

Experimental Program Manual

Experimental Psychology Ph.D. Program
Department of Psychology
University of Alabama

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1. Introduction

The *Experimental Program Manual* is designed to supplement the *Graduate Student Handbook*. Whereas the *Graduate Student Handbook* has information relevant to all graduate students in the UA Psychology Department, the *Experimental Program Manual* has information that is specific to students in the Experimental Program (social, developmental, and cognitive concentrations).

To the degree that it is under the control of the Experimental Faculty (e.g., not a graduate school policy), changes to policies and procedures will not be made that increase burden on students without offering an option for students to utilize the policies that were in effect when they began the program. When changes are made in curriculum requirements, students have the choice of adopting the new requirements or utilizing the curriculum checklist that was in effect when they began the program, to the extent possible.

Questions or comments about the *Experimental Program Manual* can be directed to the Director of Experimental Psychology.

2. Training Goals

The primary goal of the Experimental Psychology Ph.D. program is to prepare students for academic careers which involves training in research and college-level teaching. To become a researcher is to take part in the great collective effort to create new knowledge – to answer questions about human behavior that previously had no answers, to discover new principles of behavior, to understand more fully the underlying mechanisms for behavioral phenomena, to design new interventions, etc. To become a teacher is to introduce new recruits to the fascinating field of psychology and to inspire decades of young minds who will go on to do the important work of the next generation.

Some students in our program aspire toward research careers in universities, medical centers, government settings, or the private sector. Others seek careers in liberal arts colleges, where excellent teaching is valued most. Many wish to both teach and do research. We encourage students to begin thinking about their own career direction as soon as they begin graduate school. Their aspirations tend to be shaped by the research and teaching experiences they have before and during graduate school, and by the time they are in their last year and on the job market, they have defined their career track.

2.1 Research Training

The mentor model. The Experimental Psychology program uses a mentor model for research training. All students are matched with a faculty research mentor upon admittance to the program based on their interests and the availability of faculty. Students become involved in research with their faculty mentor as soon as they begin graduate study and are encouraged to continue with this mentor throughout their training. Students are encouraged to build a program of research with some depth during their years in graduate school, and working consistently with one mentor assists toward this goal. In addition to working with a faculty research mentor,

students are encouraged to collaborate on research with at least one other faculty member, to add breadth to their research experience.

Research coursework. As part of the research training, students must complete Research Methods in Psychology, Advanced Statistics I, Advanced Statistics II, and at least one higher-level statistics course. Students are encouraged to gain as much expertise as possible in statistical methods during their time in graduate school. All Experimental Psychology students are encouraged to consider the optional statistics minor (described later in this manual).

First-year project. Each first-year student must complete a research project designed by their faculty mentor. This may be a small study or part of a larger study and usually requires the student to collect data. At the end of the year, each first-year student presents his/her project to the program faculty and students in a short, conference-style presentation. Students must register for 3-6 Graduate Research hours in connection with the first-year project.

Research milestones. The major research milestones in the experimental program are the master's thesis and the doctoral dissertation. The master's thesis is typically proposed during the first year and completed during the second year. A committee of 3 faculty members meets to discuss the proposal and the final project. The dissertation is a major research project that establishes a student's place in the research community. During the third year, students usually begin to design their dissertation study and meet with their committee of 5 faculty members. During the fourth year, students usually prepare a complete prospectus and formally present it to their committee. Together, the written prospectus and the oral presentation constitute the preliminary examination, which students must pass to be admitted into doctoral candidacy. When the dissertation research is completed, students prepare a final dissertation document and present it to their committee.

Publishing research. In addition to coursework and milestones, students are strongly encouraged to work toward publishing their research. Having a publication record is extremely important in the job market, particularly for those going into research careers or careers that combine research and teaching. Students should work collaboratively with their research mentor to write and submit manuscripts for publication. In addition to the students' primary research, it is a good idea to play secondary and minor roles in ongoing research that will be published.

Contemporary Issues seminar. Faculty and students in the Experimental Psychology program meet weekly with their concentration to present and discuss research. This provides an opportunity for faculty and students to learn about each other's research and help each other solve research problems. It also provides students practice in giving research presentations. Professional issues may also be the topic of the weekly seminar (i.e., ethics in research, grant writing, finding a job), and occasionally guest speakers are invited from other concentrations, departments, or universities.

2.2. Teaching Training

The Psychology Department offers many opportunities for graduate students to develop their teaching skills. This is particularly important for those Experimental Psychology students who will be seeking academic positions. The Department has an excellent track record for training students in teaching, as evidenced by students' teacher-course evaluations and teaching awards.

Early teaching experience. For many Experimental Psychology students, teaching experience begins as a graduate teaching assistant. Linked to the student's funding, this involves helping a

faculty member with his or her course. This may include proctoring exams, grading, holding office hours, or running in-class activities. Some students serve as instructors in the undergraduate PY356 Research Laboratory course and teach 15-18 students in a guided lab context. This is also linked to students' funding. Research Laboratory instructors are responsible for communicating assignments to students, guiding them through projects, and grading their work. These instructors are closely supervised by a faculty member who designs the syllabus and the projects.

Teaching of Psychology course (PY695). All experimental students are required to take Teaching of Psychology and to teach a section of Introductory Psychology concurrently. In this course, students receive guidance and feedback in syllabus preparation, lecture preparation and delivery, test construction, and grading, all during the same semester in which they teach their first full course. This is a high-quality experience that greatly helps students develop their teaching skills. Students usually take this course during their third or fourth year after completion of their master's thesis.

Students as course instructors. After completing the Teaching of Psychology course, students are eligible to teach full courses with minimal guidance, as part of their funding. Courses that graduate students have taught include Introductory Psychology, Elementary Statistics in Psychology, Social Psychology, Developmental Psychology, History and Systems, Psychology of Gender, Psychology of Aging, Sensation and Perception, Psychology of Learning, and General Experimental Psychology.

Teaching-related workshops. The Center for Instructional Technology (<http://cit.ua.edu/>) offers free workshops for graduate and faculty instructors in many types of teaching technologies including Blackboard Learning, Panopto, Turnitin, Audience Response Systems (clickers), and others. In addition the Center can help with video-editing, podcasting, and other creative teaching tools.

3. Program Organization

Relation to the Psychology Department. The Experimental Psychology program is one of two branches of the Ph.D. program in Psychology at The University of Alabama. It includes about 17 departmental faculty members as well as several faculty outside of the Psychology department who contribute regularly and substantially. It also includes about 30 graduate students who are in various stages of progress toward their doctoral degree. The Experimental Program Committee consists of all experimental faculty plus experimental student representatives.

Concentrations. The Experimental Psychology program consists of three concentrations – cognitive psychology, developmental science, and social psychology. Every student in the Experimental Psychology program is admitted into one of these concentrations. Dual concentrations in (1) cognitive psychology and developmental science and (2) social psychology and developmental science are also possible.

Each concentration has a faculty coordinator and a student representative to the Psychology Graduate Student Association (PGSA). Student PGSA representatives also serve on the Experimental Program Committee. Every year the PGSA holds elections to determine these and other graduate student representatives in the department.

Each concentration is responsible for several components within the Experimental Psychology Program. These include (1) planning and carrying out a brown-bag Contemporary Issues research seminar, (2) reviewing applications to the concentration, and (3) planning course offerings in the concentration.

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4. Degree Requirements

4.1. Requirements for the M.A. degree.

All students are admitted into the Ph.D. program (there is no terminal M.A. program). Most students earn the M.A. degree within the Ph.D. program. After completing the following requirements the M.A. degree in Psychology will be granted:

- 3 credit hours of Graduate Research corresponding to the first-year project
- A completed first-year research project
- 24 credit hours of coursework in the experimental psychology curriculum
- PY607 and PY602 (included in the 24 hours above)
- 6 credit hours of thesis research
- A completed thesis, approved by the student's thesis committee

It is not unusual for a student to begin the Ph.D. program already having completed a master's degree. A Psychology Department committee will evaluate the student's thesis (if one has been completed) and decide whether it is equivalent in topic and rigor to that expected for students in the Psychology Ph.D. program. If the thesis is accepted, the student is exempt from the thesis requirement and the thesis hour requirement, and the student will not receive a University of Alabama M.A. degree. Students who begin the Ph.D. program having completed a non-thesis master's degree will earn an M.A. degree within the Ph.D. program.

For information about forming a thesis committee, standards for thesis projects, thesis documents, thesis defenses, etc., see the Psychology Department's *Graduate Student Handbook*. The link for this can be found at <https://psychology.ua.edu/graduate-studies/resources-for-grad-students/>

4.2. Requirements for the Ph.D. degree.

Because the M.A. degree is embedded within the Ph.D. degree program, the requirements listed above for the M.A. degree are also requirements for the Ph.D. degree. After completing the requirements, the Ph.D. degree will be granted. For more detail, see the Curriculum Section of this manual. Also see the Curriculum Checklists for each of the three Experimental Psychology concentrations, in the Appendix.

For information about forming a dissertation committee, standards for dissertation projects, dissertation documents, dissertation defenses, etc., see the Psychology Department's *Graduate Student Handbook*. The link for this can be found at <https://psychology.ua.edu/graduate-studies/resources-for-grad-students/>

5. Curriculum

5.1. General Psychology Core.

The General Psychology Core is completed by all Psychology Department graduate students, whether in the Experimental or Clinical program. Some choices are built into the General Psychology Core, and some concentrations require certain courses from the choices below. See Curriculum Checklists (Appendix) for the three concentrations for concentration-specific information.

- PY650 Cognition and Learning
- PY629 Biological Bases of Behavior
- Two of:
 - ✓ PY670 Perception and Action
 - ✓ PY652 Affect and Life-Span Developmental Psychology
 - ✓ PY672 Advanced Social Psychology

5.2. *Research Skills Core.*

The Research Skills Core is also completed by all Psychology Department graduate students.

- PY607 Research Methods
- PY602 Advanced Statistics I
- PY603 Advanced Statistics II
- An advanced statistics course approved by the Psychology department.
Pre-approved courses include (updated 8/2019):
 - ✓ PY604/BER641 Multivariate Methods of Analysis
 - ✓ PY 614 Categorical Data Analysis
 - ✓ PY 615 / BER 646 Structural Equation Modeling
 - ✓ PY 616 Multilevel Modeling
 - ✓ PY 618 Statistical Consulting
 - ✓ PY659 Introduction to Psychometrics
 - ✓ PY693 (Hierarchical Linear Modeling; Dyadic Data Analysis)
 - ✓ BER658 Psychometric Theory and Practice
 - ✓ Courses other than those listed may have been approved since the publication of this handbook. Please check with the Statistics Committee or the Director of Graduate Studies for recently approved courses.

5.3. *Advanced Coursework.*

Each of the three concentrations has designated required advanced coursework in the concentration. Please see the Curriculum Checklist for each concentration (Appendix) for more detail. In addition, all concentrations require the following:

- PY698 Graduate Research (3-6 hours corresponding to the first year project)
- PY695 Teaching of Psychology
- PY625 Contemporary Issues (4-8 hours depending on concentration)
- Advanced Seminars (PY654 Seminar in Developmental Psychology, PY655 Seminar in Cognitive Psychology, PY656 Seminar in Social Psychology) with rotating topics; specific requirements differ by concentration.

Please Note:

- ✓ The courses numbered PY654, 655, and 656 replaced PY693 for these seminars in fall 2014. PY693 has in the past and continues to be used for a variety of Psychology seminars including grant writing, book writing, advanced statistics, health psychology, etc. Only PY693 seminars taken before 2014 that were on experimental topics (i.e., developmental, cognitive, or social) count for this requirement. Also, PY591 does not count for this requirement.
- ✓ **The cognitive psychology concentration** requires 9 hours of PY655 and 3 hours from any of PY654, PY655, or PY656. For a former PY693 seminar to count as PY655 it must have been on a cognitive psychology topic taught by a core member of the cognitive concentration. Topics such as Social Cognition or Brain

Development do not count as cognitive seminars. For questions about whether a course counts, email the Cognitive Area Head.

- ✓ **The social psychology concentration** requires 12 hours of credit. A minimum of 9 and a maximum of 12 hours of PY656; 3 hours can from any of PY654, PY655, or PY656. For a former PY693 seminar to count as PY656 it must have been on a social psychology topic. For questions about whether a course counts, email the Social Area Head.
- ✓ **The developmental science concentration** requires 2 of the following 3 developmental courses as part of the general core (Lifespan Development PY 652, Cognitive Development PY 654, or Social Development PY 654) as well as 9 hours of any combination of PY654 or courses approved for the HDFFS seminar are HD601 (Child Development), HD602 (Infant development), HD603 (Adolescent Development), HD512 (Adult Development), HD664 (Family Crises), HD561/562 (Theories/Dynamics of Families), HD535 (Parent/Child Relationships) or a pre-approved alternative. (Note that PY 654 social or cognitive development can count as a seminar when it was not taken as a general core, but cannot be double-counted.) For questions about whether a course counts, email the Developmental Area Head.

5.4. Thesis and dissertation hours.

- PY599 Thesis Research (6 or more hours)
Students beginning the Ph.D. program with an approved thesis already completed do not enroll for PY599.
- PY699 Dissertation Research (24 or more hours)

5.5. Curriculum Checklists for each concentration.

These are included in the Appendix.

5.6. *Optional statistics minor.*

The Psychology Department offers an optional statistics minor for all doctoral students, whether clinical or experimental. This is a very valuable option for students who will go on to research careers and/or who might teach statistics at any level in the future. The requirements are detailed in the *Graduate Student Handbook*, so please check there for complete information. Essentially, the minor is based on a 5 +1 model. The 5 refers to 5 statistics courses (or 15 credits if some are less than 3 credits). These include the 3 statistics courses that are already required for the Ph.D. in Psychology, two additional advanced statistics courses, and one flexible requirement (+1). The final requirement (+1) can be satisfied by one of the following options:

- A sixth course that may be statistics or methods (one not already required for the Ph.D. in Psychology)
- Teaching undergraduate statistics, PY211
- Serving as a GTA for a graduate statistics course

Students should be aware that statistics/methods coursework must be approved for the minor by the Psychology Department's Statistics committee. Please see the *Graduate Student Handbook* for a list of pre-approved courses and specific procedures for seeking course approval. Students should also be aware that there are a limited number of PY211 teaching positions and graduate statistics course GTA positions each semester. Students who would like to teach PY211 to complete the statistics minor should talk with the Director of Graduate Studies, who makes GTA assignments. Students who would like to assist a graduate statistics course as a GTA to complete the statistics minor should first talk with the instructor of the graduate statistics course they would like to assist.

6. First Year Project

Concept. The first year project is a mechanism for Experimental program students to become involved in research immediately upon entering the program. The student is not responsible for conceptualizing or designing the study, but helps implement the study under the supervision of his/her research supervisor.

Expectations. Following are general expectations for the first year project:

- The faculty supervisor will design a study to be carried out by the student. The study could be large, spanning several years, in which case the student may work on one aspect or phase of the study during his/her first year of graduate school. Or the study could be small, spanning several months, in which the student works on the study from beginning to end. The project could involve collecting data, analyzing existing data, performing a comprehensive publishable literature review, etc.
- The first year project has a good possibility of leading to a conference presentation and/or a published paper.
- The faculty supervisor and student agree on the student's role in the study at the beginning of the academic year. This may include authorship for a manuscript that results from the first-year project. The student's role must be substantial, worthy of authorship.
- The student enrolls in a total of 3-6 credit hours of Graduate Research corresponding to his/her work on the First Year Project. This usually includes 2-3 credit hours in the fall semester and 0-3 credit hours in the spring semester. These credit hours are Pass/Fail.

- The student presents data from the study in the First Year Project Festival, which takes place at the beginning of the second year.

First Year Project Festival. Each first year student presents the results of his/her first year project at the First Year Project Festival, which takes place in early fall of the second year. This is a single event that involves all three Experimental Psychology concentrations and is organized by the Director of the Experimental Psychology program. It is typically organized similarly to conference poster sessions, with student poster presentations. All Experimental Program faculty and graduate students attend, ask questions, and provide feedback.

N.B. Get started on your First Year Project as soon as the fall semester of the first year begins. Ask your faculty supervisor what you will be doing for your first year project and encourage an early start. Another piece of advice is to work closely with your faculty supervisor, informing him/her of your progress and issues that arise along the way. Use the first year project experience to establish a good working relationship with your faculty supervisor.

7. Contemporary Issues Seminars

Each of the three Experimental Program concentrations plans and carries out a weekly or biweekly seminar called Contemporary Issues. In these 1-hour meetings, faculty, students, and guests present their research or research ideas for discussion, critique, and feedback. Also, Contemporary Issues can be used to address professional issues such as preparing for the academic job market. Students may enroll for 1 credit hour of PY625 corresponding to their commitment to attending their concentration's seminar. However, all students are expected to attend their concentration's seminar regularly regardless of whether they are enrolled for credit. Each member of a concentration (faculty and students) is expected to present about once per year. Students and faculty are welcome to attend Contemporary Issues seminars outside of their concentration any time, and often there is a cross-over of speakers.

8. Thesis and Dissertation Committee Composition

The Psychology Department's guidelines for thesis and dissertation committee composition are described in the *Graduate Student Handbook*. One issue that is specific to the Experimental Program is the "inside" vs. "outside" status of faculty who are a part of the Experimental Program but do not have an appointment in the Psychology Department. This refers to a small number of faculty in the Institute for Social Science Research and the Department of Human Development and Family Studies. Because the thesis and dissertation committee composition guidelines are at the Department level, faculty who do not have a formal appointment in the Psychology Department (primary or joint appointment) are currently considered "outside" members of committees. However, the Psychology Department guidelines are fairly flexible, and allow outside members to chair thesis and dissertation committees (provided they have appropriate graduate faculty status). Students wishing to have more than one outside member on their committee should consult with the Director of Graduate Studies for advice. Also, all thesis and dissertation committees must be approved by the Director of Graduate Studies.

9. “Up or Out” Deadlines

The experimental program has two very important deadlines that must be met to continue in the program:

- **Third-year deadline: Master’s thesis defense.** Students must pass their master’s thesis defense by the last day of the spring final exam period of their third year in the Experimental Psychology graduate program. If a student fails to do so, s/he will not be allowed to continue on to the Ph.D. The student will be allowed a maximum of one additional year to complete the thesis and the M.A. degree. However, the student will no longer be in good standing and will not be eligible for funding during the additional year.

Third-year deadline: Dissertation Proposal Defense (aka Preliminary Oral Examination).

Students entering with an approved master’s thesis must pass their dissertation proposal defense by the last day of the spring final exam period of their third academic year in the Psychology graduate program. Failure to do so will result in immediate dismissal from the program. This deadline was added to the manual in August 2018 and therefore applies only to students who matriculate in or after the 2018-2019 school year.

- **Fifth-year deadline: Dissertation Proposal Defense (aka Preliminary Oral Examination).** Students must pass their dissertation proposal defense by the last day of the spring final exam period of their fifth academic year in the Psychology graduate program. Failure to do so will result in immediate dismissal from the program.

N.B. The “Up or Out” deadlines are considered as extremely (i.e., unacceptably) late deadlines. It is expected that all students will finish thesis and dissertation deadlines well before these up or out deadlines. Students should not expect exceptions for failing to meet up or out deadlines. Students experiencing rare extenuating circumstances (e.g., factors that interrupt the research process for month(s) such as major health issues, pandemic or natural disaster) may request an extension in writing to their advisor and the Director of Experimental Programs to be voted on by the Experimental Faculty. The reason for the request and a detailed timeline should be included in the request. The “Up or Out” rule will be enforced at the end of the approved new timeline if the student has not passed the required defense.

10. Best Practices Timelines

Students are encouraged to complete the Ph.D. in 5 years; however, completion time may vary based on students’ progress on thesis and dissertation research, as well as on career considerations and personal circumstances. An advantage of taking 5 or 6 years compared to 4 years is that there is more time to build research and teaching credentials for the job market. Beginning in the 5th year of study (or possibly 4th year for those coming in with an approved thesis), students have lower priority for departmental funding.

N.B. *The “Up-or-Out” deadlines described above are for the maximum time allowed for thesis defense or preliminary exam defense; they are not “best practice” deadlines!*

First year

- **Research**
 - ✓ Fall: Begin first year project (see separate section on this). Depending on your area, it would be good to complete one experiment and have data analyzed.
 - ✓ Apply for an NSF fellowship
 - ✓ Spring: continue working on your first year project, begin additional projects
 - ✓ Attend a research conference with your research supervisor, either in fall or spring semester. The Psychology Department provides funds to first year students to defray the cost.
 - ✓ With your research supervisor, conceptualize a manuscript on which you could be an author.
 - ✓ Winter and Summer Break: Use this time to analyze studies you ran or archival data from your lab and most importantly write-up results!
- **Coursework**
 - ✓ Complete the process of transferring any relevant graduate coursework you have completed at another university. If you wish to transfer typical first-semester coursework, such as Research Methods, Learning and Cognition, Advanced Social Psychology, or Development, begin this process during the summer before your first year. Otherwise, begin the process during the fall semester of your first year. To begin this process, contact the Graduate Program Assistant. You will need to provide a syllabus for each course you wish to transfer.
 - ✓ Complete Research Methods, Advanced Statistics I, and two core courses such as Advanced Social Psychology, Cognition and Learning, and Child Development. You should definitely take the core course in your concentration (social, cognitive, or developmental). You may have the opportunity to take a seminar in your concentration, cognitive neuroscience, or another relevant course in your curriculum.
 - ✓ Most Experimental Program students take 3 courses in fall semester plus Graduate Research, and 2-3 courses in spring semester plus thesis hours and/or Graduate Research. Nine – 12 hours is considered full time for graduate students.
- **Degree Milestones**
 - ✓ Fall: Discuss ideas for your thesis with your faculty supervisor. Use the Research Methods course to get a start on your thesis proposal.
 - ✓ Spring: develop your thesis proposal further, form your thesis committee, and conduct your thesis proposal meeting.

Second year

- **Research**
 - ✓ Present your first year project at the First Year Project Festival early in the fall semester.
 - ✓ Submit an abstract for a conference based on research you have been working on in your lab (either your first year project, your thesis, or something else). You can apply for Graduate Research/Travel money to attend the conference (also awarded competitively, and there are limits per student per year).
 - ✓ Work on the manuscript you conceptualized with your faculty supervisor at the end of last year. Also, conceptualize a second one (perhaps based your thesis research).
 - ✓ Submit an average of three manuscripts for publication each year while you are in graduate school (or more if possible).
 - ✓ Publish/submit 2-3 manuscripts in your first two years.
 - ✓ Discuss with your supervisor about beginning a project in another lab, under the supervision of another faculty member.
 - ✓

- **Coursework**
 - ✓ Complete Advanced Statistics II and more core courses, seminars, and possibly an upper level statistics course. The courses you take will depend on what is offered, but the important thing is to keep advancing with your requirements.
 - ✓ Most students take 2-3 courses each semester plus thesis hours. You should take 1-4 thesis hours every semester in which you are working on your thesis, and the number of hours should correspond to your effort. A total of 6 hours is required, but many students take more than 6.
- **Degree Milestones**
 - ✓ Collect your thesis data, analyze it, and write it up. Expect your research supervisor to guide you heavily in this process. If you have research expenses for your thesis you can apply for Graduate Research/Travel money, which is awarded competitively.
 - ✓ Conduct your thesis examination by the end of the spring semester.

Third year

- **Research**
 - ✓ Write your thesis for publication if the results are publishable, and submit it by mid-year. By the end of spring semester, conceptualize another manuscript you can co-author.
 - ✓ Submit an abstract for a conference based on research you have been working on in your lab.
 - ✓ Continue to work on projects in the lab, and begin to take more responsibility in your lab.
 - ✓ Develop a manuscript with you as first author
- **Coursework**
 - ✓ Take PY695 Teaching of Psychology.
 - ✓ Work toward completing your coursework.

Fourth year

- **Research**
 - ✓ Work on 2-4 manuscripts that can be submitted for publication. Submit at least two of them.
 - ✓ Submit 1-2 abstracts for conference presentation.
 - ✓ Supervise undergraduate students in your lab if you have not yet done so.
 - ✓ Develop your mini-proposal into your preliminary document. Complete any pilot studies that are necessary. Conduct your preliminary exam.
- **Coursework**
 - ✓ Work toward completing your coursework.
- **Teaching**
 - ✓ Teach 1-2 courses.
- **Degree Milestones**
 - ✓ Begin your dissertation project (if you are on the 4-year plan, complete your project and conduct your final oral defense).

Fifth year

- **Research**
 - ✓ Submit 2-4 manuscripts for publication.
 - ✓ Submit 1-2 abstracts for conference presentation.

- ✓ Have published 4-7 manuscripts with 3 or more as first author
- ✓ Continue to supervise undergraduate students in your lab.
- **Coursework** (complete)
- **Teaching**
 - ✓ Teach 1-2 courses.
- **Degree Milestones**
 - ✓ Complete your dissertation study and conduct your final oral defense before end of spring semester. This will allow you to graduate with your PhD in August.

11. Paperwork and Deadlines

Below is a list of the forms you will need to submit as you work through your thesis, M.A. graduation, dissertation, and Ph.D. graduation. Below each item of paperwork is a statement of what action should be taken. Some of these forms are Graduate School forms, and others are Psychology Department forms. The Graduate School forms are linked below and are available from <https://graduate.ua.edu/current-students/forms-students/>. All forms, whether they are Graduate School forms or Psychology Department forms, are also included in the Appendix of this manual. Note that Graduate School Deadlines change every year but they are somewhat predictable. Go to the Graduate School calendar at <https://graduate.ua.edu/current-students/student-deadlines/> for this year's exact deadlines. Ballpark deadlines are included below.

CAUTIONS: Plan ahead so you don't have to wait a semester!

- You must submit an application for degree (for the M.A. degree and then for the Ph.D. degree) in the first week or two of the semester in which you plan to graduate.
- You must submit your complete, corrected, finalized thesis or dissertation approximately mid-semester of the semester in which you plan to graduate.

IMPORTANT NOTES: Forms can be confusing!

- If you go to the Graduate School website (to the link above) you will see not only the forms listed below, but also, many other forms that you **do not need to complete**. For example, the Thesis Final Defense Form is OPTIONAL so it is not necessary to complete this. Also, the OUTLINE OF PHD PROGRAM (PLAN OF STUDY) is a form that the Psychology Department completes for you, and you do not complete personally. Finally, the DOCTORAL QUALIFYING EXAM FORM is not applicable to Psychology students because we have no qualifying exams in the Psychology Department.
- Several of the forms below are used for **both thesis and dissertation**. They are not included twice in the Appendix. They appear in the Appendix in the order in which they first appear below.
- There are two online forms for which **no copy appears in the Appendix** - the APPLICATION FOR DEGREE is completed through mybama.ua.edu. The SURVEY OF EARNED DOCTORATES is completed through the National Opinion Research Center's website at <https://sed.norc.org/doctorate/showRegister.do>

11.1 Thesis and M.A. Graduation

Thesis proposal

- [Appointment/Change of Master's Thesis Committee Form](#) is now completed online through the Graduate School website.

Thesis examination (aka thesis defense)

- [Committee Acceptance Form for Electronic Thesis or Dissertation](#) (1 copy). Give this to the Departmental Administrative Assistant after it is signed by your committee and your thesis chair. The Departmental Administrative Assistant will make a copy for your file and send the original to the Graduate School. It must arrive at the Graduate School no later than the day you submit your thesis electronically. The deadline for submitting your thesis to graduate in the same semester is early November, mid March, and early June, but please check exact deadlines for your semester at <http://gradsystem.ua.ua.edu/calendar/listitems.aspx?gid=20&dl=1>.
- [Reminder to Thesis/Dissertation Chair](#) (1 copy). Give this memo to your thesis chair at the thesis examination meeting.
- [Oral Exam Rubric form](#) (1 for each committee member). Give these to your dissertation chair at the beginning of the thesis exam. Your chair will have the committee members fill them out and then will turn them in to the Director of Graduate Studies.
- [Response to Committee Comments](#) Students should write a response letter addressing each of the main points brought up by committee members in the Thesis proposal meeting. These responses should note changes to the Thesis and how these changes address committee concerns. This document should be similar to what is done for publication revisions. The response document should be presented to the committee along with the defense document.

M.A. graduation paperwork

- Application for Degree - available through mybama.ua.edu website. This must be done by the **first week or two** of the semester in which you intend to graduate. The deadline is surprisingly early!

11.2 Dissertation and Ph.D. Graduation

Mini-proposal meeting

- [Appointment/Change of Doctoral Dissertation Committee form](#) is now completed online through the Graduate School website.

Preliminary oral examination (aka dissertation proposal defense)

- [Admission to Candidacy for the Doctoral Degree Form](#) (4 copies). Bring this form to the preliminary exam and have your committee members sign it at the end of the exam. Submit the signed copies to the Departmental Administrative Assistant.
- [Ballot Form](#) (1 copy for each member). Give these copies to your dissertation chair at the beginning of the preliminary exam. Your chair will use these at the end of the meeting to conduct the vote of the committee members.
- [Reminder to Thesis/Dissertation Chair](#) (1 copy). Give this to your dissertation chair at the beginning of the preliminary exam.

- Oral Exam Rubric form (1 for each committee member). Give these to your dissertation chair at the beginning of the preliminary exam. Your chair will have the committee members fill them out and then will turn them in to the Director of Graduate Studies.
- Response to Committee Comments Students should write a letter responding to the main points brought up by committee members in the Mini-proposal meeting. These responses should note changes to the Dissertation and how these changes address committee concerns. This document should be similar to what is done for publication revisions. The response document should be presented along with the preliminary proposal document.

Final oral examination (aka dissertation defense)

- Committee Acceptance Form for Electronic Thesis and Dissertation (1 copy). Bring this form to your final oral exam and have your committee members sign it at the end of the final oral exam. When you have finalized your dissertation, have your dissertation chair or co-chairs approve it and add the last signature to the form. Give the signed copy to the Departmental Administrative Assistant. The Departmental Administrative Assistant will make a copy for your file and send the original to the Graduate School. It must arrive at the Graduate School no later than the day you submit your dissertation electronically. The deadline for submitting your dissertation to graduate in the same semester is early Nov, mid March, and early June, but please check the exact deadline for your semester at <http://gradsystem.aa.ua.edu/calendar/listitems.aspx?gid=20&dl=1>.
- Ballot Form (1 for each committee member). Give these copies to your dissertation chair at the beginning of the final oral exam. Your chair will use them at the end of the meeting to conduct the vote of the committee members.
- Reminder to Thesis/Dissertation Chair (1 copy). Give this memo to your dissertation chair at the beginning of the final oral exam.
- Oral Exam Rubric form (1 for each committee member). Give these copies to your dissertation chair at the beginning of the final oral exam. Your chair will have the committee members fill them out and then will turn them in to the Director of Graduate Studies.
- Response to Committee Comments Students should write a letter responding to the main points brought up by committee members in the Preliminary examination meeting. These responses should note changes to the Dissertation and how these changes address committee concerns. This document should be similar to what is done for publication revisions. The response document should be presented along with the defense document.

Ph.D. graduation paperwork

- Application for Degree - available through mybama.ua.edu website. This must be done by the **first week or two** of the semester in which you intend to graduate. The deadline is surprisingly early!
- Survey of Earned Doctorates - go to NORC Website to complete - <https://sed.norc.org/doctorate/showRegister.do>.

12. Funding

The Psychology Department works very hard throughout the year – every year – to secure funding for the greatest number of students possible, both clinical and experimental. The result is a graduate student body that is largely unencumbered by outside work and can focus fully on academic pursuits. Our department has been praised for its success in funding students.

12.1. Funding Status

Funding assurances. Each year the Psychology Department offers funding assurances to a number of incoming students. The number is determined each year based on projected need, university enrollment goals, and projected funds. Most students who receive funding assurances are notified in writing that they will receive a “full funding” package for a period of 4 years beginning in their first year (the number of years could be fewer for students entering the program with a master’s degree). The full funding package includes a stipend for 9 months, a full tuition grant, and single-carrier health insurance. Summer stipend and tuition are not included in the funding assurance. The funding assurance assumes the student will be in full time study for 4 consecutive years and depends on the student remaining in good standing in the Psychology graduate program.

The funding assurance does not specify what type of funding the student will receive or exactly what the student’s stipend will be (though the minimum stipend level is specified). There are many possible types of funding and each year the Director of Graduate Studies, the Director of Experimental Psychology, and the Director of Clinical Psychology, along with the Psychology Department Faculty, work out what type of funding each student will receive for the following year.

No funding assurance. Some students may be offered admission to the Experimental Psychology program without assurance of funding. Full or partial funding will be provided to these students if it is available.

Post funding assurance years. Students who were offered a 4 year funding assurance and then enter their 5th year or beyond are no longer assured funding. However, full or partial funding will be provided to these students if at all possible.

Summer funding. Students are not assured summer funding, even those with funding assurances. However, there is a limited amount of funding available for students over the summer months. Each year the Director of Experimental Psychology works out the summer funding for Experimental Psychology students. There is a good chance that summer funding will be at a lower level than academic year funding, so it is important to plan ahead for the summer months.

12.2. Types of UA Funding

Graduate Teaching Assistantship (GTA, or TA). Most students in the Experimental Psychology program are funded on GTAs. A GTA’s responsibilities can range widely, from grading papers and proctoring exams to teaching a large undergraduate class. For more detail

on the teaching activities that can be part of a GTA, see the section on Teaching Opportunities in the present manual. GTAs are always associated with a number of hours of work per week. A .50 GTA is associated with 20 hours/week, and a .25 GTA is associated with 10 hours/week. Stipends and tuition grants are proportional to the FTE (.50 vs. .25, so a .25 GTA comes with half the stipend and half the tuition grant of a .50 GTA). The University sets the stipend level for GTAs in each department.

Graduate Research Assistantship (GRA, or RA). A number of students in the Experimental Psychology program are funded on GRAs. These are associated with research grants that faculty have received through competitive application processes. A GRA's responsibilities vary with the research grant, but may include materials preparation, programming, participant recruiting, testing, data work, supervision of undergraduate assistants, data analysis, and writing reports. Similar to GTAs, GRAs are always associated with a number of hours of work per week, with a .50 GRA being associated with 20 hours/week and a .25 GRA being associated with 10 hours/week. The stipend is set by the Principal Investigator of the grant within the grant budget, so the exact stipend level can vary. Typically a .50 GRA comes with a full tuition grant, whereas a .25 GRA comes with a half tuition grant.

Entering fellowships. Some entering students in the Experimental Psychology program are awarded fellowships for their first year of study. Students do not apply for these fellowships, but rather are nominated or chosen by the faculty. These fellowships provide a stipend as well as a tuition grant and do not carry any specific work commitment; however students holding these fellowships are expected to use their time wisely to maximize research productivity. Each of these fellowships has a different award mechanism.

- **Graduate Council Fellowship (GCF).** Two or three entering Experimental Psychology students with top credentials are nominated each year for Graduate Council Fellowships (GCF). These fellowships (usually lasting 9 months) are highly competitive and are awarded at the University level.
- **Lacey Fellowship.** Students who are Alabama residents are considered for the Lacey fellowship. The Experimental Psychology faculty chooses one (or possibly 2) students each year to receive this endowed fellowship. This can be awarded as a 1-year 9-month fellowship or in other configurations.
- **White Paper Fellowship.** Faculty members with White Paper Fellowships (research assistantships) award them to students. These can be awarded as 1-year 12-month fellowships or in other configurations.
- **McNair Graduate Fellowship.** Entering students who are either (a) first-generation college students and from low-income families or (b) individuals from designated racial/ethnic minority groups may be nominated for this 2-year 9-month fellowship by the Psychology Department. This is a competitive fellowship that is awarded at the University level. The student must provide a statement of scholarship, letters of recommendation, and, if applying in category (a), documentation of income. The deadline for the application is late February.
- **National Alumni Association License Tag Fellowship.** Entering or continuing Experimental students who are longtime Alabama residents and who plan to stay in Alabama throughout their careers may compete for this fellowship. Each of the social science departments in the College of Arts & Sciences may nominate one student, and the University awards the 1-year 9-month fellowship to one student. The student must provide a statement of their life in Alabama and how they plan to serve the people of Alabama in their career.

Graduate Council Research/Creative Activity Fellowship (GCRF). Students who are in their first year of study or later may apply for this competitive 9-month fellowship (fall & spring semester funding). There are 3 categories in which students can apply – thesis, dissertation, or research. Students apply in the thesis category for the year they will be working on their thesis (typically second year). Students apply in the dissertation category for the year they will be working on their dissertation (typically 4th, 5th, or 6th year). Students apply in the research category to work on a project with their faculty supervisor that is neither their thesis nor their dissertation, but that will lead to submission of an external research grant. In the first two categories, the student writes a description of his/her thesis/ dissertation plan; in the third category, the student and the faculty supervisor write a description of their research plan that will lead to a grant submission. The call for applications is made by the Director of Graduate Studies, usually by email in January. The Director of Graduate Studies assembles a faculty panel to review and rank the applications, and the top 4-5 are nominated to the Graduate School. The Graduate Council then reviews the nominations from all departments and chooses a certain number for fellowships. The Psychology Department (including both Clinical and Experimental graduate programs) typically receives 1-3 fellowships each year.

12.3. Outside Funding Opportunities

There are several fellowship opportunities outside of the Psychology Department for which Experimental Psychology students can apply. The availability, details, and deadlines of each may change any year. Students are advised to look up the most current information and work closely with their faculty supervisor to submit a strong application.

- National Science Foundation (NSF) Graduate Fellowship. <http://www.nsfgrfp.org/>
- Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows (F31). <http://grants.nih.gov/grants/guide/pa-files/PA-14-147.html>
- Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellowships to Promote Diversity in Health-Related Research (Parent F31-Diversity). <http://grants.nih.gov/grants/guide/pa-files/PA-14-148.html>
- Jacob K. Javits Fellowship. <http://www2.ed.gov/programs/jacobjavits/index.html> This program seems to have been suspended or discontinued after 2011.
- Ford Foundation Predoctoral Diversity Fellowship http://sites.nationalacademies.org/pga/FordFellowships/PGA_047958
- Ford Foundation Dissertation Diversity Fellowships http://sites.nationalacademies.org/PGA/FordFellowships/PGA_047959
- Science, Mathematics, and Research for Transformation (SMART) Fellowship. • <https://smartscholarshipprod.servicenowservices.com/smart>
- National Defense Science and Engineering Graduate Fellowship (DoD) <https://ndseg.sysplus.com>

- Southern Regional Education Board (SREB) State Doctoral Scholars Fellowship. http://www.sreb.org/page/1074/doctoral_scholars.html Several UA Psychology students have received this 3-year fellowship. If you are interested in applying, work with Carl Williams in the Graduate School.
- American Association of University Women (AAUW) American Fellowships
<https://www.aauw.org/resources/programs/fellowships-grants/>
- American Association of University Women (AAUW) International Fellowships (for international students studying in the US)
<http://www.aauw.org/what-we-do/educational-funding-and-awards/international-fellowships/>
- Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship
<http://www.apa.org/apf/funding/koppitz.aspx> Only one nomination per year may be submitted from the University, so contact the Director of Graduate Studies if you are interested in applying.
- Spencer Dissertation Fellowship <https://naeducation.org/naedspencer-dissertation-fellowship-program/>
- NIH Aging Research Dissertation Awards to Increase Diversity
<http://grants.nih.gov/grants/guide/pa-files/PAR-13-152.html>
- American Educational Research Association (AERA) Dissertation Grants Program
<http://www.aera.net/ProfessionalOpportunitiesFunding/FundingOpportunities/AERAGrantsProgram/DissertationGrants/tabid/12812/Default.aspx>

12.4. Funding for Research and Conference Travel.

Following are some sources of funding for research expenses and/or conference travel expenses.

UA resources

- UA Psychology Department first year travel money. Currently, the Psychology Department is allocating \$250 to each first year student to defray the cost of attending a conference with the student's faculty supervisor during the first year of graduate school. Students can use this money in either the fall, spring, or summer term, but not over more than one term. Students should request this money in advance of the conference travel by filling out the application form. The form is available from the Graduate Programs Assistant. Students must use this money before the beginning of the second year of study. Recipients of first-year travel money may also be eligible for matching funds from the Graduate School, as described in the next section.
- **UA Graduate Research and Travel Fund.** Three times a year, a competition takes place to award students \$250 in departmental funds and matching A&S (up to \$300) and Graduate School funds (matching up to \$500) for research or conference travel expenses). Higher stipends are available for international travel. The amounts available can fluctuate. Read instructions here to apply: <https://graduate.ua.edu/prospective-students/graduate-school-scholarships-fellowships/> For each of the three yearly deadlines, students are notified by email by the Director of Graduate Studies. In the

research category, priority is for thesis and dissertation research. In the travel category, priority is for travel to personally present one's own research as first author at a national or international conference. Typically, the department only funds one research or travel award per student per academic year. A first-year student who is personally presenting his/her own research at a conference may apply for matching Graduate School funds to supplement his/her first-year money. Although the application should be submitted during the thrice-yearly competition, these matching funds are typically awarded noncompetitively (i.e., the Director of Graduate Studies will automatically forward any such first-year application to the Graduate School)..

- UA Graduate Student Association. <https://gsa.ua.edu> The GSA funds up to \$500 for research or conference travel. You must demonstrate that you have tried to obtain funding from other sources first. There are multiple deadlines per year. See <https://graduate.ua.edu/prospective-students/#item-4>

American Psychological Association (APA) resources

- APA searchable database <http://www.apa.org/about/awards/index.aspx>
- APA Dissertation Research Award <http://www.apa.org/about/awards/scidir-dissertre.aspx>
- APA of Graduate Students (APAGS) scholarship list <http://www.apa.org/apags/programs/scholarships/index.aspx>
- APAGS Basic Psychological Science Research Grant <http://www.apa.org/about/awards/apags-science.aspx>
- APAGS/Psi Chi Junior Scientist Fellowship <http://www.apa.org/about/awards/apags-psi-chi.aspx>
- American Psychological Foundation (APF) Graduate Student Scholarships <http://www.apa.org/apf/funding/cogdop.aspx>

Association for Psychological Science (APS) resources

- APS Student Caucus (APSSC) Online Funding Database http://www.psychologicalscience.org/index.php/members/apssc/online_funding_database
- APS Student Grant Competition <http://www.psychologicalscience.org/index.php/members/grants-awards-and-symposia/student-grant-competition>
- APS Student Travel Assistance for the APS Conference <http://www.psychologicalscience.org/index.php/members/apssc/travel>

Other resources

- Graduate Women in Science https://www.gwis.org/page/fellowship_program
- Head Start Graduate Student Research Program <https://www.acf.hhs.gov/programs/opre/research/project/head-start-graduate-student-research-program-2008-2012>
- NSF Doctoral Dissertation Research Improvement Grants http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13453
- Hispanic Scholarship Fund <http://hsf.net/en/scholarships/>
- Society for Advancement of Chicanos and Native Americans in Science <https://www.sacnas.org>

Funded summer opportunities

- EARA-SRA Summer School for training in adolescent development (5 days, in a world location) doctoral research should be planned or under way <https://www.s-ra.org/emerging-scholar-spotlight>
- National Science Foundation East Asia and Pacific Summer Institutes for US Graduate Students. Apply in November. http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5284
- European Association of Experimental Social Psychology (EAESP) Summer School Stipends for social psychology students. Apply in January. <https://www.easp.eu/events/summer-schools/>
- Educational Testing Service (ETS) Summer Internship Program. For students in cognitive (including literacy and disability). Pays stipend plus travel/housing allowance. Apply by February 1. <http://www.ets.org/research/fellowships/summer>
- Minority Fellowship Program: Psychology Summer Institute <http://www.apa.org/pi/mfp/psychology/institute/index.aspx>

13. Teaching Opportunities

There are ample opportunities for Experimental Psychology graduate students to gain quality teaching experience right here in the UA Psychology Department. Many students start out as Graduate Teaching Assistants and eventually have full responsibility for teaching courses. Below is a detailed description of the range of teaching opportunities that may be available.

13.1. Graduate Teaching Assistantships

Many Experimental psychology graduate students are introduced to teaching in the role of Graduate Teaching Assistant (GTA). Many GTAs involve a .50 effort, which equates to 20 hours of work per week. This provides a monthly stipend at the Psychology Department's current rate plus a full tuition grant. Some GTAs involve a .25 effort, which equates to 10 hours per week and provides half the monthly stipend and a half tuition grant. At present, the tuition grant (full or half) is provided whether the student is an Alabama resident or an out-of-state resident.

Mandatory GTA Workshop

Before beginning GTA assignments, students must attend a mandatory GTA workshop, either at the Graduate School, the College of Arts and Sciences, or both. These occur in mid-August, so plan ahead to be on campus for them. We do not want anyone's funding to be suspended or delayed due to failure to attend a mandatory GTA workshop!

GTA Assignments

GTA assignments vary with experience, from proctoring exams to teaching large undergraduate classes. Each semester, the Director of Graduate Studies makes assignments for all GTAs in the Psychology Department. After several drafts, the GTA assignments are finally set and students check in with their supervisor(s) for specific instructions. Each semester, many GTAs have multiple assignments and multiple supervisors; for example, it is possible to be assigned to

assist a large Introductory Psychology section as well as a large Social Psychology section, and also be “on-call” for proctoring.

How to request a specific GTA assignment. There are many considerations that go into the assignment of students to GTA positions. These include departmental needs, students’ knowledge and skills, seniority, students’ schedules, etc. It is sometimes difficult to understand the rhyme or reason behind the GTA assignments. It is an extremely complex puzzle that must be solved before the next semester begins. To make matters worse, there are usually last-minute changes in the department that can affect the GTA assignments. With this in mind, students are welcome to make their preferences known to the Director of Graduate Studies. Please note - if you are interested in being a GTA for a graduate statistics course, speak first with instructor of that course. Instructors have input into GTA selection for their graduate statistics classes. To find out who the statistics instructors will be for an upcoming semester, check with the Director of Graduate Studies.

Following are some of the types of GTA assignments Experimental students may have:

Assistant. This “entry-level” teaching role involves assisting in large-size undergraduate classes. If you have this type of assignment, you will be assigned to one or more course sections, with the course instructor(s) as your supervisor(s). The work includes proctoring exams, grading papers, scoring exams, and entering grades. Once in a while this role requires substituting for the instructor by showing a video, leading a discussion, or even possibly giving a lecture.

Recitation section assistant. Several GTAs lead weekly 1-hour recitation sections for PY352 Developmental Psychology or PY101 Introduction to Psychology, when these courses are offered with recitation sections. These GTAs are supervised by the instructor of the class, and follow a plan laid out by that instructor, which may include designing lectures and in-class activities. The recitation sections each have approximately 25 students in them. The GTA reviews, discusses, and otherwise reinforces the course material. This assignment allows GTAs to become comfortable with two fairly small sets of students with whom they meet all semester long. Leading two recitation sections requires 10 hours/week.

Lab instructor. Approximately 8-9 students each semester are assigned to lab instructor positions for PY356 Research Laboratory. Lab instructors are guided by a faculty supervisor who designs the syllabus including the assignments, grading rubrics, and course grading scheme. Each lab instructor leads his/her own class of 15-18 students through the assignments, grades their work, and submits their grades. This assignment is an opportunity for students to get their feet wet – they are in the instructor role, but do not have the responsibility for designing the course and assignments. Teaching one lab section requires 10 hours/week. In addition to fall and spring semesters there a few Lab Instructor positions available during the summer term.

Assistant – graduate statistics. Advanced graduate students who have good statistics skills may have the opportunity to assist in a graduate statistics course such as PY602 Advanced Statistics I, PY603 Advanced Statistics II, or PY604 Multivariate Statistics. This assignment involves grading graduate students’ work and providing feedback and support. This GTA assignment fulfills one of the requirements for the optional statistics minor.

Course instructor. After having taken PY695 Teaching of Psychology, students are qualified to teach full undergraduate courses independently. Courses often available for GTAs to teach are PY101 Introductory Psychology, PY211 Behavioral Statistics, PY313 Sensation and Perception,

PY355 Experimental Psychology, PY361 Psychology of Learning, PY371 Psychology of Gender, and PY372 Social Psychology. Each GTA instructor is assigned a faculty supervisor who is available to help problem solve and to serve as a resource. Teaching one course requires 10 hours/week of GTA effort. In addition to fall and spring semesters, there are limited opportunities to teach some of these courses during the summer term. Teaching PY211 Elementary Statistical Methods fulfills one of the requirements of the optional statistics minor.

“On-call proctor.” Each semester several GTAs are designated as “on-call” proctors. These are usually students who have somewhat lighter responsibilities in their GTA assignments. “On-call” proctors are responsible for helping any instructor who needs an extra exam proctor any time during the semester, schedule permitting. It is vitally important for “on-call” proctors to be available during the final exam period! Proctors should check with mentors and TA supervisors before committing to proctor.

Undergraduate advising assistant. The Psychology Department has one 10 hour/week GTA who assists with undergraduate advising. This GTA works with the departmental undergraduate advising coordinator to provide information and advice regarding psychology major requirements, departmental opportunities, and course selection to undergraduate students in group and individual meetings.

Research Pool coordinator. The Psychology Department has one 10 hour/week GTA who coordinates the Research Pool. The Research Pool consists of PY101 Introductory Psychology students who volunteer to participate in psychology research studies. Each PY101 section has a research requirement as part of the course grade. This can be completed by participating in research studies or by an alternative research assignment. Coordinating the Research Pool involves communicating with researchers and PY101 instructors, ensuring that Research Pool guidelines are followed, and troubleshooting.

13.2. PY695 Teaching of Psychology Course (PY695 and PY101)

All Experimental Psychology students are required to take PY695 Teaching of Psychology (TOP). Students usually take this course the semester after they finish their master’s thesis. This course provides instruction and guidance on course design, syllabus preparation, lecture design and delivery, in-class activities, building relationships with students, exam construction, etc. Concurrent with the PY695 class, students teach a small section of PY101 Introductory Psychology (e.g., approximately 35 students), either individually or in a co-teaching arrangement. After successfully completing PY695, students are qualified to teach other undergraduate courses in the department as independent instructors. **Important:** Students must request entrance into this course from the instructor a semester in advance, and it is possible for the number of student requests to exceed the number of seats available. In this case, some students must wait to take the course the following semester. Plan accordingly.

13.3. International Teaching Assistant Program (ITAP)

International students whose first language is not English must take and pass the ITAP course before they are allowed to teach a course at UA. This includes the teaching that is part of the PY695 Teaching of Psychology class, but does not include GTA assistant assignments. The UA English Language Institute conducts the course and evaluates students at the end of the course. Outcomes of the evaluation include Full Pass, Trial Full Pass, Conditional Pass, Trial

Conditional Pass, and No Pass. To take Teaching of Psychology, a Full Pass is required. A student may be allowed to teach a lab or recitation section with a Trial Full Pass, but this is only valid for one semester. For more detail see <http://international.ua.edu/eli/itap/>. Because achieving a Full Pass may require more than one time through the evaluation, the process can take two or three semesters to complete. For this reason, students are encouraged to take the ITAP several semesters before their Teaching of Psychology semester. In the event that an international student fails to achieve a Full Pass in spite of several tries with strong preparation, the student should talk with the Director of Experimental Psychology. In such cases, the Experimental Psychology program will allow a student to petition for an exemption or substitute to the PY695 Teaching of Psychology requirement. A committee of 3 faculty members will be formed to review the student's petition and to determine what course of action is appropriate for the particular student.

13.4. Teaching Opportunities Outside the Psychology Department

Although not common, it is possible for Experimental Psychology graduate students to be hired by other departments in the university to teach an undergraduate course. Also, it is possible to be hired by Shelton State Community College to teach an undergraduate course. Students interested in teaching at Shelton should submit an application to Shelton's teaching pool. Shelton may call an applicant if a need arises that the applicant can fill. This could be a year or more after submitting the application. It is also possible for students who are "All but Dissertation" or ABD, to apply for visiting or tenure-track teaching positions and complete their dissertation while they hold a teaching position. Regional colleges and universities sometime hire our ABD students to cover their teaching needs.

14. Evaluation of Student Progress

Each year in May, the Experimental Faculty meets to evaluate students' progress through the program. The primary purpose of this program is to support students by giving them feedback and suggestions that will help them progress through to the Ph.D. Prior to the meeting, each student will submit a completed Student Activity Report (see Appendix) and an updated Curriculum Vitae (CV). The completion of these two documents should be done by the student with the faculty supervisor's input.

During the meeting the faculty will consider the progress of each individual student on three basic criteria – (1) progress in coursework, (2) progress in degree milestones, and (3) progress toward career credentials. The possible ratings for the first two criteria are Good, Satisfactory, or Unsatisfactory. The possible ratings for the third criterion are Excellent, Good, Satisfactory, or Unsatisfactory.

The result of faculty discussion will be a feedback letter that is drafted by the student's faculty supervisor, edited by the Director of Experimental Psychology, finalized by the student's faculty supervisor, and signed by the Director of Experimental Psychology (see Appendix for Sample Feedback Letter). The letter is given to the student by the faculty supervisor in an individual face-to-face meeting. During the meeting, the faculty supervisor and the student discuss the feedback in the letter as well as any other informal feedback the faculty supervisor has for the student. The student and faculty member should also discuss the quality of the mentoring relationship, in terms of its impact on the student's progress. The student should feel free to

raise any issues s/he feels are important to his/her progress that are not otherwise included in the discussion. At the end of this meeting, both faculty supervisor and student sign the feedback letter and the faculty member returns it to the Graduate Programs Assistant. The Graduate Programs Assistant will provide a copy for the student and put the original in the student's file.

Students who receive an unsatisfactory in any category are expected to take the necessary steps to remedy the problem. This should be done in consultation with the student's faculty supervisor. Continued unsatisfactory progress may result in dismissal from the program. The Experimental Program policy for dismissal related to unsatisfactory progress toward degree milestones is detailed in the section of this manual on "Up-or-out Deadlines." Department policy and procedures for remediation and dismissal for either academic or non-academic failure are outlined in the *Graduate Student Handbook*.

The timeline for evaluation of student progress is as follows:

- April – students are prompted to complete Student Activity Report and Curriculum Vitae
- May – faculty meet to discuss each student's progress in the Experimental program
- June – feedback letters are finalized, signed by the Director of Experimental Psychology, and distributed to faculty supervisors
- June-August – individual meetings take place, feedback letters are signed by faculty supervisor and student, and copies are distributed to students.

15. Research Approval through the UA Institutional Review Board (IRB)

Any research project involving human participants, or human participants' data, conducted at the University of Alabama must be approved by the UA Institutional Review Board for the Protection of Human Subjects (IRB). IRB approval can be a time-consuming process, so it is worth learning early to write an effective IRB application. There are many guidance documents on the UA Research Compliance website, particularly on the Institutional Review Board pages (see <http://ovpred.ua.edu/research-compliance/institutional-review-board-irb/>). On these pages you can find links to most of the information you need.

Research ethics training portals. Before you can participate in research involving human participants at UA, you need to complete online research ethics training. This can be either the NIH training module or one of the CITI training modules. For each of these, the training certificate expires after a certain time period, at which time a refresher course is required. Links to these training modules are available at the link above – scroll down to the Training section.

Guidance documents. These are informational documents on various topics related to IRB review. For example, IRB Application Guide, Informed Consent, Examples of Assent Forms, Minor Changes to Approved Protocols, etc. Use Firefox to download these documents – they don't seem to download correctly with Explorer.

Preparing your IRB application. You will need to prepare your IRB application in collaboration with your faculty supervisor. Do not expect to do this on your own! By the time you are submitting the IRB application for your dissertation, you should be doing most of the preparation, with your faculty supervisor checking through it before you submit it. IRB applications are prepared and submitted on <https://protocol.ua.edu>

Full-board, expedited, or exempt? The UA Office of Research Compliance decides how to route your application. If there is no participant contact with the researcher and the researcher is working with de-identified data, the project may be classified as exempt from IRB oversight. This means that the project does not require any further IRB action or oversight. However, many psychology projects are not exempt. If the project involves minimal risk to participants and does not involve special populations, the project may be designated for expedited review. This means that a single IRB member will evaluate the application. If there is greater than minimal risk, or the study requests a waiver of consent, or the study involves specially protected populations, the IRB application may undergo full board review. This means that multiple IRB members will read and evaluate the application, and the application will be discussed by the full board at their monthly meeting.

Routing and corrections. When you submit your IRB application, it goes to the UA Office of Research Compliance for initial review. In the initial review, a compliance officer will decide the level of review that is appropriate (exempt, expedited, or full board) and will provide the investigator initial feedback. The purpose of the initial feedback is to allow the investigator to fix some aspects of the IRB application before it goes to a reviewer. For example, if you have any forms or sections missing in your application, or are using the wrong forms, you will be notified by the compliance officer who is handling your review. However, any type of feedback is possible at this stage.

Once the investigator has returned the corrected IRB application to the compliance officer, it will be sent to IRB member(s) for review. If the review will be expedited, it will be sent to one reviewer, who is anonymous to the investigator. If the review will be full-board, it will be sent to all the members of the IRB. Expedited review may take an additional 2 weeks, but this is variable and depends on the workload of the expedited reviewer. Full board review takes place at monthly meetings. IRB applications that are submitted by the 15th of the month are generally reviewed at the following month's IRB meeting. The 15th is actually a submission deadline for review at the following month's IRB meeting, so if you think your IRB application might go to the full board, you should definitely work to submit it by the 15th of the month.

After the expedited reviewer or the full board has reviewed your application, you are likely to receive further feedback that needs action before your application can be approved. This feedback will come from the compliance officer who is handling your review. You should make corrections in a timely manner and return the corrected application. Usually approval notification is made 1-2 weeks after corrections are submitted.

Revision (Modification). Once your IRB application is approved, you can conduct your research according to the plan that was approved. If you wish to change some aspect of your plan, you must submit a revision (modification) application to have your change approved. Revision applications follow the same routing system as original applications. In eProtocol, click on your approved protocol and select the radio button to "Start an Amendment". Here you will describe the changes you want to make, the reasons for them, and the impact the changes will have on your participants.

Renewal. Your approval will expire about a year after it was originally approved (whether or not you have an approved revision/modification since then). If you wish to continue to collect data or to analyze data that are not de-identified, you will need to request a renewal in eProtocol. Click on your approved protocol and select the radio button to "Start a Continuing Review". Renewal applications follow the same routing system as original applications. Here you will report on the number of participants you recruited, screened, enrolled, etc., as well as the preliminary findings, any adverse events, etc. It is a good idea to know what information is required so that you can collect this information as you are conducting your study. Also, it is important to submit your renewal application well before your approval expires, factoring in the 6-8 weeks it might take for your renewal to be

approved. If your original approval lapses before your renewal is approved, you will have to stop collecting or analyzing data until you receive the renewal approval. Don't get stuck in this situation!

Closeout. When you have completed your project you will request a closure in eProtocol. Click on your approved protocol and select the radio button to "Start a Final Report form to document that your application is no longer active. This is also a form to look at ahead of time so you will know what information to gather as you go.

Advice. For best results, here is some advice:

- Collaborate with your faculty supervisor on your IRB application at every stage from first draft to approval.
- Be detail-oriented and make sure your application is as complete as possible. Explain your procedure in clear descriptive terms related to the experience of the participants: What will they be shown, what will they do, and what will be done to them?
- Do not copy and paste sections from your thesis or dissertation documents. The IRB application has a very different focus than a thesis or dissertation. It focuses on information related to the protection of human participants, and does not require lengthy literature reviews, etc.
- Do not copy and paste from another application from your lab unless you meticulously review every word to ensure consistency. Copying and pasting can cause embarrassing errors that can compromise the review of your application.
- Allocate significant time to prepare an IRB application. The initial application can be very time consuming, especially if you have to include recruitment scripts, sample letters to agencies, etc.
- Expect to make corrections. If you can make them, just make them without complaining. If you cannot make them or if there is a significant misunderstanding, discuss them with your compliance officer over the phone.
- When your application is returned for corrections, drop what you are doing and make them right away. The entire process can be lengthy, so do your part to keep it minimal.
- Make the changes easy for the reviewer(s) to find. For example, attach a cover letter that lists the changes, and highlight the changes in your application.
- Keep your IRB applications intact and accessible. This comes in handy when you need to submit a revision or a renewal.

Appendix

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The following forms can be found online, on the Grad School website or the department website; many are available as fillable pdf's;

Form: Appointment or Change of Master's Thesis Committee (done online)
Form: Committee Acceptance form for Electronic Thesis or Dissertation
Reminder to Thesis/Dissertation Chair
Oral Exam Rubric
Form: Appointment or Change of Doctoral Dissertation Committee (online)
Form: Admission to Candidacy for the Doctoral Degree
Ballot for Preliminary Oral Exam and Final Oral Exam

Student Activity Report
Experimental Psychology Program
May 1, 20XX to April 29, 20XX

Instructions to Students: Complete this form and update your CV in consultation with your faculty supervisor. Then email both to agilpin@ua.edu by the Friday of Spring Semester exam week.

Student Name: _____ Primary
Supervisor: _____

Year in Program: _____ Area: _____ Stats Minor: _____ Date Ph.D. Expected: _____

PAST YEAR PROGRESS SUMMARY
(May 2020 - April 2021; Indicate the number for each category)

Peer-Reviewed Publications (accepted, in press, or in print):

Journal Publications _____ Submitted Manuscripts _____

Other Publications (accepted, in press, or in print):

Chapters: _____ E-pedia _____ Abstracts: _____

Presentations (do not report department or college level presentation):

Poster _____ Oral _____

Awards (do not report department level awards; e.g., travel award):

Applied _____ Received: _____

Coursework (include Spring 2017 courses and predicted grades):

of Classes (graded courses only; e.g., no P/F classes) _____ Grades: As _____ Bs _____ Cs _____

Teaching:

Courses _____ Avg Instructor SOI: _____ Avg Course SOI: _____

Degree Milestones (check completed)

Masters: Proposal _____ Defense _____ ; Dissertation: Mini _____ Proposal _____ Defense _____

Career Objectives (check all that apply):

Res Position _____ Teaching Institution _____ Applied _____ Other (list) _____

CAREER PROGRESS SUMMARY (Totals for Graduate Career)

Pubs (in press/print): Refereed _____ Chapters/E-pedia _____

Presentations (do not report department or college level presentation): Poster _____ Oral _____

Awards (do not report department level awards; e.g., travel award): Applied _____ Received: _____

RESEARCH ACTIVITIES

Publications:

Manuscripts Submitted:

Conference Presentations:

Work in Progress:

TEACHING

Courses Taught and SOI (Instructor and Course) Ratings

Guest Lectures

SERVICE

Departmental Committees:

External Committees:

Journal reviews:

Other (e.g., offices, volunteer efforts, etc):

HONORS/AWARDS

COURSEWORK

Courses Taken and Grades (Spring 2016, Fall 2016, Spring 2017):

Coursework Remaining:

GOALS FOR THE COMING YEAR

Summer 2021:

Fall 2021:

Spring 2022:

SELF-EVALUATION (PAST 12 MONTHS PROGRESS)

(Assess your progress in each area below. You may include obstacles that have affected your progress or specific areas of concern to discuss with your advisor)

Research Presentations:

Publications:

Awards:

Teaching Experience:

Service:

End of Year Letter

MEMORANDUM

To: [Student]

From: [Faculty], Faculty Supervisor
[DEP], Director of the Experimental Psychology Ph.D. Program

Date: June 15, 20XX

Re: Evaluation of Progress for 20XX-20XX

The Experimental program faculty recently met to evaluate student progress for the 20XX-20XX academic year. This letter is a summary of the discussion of your progress from that meeting. It is expected that you will review this letter in a meeting with your faculty supervisor, who may have additional detailed information and suggestions related to your progress. Both you and your faculty supervisor should sign and date the bottom of the letter. You will receive a copy of the signed letter and a copy will be placed in your student file.

We evaluated each student in three general areas: progress in course work, progress in reaching degree milestones, and progress toward developing credentials associated with long term career-related aspirations. In the first two categories it is possible to achieve an evaluation of good, satisfactory, or unsatisfactory. In the third category it is possible to achieve an evaluation of excellent, good, satisfactory, or unsatisfactory. Below are our evaluations in each of these areas.

PROGRESS IN COURSE WORK: Good

You completed all the coursework required for your Master's degree and have earned all A's since you entered our program. This is excellent work! In the next year, you should take the Teaching of Psychology course.

PROGRESS IN REACHING DEGREE MILESTONES: Good

You successfully defended your master's thesis before the end of your second year. In your third year, you should start thinking about what you would like to do as your dissertation and consider writing a dissertation grant. Keep up the good work!

PROGRESS TOWARD DEVELOPING CREDENTIALS: Excellent

You have stated that your initial career objective is to work as a professor in an academic setting that values both teaching and research. So far, you are off to an excellent start in preparing for this career track. You have become involved in

four research projects, two of which are ready are in manuscript preparation. In addition, you have been active in conference attendance, mentoring undergraduates, and grant writing. Furthermore, you have had the opportunity to teach both lab and recitation sections, with excellent student opinion ratings. During the next year, it is important that you develop regular writing habits so that you can publish the data you have already collected. Also, as already mentioned, you should plan to take the Teaching of Psychology course.

Congratulations on a great second year! We are pleased with your progress and look forward to all of your future accomplishments in your third year!

Student Signature _____ Date _____

Faculty Supervisor Signature _____ Date _____

Director of Experimental Psychology Signature _____

Date _____

c: Director of Experimental Psychology; Faculty Supervisor; student file

Curriculum Checklist: Cognitive Psychology Concentration

Name: _____ CWID: _____ Year Entered: _____ Advisor: _____

<u>General Core</u> (12 hrs graded)	<u>Sem/Yr Completed</u>	<u>Grade/Credits</u>
Cognition and Learning (PY 650)	_____	_____
Perception (PY 670)	_____	_____
Biological Bases of Behavior (PY 629)	_____	_____
One of the following: Advanced Social (PY 672)	_____	_____
Cog. Dev. (PY 654), Social Dev. (PY 654), or Life-Span Development (PY 652)		

<u>Research Skills</u> (12 hrs graded)	<u>Sem/Yr Completed</u>	<u>Grade/Credits</u>
Research Methods (PY 607)	_____	_____
Advanced Statistics I (PY 602)	_____	_____
Advanced Statistics II (PY 603)	_____	_____
Stats 3 approved option	_____	_____

<u>*Stats minor</u> (optional)	_____	_____
_____	_____	_____
_____	_____	_____

*Stats minor – 3 additional courses or 2 additional courses, teaching a section of 211 or TAing for a section of Graduate Stats (5+1)

<u>Cognitive Core</u> (12 hrs graded)	<u>Sem/Yr Completed</u>	<u>Grade/Credits</u>
PY655 Topic 1: _____	_____	_____
PY655 Topic 2: _____	_____	_____
PY655 Topic 3: _____	_____	_____
PY654, PY655, or PY656 Topic: _____	_____	_____

<u>Teaching of Psychology</u> (PY 695 – 3 hrs graded)	_____	_____
---	-------	-------

<u>Research hours</u> (33 hrs P/F)	<u>Sem/Yr Completed</u>	<u>Grade/Credits</u>
Graduate Research (PY 698-1 st yr proj/3 hrs)	_____	_____
Thesis Research (PY 599 – 6 hours)	_____	_____
Dissertation Research (PY 699 – 24 hours)	_____	_____

<u>Contemporary Issues</u> (PY 625 – 1 hr P/F)	<u>Sem/Yr Completed</u>	<u>Grade/Credits</u>
(student should attend every semester – Register for at least 4 semesters; total 4 hours)	_____	_____

Degree Milestones

Thesis Date Defended _____ Date MA Received _____

Title: _____

Committee Members _____

Dissertation

Mini-Orals _____ Prelims _____ Final Defense _____

Title: _____

Committee Members: _____

48 credit hours minimum (excluding thesis and dissertation) required; at least **80% (39 hours)** of which must be graded (Graduate Catalog 4.8) The additional hours needed to meet the 48 hour minimum may be P/F or graded as long as related to Psychology.

Rev 8/2016

Curriculum Checklist: Developmental Science Concentration

Name: _____ CWID: _____ Year Entered: _____ Advisor: _____

General Core (15 hrs graded)

Cognition and Learning (PY 650)

Two of the following: Cog. Dev. (PY 654)

Social Dev. (PY 654) or Lifespan Dev. (PY 652)

One of the following: Perception (PY 670)

or Advanced Social (PY 672)

Biological Bases of Behavior (PY 629)

Sem/Yr Completed _____

Grade/Credits _____

Research Skills (12 hrs graded)

Research Methods (PY 607)

Advanced Statistics I (PY 602)

Advanced Statistics II (PY 603)

Stats 3 approved option

Sem/Yr Completed _____

Grade/Credits _____

*Stats minor (optional)

*Stats minor – 3 additional courses or 2 additional courses, teaching a section of 211 or TAing for a section of Graduate Stats (5+1)

Developmental Core (9 hrs graded)

Seminar (9 hours)

Topic 1: _____

Topic 2: _____

Topic 3: _____

Sem/Yr Completed _____

Grade/Credits _____

Note: PY hours must be filled by **PY654** seminars on Developmental Psychology topics or by **PY655** and **PY 656** social and cognitive psychology seminars as applicable to your research. **HD 501** (child dev.), **HD602** (infant dev.), **HD 603** (Adolescent dev.), **HD 512** (adult dev.) may also be counted. (Note that PY 654 social or cognitive development can count as a seminar when it was not taken as a general core, but cannot be double-counted.) Students are encouraged to meet with their mentor to discuss which courses would be most applicable to their research and career objectives.

Teaching of Psychology (PY 695 – 3 hrs graded)

Research hours (33 hrs P/F)

Graduate Resrch (PY 698-1st yr proj/3 hrs)

Thesis Research (PY/HD 599 – 6 hours)

Dissertation Research (PY/HD 699 – 24 hours)

Sem/Yr Completed _____

Grade/Credits _____

Contemporary Issues (PY 625 – 1 hr P/F)

(student should attend every semester –

Register for at least 4 semesters; total 4 hours)

Sem/Yr Completed _____

Grade/Credits _____

Degree Milestones

Thesis _____ Date Defended _____

Date MA Received _____

Title: _____

Committee Members _____

Dissertation

Mini-Orals _____ Prelims _____ Final Defense _____

Title: _____

Committee Members: _____ **48 credit**

hours minimum (excluding thesis and dissertation) required; at least **80% (39 hours)** of which must be graded (Graduate Catalog 4.8)

Updated 2018

Curriculum Checklist: Social Psychology Concentration

Name: _____ CWID: _____ Year Entered: _____ Advisor: _____

General Core (12 hrs graded)

Advanced Social (PY 672)
 Cognition and Learning (PY 650)
 One of the following: Cog. Dev. (PY 654)
 Social Dev. (PY 654), Perception (PY 670),
 or Lifespan Dev. (PY 652)
 Biological Bases of Behavior (PY 629)

Sem/Yr Completed **Grade/Credits**

Research Skills (12 hrs graded)

Research Methods (PY 607)
 Advanced Statistics I (PY 602)
 Advanced Statistics II (PY 603)
 Stats 3 approved option(s)

Sem/Yr Completed **Grade/Credits**

*Stats minor (optional)

*Stats minor – 3 additional courses or 2 additional courses, teaching a section of 211 or TAing for a section of Graduate Stats (5+1)

Advanced Coursework (12 hrs graded)

Seminar (12 hours)
 Topic 1: _____
 Topic 2: _____
 Topic 3: _____
 Topic 4: _____

Sem/Yr Completed **Grade/Credits**

Note: 12 hours on experimental psychology topics are required, with at least 9 of them on social-psychology topics. Students are encouraged to meet with their mentor to discuss which courses would be most applicable to their research and career objectives.

Teaching of Psychology (PY 695 – 3 hrs graded)

Research hours (33 hrs P/F)

Graduate Resrch (PY 698-1st yr proj/3 hrs)
 Thesis Research (PY/HD 599 – 6 hours)
 Dissertation Research (PY/HD 699 – 24 hours)

Sem/Yr Completed **Grade/Credits**

Contemporary Issues (PY 625 – 1 hr P/F)

(student should attend every semester –
 Register for at least 4 semesters; total 4 hours)

Sem/Yr Completed **Grade/Credits**

Degree Milestones

Thesis _____ Date Defended _____ Date MA Received _____

Title: _____

Committee Members _____

Dissertation

Mini-Orals _____ Prelims _____ Final Defense _____

Title: _____

Committee Members: _____

48 credit hours minimum (excluding thesis and dissertation) required; at least **80% (39 hours)** of which must be graded (Graduate Catalog 4.8)

Updated 2017

Curriculum Checklist: Developmental Science/Cognitive Dual Concentration

Name: _____ CWID: _____ Year Entered: _____ Advisor: _____

General Core (15 hrs graded)	Sem/Yr Completed	Grade/Credits
Cognition and Learning (PY 650)	_____	_____
Two of the following: Cog. Dev. (PY 654)	_____	_____
Social Dev. (PY 654) or Lifespan Dev. (PY 652)	_____	_____
One of the following: Perception (PY 670)	_____	_____
or Advanced Social (PY 672)	_____	_____
Biological Bases of Behavior (PY 629)	_____	_____

Research Skills (12 hrs graded)	Sem/Yr Completed	Grade/Credits
Research Methods (PY 607)	_____	_____
Advanced Statistics I (PY 602)	_____	_____
Advanced Statistics II (PY 603)	_____	_____
Stats 3 approved option(s)	_____	_____

*Stats minor (optional)	Sem/Yr Completed	Grade/Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

***Stats minor – 3 additional courses or 2 additional courses, teaching a section of 200 or TAing for a section of Graduate Stats (5+1)**

Devel & Cognitive Core (21 hrs graded)	Sem/Yr Completed	Grade/Credits
Seminars in Cognitive (PY655), Devel (PY654), and HDFS* topics - 15 hours as follows:		
PY655 Topic: _____	_____	_____
PY655 Topic: _____	_____	_____
Cog Devel** Topic: _____	_____	_____
PY 654 or HDFS*: _____	_____	_____
PY654 or HDFS* Topic: _____	_____	_____

* PY hours must be filled by **PY654** seminars on Developmental Psychology topics or by **PY655** and **PY 654** developmental and cognitive psychology seminars as applicable to your research. **HD 501** (child dev.), **HD602** (infant dev.), **HD 603** (Adolescent dev.), **HD 512** (adult dev.) may also be counted. (Note that PY 654 social or cognitive development can count as a seminar when it was not taken as a general core, but cannot be double-counted.) Students are encouraged to meet with their mentor to discuss which courses would be most applicable to their research and career objectives.

**The Cog Devel seminar should be either PY655 or PY654 with a topic related to cognitive development.

Teaching of Psychology (PY 695 – 3 hrs graded)	Sem/Yr Completed	Grade/Credits
_____	_____	_____

Research hours (33 hrs P/F)	Sem/Yr Completed	Grade/Credits
Graduate Resrch (PY 698-1 st yr proj/3 hrs)	_____	_____
Thesis Research (PY/HD 599 – 6 hours)	_____	_____
Dissertation Research (PY/HD 699 – 24 hours)	_____	_____

Contemporary Issues (PY 625 – 1 hr P/F)	Sem/Yr Completed	Grade/Credits
(student should attend every semester – Register for at least 4 semesters; total 4 hours)	(Dev 4) (Cog 4)	_____

Degree Milestones

Thesis _____ Date Defended _____ Date MA Received _____

Title: _____

Committee Members _____

Dissertation

Mini-Orals _____ Prelims _____ Final Defense _____

Title: _____

Committee Members: _____

48 credit hours minimum (excluding thesis and dissertation) required; at least **80% (39 hours)** of which must be graded (Graduate Catalog 4.8)
Updated 2017 Rev 7/18 ag

Curriculum Checklist: Developmental Science/Social Dual Concentration

Name: _____ CWID: _____ Year Entered: _____ Advisor: _____

General Core (15 hrs graded) **Sem/Yr Completed** **Grade/Credits**

Cognition and Learning (PY 650) _____

Two of the following: Cog Dev. (PY 654) _____

Social Dev. (PY 654) or Lifespan Dev. (PY 652) _____

Advanced Social (PY 672) _____

Biological Bases of Behavior (PY 629) _____

Research Skills (12 hrs graded) **Sem/Yr Completed** **Grade/Credits**

Research Methods (PY 607) _____

Advanced Statistics I (PY 602) _____

Advanced Statistics II (PY 603) _____

Stats 3 approved option(s) _____

***Stats minor (optional)** _____

***Stats minor – 3 additional courses or 2 additional courses, teaching a section of 211 or TAing for a section of Graduate Stats (5+1)**

Dev & Social Core (15 hrs graded) **Sem/Yr Completed** **Grade/Credits**

Seminars in Social (PY656), Devel (PY654), and HDFS* topics - 15 hours as follows:

PY656 Topic: _____

PY656 Topic: _____

Social Devel** Topic: _____

Dev* Topic: _____

Dev* Topic: _____

PY hours must be filled by PY654 & 656 seminars on Developmental or Social Psychology topics. HDFS hours may be filled by Family Crises (HD 664), Theories/Dynamics of Families (HD 561/562), Parent/Child Relationships (HD 535), Social Development. or a pre-approved alternative,

**The Social Devel seminar should be either PY656 or PY654 with a topic related to social development.

Teaching of Psychology (PY 695 – 3 hrs graded) _____

Research hours (33 hrs P/F) **Sem/Yr Completed** **Grade/Credits**

Graduate Resrch (PY 698-1st yr proj/3 hrs) _____

Thesis Research (PY/HD 599 – 6 hours) _____

Dissertation Research (PY/HD 699 – 24 hours) _____

Contemporary Issues (PY 625 – 1 hr P/F) **Sem/Yr Completed** **Grade/Credits**

(student should attend every semester – _____ (Dev 4)

Register for at least 4 semesters; total 4 hours) _____ (Soc 4)

Degree Milestones

Thesis Date Defended _____ Date MA Received _____

Title: _____

Committee Members _____

Dissertation

Mini-Orals _____ Prelims _____ Final Defense _____

Title: _____

Committee Members: _____

48 credit hours minimum (excluding thesis and dissertation) required; at least **80% (39 hours)** of which must be graded (Graduate Catalog 4.8) Updated