supervisory Committee members (described in detail below) when such a change will facilitate the student's progress. The student should discuss a planned change with their advisor, Area Coordinator, Department Chair, the Director of Graduate Studies, or another trusted faculty member.

Departmental Area. Students are admitted to one of the primary Area graduate training programs (i.e., Clinical, CNS, Developmental, and Social). On rare occasions, changes in professional interests or goals may lead to a request to transfer to a different Area after beginning graduate training. Such a change requires that the student be currently enrolled and in good academic standing. In addition, there must be a vote of approval of admission by the faculty in the new (transfer) Area. Areas may request additional materials from the student, as well as interviews, prior to approving transfer to the new area. Note that Areas will use the same criteria for approval for transfer as they do for original admission; requests for transfer may be denied. If a change in home Area is approved, it must be documented in writing in the student's file, including 1) a request letter from the student, outlining the reasons for the transfer request; 2) a support letter from the primary advisor, including whether the transfer necessitates a new advisor or co-advisor, co-signed by the original Area head; and 3) a letter from the transfer Area head documenting admission to the new Area training program, co-signed by the Director of Graduate Studies.

No undergraduate degree in psychology. Prior to matriculation, an applicant *who is admitted to the program without an undergraduate degree in psychology* must have previous coursework evaluated by their advisor and Area Coordinator in consultation with Area faculty, and a specific plan to prepare the student for graduate level work approved by the Director of Graduate Studies. The plan must be placed in the student's folder, the preparatory work must be completed within one year of matriculation, and no graduate credit will be earned for undergraduate courses used to fulfill prerequisites for graduate courses. In particular, the student should pay attention to undergraduate methodology/statistics courses (the Psych. 3000-3010 sequence at the University of Utah). These courses offer statistical experience in basic skills that are essential for independent research. With the approval of the Area and Director of Graduate Studies, time limits may be extended for the student to complete the various phases of the graduate program. The request for an extension should specify the amount of time required, up to a maximum of one year.

Program of Study. During the second year of graduate work, the Department Program Manager will complete the online Program of Study listing only the coursework required for the Master's degree. This form should be completed in the Graduate Tracking System one semester before degree requirements are met (i.e., one semester before the oral defense). If the student is on track to complete the defense before spring semester of their 2nd year, then the student should ask the Program Manager to complete the Program of Study as soon as they are ready to schedule their defense.

Transfer Credits. All students who enter the Utah Ph.D. program are required to fulfill, in some way, all of the degree requirements in effect when they finish. Students who enter with a Master's degree or other prior graduate work should establish a 3-member Supervisory Committee that will work with the student, the Area, and the Director of Graduate Studies to determine which requirements have been satisfied and which remain to be completed. The Supervisory Committee will help the student develop a timetable for completing requirements, and decide whether and when to advance the student to the Ph.D. program.

If the committee agrees to waive courses, the student should submit a syllabus to the current or most recent instructors of the courses proposed for waivers. For Quant 1 and Quant II, contact the instructor of the course (or email statsconsulting@psych.utah.edu) prior to the first semester to schedule a test that demonstrates competency. Passing the test (80%) will constitute your waiver for taking the class. The Master's thesis requirement may be waived if a thesis completed at another institution is approved by the Supervisory Committee. Memos from the decision makers should be sent to the Director of Graduate Studies for final review and approval, and will be placed in the student's file. These memos are for the student's protection, as they assure that whatever agreement is reached will be honored by the Department. Once the student establishes which Master's level requirements remain, they should propose a 1- or 2-year schedule for completing them, have it signed by the Supervisory Committee and Director of Graduate Studies, and request that a copy is placed in the student's folder. When these requirements have been completed, the Supervisory Committee



decides whether to admit the student to the Ph.D. program. This decision is based on the same criteria as are used for admitting other students to the Ph.D. program. (See your Area handbook for scheduling of preliminary examinations; note that successfully passing the preliminary exam is a requirement for advancement to doctoral candidacy (i.e., continuing onto the dissertation).

Waiving course requirements. Students may petition to substitute courses from Utah or from another institution for these requirements. The student should confer with their advisor, and then submit a proposal to the Area Coordinator and then the Director of Graduate Studies. The Director of Graduate Studies reviews the proposal in consultation with relevant course instructors and, occasionally, Graduate Committee members. The proposal should specify which core area or statistics courses are at issue, why the substitution is appropriate (e.g., the content is equivalent; if not equivalent, the content meets the spirit of core requirements outlined above), and how the substitution fits into the student's total graduate plans. For students seeking a professional license it is probably easiest to take the specified course.

It is also possible to earn transfer credit from another institution after the student matriculates at Utah. When a student is advised by their Supervisory Committee to pursue studies for a period of time at another institution because of special facilities available there, such period of study may be considered as residence work toward the degree, provided the arrangement is approved in advance by the Dean of the Graduate School.

International Students

The Psychology Department values the global community we enjoy, and we welcome students from all countries. We recognize that there are unique advantages and challenges to being an international student, especially as you adjust to your studies alongside a new country and new culture. We encourage all our international students to make use of university resources available to them (<https://iss.utah.edu/>) and to seek involvement in departmental, campus, and civic communities.

Program Coursework

A Ph.D. in the University of Utah Psychology Department requires coursework beyond the Bachelor's degree, and the student must spend at least one year (2 consecutive semesters) in continuous residence in Utah. The Graduate School requires a minimum of 14 dissertation hours (Psych. 7970) and a minimum of 54 total credit hours (Master's and Doctorate combined). With the exception of the Department requirements listed below, specific course requirements are established by each Area (see Area handbooks) and approved by the Graduate Committee. These courses must be passed with a minimum grade of B (not B-).

First-Year Professional Development (Psych 6000 & 6100). All students must take the professional development class (Psych 6000 & 6100) during their first year. It is designed as an introduction to professional development, including ethics, grant/fellowship application writing, professional communication (broadly), as well as to begin preparation of students for college teaching, Teaching Assistant (TA), and Graduate Instructor(GI) experiences.

The first-year professional development course covers basic information related to ethics. In addition to this information, all first-year students must complete the CITI (Collaborative Institutional Training Initiative) online training course in the responsible conduct of research, which is required for all members of the University community who plan to conduct IRB-approved research projects. The materials presented during the CITI course will be discussed during the practicum, to provide for a more in-depth training in ethics. Clinical students will have additional required coursework in ethics. Importantly, as psychologists-in-training, graduate students across areas are expected to uphold the APA Ethical Principles (see Appendix B).

Individualized Training Plan. The degree to which a student is progressing successfully through the graduate program depends not only on meeting the formal benchmarks of program completion, but also on meeting specific, individualized training goals that the student is expected to develop in consultation with their advisor and Supervisory Committee. Hence, during the first semester of study, each will develop a training plan in consultation with their research advisor. A template for the training plan appears in Appendix C. The purpose of the training plan is to codify a feasible, mutually-agreed upon strategy for meeting the student's short-term and long-term training goals within a 5-year timeframe, taking into account the student's particular skills, strengths, and weaknesses, the advisor's specific expectations, and the student's long-range career objectives. Students and their advisors may customize the format of the training plan to meet their own needs and preferences, but the plan should identify (1) training goals and deadlines, (2) specific strategies for meeting each goal/deadline, and (3) objective indicators of goal progress and attainment (such as successful completion of certain courses and writing projects by certain periods of time). This will allow both the student and the advisor to continually track the student's progress through the program and to pinpoint obstacles and potential concerns at an early stage. Importantly, the training plan should include both formal components of training (such as the completion of the Master's thesis, Preliminary Exam, and clinical practice requirements) as well as informal and individualized aspects of training (such as the mastery of a specific laboratory skill, co-authorship of a certain number of empirical articles or book chapters, completion of dissertation and/or post-doctoral grant proposals, presentation of work at national conferences, etc.). It is expected that the plan will be revisited and potentially revised at least once a year (in consultation with the student's entire Supervisory Committee as well as the advisor) but the first draft should be completed during the fall semester as part of the first-year professional development course. The plan will serve as the basis for each of a student's subsequent evaluations.

Discipline-Specific Knowledge. Students are required to complete a collection of courses to ensure that they receive training in, and demonstrate graduate-level mastery of, discipline-specific knowledge (DSK) in line with the APA Standards of Accreditation. The DSK curriculum is designed to provide breadth across the discipline of psychology so that each graduate is assured of being familiar with the central components of scientific psychology. The four DSK categories include: 1) Basic Content Areas in Scientific Psychology (Affective, Biological, Cognitive, Developmental, and Social aspects of behavior); 2) Advanced Integrative Knowledge in Scientific Psychology; 3) Research Methods, Statistical Analysis, and Psychometrics; and 4) History & Systems of Psychology.

Students across areas must take two quantitative methods courses (Psych. 6500 and Psych. 6510), as part of DSK Category 3 (above) to be completed by the end of the first year with a minimum of B in each (not B-). Otherwise, students should refer to their Area handbook for specific information about which courses within the DSK categories are required vs. recommended. Students are allowed to meet multiple DSK requirements with a single course.

Grading Policy. In order to ensure that letter grade assignments reflect meaningful discriminations in student performance, the Psychology Department has adopted the following grading policy. Experiential courses including practica, directed reading, etc. are graded on a credit/no credit basis. For thesis and dissertation work and for regular content courses the following standards are used:

<u>Grade</u>	<u>(Points)</u>	<u>Interpretation</u>
A	(4.0)	Exceptionally high performance
A-	(3.7)	Above average performance
B+	(3.3)	Expected graduate student performance
B	(3.0)	Acceptable graduate student performance
B-	(2.7)	Substandard performance
Below B-	(2.3)	Unacceptable performance

Incompletes. The department faculty discourages the taking of incompletes in courses except in thesis research or research consultation, where grades are given at the time of the final oral exam or as soon thereafter as possible. Where a grade of incomplete is unavoidable, the student is encouraged to complete the coursework as quickly as possible. By University policy, students have one year from the time of the incomplete to finish coursework for incompletes. Students who complete a previously incomplete course are encouraged to remind the faculty instructor to have the grade changed with the Registrar. Course- related incompletes are never removed from transcripts. For more details on University policy:

<http://regulations.utah.edu/academics/6-100.php>

Thesis credits. For the Master's degree or upon completion of the Master's thesis (i.e., no later than by the end of Spring semester of the third year), the student must have completed a minimum of 30 to 36 semester hours of graduate courses (6000 level and above) and thesis hours (Psych. 6970), 24 of which must be in Utah residence. At least 24 semester hours must be in coursework, including Discipline Specific Knowledge (DSK) courses, Area seminars, and methodology and statistics courses. At least six hours must be in thesis research (Psych. 6970). Students not desiring the Master's degree must take independent study (Psych. 6950) instead of thesis hours. Students should work out their program with their advisors in accordance with Departmental and Area requirements. Students are required to maintain a B average or better, and earn at least a B (not B-) in all required courses. A full course load consists of at least 9 credit hours per semester.

Supervisory Committee Roles

Committee members should be consulted regarding Master's (a 3-person committee) and dissertation projects (5-person committee) and can also be helpful in selecting courses and other professional activities. Committee members read and review thesis and dissertation proposals and final products and vote on whether students have passed proposal and defense milestones, and make decisions regarding admission to the Ph.D. program and advancement to dissertation candidacy. Area handbooks should be consulted regarding details of the composition of the committee.

Language Requirements

Master of Arts/Master of Science. Students are eligible to receive either a Master of Science (M.S.) or a Master of Arts (M.A.) degree after defending their Master's thesis. The only distinction between the M.A. and the M.S. is a language proficiency requirement.

Candidates for the M.A. must demonstrate language competence in at least one foreign language at the level of "standard proficiency." If courses in a language have been taken within the six years prior to entering the Master's program, a student can fill out a form available from the Department of Languages and Literature to verify language proficiency so that no further language courses need be taken. Additional information concerning procedures and deadlines is available through the Graduate School web page at www.utah.edu/graduate_school. The language form should be completed at the beginning of the semester in which the student will graduate.

Doctoral Degree Requirements

A Supervisory Committee decides whether or not to recommend that the student be admitted to the PhD program at the time of the Master's thesis defense meeting. Only those students judged to have demonstrated the skills, abilities, and professional characteristics necessary for successful completion of the Ph.D. degree will be permitted to continue in the

Ph.D. program. A recommendation not to admit a student into the PhD program, has to be confirmed by the Area and full Department tenure-track faculty.

The minimum departmental requirements for the Ph.D., include coursework, preliminary qualifying exam, a doctoral dissertation, and a teaching requirement.

Mandatory Exams and Milestones

Master's Thesis

The student must complete an acceptable Master's thesis or substitute (e.g., equivalent published research) on a subject within the field of psychology. Although the Master's thesis is usually a research endeavor, any scholarly product of equal originality and significance may be substituted with the prior understanding and approval of the Supervisory Committee, composed of three faculty members (see Area handbooks for specific guidelines). The thesis or substitute must represent at least 6 hours of Psych. 6970 (Thesis Research) or 6950 (Independent Study). A substitute for the thesis must be approved by the Supervisory Committee and the Department Chair or Director of Graduate Studies. The thesis work must be preceded by a public colloquium and followed by a public oral thesis defense.

Colloquium. Each student is required to present a colloquium on their proposed thesis. The colloquium is arranged through the Supervisory Committee and all faculty members are invited to attend. Graduate students may also attend at the invitation of the candidate and the approval of the Supervisory Committee. At least five school days prior to the presentation, a two-page single-spaced (max, all inclusive) typed abstract of the presentation must be prepared by the student and sent to the Program Manager (currently nancy.seegmiller@psych.utah.edu) who will distribute the abstract via email to all faculty (samples are available from the Program Manager). The Program Manager will place copies in the student's file and post it to the department listservs. At least two weeks prior to the colloquium, the detailed proposal (prepared under the guidance of the Chair of the Supervisory Committee) should be distributed to all committee members for review.

Thesis format. Although there may be exceptions to this format, based on the judgment of the Supervisory Committee, the Master's thesis is typically written as an empirical article that is appropriate for submission to a first-tiered or second-tiered journal in the student's field. The article should be 20-30 double-spaced pages (not including references; consistent with journal submission guidelines), and should conform to APA format, unless a non-APA format journal has been identified for submission. 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 a larger research team, is at the discretion of the Chair of the Supervisory Committee. Additional information that the student's committee wishes to review and discuss at the defense, such as details of the study procedures and methods, can be provided to the committee as separate appendices. Students should consult with their Chair about which information to provide in the appendices. Students will identify a target journal for their article

ahead of time, in consultation with their committee, and should ensure that the tone and style of their manuscript conform to the journal's standards. Ordinarily a student works with the Chair of the Supervisory Committee until an acceptable draft is formulated. Students desiring a formal Master's degree from the University must submit their manuscript to the Graduate School, conforming to the formatting guidelines described in <http://www.gradschool.utah.edu/thesis/index.php>. This formatting deviates from the formatting of typical empirical articles, so students should be prepared to make a number of changes, and to consult directly with the Thesis Editor to ensure that they conform to the University guidelines regarding margins, headings, and tables/figures.

Oral examination/defense. All students must hold a public oral defense of the thesis, which anyone may attend. The student's committee can specify how the meeting will proceed. Typically, the defense is scheduled for 1.5 to 2 hours; the meeting begins with a 15–20-minute presentation by the candidate, where questions from the committee and other department faculty will be posed and addressed by the candidate; followed by questions from visitors. Students must be registered for at least 1 hour of credit during the semester when they hold their thesis defense.

At the oral defense, the Supervisory Committee decides first whether the student has passed the Master's examination (defined in the Department as passing the necessary coursework as defined by Area handbooks). Second, the committee decides if the student has passed the oral examination and thesis for the Master's degree. This decision is based on the quality of the thesis research and manuscript and the student's ability to answer questions about the thesis and current literature in related areas of psychology. A third decision is made as to whether the student is recommended for admission to the Ph.D. program. This decision is based on the quality of the thesis research and on the student's progress in other aspects of their program (teaching, timeliness of progress). The committee discusses the decision with the student and the graduate Program Manager files a "Recommendation for Change of Graduate Classification" in the online Graduate Tracking System.

Students not seeking Master's degree. For student's not seeking a formal Master's degree, the coursework is the same except that non-degree students take 6950 credit for thesis work.

For non-degree students, the manuscript should be in APA designated journal format.

All students file the same Graduate School forms with the Department; the Department does not forward these forms unless the student is seeking the degree. **Make sure the Department Program Manager is aware you are not seeking a degree, or the forms for graduation will be forwarded, which creates bureaucratic problems for you.** (The "Recommendation for Change of Graduate Classification" form is forwarded for all students.)

Time Limits

	Year 1		Year 2		Year 3	
	Fall	Spring	Fall	Spring	Fall	Spring
Necessary to remain in good standing			Establish Master's supervisory committee	By end of semester, hold thesis colloquium		By end of finals week, hold successful thesis defense
Time limits for the Master's degree are defined relative to matriculation (year entering program).						

Time limits for the Master's degree are defined relative to matriculation (year entering program). The Department handbook specifies a timeline that is required to remain in good standing, one that facilitates timely progression through the Ph.D. program in five years, with the Master's serving as an important first step in that process. In this timeline, students establish a Supervisory Committee (i.e., a committee consisting of three faculty members) typically by fall semester of their second year. This Supervisory Committee is comprised of one's advisor who serves as the Chair and two other committee members (see Area Handbooks for details) and serves as a resource for the successful completion of the Master's thesis and evaluates the proposal, defense, and makes a recommendation for admission to the Ph.D. program. In order to remain in good standing, students must meet all Master's level requirements (defense of the thesis, completion of two core and two quantitative courses, and any additional Area requirements) by the end of Spring semester of their third year. Intermediate steps of selecting the Supervisory Committee and proposal are suggested so that the defense can be completed within the first three years of the program. Only full-time tenure-track/tenured psychology faculty can chair committees. Students may hold their defense during the summer between the second and third year, with the advance permission of their Supervisory Committee).

Preliminary Examination or Project

A preliminary examination or project (hereafter referred to as examination) is required of each doctoral candidate. It is administered by the student's Area or Supervisory Committee

and differs in each Area. The preliminary examination may be repeated only once at the discretion of the Supervisory Committee.

Each Area of the Department provides a description of the preliminary examination required of their students and approved by the Graduate Committee (see Area handbooks). The Area handbook provides a general description of the purposes of the examination and the amount of time the Area expects students to devote to completing the examination. A written description of the examination to be administered by each student's Supervisory Committee must be approved in advance by the Area. Students who wish to change the way in which the Area typically administers the qualifying exam must gain approval of their Supervisory Committee and petition their Area for the change (e.g., substitute projects where a review paper is required). Once a PhD student has passed their preliminary examination they advance to PhD candidacy.

Doctoral Dissertation

Supervisory Committee. Entering your Supervisory Committee into the Graduate Tracking System activates your file in the Graduate School. The student should send an email to the Department Program Manager with the names of the five committee members to serve as the Supervisory Committee. The Supervisory Committee usually consists of five members; if more, the committee must contain an odd number of members. A majority of the members of the Supervisory Committees must be Psychology Department tenure-track/tenured faculty. Additional committee members may include career-line and adjunct faculty or faculty in allied fields. Only full-time tenure-track/tenured psychology faculty can chair committees. Students are encouraged to include at least one psychology faculty member from a Psychology Department area of specialization outside their major area. The Graduate School requires that one committee member be from outside the department. This may be a departmental faculty member who has a joint appointment (e.g., in Women's Studies or Ethnic Studies), so long as that person represents the outside department. A faculty member from another university is also permitted (note, the graduate school requires a current CV from the faculty member and brief justification for why a faculty member outside of the university is needed). Students may petition to their Area and the Graduate Committee for a different committee composition.

Colloquium. Each Ph.D. candidate is required to present a doctoral colloquium on their proposed dissertation. The colloquium is arranged in cooperation with the Ph.D. Supervisory Committee, and all faculty members are invited to attend. Graduate students may also attend at the invitation of the candidate and the approval of the Supervisory Committee. At least 5 school days prior to the presentation, a two-page single-spaced (max, all inclusive) typed abstract of the presentation must be prepared by the student and e-mailed to the Department Program Manager. The Program Manager will place copies in the student's file and email to departmental faculty and students. A more detailed proposal is to be prepared under the

guidance of the Chair of the Supervisory Committee and distributed to committee members no less than two weeks prior to the colloquium.

Program of Study. After the completion of the preliminary qualifying examination and approval of the dissertation project at the colloquium, the student should notify the Department's Program Manager that the "Program of Study for the Ph.D." should now be completed.

Thesis (Dissertation). Every candidate for the Doctoral degree must submit a research thesis that demonstrates originality and ability in independent investigation and that constitutes a meaningful contribution to psychological knowledge. The dissertation is typically written up as one or two stand-alone empirical articles, appropriate for submission to a first- or second-tiered journal in the student's field. The selection of 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 the Chair and the Supervisory committee, based on the nature of the research and on the specific empirical findings.

Additional information that the student's committee wishes to review and discuss at the defense, such as details of the study procedures and methods, can be provided to the committee as separate appendices. Students should consult with their Chair about 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. Ordinarily a student works with the Chair of the Supervisory Committee until an acceptable draft is formulated.

Students may submit their dissertation manuscripts (if a manuscript has been published they can use reprinted published articles) to the Graduate School, conforming with the specific formatting guidelines described at <http://www.gradschool.utah.edu/thesis/index.php>. If unpublished, the formatting deviates from the formatting of typical empirical articles, so students should be prepared to make a number of changes (or consider writing a separate draft), and to consult directly with the Thesis Editor to ensure that they conform to the University guidelines regarding margins, headings, and tables/figures.

Oral examination/defense. After completion of the dissertation, the candidate will conduct a final oral examination on a date agreed to by the Supervisory Committee. The defense must be public and open to anyone, and will focus primarily on the field of the dissertation. The student's committee can specify how the meeting will proceed. Typically, the defense is scheduled for 1.5 to 2 hours; the meeting begins with a 15–20-minute presentation by the candidate, with questions from the committee addressed by the candidate and other department faculty, after which visitors can ask questions. Students must be registered for at least 1 hour of credit during the semester when they complete their oral defense. The defense must be held at least *seven weeks* before the commencement at which the candidate is to receive their degree in order to be reflected in the commencement program.

General timetable

Progress will be evaluated against the following general timetable (though students should develop an individualized timetable in consultation with their advisor in the context of the training plan):

First Year (Admission Year): DSK courses, statistics series; seminars; research involvement; applied/community experience (where appropriate) and teaching (where appropriate).

Second Year: DSK courses, seminars, practicum work and teaching where appropriate.

Third Year: DSK courses, thesis defense required to be in good standing. Some students develop preliminary examinations and establish doctoral Supervisory Committee, research progress, practicum work and/or teaching where appropriate.

Fourth Year: Doctoral colloquium, dissertation research, practicum work and/or teaching where appropriate.

Fifth Year: Completion of dissertation research and defense, practicum work and/or teaching where appropriate.

*DSK: domain specific knowledge

Staying in Good Standing

The most effective way for students to maintain awareness of their progress is to compare their progress with the guidelines in this handbook and to meet regularly with their advisors to review their progress with respect to the student's Individualized Training Plan. Students who do not make satisfactory progress in either pace or quality of their work will be deemed "not in good standing" and will be ineligible or have low priority for departmentally controlled financial support. To remain in "good standing" the Graduate School requires a cumulative GPA of greater than or equal to 3.0. To retain "good standing," the student must consult with their advisor and their Supervisory Committee to identify the critical deficiencies and then develop (with the direct consultation of the Committee) a specific plan for correcting the deficiencies within a six-month period. The plan must identify the specific outcomes that are expected by the end of this period. If the deficiencies are not corrected within this period, termination from the program may be recommended. In some cases, delays in student progress are due to research delays that are beyond the students' control (difficulty with participant recruitment; sample is unusual or difficult to find in SLC). In such cases, the student is still expected to consult with their committee to identify the cause of the delay as soon as it becomes evident and to develop a realistic solution (extended deadline for

completion of the research, reduced sample size, traveling out of state for the sample). Again, the student is expected to develop a specific timetable for redress of the problem.

Appeals Procedures

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 following order:

(a) The University encourages the informal resolution of problems. Students are urged to informally discuss the problem with the involved faculty member(s) first, and then with Area faculty, Director of Graduate Studies, a member of the Professional Issues and Ethics Committee (PIE, comprised of faculty and graduate students where confidential informal advice can be given), or Department Chair. If informal resolution within the Department is not possible, students can meet with the Associate Dean of Graduate Education in the College of Social and Behavioral Science, or one of the Graduate School deans to voice complaints or concerns (can be requested through info@gradschool.utah.edu or by calling 801.585.5529).

If no informal solution can be found, then formal procedures for the resolution of the problem are detailed below and in Policies 6-100, 6-400 and 6-410. If the concern refers to an academic action (e.g., grade dispute, passing Master's defense or prelim), it can be formally overturned only if it is judged to have been arbitrary or capricious.

(b) The first formal level of appeals is to the Chair of the Department. This appeal needs to be filed within 40 working days of notification of the original academic action. The Chair, at their discretion, may then ask that the appeal be heard by the departmental Graduate Committee. It is most helpful if the student writes a petition (memo) to the departmental Chair, outlining the reasons why the student believes the recommendation/decision should be reconsidered. The role of the Graduate Committee, in this context, primarily involves ensuring that proper procedures were followed by the Area when the recommendations and/or decisions were made. Within 15 working days of the notification by the student, the Chair will notify the student and faculty involved in writing of their decision. If student or faculty members disagree with the Chair's decision, they have 15 working days to appeal to the Academic Appeals Committee (see below).

(c) The next level of appeals is to the University-level Academic Appeals Committee. Procedures for this appeal are outlined in the University of Utah Code of Student Rights and Responsibilities (see Appendix B). <https://regulations.utah.edu/academics/6-100.php#a.III.J>

These guidelines are provided from the University of Utah Code of Student Rights and Responsibilities (<https://regulations.utah.edu/academics/6-400.php>, and <https://regulations.utah.edu/academics/6-410.php>). To summarize, students should (a) meet the academic requirements of a course, (b) meet the academic requirements of the program

and Graduate School, (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. Please see Appendix B for more detail on these points and additional issues regarding standards of student behavior (e.g., providing false or misleading information, forgery, verbal abuse, physical assault).

Teaching Requirement

All students enrolled in the doctoral program must obtain teaching experience as described by their Areas. Graduate student teachers are expected to be prepared for class, to hold class for the full time period, to keep up with tasks and assignments, and to work with students in a respectful and professional manner. In the case of online classes, Graduate Instructors should maintain a consistent presence in the online platform throughout the semester. TAs should contact the instructor and discuss with them their responsibilities and the skills they can hope to acquire as well as the kind and amount of supervision and feedback that they can expect throughout the semester.

Professional Development

Professional development activities are developed as students work with their advisor through the Individualized Development Plan. Such activities include decisions regarding professional societies to join, conferences to attend, and departmental, community or national service opportunities to pursue. In addition, there are a number of university-wide grant writing workshops, teaching workshops, and seminars that students may find professionally relevant.

Applying for Graduation

Remember to apply for graduation the semester prior to expected finish. This can be done online: <https://registrar.utah.edu/handbook/graduategraduation.php>

Expectations for Participation & Formal Evaluations

Students are expected to fully participate in their courses, which includes regularly attending class and completing assignments. In the event that students are unable to attend a class, they should notify their instructor ahead of class time. Students are also expected to respond to staff and faculty requests for information in a timely and professional manner. Students are expected to attend their Area's specific meetings. Students are encouraged to participate in external conferences and should work with their Advisor for further information about specific conferences and the frequency of attending conferences. Students are also encouraged to participate in relevant service opportunities in the Department.

All students should frequently check their University-provided e-mail and their physical mailbox (inside the copy room) for departmental memoranda and announcements of departmental and University activities. Students should only use their University-provided email and not link other email providers to their University-provided email for security regarding students and research participants (see <https://regulations.utah.edu/it/4-010.php#:~:text=No%20Employee%20or%20Trustee%20may,a%20Service%2DAffiliated%20E-mail%20System>).

Student/Degree Progress Evaluations. Twice each year the progress of each graduate student is reviewed by Area faculty. Prior to each meeting students are required to fill out a form reporting their accomplishments in lecture and seminar courses, performance in a research or teaching assistant capacity, performance in a research setting including progress on the thesis or dissertation, service that they have performed, applied or community experience, and their goals for the upcoming six months (see Appendix D). They will also evaluate their own progress regarding a number of additional skills and training goals as detailed in their individualized training plan. Students are expected to discuss their self-evaluations with their faculty advisors prior to the Area's end of year evaluation meetings in late April, and to revisit and revise their training plan accordingly in order to ensure satisfactory progress. Within each Area, information gathered from the student's mid-year and year-end review will be discussed in an Area faculty meeting where each student is represented by the advisor. Once a year in the spring, the Area heads, DGS, and Chair meet to review each student's progress. Letters summarizing faculty evaluations are sent to each student by July 1 and are also placed in the student's file. Students can put letters in their own files responding to evaluation letters or any letters concerning their achievements or program milestones. The most important outcome of this process is the provision of constructive feedback and recommendations concerning the student's progress through the program. Time limits and performance criteria are designed to set clear performance expectations, to facilitate progress through the program, and prepare for careers upon the completion of the Ph.D. Students who fail to meet deadlines, performance criteria, or ethical and professional standards are subject to termination by a vote of the full tenure-track faculty.

At the end of each academic year, each Area may nominate a student for the Area's professional developmental award. This award goes to a student who combines high quality research products, exceptional teaching, and meaningful service (see Appendices E and F for service opportunities available in the Department during the year and the election procedures involved).

Teaching Evaluations. Graduate student instructors (GIs) are expected to be prepared for class, to hold class for the full time period, to keep up with tasks and assignments including grading and replying to emails from students, and to work with students in a respectful and professional manner. Moreover, disruptive, insulting behavior from students should not be tolerated (see Code of Conduct). GIs will receive university course evaluations, completed by their students. The Graduate Committee reviews these evaluations and congratulates

students for excellent evaluations. The committee also consults with students if concerns are raised by the evaluations (disorganization, unresponsive to students, biased or disrespectful of students, having missed, canceled, or shortened classes, among other issues).

Teaching assistants (TAs) should contact the professors and discuss with them their responsibilities and the skills they can hope to acquire as well as the kind and amount of supervision and feedback that they can expect throughout the semester. TAs are encouraged to solicit advice and evaluation from the course instructor at any time. They are also encouraged to seek informal feedback from students early in the semester and to strive to respond to the feedback during the balance of the course. At the end of each semester, all graduate student TAs will be formally evaluated by their course instructors. This evaluation should include a description of the student's activities during the semester, the kind of supervision and training that they received, an evaluation of their performance on these various tasks, and the kind of teaching activities that the student would now be prepared to do.

Opportunities for Departmental/Area Feedback. Students have the opportunity to provide feedback about any issue of their graduate training program through an annual Professional Issues and Ethics (PIE) meeting held at the area level by a student member of the committee.

Academic Requirements and Policies

Minimum GPA

A 3.0 or higher GPA in course work listed on the Program of Study for Master's and doctorate degrees is required. Students are required to maintain a B average or better to remain in Good Standing, and earn at least a B (not B-) in all required courses.

Continuous Registration

Each graduate student must register for every fall and spring semester until all requirements for the degree have been met unless granted an official leave of absence. Students should also register during the summer semester if using University facilities, consulting with their Supervisory Committee, or taking the final oral examination during the summer. Note that not all faculty are available to students in the summer, so students should plan accordingly. In every semester in which a graduate student makes use of any University research facilities or continues on the campus to pursue studies leading to a graduate degree, he or she must be regularly enrolled for a minimum of one credit hour of graduate work. However, enrolling for less than 3 credit hours has implications for FICA tax, health insurance, and some loan payback programs, so it is recommended that you consider these implications before reducing enrollment below 3 credits. Furthermore, the Graduate School considers a full course load to

be 9 to 12 hours for the Master's degree and 9 to 12 hours for the doctoral degree. Some aspects of financial assistance require that students register for a full course load of 9 to 12 hours (see "Tuition Waiver").

A graduate student who is not registered as indicated above and is not using any University research facilities (e.g., Clinical Area students who are on internship) except the library may meet the continuous registration requirement by registering for "Continuing Registration" (Psychology 7990) at a fee of \$50.00 per semester (subject to change without notification). There is no out-of-state fee charged for courses 6970, 7970, or 7990, if taken alone. If the student enrolls for other courses in addition to these, then there is a non-residency fee.

Important reminders: A total of 30 to 36 credit hours, including a minimum of 24 hours of coursework and 6 hours of PSY 6970 (Thesis Research: Master's) are required for the Master's degree. Six hours of PSY 6950 (Independent Study) are required for the thesis if the Master's degree is not sought.

A minimum of 14 hours of PSY 7970 (Thesis Research: Ph.D.) is required for the Ph.D. degree, with at least 54 or more hours total. This total includes the 30 to 36 hours required for the Master's degree.

Leave of Absence. Students who wish to discontinue their studies for one or more semesters (other than summer term) must complete a [Request for Leave of Absence Form](#). The form must be approved and signed by the Supervisory Committee Chair and Department Chair and then forwarded to the Registrar's Office for processing.

Requests for leaves of absence may be granted for up to one year for circumstances related to:

- a serious health condition of the student or family member,
- parental leave to care for a newborn or newly adopted child,
- a call to serve in military service, or
- other compelling reasons that the student's department believes are in the best interests of both the student and the University.

The form requesting a leave of absence for a current semester must be completed and received in The Office of the Registrar by the last day of classes of that semester. Leaves of absence are not granted retroactively. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes.

The period during which a leave of absence is granted does not count toward the period allowed to complete the degree. Leaves are granted for a maximum of one year at a time, and may be renewed by submitting a new form to The Office of the Registrar for special circumstances. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

A student may be granted up to a maximum of seven consecutive semesters (including summers) of leave from the program upon recommendation of the Supervisory Committee and the student's Area with approval by the Director of Graduate Studies or the Department Chair (see <https://registrar.utah.edu/handbook/leave.php>).

Parental Leave and Accommodation. The Psychology Department is committed to fostering a family-friendly environment for its students with policies that support family and gender equity. See <https://gradschool.utah.edu/navigating-grad-school/graduate-policies/parental-leave-policy-for-graduate-students.php> for details about the Department's Graduate Student Parental Leave and Accommodation Policy.

Family & Medical Leave. In the case of a needed medical leave for themselves or others, students should consult with their advisor or the Director of Graduate Studies regarding the length of time and whether informal accommodations can be developed or whether the student should file for a leave of absence (see section above). The University of Utah complies with the Family and Medical Leave Act of 1993 (FMLA). You can file for FMLA at <https://benefits.utah.edu/medical-leaves-of-absence/>. If eligible, FMLA allows an employee to take up to 12 work weeks of leave during a calendar year and has several requirements. Please note that FMLA does not come with pay.

Leaving the Program Early. In the rare case where students leave before completing the program, they may experience Ws on their transcript for courses that are not completed. We require students to file a letter of resignation. If the student at some future time decides they would like to return, they must reapply to the graduate program.

Changing Committee Chair & Committee Members

When faculty leave the institution, students may keep faculty members on their committee so long as the faculty member has an appointment with the University of Utah. If they do not have an appointment, students can petition for the person to be on their committee as an outside committee member. A student, typically together with the Area head, can identify a faculty member who will serve as chair of their committee. Students who wish to change advisors can also do so with the consultation with their Area Head.

The Department of Psychology expects that all students will have an advisor. Should a student have difficulty in identifying a new advisor, the Director of Graduate Studies will appoint a committee which will review the student's progress and make recommendations for their path to graduation or termination from the program.

Time Limit to Degree

Ideally, students will complete the Psychology Ph.D. within five years. Students in programs that require an internship or field experience (e.g., clinical students) will ideally complete

their degree in one additional year (i.e., a total of six years) according to the length of the required internship or field experience. The maximum time limit for seeking a Ph.D. is seven years. Any request to exceed the Psychology Department's seven-year established time limit for an individual candidate must be approved by the Director of Graduate Studies and the Dean of The Graduate School. A student must submit a letter that that lays out a completion plan that details specific milestones and dates for the completion of these milestones. A letter must be submitted to the Dean of the Graduate School indicating a strong commitment by the student, Supervisory Committee, Director of Graduate Studies, and financial support that graduation is feasible. The process for approval of an extension beyond seven years is as follows: 1) the student must be in good standing; 2) the extension must be approved by the student's research advisor, Area Coordinator and the Department Chair or Director of Graduate Studies. A formal letter of request is sent from the Department Chair/Director of Graduate Studies to the Graduate School and the extension must be approved by the Dean of the Graduate School. Failure to complete the program within these time limits may be considered grounds for termination. These requirements are in line with the University of Utah Graduate School Policies see links below.

Graduate School policy for Master's Degrees (<https://gradschool.utah.edu/graduate-catalog/degree-requirements>) :

Graduate School policy for Doctorate Degrees (<https://gradschool.utah.edu/graduate-catalog/degree-requirements>) :

Dismissal Policies & Procedures

Dismissal from the program is rare, but can occur when students violate university policy, do not pass critical milestones (do not pass Master's thesis oral defense by the end of their third year, do not pass the qualifying exam), or are not in "good standing" (i.e., fail to maintain a minimum GPA of 3.0, fail to make acceptable progress toward the degree as determined by the Supervisory Committee, fail to demonstrate competencies at an appropriate level).

A student's progress is reviewed twice per year by the Area faculty, and identified problems are addressed in accordance with each Area's due process policy. When remediation is unsuccessful, the Area makes a recommendation to dismiss a graduate student to the full tenure-track faculty who review and vote on the Area recommendation.

Financial Support

A number of sources of financial support are available through the Department, the University, and the community. The most frequently used sources are described here, and additional information about grants and fellowships is circulated regularly. Financial support

for students includes research assistantships (RAs), teaching opportunities (teaching assistantships [TAs] and Graduate Instructorships [GIs]), and departmental endorsements for university and extramural fellowships. The expectation is that these positions will require approximately 20 hours per week of students' time. If such positions take more than the anticipated 20 hours of work per week, the student should consult with the faculty instructor or advisor. In order to be fair to all students, it is important to report if you are employed outside the department or have other sources of support (except student loans). Failure to disclose outside employment is a violation of the student code ("providing false or misleading information") and is subject to university sanction.

Note that graduate students are FICA exempt during pay periods in which they are registered for at least 3 credit hours. FICA is the 7.65% federal tax for Social Security and Medicare. Students' gross paychecks are for the same amount all year long, but this tax impacts net pay during the summer for TAs and GIs. Students who are registered in the summer are FICA exempt in the summer, if they register for 3 credit hours. Some international students have a visa FICA exemption: students with F-1 visas have 5 calendar years in their lifetime and trainees with J-1 visas have 2 tax years to be exempt from FICA.

Teaching Assistant & Graduate Instructor Responsibilities & Policies

Many students in the Department are funded through either a Teaching Assistantship (TA) or a Graduate Instructorship (GI). These students are also eligible for tuition waivers (see "Tuition Waivers"). These forms of support require that students provide effective instruction to undergraduates while allowing graduate students to build teaching and presentation skills. Preference for assignments is given to students who are not employed outside the Department, who are in their first four years in the program, and who are effective and responsible instructors. GIs and TAs are expected to teach during assigned class hours, including providing instruction during lab periods and finding appropriate substitutes in case of illness or other emergencies. For online courses, GIs are expected to maintain a consistent online presence. In accepting assignments, TAs and GIs accept responsibility for both lectures and labs, and should be available to substitute for each other in emergencies.

TA duties vary with the class and instructor, but typically, large classes (99+ students) have a TA to manage exams, grade assignments, and keep track of grades. Courses with lab sections (Statistics and Research Methods) utilize TAs to teach the labs and grade student work in those labs.

Assigning TA and GI positions to students is a multi-step process. First, consensus is reached on what courses will be offered, which are eligible for a TA, and which will be taught by GIs. A list of all the TA and GI opportunities is distributed to all current graduate students who

review the opportunities and provide a list of their 3-5 preferred assignments. As much as possible, we match students with their requested opportunities. Graduate students cannot have GI positions until they have completed all Master's degree coursework (Master's thesis defense is not required).

Students will be asked to confirm to the Department's Program Manager that they accept a given assignment via email. Once a course assignment has been accepted, only the following are permissible reasons to withdraw from that assignment: (a) illness, family changes (e.g., childbirth), or personal tragedy may preclude a student from being able to teach; (b) receipt of a fellowship that does not permit the student to have simultaneous teaching responsibilities; or (c) offer of research assistantship by their advisor, who recently received a grant.

Under such circumstances, the student should address the issue directly with the Director of Graduate Studies. When appropriate, the Director of Graduate Studies will make every reasonable effort to accommodate a student's request to withdraw from teaching. However, it should be understood that the Director of Graduate Studies may not always be able to accommodate such requests. If a replacement TA is not available (in the case of the student who is offered an RA) the student may have to postpone the RA. The closer it is to the beginning of the semester in which the student is assigned to teach, the more difficult it will be to find a suitable replacement and accommodate such requests.

Graduate Assistant/Graduate Fellows Responsibilities & Policies

University Fellowships. Several sources of funding are available through the University, including the Eccles Fellowship, University Graduate Research Fellowships, Tanner Fellowships, and Hiatt Diversity Scholarships. University awards are generally made to more advanced students with strong research experience. Students are urged to apply for these fellowships and discuss the timing and development of their application with their advisor. Our Department has been quite successful in the past in obtaining these internal sources of funding. Announcements are distributed by the Graduate Committee.

Outside sources of support. A number of external organizations have funds available for graduate training, including the National Science Foundation (www.nsf.gov/), the National Institutes of Health (www.nih.gov/), Spencer Foundation (www.spencer.org/index.html), the Veteran's Administration (for Clinical Traineeships; www.va.gov/), and the APA (for minority fellowships; www.apa.org/). Information about applications and deadlines is distributed regularly by the Graduate Committee or can be obtained by visiting the organizational websites listed above. *All students are strongly encouraged to apply for these extramural sources of funding.* In addition, individual Areas can provide information about employment opportunities in the community that provide experience relevant to the student's training.

Research Assistant Responsibilities & Policies

When faculty have grant funds, they often support graduate students for 1 to 3 semesters each year to assist on the research project. RAs are eligible for tuition waivers, as described in the following section. Students work with the PI of the grant supporting them to develop a list of duties and expectations.

Tuition Waivers

Departmental and University funding, such as Teaching Assistantships (TAs) and Research Assistantships (RAs), include payment of tuition for up to 12 credit hours for fall and spring semesters (for current information, please see <https://gradschool.utah.edu/funding/tbp/guidelines.php>). Receipt of this tuition waiver, however, requires that a student be registered for a course load of at least 9 hours and not more than 12 hours. Students registered for fewer than 9 credit hours will be responsible for paying their own tuition. It is important for all out-of-state graduate students to apply for Utah residency as soon as they are eligible (see <https://admissions.utah.edu/information-resources/residency/graduate-students/>).

Students supported as TAs are recommended to register for the maximum number of credit hours that they need (up to 12) in Fall and Spring and for 3 thesis credit hours in the summer. Students supported on RAs should consult with their advisors about total credit hours registered for Fall and Spring (9 is sufficient and preferred if additional hours are not needed), and whether they should register for 3 thesis credit hours in the summer.

The Graduate School recommends that two years of tuition benefits be allocated for Master's students and five years total for doctoral students. Additional tuition benefit beyond five academic years can be requested during January of a student's fifth year. The request detailing why an additional semester or two is needed must be made by a student with the approval of the chair of their advisory committee, Area Coordinator, and the Director of Graduate Studies, and filed with the graduate Program Manager. Requests for tuition

waivers beyond the sixth year are unlikely to be granted except under unusual circumstances. As students in their advanced years are unlikely to require course enrollment for graduation, tuition costs are low and may be paid for by the student or the advisor (on grants or development accounts when available).

<https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines>

Student Health Insurance

Graduate students may be eligible for the University of Utah's Graduate Subsidized Health Insurance Program (GSHIP). To qualify, you must be supported as a Research Assistant or Teaching Assistant and receive a 100% tuition benefit.

GSHIP includes health insurance through [United HealthCare Student Resources](#), and dental and vision insurance through Educators Mutual. Coverage for dependents is not subsidized. More details can be found at: <https://gradschool.utah.edu/funding/tbp/gship/index.php>

Residency

To maintain TBP eligibility, all domestic nonresident students must apply for Utah residency upon completion of the first year at the University of Utah. Go to <https://admissions.utah.edu/information-resources/residency/graduate-students/> for details on how to qualify and how to apply for residency reclassifications.

Applicants must meet the following qualifications:

1. Intent of establishing a home in Utah for an indefinite period of time, generally longer in duration than the period of one's higher education.
2. If applicant has come to Utah specifically to attend the University, he or she must reside in the state continuously for one year prior to the commencement of the academic period for which residency is sought.
3. During the year's required residence, applicant must furnish evidence of intent to remain indefinitely by establishing legal and other ties within the state of Utah, and terminating reasonably terminable ties out-of-state. Significant ties and contacts might include, among others, purchase of property, acceptance of non-temporary employment, establishment of banking relationship, registration of motor vehicles, obtaining a Utah driver's license, buying automobile insurance from Utah agents, registration to vote, etc.

Applications for residency should be submitted to the Residency Department, 250 Student Services Building. Students who wish to appeal the Residency Department's decision may do so

in a two-step appeals process: first to the Director of the Residency Department; second to the Office of the Dean of Students Affairs and Services.

International students are not eligible for residency and the same rules apply regarding the Tuition Benefit Program as noted above.

Financial Resources

Psychology Graduate Student Emergency Fund

- <https://psych.utah.edu/graduate/graduate-student-emergency-fund.php>

Personal Money Management Center

- <https://personal-money-management.utah.edu>

Pivot

- <https://osp.utah.edu/news/pivot.php>

Feed-U Pantry

- <https://union.utah.edu/resources-spaces/feed-u-pantry/hours-about-us>

Career Closet

- <https://careers.utah.edu/career-closet/>

Student Loans

Loans are approved on the basis of merit and need. Criteria for approval include scholastic standing, credit record, and ability to repay the loan within the specified time. Various loans for which graduate students may apply are: Conventional Loan, National Defense Student Loan, Health Professions Student Loan, National Direct Student Loan, Guaranteed Student Loan, and a tuition deferral (which defers payment of tuition for one month into the semester).

Applications and further information for all loans may be obtained from the Financial Aids and Scholarship Office, 105 Student Services Building.

Student & Faculty Code

Code of Conduct

The department adheres to the code of conduct established by the Graduate School, which guides the behavior of faculty, staff, students, and visitors to the University.

<https://gradschool.utah.edu/code-of-conduct.php#:~:text=All%20University%20faculty%2C%20staff%2C%20and,where%20they%20may%20be%20visiting.>

Graduate School Code of Conduct. The Graduate School is committed to fostering excellence in our community of scholars and leaders. We recognize that diverse and inclusive teams are most likely to produce creative and impactful scholarship and are eager to ensure that each member of our academic community is respected and valued for their unique contributions. This Code of Conduct upholds the Graduate School's commitment to conduct graduate and postdoctoral education according to the highest ethical and professional standard in compliance with all applicable University, state, and federal regulations.

The Graduate School is committed to providing a safe, harassment-free and discrimination-free environment for everyone. Harassment includes offensive comments or denigrating jokes related to nationality, gender, sexual orientation, disability, age, physical appearance, body size, race, religion, or veterans' status, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, inappropriate physical contact, unwelcome sexual attention, and harassment through social media.

All University faculty, staff, and students are required to comply with the applicable anti-harassment, anti-discrimination, and scientific and professional ethics laws and policies in effect at the University of Utah and at the institutions where they may be visiting.

The University of Utah is committed to fostering a positive and welcoming learning, working, and living environment. Sexual Misconduct, Discrimination and Retaliation are prohibited by University Policy. Faculty and staff have a responsibility to inform the Office of Equal Opportunity and Affirmative Action (OEO/AA) when made aware of incidents of sexual misconduct, discrimination, and related retaliation, to ensure that individuals who have experienced discrimination, harassment, or sexual misconduct are informed about receiving support and options for addressing the misconduct through University and/or criminal processes. Incidents may come to the attention of faculty and staff in any way, including through face-to-face conversations, admissions or scholarship applications or essays, a written class assignment or paper, class discussion, email, text, or social media post. This obligation applies regardless of where or when an incident occurred, including if it occurred off campus and/or before they were a member of the campus community. Additional information can be found on the [OEO website](#) or you may contact oeo@utah.edu or 801-581-8365. If you wish to seek support confidentially, please contact the Victim-Survivor Advocates 801-581-7776 or advocate@sa.utah.edu.

Visitors, including participants at any University or Graduate School sponsored events, are expected to comply with these same standards, as well as to policies at their place of employment. In addition to any applicable reporting requirements at their home site, visitors are encouraged to report violations here as above.

Title IX

Title IX is a federal law that prohibits sex discrimination against all genders in educational institutions and includes sexual misconduct. Complaints of sexual misconduct should be made directly to the Office of Equal Opportunity and Affirmative action (found here: <https://oeo.utah.edu/contact-us>). Information on Title IX can be found here: <https://sexualassault.utah.edu/reporting/title-ix-on-campus-reporting>

Important Forms

Graduate School Forms

<http://gradschool.utah.edu/current-students/forms/>

Student Resources

<http://gradschool.utah.edu/current-students/>

Undergraduate Forms

Undergraduate Petition for Graduate Credit

<http://registrar.utah.edu/handbook/undergradpetitioncredit.php>

Master's Degree Forms

- Application for Admission to Candidacy (Masters) (request from Program Manager)
- Comprehensive Exam for the M.A. and M.S. Degree (Dept)
- Leave of Absence <http://registrar.utah.edu/handbook/leave.php> (student)
- Master Supervisory Committee Approval & Final Reading Approval (approval of thesis - student)
- Petition for Exception to University Policy
<http://registrar.utah.edu/handbook/exception.php> (student - for correcting errors in transcripts)
- Recommendation for Change of Graduate Classification
<http://registrar.utah.edu/handbook/graduateclassification.php> (dept)
- Report of the Final Examination for the Master's Degree (NA)
- Report of the Final Oral Examination and Thesis for the Master's Degree (dept)
- Request for Supervisory Committee (notify Program Manager)
- Request to Change Supervisory Committee Personnel (notify Program Manager)

Doctoral Degree Forms

- Leave of Absence <http://registrar.utah.edu/handbook/leave.php> (student)
- Petition for Exception to University Policy
<http://registrar.utah.edu/handbook/exception.php> (student - for correcting errors in transcripts)
- Ph.D. Supervisory Committee Approval & Final Reading Approval (final approval of dissertation - student)
- Program of Study (Ph.D., Ed.D, M.Phil) (request from Program Manager)
- Recommendation for Change of Graduate Classification (dept)
- Report of the Final Oral Examination for Ph.D., Ed.D., or M.Phil (dept - oral defense)
- Request for Supervisory Committee (notify Program Manager)
- Request to Change Supervisory Committee Personnel (notify dept Program Manager)

Graduate Student Research Travel Award Forms

<http://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award/> (student)

Visiting Scholars or Visiting Graduate Student Forms

<http://gradschool.utah.edu/visiting-scholars/>

Research Policies & Training

RATS Courses

The University provides Research Administration Training Series on a variety of research subjects. Information about RATS courses can be found here:

<https://education.research.utah.edu>

IRB

The IRB is charged with the review of all research projects that involve humans to ensure they comply with local, state, and federal laws, as well as the high ethical standards set forth in University policy. If you are working with human subjects, you should be familiar with and compliant to IRB rules.

All IRB proposals must be submitted via the web on the ERICA system. The review and feedback process can take 1 - 2 months to complete, so students should submit applications well in advance of when they plan to begin data collection to allow time for the approval process to be completed. More information here: <https://irb.utah.edu>.

Department Participant Pool

Researchers who are interested in testing college-aged participants and who have received IRB approval can recruit from a participant pool made up of students in the Introductory Psychology course and other Psychology courses if the instructor approves. Students in these classes can complete required research experience for participating in these studies, and researchers are encouraged to make the experience as educational as possible for participants. Recruitment procedures are monitored by the department's research participation Committee.

Occupational Safety and Reporting Safety Issues

The Department is committed to providing a safe environment for conducting research. Safety concerns should be reported to the Chair of the Department and also <https://oehs.utah.edu>

Research Misconduct

The Department follows the University of Utah's guidelines regarding research misconduct, which can be found here, <https://regulations.utah.edu/research/7-001.php>. Research Misconduct Reporting is done through the Office of Research Integrity and Compliance, <https://integrity.research.utah.edu/>

Intellectual Property Policies

The Department follows the University of Utah's guidelines regarding student intellectual property, see https://regulations.utah.edu/research/Guidelines_7/g7-002a.pdf.

Student Access to Physical Resources

Departmental Resources

The departmental office is located in 502 Behavioral Science Building (BEH S). Students are provided with office space in the Department, printing, mail delivery, and access to computer software. The Department communicates through email through departmental listserves, so it is important to attend to departmental and other University email.

Student Files

Student records are kept online and contain information regarding all decisions concerning the student's program and progress. Whenever any important decision is made, the student

should make certain that this decision is recorded *in writing* and that a copy is sent to the Program Manager or placed in their online folder as appropriate. Of special importance are decisions regarding substitution of required courses and other exemptions from Departmental and Area requirements, and evaluations of student performance. Official University and Graduate School forms will be filled in the online Graduate Tracking System. When changing an incomplete, the instructor should report the change to the Project Coordinator in the main office.

Student Contact Information

Students should inform the Department office of changes in address, telephone number, e-mail address, and other contact information.

Computer Facilities

A computer lab has been established in room 815. This facility is intended to enable computer-related research and instruction for Psychology graduate students. The lab is equipped with computer workstations and a printer linked to a local Area Network file server. The workstations have SPSS and Microsoft Office Suite software installed on them. Accounts are required to use the lab and to store information on the network hard drive. You must be a graduate student to use this lab.

An open computer lab is located on the first floor (Room 115), and is available for all students to use when not being used for instruction. For more information about College sponsored computer labs or to schedule a lab for a meeting or class, login to the College Computing website (<https://support.csbs.utah.edu/helpdesk.php>), click on “classrooms”, check for availability, and schedule use by submitting a request to the online Helpdesk.

For all computer labs, user IDs and passwords are the same as your UID and password. Follow the instructions on the university’s web page (Faculty/Campus Information Systems) for setting up your password www.cis.utah.edu. You should also obtain an account from the College of Behavioral Science at www.csbs.utah.edu/support: select new account, in order to have individual network drive storage space. Your account will be generated.

All computer labs are linked to a campus-wide network, providing access to the college email server, the Marriott and Eccles Health Science libraries, and Psych Info.

The Marriott Library Center for Teaching Excellence (CTE) offers free instructional courses or one-on-one tutoring for a variety of computer-related skills. These include classes on word processing programs, PowerPoint, CANVAS, and others that may be of use.

On the third floor of Marriott Library, Reference Librarians provide support and guidance to students and researchers through their online catalog and numerous electronic resources available over the internet. Students have reciprocal borrowing privileges at other colleges and universities in the state through Interlibrary Loans. The library's multi-media center offers



computing and video-streaming services. For more information, see the library's web site at www.lib.utah.edu.

The Department has two OWL's (video conference cameras) that can be checked out to facilitate video conferencing. Most classrooms have built-in hooks-ups for computers to classroom projection systems.

The photocopier is available for instructional use, although we prefer that you post files on CANVAS and ask students to print their own copies of handouts, exercises, and other materials. The photocopier is also available for copying research materials. Contact Cindy White for information regarding printing.

For personal copying (any copying pertaining to courses in which you are enrolled, background reading for research, reading for preliminary examinations, etc.), ask the main office to set up an account in your name and pay when you are billed (typically quarterly).

Nuts and bolts of where to go for key resources.

- Check in with the staff member located in room 502 (and all other staff members) who have master keys and can help you if you lock yourself out of your office
- Computer services are handled through helpdesk services.
<https://support.csbs.utah.edu/services/helpdesk.php#:~:text=CSBS%20Computing%20offers%20a%20'helpdesk,is%20logged%20within%20each%20case>.
- Printing and copying. Printing is largely handled centrally on printers that are located in the 5th floor copy/mail room. Check in with the staff member in room 502 SBS.

University Resources

University ID Card

University card information: <https://ucard.utah.edu>

TRAX Pass

UTA University pass: <https://commuterservices.utah.edu/uta/>

TRAX Schedules & Maps: <https://www.rideuta.com/Rider-Tools/Schedules-and-Maps>

Wireless Connections

Onboard to Utah wireless: https://onboard.utah.edu/enroll/uofu/prod_3/process

Software

Grammarly Access: <https://gradschool.utah.edu/resources-hub/grammarly/index.php>

Microsoft 365: <https://o365cloud.utah.edu/>
New Student Guide to Digital Resources:
https://it.utah.edu/help/it_guides/new_student_guide.php

Hardware

University Bookstore: <https://www.store.utah.edu/utech>

Paychecks & Direct Deposit

HR Paycheck Information: <https://www.hr.utah.edu/payroll/paycheck.php>

Housing

Graduate Student Housing Resources & Options:
<https://housingoptions.utah.edu/graduate-housing/>

Meals & Food

Utah Meal Plans: <https://housing.utah.edu/dining>

Arts & Entertainment

Arts Pass: <https://www.finearts.utah.edu/arts-pass>

Student Awards

Department-Specific Awards

There are several annual departmental awards that are given to exceptional students. Primary among these are “Commendations” in the areas of Teaching, Research, Coursework, or Service. A “commendation” for teaching typically recognizes unusually high course evaluations, recognition by the undergraduate honorary society, PsiChi, 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 first-authored papers. Commendations for coursework recognize unusual achievement in courses. Service commendations are given to students who have made exceptional contributions to Area, departmental or professional governance (such as serving on professional boards), and community engagement. Areas may have specific criteria for their commendations. Each Area may select one student to receive its annual Professional Development Award, which recognizes the student whose research productivity and other professional activities are exemplary for the Area.

The B. Jack White Memorial Award is presented to a post-Master’s student who has excelled in the areas of teaching, research, and service. The Kevin Hawley memorial award is awarded to a student chosen by their peers for their collegiality to others in the Department. The

Nancy Patterson Klekas Outstanding Service Award recognizes a graduate student who has displayed a pattern of outstanding service to the Department and/or community. The Frederick T. Rhodewalt Award for Innovative Scholarship recognizes and encourages creative and innovative research and scholarship. For more details on the nomination process for these awards see: <https://psych.utah.edu/graduate/scholarships-funding.php>

College/University Fellowships and Awards

A list of the graduate school awards can be found at <http://gradschool.utah.edu/tpb>. Additional university awards can be found at <https://union.utah.edu/union-scholarships>.

External Fellowship & Award Opportunities

A list of external fellowships is available at <https://gradschool.utah.edu/tbp/external-opportunities>, and students also have access to Pivot, a tool for finding foundation funding. <https://osp.utah.edu/news/pivot.php>

A more detailed description of outside support options is described in the Financial Support section earlier in this document.

Student Travel Assistance

The Department recognizes that conference attendance is important to graduate students' growth as researchers and has allocated funds to help pay for travel costs when they are attending a professional conference. The ability of the Department to offer support to graduate students is closely tied to the matching programs available from the Graduate School and from the College of Social and Behavioral Sciences (CSBS).

Travel funding is available for attendance at conferences that are regional, national, or international in scope; travel funding is not available for attending or presenting at local Utah conferences. Students must be in good standing in order to receive travel funding.

****Please note:** Rules for obtaining conference travel awards and the funding available from sources such as the Graduate School change frequently. Because of this, department policies regarding travel support are subject to frequent updates. Make sure that you base your travel decisions and applications on the most recent policies and instructions. If you are unsure, contact Angela at angela.newman@psych.utah.edu or the Director of Graduate Studies.

There are currently four mechanisms available for graduate students to receive travel funding which includes department support, depending upon type of conference, and source of support:

- Graduate School Early Career Professional Development Program (ECPDP)

- Graduate School Virtual Conference Award (VCA)
- Graduate School Graduate Student Travel Assistance Award (GSTAA)
- CSBS Graduate Travel Award

Eligibility requirements and department matching funds vary for each mechanism, and are detailed below.

Graduate School Early Career Professional Development Program (ECPDP). The ECPDP is available for first- and second-year graduate students to attend academic workshops or training opportunities at a conference, without any presentation requirements. The Department will match the ECPDP award, up to \$500. A student is eligible to receive one ECPDP in the first or second year of their graduate career. More information on the ECPDP may be found here: <https://www.gradschool.utah.edu/funding/travel-assistance/career-dev-program.php> (there is a link on this page to the Graduate School's Travel Awards Portal as well).

Graduate School Virtual Conference Award (VCA). The VCA is available for graduate students who are presenting at a virtual conference where registration is the only expense; the max award amount is \$200. The Department will cover any remaining registration cost (over \$200). A student may receive only one VCA per year, but can receive multiple Virtual Conference Awards over the course of their graduate career. More information on the VCA may be found here: <https://www.gradschool.utah.edu/funding/travel-assistance/virtual-conference-award.php> (there is a link on this page to the Graduate School's Travel Awards Portal as well).

In order to apply for and receive funding for conference attendance where physical travel is involved, a graduate student must present a poster or paper/talk at the conference. The following two funding mechanisms are available for this purpose.

Graduate School Graduate Student Travel Assistance Award (GSTAA). The GSTAA provides students with the opportunity to present research accomplishments to the academic community. The Department will match the GSTAA award, up to \$500. Graduate students are only eligible to receive the GSTAA once during their graduate career. More information on the GSTAA may be found here: <https://www.gradschool.utah.edu/funding/travel-assistance/travel-assistance-award.php> (there is a link on this page to the Graduate School's Travel Awards Portal as well).

CSBS Graduate Travel Award. The CSBS Travel Award also provides students with the opportunity to present research accomplishments to the academic community. The CSBS award is available to students who have already received a GSTAA, and support is provided for FUTURE conference travel only. Recipients are expected to (1) submit a copy of the resulting paper/poster to CSBS, and (2) present their findings in the form of a poster at the subsequent CSBS Student Research Day (typically in April, with calls for posters earlier in Spring Semester). The Department will match the CSBS award, up to \$500. Graduate students may receive only one CSBS award per year, and are eligible to receive two CSBS Travel Awards over the course of

their graduate career. Students may apply for the CSBS Travel Award at the link here: <https://csbs.utah.edu/students/grad-travel.php>

The GSTAA and CSBS Travel Awards provide funding for conference registration, airfare, ground transportation, and hotel accommodation costs only; meal expenses and poster printing costs are not covered. Because of this, the Department will cover up to \$50 of the cost of poster printing and up to \$128 for two days of per diem for meals for recipients of either award.

The Department will provide funds for a maximum of three conferences where physical travel is involved per graduate student over their graduate career.

The GSTAA and CSBS Travel Awards are awarded on a first-come, first-serve basis. If a student has, in good faith, applied for travel funding at least three months prior to the conference date or within two weeks of receiving notification that the conference presentation has been accepted, but does not receive a travel award because funds from the Graduate School or CSBS have been exhausted, the Department will provide up to \$1000 to cover conference-related travel expenses (this holds for one trip only).

If a student does not apply for travel support from either the Graduate School or CSBS, OR does not apply within the required time frame and does not receive funds, the Department will not provide travel support of any kind.

Travel Funding Options in Brief

Award Type	Grad School ECPDP*	Grad School Virtual*	Grad School GSTAA*	CSBS	ASUU
Eligibility requirements	First/second year students				
Funding Amount	\$500 with department match	Up to \$200	\$500 with department match	\$500 with department match	\$600 per fiscal year (July 1 - June 30th); NO department match
Availability	One award during first or second year	One award per year	One award during grad school career	One award per year; two awards during grad school career	No restriction

Allowable Costs	Airfare, ground transportation, conference registration and lodging	Conference registration only	Airfare, ground transportation, conference registration and lodging	Airfare, ground transportation, conference registration and lodging	Airfare, ground transportation, conference registration, lodging, poster printing
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For questions regarding graduate student travel funding, and to provide documentation required for funding applications and reimbursement requests, please contact Angela Newman (angela.newman@psych.utah.edu).

Graduate student travel costs – Direct pay and reimbursement options

We want to minimize the financial burden to graduate students for their conference-related travel, so here is a list of best practices for paying for travel subsidized by the department.

Conference Registration

The Department can pay for your conference registration directly. Just reach out to Wendy or Cindy and they will use their university credit cards to pay the registration.

If you choose to pay conference registration yourself, you will need to send Angela the documentation and have her submit for reimbursement using the Concur System after the conference ends.

Airline Tickets

The Department can book and pay for your airline tickets directly. Just reach out to Angela and let her know the details of your trip and she will connect with the university travel agency to book and pay for the tickets.

If you choose to make your airline reservations on your own, you will need to pay the cost yourself and then submit the documentation to Angela for Concur reimbursement after your travel dates. But please be aware of any cancellation policies for tickets purchased from online or discount sites, as typically you cannot be reimbursed for cancellation fees.

Accommodations

The Department can book and pay for your lodging directly. Just reach out to Angela and let her know the details of your trip and where you will be staying and she will connect with the hotel/site to make the reservation and provide credit card information.

If you choose to make your lodging reservations and pay on your own, you will need to submit the documentation to Angela for Concur reimbursement after your travel dates. Even though most hotels will want your credit card info to secure the reservation, they do not typically require payment in advance, so you should not be out-of-pocket for these costs for any substantial length of time. Most hotels also do not charge a fee for cancelled reservations unless it is at the last minute (less than 48 hours from check-in). Airbnb sites generally require upfront payment, so you may be out-of-pocket for quite a while. Please also note that Airbnb charges substantial cancellation fees, and typically you cannot be reimbursed for any such fees.

Poster printing

Posters can be printed at the library floor 2, Knowledge Commons. You can reach out to Wendy or Cindy and they will use their university credit cards to pay or provide you with an account to use at the University for posters charged to grants.

Please let us know of any questions:

- Angela, angela.newman@psych.utah.edu
- Cindy, cindy.white@psych.utah.edu
- Wendy, wendy.reeve@psych.utah.edu

****Documentation requirements for ALL travel reimbursements****

Airfare: (1) detailed itinerary to include airline, flight dates, flight numbers, and detailed breakdown of costs, (2) proof of payment (receipt showing credit card used)

Lodging: itemized hotel/airbnb receipt which includes credit card proof of payment

Ground transportation/parking: receipt showing credit card proof of payment

Conference registration: receipt showing credit card proof of payment; if there is a presentation requirement, a copy of the conference program which must include listing of the presentation (or a link to the online version of the program)

Meals: itemized receipt, must also show proof of payment (credit card or cash)

Poster: receipt showing proof of payment (credit card or cash)

Please note – the Department will cover the cost of a single Concur reimbursement expense report for each trip (\$25 domestic, \$35 international), so be sure that all relevant receipts are provided to Angela before requesting reimbursement.

Student Resources

Tips and Tricks (from graduate students)

- If you register for 3 credits over the summer you can maintain access to the campus gym/pool and you stay FICA tax exempt
- If you don't know who to ask, start with the person in room 502.
- The CIS portal is your key to accessing and tracking key forms for graduate school.

Your personal health and wellness are essential to your success as a student.

Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased in the past couple of years. If you need help, reach out for campus mental health resources (<https://studentaffairs.utah.edu/mental-health-resources/index.php>), including counseling, trainings and other support.

Other resources are available through the Center for Student wellness at www.wellness.utah.edu.

Graduate School Resources

Please note that the University frequently reorganizes offices, so when you have a question that can't be answered by the general link below for the graduate school, contact the Program Manager in the Department (Nancy) that deals with graduate student issues. The general graduate school website at <https://gradschool.utah.edu/events-calendar> contains information about events, workshops, graduate records, awards and fellowships, training and workshops, and writing (see grammarly: <https://gradschool.utah.edu/resources-hub/grammarly/index.php>).

University Resources

Graduate Writing Center & Graduate Student Reading Room

More information: <https://writingcenter.utah.edu/grad-student-services.php>. The Graduate Writing Center is located in the Marriott Library in the Graduate Student Reading Room. To access the Reading Room, students must fill out a Graduate Resources Access Form, found at <https://lib.utah.edu/services/education/gradstudents.php>. eTutoring for Graduate Writing is also available. Students can sign up for this service at <https://writingcenter.utah.edu/graduate-services/e-tutoring.php>

University Libraries

In addition to the research offerings, the Marriott Library has events and programs specifically for graduate students. Check <https://lib.utah.edu/services/education/gradstudents.php> for schedules and more information.

Professional Development

Career & Professional Development Center Graduate Student Career Coaching:

<https://careers.utah.edu/career-coaches/>

Graduate Student Teaching Training from Center for Teaching & Learning Excellence:

<https://ctle.utah.edu>

Student Health, Wellness, & Recreation

Student Health Center: <https://studenthealth.utah.edu>

University Counseling Center (including Mindfulness Center): <https://counselingcenter.utah.edu>

Center for Student Wellness: <https://wellness.utah.edu>

Campus Recreation Services: <https://campusrec.utah.edu>

Leadership & Dispute Resources

Dean of Students Office: <https://deanofstudents.utah.edu>

Graduate School: <https://gradschool.utah.edu>

Support Groups & Services

Center for Disability & Access: <https://disability.utah.edu>

Office of Equal Opportunity, Affirmative Action, and Title IX: <https://oeo.utah.edu>

International Student & Scholar Services: <https://ic.utah.edu>

Veteran's Support Center: <https://veteranscenter.utah.edu>

Student Safety

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campusafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close. The University has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>) and the Wellness Center (<https://wellness.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

University Police: <https://dps.utah.edu>

Phone: 911 or 801.585.2677

Emergency services

Crisis Line (24/7): <https://healthcare.utah.edu/hmhi/programs/crisis-diversion>

Phone: 801.587.300

For crisis intervention, emotional support, and mental health needs

Suicide Prevention Hotline – Utah: <http://www.suicide.org/hotlines/utah-suicide-hotlines.html>

Crisis Prevention – SafeUT Smartphone App: <https://www.uofuhealth.org/safeut>

Free 24/7 access to counselors for crisis prevention and emotional support

University Counseling Center: <https://counselingcenter.utah.edu>

Room 246, Student Services Building (SSB)

Phone: 801.581.6826

Sexual Assault Victim Advocacy: <https://advocate.wellness.utah.edu>

Room 328, Student Services Building (SSB)

Phone: 801.581.7779

Student Health Center: <https://studenthealth.utah.edu/services>

Madsen Health Center, 555 Foothill Drive

Phone: 801.581.6431

The Office of the Dean of Students: <http://deanofstudents.utah.edu>

Room 270, Olpin Union Building

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <https://emergency.utah.edu/eap/>.

CAMPUS RESOURCES

SafeU App

The app includes emergency resources and plans, tips for reporting problems, and allows you to send information to friends regarding your location and safeness.

Appendix A: Checklist of Procedures for Degree Completion

Checklist of Procedures for Master's thesis

See list of Graduate School forms (http://www.utah.edu/graduate_school/index.html)

THE FOLLOWING PROCEDURES MUST BE FOLLOWED BY ALL STUDENTS. AN * INDICATES THE PROCEDURE IS REQUIRED FOR EARNING THE MASTER'S DEGREE.

1. First semester of graduate work: Consult the Chair of your Supervisory Committee (your advisor) to plan coursework and research experience.
2. During first year of graduate work: Complete required statistics courses and take core courses
3. Establish a Supervisory Committee of faculty members who agree to serve in this capacity and send the names of the committee members to the Department Program Manager. Be sure to indicate whether you are going to seek a Master's degree.
4. Present colloquium on thesis topic.
 - a. Three weeks prior to thesis colloquium: Have a final draft of your thesis approved by your Supervisory Chair.
 - b. Two weeks prior to colloquium: Deliver a copy of the final thesis proposal to each committee member.
 - c. One week prior to colloquium: email a 2-page summary of the proposal to the Departments' Program Manager (currently Nancy Seegmiller), for distribution to the faculty. This summary must be distributed no less than 5 business days prior to the colloquium. Notify the Program Manager of the date and time of the colloquium and she/he will schedule a room.
 - d. Ask Department Program Manager to complete the Program of Study form in the Graduate Tracking System.
5. Before end of Spring semester of the third year: Complete thesis and hold oral examination/defense.
 - a. Three weeks prior to oral examination/defense: Have a final draft of completed thesis approved by your Supervisory Chair.

b. Two weeks prior to the oral examination date: Deliver a copy of the final thesis to each committee member.

c. Schedule the final oral defense with Supervisory Committee members and notify the Department's Program Manager of date and time. She will arrange for a room and distribute an announcement of the scheduled defense.

d. At completion of defense: Committee members sign a form and assign a grade to all thesis or research credit hours using a change of grade form. The committee may decide to wait until the thesis is completed before assigning a grade. Committee members decide whether the master's examination (i.e., coursework) has been passed, whether the master's thesis and oral defense have been passed, and make a recommendation to admit the student into the Ph.D. program.

6. Incompletes should be removed and final grades recorded in the Registrar's Office for all courses except thesis and thesis consultation hours the semester the student is to graduate.

7. *For those who wish a degree THE ORAL EXAMINATION/DEFENSE MUST BE COMPLETED AND THE THESIS APPROVED SEVEN WEEKS BEFORE THE DATE SET FOR GRADUATION COMMENCEMENT.

a. *Place order for cap and gown at University Bookstore (optional, spring semester). Students can participate in graduation ceremonies before completing their thesis if their committee approves.

b. *Following instructions in "A Handbook for Theses and Dissertations," prepare "Master's Supervisory Committee Approval" and "Final Reading Approval" forms and have them signed.

c. *Submit manuscript to Thesis Editor for Formal Approval with the two signed forms in c above (clearance for duplication of manuscript).

Checklist of Procedures for the PhD Degree

1. First semester of doctoral work (the first semester after successful oral defense of second year/Master's thesis and admission to Ph.D. program): Consult with advisor on coursework in the major and allied fields.

2. Doctoral work:

a. Take approved coursework.

7. Three weeks prior to Registrar's closing date:
 - a. Have final copy of the dissertation ready and take oral examination/defense.

Supervisory Committee must sign a form and assign a grade to the dissertation. The committee may decide to assign the grade after the final version is completed.
 - b. Following instructions in "A Handbook for Theses and Dissertations", prepare "Supervisory Committee Approval" form and "Final Reading Approval" form and have them signed.
 - c. Prior to Registrar's closing date:
8. Submit manuscript to Thesis Editor for Format Approval (clearance for duplication of manuscript). Consult "A Handbook for Theses and Dissertations."
9. After receiving formal approval, the student will be given instructions for submitting a PDF file. If the final manuscript is satisfactory a Thesis Release is issued. All processing of the manuscript must be completed by the last day of the semester for graduation in the semester.

For Graduate School thesis and graduation deadlines please consult the Graduate School website: <http://gradschool.utah.edu/current-students/graduation-overview-for-masters-candidates/>

<http://gradschool.utah.edu/current-students/graduation-overview-for-doctoral-candidates/>

Appendix B: Professional Standards & Ethical Principles

Graduate students are required to adhere to the ethical principles of psychologists in all domains of their professional career, including the roles of student, researcher, instructor and therapist. A statement of the Ethical Principles of Psychologists is given to each graduate student upon matriculation (see <https://www.apa.org/ethics/code>). **Students are urged to read this document in its entirety.** 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 their advisor and/or the Professional Issues and Ethics (PIE) Committee should a potentially problematic situation arise. Some of the issues most relevant to graduate student training are discussed below. 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 Code of Student Rights and Responsibilities (University of Utah Code of Student Rights and Responsibilities Policy and Procedures Manual, Policy 6-400; <http://regulations.utah.edu/academics/6-400.php>), or contact a member of the PIE Committee (See Appendix E for a description of PIE).

Students are also expected to think carefully about their communications on social media and be mindful of [best practices](#) advanced by the University of Utah.

Sexual Harassment/Dual-role Relationships

Graduate students assume a variety of roles during professional training, some of which are subordinate in nature and some of which entail influence and responsibility over others. It is important that students be aware of both their rights and their responsibilities with respect to issues of sexual harassment and dual-role relationships. Any students with questions or concerns about these issues should discuss them with their advisor, a member of the PIE Committee, the Department Chair, the Director of Graduate Studies, or a trusted faculty member, with the assurance that strict confidentiality will be maintained unless faculty are legally required to report the information. Both the APA ethics code and university regulations have explicit language that governs dual-role relationships (see [https://regulations.utah.edu/general/1-020.php#:~:text=In%20unusual%20circumstances%2C%20with%20respect,\(faculty%20member%2C%20course%20instructor%2C](https://regulations.utah.edu/general/1-020.php#:~:text=In%20unusual%20circumstances%2C%20with%20respect,(faculty%20member%2C%20course%20instructor%2C) for University policy.

Issues pertaining to sexual harassment, multiple relationships, and exploitation are covered in Section 3 of the APA code.

3.02 Sexual Harassment. Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a

hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

3.05 Multiple Relations: A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing their functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

3.08 Exploitation. Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants and employees.

The Psychology Department endorses these principles and considers that they apply to faculty, graduate students, and undergraduates in positions of responsibility over others in the department.

The University policy prohibiting sexual harassment states:

Sexual harassment is an unlawful employment practice, and is contrary to the University's equal opportunity and nondiscrimination policy.

Unwelcomed sexual advances, requests for sexual favors, or other sexually degrading verbal or physical conduct constitutes sexual harassment. Courteous, mutually respectful, non-coercive interaction between two people that is acceptable to both parties is not considered to be sexual harassment. University policy requires that all employees and students share the responsibility for assuring that sexual harassment does not take place, and that the working and educational environment of the University is not sexually intimidating, hostile, or offensive to individuals on campus.

If a violation of this policy has occurred, we are required to report to the Office of Equal Opportunity and Affirmative Action. That office can also provide additional information about what types of behavior constitute sexual harassment.

Academic Misconduct and Plagiarism

The Department of Psychology has a zero-tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>. Plagiarism consists of any attempt to present as one's own the ideas or work of another (see Section 8.11 of the APA Ethical Guidelines; for more information see: <https://sites.google.com/site/onlineplagiarismtutorial/home>).

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.

Confidentiality

Principle 5 of the APA Ethical Principles states that psychologists have a primary obligation to respect the confidentiality of information obtained from persons in the course of their work as psychologists. The principle of confidentiality applies to information gained in clinical or consulting relationships, in departmental committee work, and in research settings. With regard to research, students should establish a means of maintaining confidentiality in storing and disposing of data (with IRB approval) and in reporting research results. Avoid storing data on personal devices and instead use cloud storage options like UBox or Microsoft OneDrive (see https://uofu.service-now.com/it?id=uu_kb_article&sys_id=710da6ffdbc754900771ff441d961916).

Publication Credit

Discussion regarding authorship credit and order should routinely occur amongst authors when beginning research projects and working on articles. Please note that Section 8.12 of the APA ethics code states that "Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate". Authorship order, however, may sometimes need to be changed as authors assume more or less responsibility on revisions of manuscripts (see article by Fine and Kurdek in American Psychologist, November 1993 and "Get the Credit you Deserve" in gradPSYCH January 2006). Principle 8.12b addresses issues concerning authorship credit on multiple co-authored papers.

Department of Psychology Student Labor Policy

The purpose of this policy is to avoid potential conflicts of interest, coercion or exploitation of student labor. Providing services for a member of the Department may give unequal access for laborers and create dual-role relationships that could result in either preferential treatment or undue punishment. Therefore, the Psychology Department faculty and staff are not permitted to solicit or to accept student or staff labor (either paid or unpaid) for personal services (i.e., housesitting, pet sitting, babysitting, etc.) for any reason. This policy applies to both graduate and undergraduate students in the Department and to any other students for whom faculty have an advisory or committee role. In addition, graduate students are not permitted to solicit or accept services from undergraduates. If students are approached for this purpose, they are advised to inform their advisor, the Chair of the Department, the Director of Graduate Studies, or the PIE Committee.

Appendix C: Individual Development Training Plan Template

TRAINING PLAN TEMPLATE

AREA OF EXPERTISE	FORMAL TRAINING (COURSEWORK)		APPLIED TRAINING/ EXPERIENCE		END PRODUCT	
	What	When	What	When	What	When
Research Methods						
Statistics						
Academic Writing						
Content Area 1:						
Content Area 2						
Content Area 3						
Clinical Training						

APPENDIX D

Evaluation Processes

At least twice each year the progress of each graduate student is formally reviewed by Area faculty. The student's advisor (or designate if the advisor is unable to meet) presents to the faculty a summary of the student's performance in coursework, research (including progress on Master's thesis and dissertation), teaching, clinical work (for clinical students), and service. Each spring, students complete the Evaluation of Progress form (see below) and Area faculty discuss student progress. Area coordinators together with the Director of Graduate Studies then meet to review students' progress. Faculty then write a letter for each advisee summarizing the student's progress and containing faculty feedback and suggestions/requirements for the future. Each letter is signed by the student's advisor, Area coordinator, Director of Graduate Studies, and Department Chair. The letter is sent to the student, with a copy placed in their file. These letters must be completed by July 1st following the faculty student review meeting.

These letters should be the culmination of ongoing feedback received throughout the year; students should not be surprised by its contents.

Faculty advisors and their students together should work out realistic goals for the student for each year. Faculty should ensure that the goals are possible and that the student understands that they are possible. Students also have the responsibility of ensuring that the goals are possible, and should inform faculty of any reasons that may make the suggested goals impossible.

Feedback to students should be given in terms of face-to-face communication as well as in written form.

Students should inform their advisors (and/or Area Coordinators) if they believe that they are receiving insufficient or unclear feedback. (Faculty may assume you understand everything unless you say something.) Furthermore, students may put letters in their own files responding to year-end letters or any letters regarding their accomplishments (or lack thereof).

Students may appeal faculty recommendations and/or decisions through the appeals procedure outlined above.

EVALUATION OF PROGRESS

Students will complete an annual evaluation form, typically in March or early April. Attached is a sample form.

1. Name/Date:

2. Area:

3. Year in program:

4. Date expected/completed for.....

1) Master's proposal	Date: _____	On track?	YES	NO
2) Master's defense	Date: _____	On track?	YES	NO
3) Pre-doctoral projects/exams begun	Date: _____	On track?	YES	NO
3) Pre-doctoral projects-exams completed	Date: _____	On track?	YES	NO
4) Dissertation proposal	Date: _____	On track?	YES	NO
5) Dissertation defense	Date: _____	On track?	YES	NO
6) Other (Area Specific)	Date: _____	On track?	YES	NO

5. If you are not on track for any of the above, what is your specific plan and timeline for getting back on track?

6. Please list any publications, conference presentations, or honors / awards in the prior year:

7. Please list other accomplishments of which you are most proud over the previous year:

8. Please summarize your specific progress/accomplishments regarding your Master's or dissertation:

9. List your coursework over the previous year and your grades:

10. Please list courses that you have taught.

ASSESS YOUR PROFICIENCY IN THE FOLLOWING AREAS

1 = drastic improvement needed	2 = foundation laid, but much more direct experience necessary	3 = solid competence; needs fine- tuning	4 = highly proficient; maintain current skill level	N/A = not applicable
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11. Development of expertise with specific CONTENT areas (for example, "dynamical systems theory" or "child psychopathology"), needed for successful completion of your Ph.D. List content areas IN ORDER OF PRIORITY. Do not include methodologies or statistics.

Area 1:	1	2	3	4
Area 2:	1	2	3	4
Area 3:	1	2	3	4
Area 4:	1	2	3	4
Area 5:	1	2	3	4
Area 6:	1	2	3	4
Area 7:	1	2	3	4

12. RESEARCH SKILLS.

Critically evaluating research articles.	1	2	3	4	N/A
Coming up with original research questions.	1	2	3	4	N/A
Translating research questions into testable hypotheses.	1	2	3	4	N/A
Basic regression and ANOVA.	1	2	3	4	N/A
Multivariate statistics.	1	2	3	4	N/A
Hierarchical linear modeling and other mixed modeling.	1	2	3	4	N/A
Structural equation modeling.	1	2	3	4	N/A
Growth curve modeling.	1	2	3	4	N/A
Power calculations.	1	2	3	4	N/A
Additional statistical techniques:	1	2	3	4	N/A
Additional statistical techniques:	1	2	3	4	N/A
Identifying the right technique to use.	1	2	3	4	N/A
Using SPSS (including syntax).	1	2	3	4	N/A
Using other statistical program: 1) _____.	1	2	3	4	N/A
Using other statistical program: 2) _____.	1	2	3	4	N/A
Screening and cleaning data.	1	2	3	4	N/A
Handling missing data.	1	2	3	4	N/A
Experimental design.	1	2	3	4	N/A

13. Specific methodologies (i.e., FMRI, SASB coding, cardiac impedance). List in order of importance

1:	1	2	3	4
2:	1	2	3	4
3:	1	2	3	4
4:	1	2	3	4
5:	1	2	3	4
6:	1	2	3	4

14. WRITING

Basic writing style (sentence and paragraph structure, etc.).	1	2	3	4	N/A
Mastering the style of scientific writing.	1	2	3	4	N/A
Mastering the style of grant (proposal) writing.	1	2	3	4	N/A
Revising in response to feedback.	1	2	3	4	N/A
Sticking to a writing schedule.	1	2	3	4	N/A
Meeting writing deadlines.	1	2	3	4	N/A
Juggling multiple writing projects.	1	2	3	4	N/A
Managing co-authorship.	1	2	3	4	N/A
Providing feedback on others' writing.	1	2	3	4	N/A

15. RESPONSIBLE AND PROFESSIONAL CONDUCT OF RESEARCH

Writing consent and debriefing forms.	1	2	3	4	N/A
Managing IRB submissions, renewals, amendments.	1	2	3	4	N/A
Identifying and minimizing risks to research participants.	1	2	3	4	N/A
Fair distribution of responsibilities and authorship in collaborations.	1	2	3	4	N/A
Setting and maintaining priorities.	1	2	3	4	N/A
Time management.	1	2	3	4	N/A

16. ORAL PRESENTATION AND TEACHING

Designing an oral presentation, poster presentation or lecture.	1	2	3	4	N/A
Comfort with oral delivery.	1	2	3	4	N/A
Responding to questions.	1	2	3	4	N/A
Writing exams.	1	2	3	4	N/A
Grading student papers.	1	2	3	4	N/A
Selecting readings and supplementary materials for a course.	1	2	3	4	N/A
Designing new courses.	1	2	3	4	N/A
Teaching online.	1	2	3	4	N/A

17. INTERPERSONAL SKILLS AND PROFESSIONALISM

Communicating effectively with your mentor and committee members.	1	2	3	4	N/A
Communicating effectively with students and RAs under your responsibility.	1	2	3	4	N/A
Taking constructive criticism.	1	2	3	4	N/A
Providing constructive criticism.	1	2	3	4	N/A
Managing relationships with collaborators and colleagues.	1	2	3	4	N/A
Resolving conflicts.	1	2	3	4	N/A
Sensitivity to diversity (in the classroom, in the laboratory, in the department)	1	2	3	4	N/A
Seeking help and guidance when needed.	1	2	3	4	N/A

Providing help and guidance when needed.	1	2	3	4	N/A
Leading and motivating others.	1	2	3	4	N/A

18. ADDITIONAL SKILLS (for clinical students, this can include clinical goals)					
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A
	1	2	3	4	N/A

19. Of the above areas, which are your most important priorities for the coming year?

20. Of the above areas, which have proved most challenging or given you unexpected difficulties?

21. Outline the specific steps that you will take in the coming year to address your priorities as outlined above. This might include additional consultation with your advisor or other faculty members, seeking a writing tutor, additional coursework, volunteering time in another laboratory, attending a specific conference. IDENTIFY A TIME GOAL FOR EACH AREA.

22. Distribution of effort: Using the diagram below, roughly chart the percentage of time that you have spent in the previous year devoted to the following activities (or, if you prefer, just list the percentages instead of drawing them, whatever works for you!)

- 1) Coursework
- 2) Research activities
- 3) Writing (thesis, proposal, publication, grants)
- 4) Teaching
- 5) Skill development (outside of coursework)
- 6) Professional activity (conferences, networking, service)
- 7) Clinical work
- 8) Departmental or University service

23. Are you satisfied with the distribution of your effort? If not, why not? If you would like it to change next year, please outline what specifically should change, and how you plan to accommodate these changes (i.e., if you want to increase the allotment to one area, you will need to decrease it for another).

24. Please list specific obstacles that have impeded your progress in the previous year (i.e., too much time spent preparing courses, poor time management, writer's block, etc.)

25. Please outline the specific steps you will take in the coming year to eliminate these obstacles. IDENTIFY A TIME GOAL FOR EACH STEP.

26. Please list any areas or obstacles for which you think that you would benefit from additional guidance, or in which you feel "stuck" and are not sure how to proceed. Be as specific as possible, so that we can identify the best way to assist you.

Appendix E: Departmental Committees

The composition and function of departmental committees are described below. Graduate Students are formally represented on the Graduate Committee, Clinical Training Committee, Diversity Committee, and the Professional Issues & Ethics Committee. Guidelines for election of student representatives are provided in Appendix F. Students also provide input to other committees (e.g., Personnel) through their Graduate Committee representatives.

Clinical Training Committee

The Clinical Training Committee is composed of the entire Clinical faculty and four clinical students who are elected by their peers. The duration of a student's term is usually one year. The purpose of the committee is to consider all policy decisions regarding the Clinical Area (e.g., curriculum planning, clinical student selection, evaluation of clinical courses, Supervisory Committee approval, and assignments for clinical student teaching fellowships). Input from other students in the clinical program can be channeled through elected CTC representatives.

Research Participation Committee

The Research Participation Committee is composed of two faculty members who monitor the use of college students (especially the Psychology 1010 students) as participants in psychology experiments. In order to conduct research with the subject pool, faculty members or students must obtain permission from this committee every semester in which participants are recruited. The committee provides information regarding any restriction in regard to subject recruitment.

Advocacy, Community, and Engagement (ACE) Committee

The ACE Committee's mission is to facilitate and maintain the Department's commitment to diversity in research, teaching, and service. This includes five specific functions: 1) serving as a forum for diversity-related issues; 2) working to develop, establish, and maintain policies to increase minority and underrepresented populations representation in psychology; 3) promoting the teaching and understanding of diversity; 4) providing expertise for and promoting research that seeks to understand the meaning of diversity or particular phenomena across cultural groups, and 5) serving as a support system for minority and underrepresented students and faculty in the Department.

The ACE Committee shall consist of three faculty members (elected) and an open number of graduate student representatives, with two students elected (additional students may serve on a voluntary basis). A student representative from the ACE Committee may serve as a student member of the Graduate Committee, as well.

Executive Committee

The Executive Committee is composed of four faculty members (one the associate chair, one serving as the junior faculty representative), and together with the Chair, guide the day-to-day and long-range operations of the Department.

Graduate Committee

The Graduate Committee consists of four faculty members (elected), one student representative from each Area, and a carry-over representative. The Graduate Committee reviews departmental procedures for graduate student education, student evaluations, teaching assignments and recommends to the faculty new programs for the graduate curriculum (e.g., teaching requirements for all graduate students, composition and function of the Supervisory Committee, and preliminary examination procedures). In addition, it considers assignments for student support and evaluates applications for the University Graduate Research Fellowships, CSBS awards, Clayton Fellowships, and the B. Jack White Memorial Award. Graduate Committee student members provide independent input into all formal reviews of faculty. Students are encouraged to know their Graduate Committee representatives.

Personnel Committee

The Personnel Committee consists of faculty members (elected) and conducts formal and informal reviews of faculty members. Formal reviews are conducted when contract renewal, tenure, and promotion decisions are made. Formal reviews are conducted regularly (approximately every five years for senior faculty). Informal reviews are conducted every year not requiring a formal review for junior faculty. Graduate students have input in all reviews through providing written feedback to a member of the Personnel Committee review team.

Professional Issues and Ethics Committee (PIE)

The Professional Issues and Ethics Committee (PIE) consists of faculty (elected) and student members from each Area (nominated, self-nominations are accepted). PIE serves as an educational resource for the Department concerning professional issues and ethics with the aim of preventing serious ethical and boundary problems. The committee provides an entry point for questions and consultation concerning professional issues and will funnel queries to appropriate committees as needed. Professional issues that may be directed to this committee include (but are not limited to) issues concerning boundary issues (between faculty, graduate students, undergraduate students, and staff), authorship issues, concerns regarding exploitation, sexual harassment, career choice, development and management, etc. The committee provides informal feedback to faculty, students, and staff concerning questions that may arise.

Search Committees

When the Department is hiring a faculty member, a special search committee is formed. The committee is usually composed of all faculty in the recruiting Area, and one faculty from another Area in the Department. A graduate student representative is frequently invited to serve on the committee to represent their constituents. Each committee handles student input differently.

Undergraduate Committee

This committee meets primarily to address undergraduate issues related to fostering a positive learning environment for our majors. This includes managing curriculum development and course scheduling, coordinating with undergraduate advising, and addressing student concerns regarding their undergraduate classes. The committee also reviews course enrollments and studies the effectiveness of teaching strategies (online classes, labs, modes of learning, etc.). The committee is made up of faculty (elected). Graduate student input is welcome. Also, if graduate instructors have questions about teaching policies or need help managing a teaching related problem, they are encouraged to consult with a faculty member on the Undergraduate Committee.

Appendix F: Election Guidelines

The Graduate Committee makes the following recommendations concerning the execution of department elections.

Clinical Training Committee

The following recommendations are made in the election process for Clinical Training Committee (CTC) representatives.

1. The Clinical Area Program Manager or Associate DCT asks each cohort to select a CTC representative within the first month of the Fall semester. Cohorts are encouraged to consider rotating their representative from year to year.
2. The CTC faculty member of the student subcommittee is available to help resolve disputes or disagreements within a cohort should they occur.

Graduate Committee

The following recommendations are made in the election process for Graduate Committee student representatives.

1. In May, the five student members of the Graduate Committee shall meet and select one of the current student members to serve as a hold-over member of the Committee. It shall be the responsibility of this student to organize and conduct the election of new student representatives (with the assistance of the Committee Chair and Department Program Manager) within the first four weeks of the following Fall Semester.
2. Department Areas (4) shall be divided into approximately four equal groups with nominations from each group being made by all graduate students.
3. All nominated students may respond to any election issues via the departmental newsletter if they desire.
4. Elections shall be held via secret ballot.
5. In the event of a tie, a run off ballot will be distributed.
6. In the event that an elected representative cannot serve, the person with the second highest number of votes, in that grouping, shall serve as a representative.
7. The Diversity Committee may elect a student representative to serve as a student member of the Graduate Committee. The Diversity Committee shall notify the Chair of the Graduate Committee of this election result.

Advocacy, Community, and Engagement (ACE) Committee

The following recommendations are made.

1. Elections are to be held, and student representatives elected, to serve on the ACE committee.
2. Additional students may serve on the ACE committee on an open, voluntary basis.