

Department of Psychology Graduate Handbook

Last updated: March 2018

****Note: Current graduate students should consult the handbook on the department wiki on Collab to ensure they are reading the most updated version****

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MISSION

The graduate program in Psychology aims to be the nation's best training facility for psychological scientists. The primary training objective is to promote excellence in research. Other important training components include teaching, mentoring, and clinical practice (for the Clinical area only). To meet this mission, the graduate program:

1. operates with an apprenticeship model. The faculty advisor-advisee relationship is the primary mechanism for research training
2. recognizes and supports diversity in students' backgrounds, strengths, training needs, and career goals. The program permits students to develop an individualized curriculum with the guidance of an advisory committee.
3. maintains high expectations for student performance and expects students to best their own best advocate. Requirements are kept to a minimum so that outstanding students can define their program to take full advantage of the department's resources.

GRADUATE SCHOOL OF ARTS AND SCIENCES



The Department of Psychology is a member of the Graduate School of Arts and Sciences at the University of Virginia. For detailed information regarding policies of the Graduate School of Arts & Sciences please visit <http://graduate.as.virginia.edu/>. This site contains valuable information regarding degree requirements, financial assistance, research, registration procedures, teaching assistantships and student life.

This handbook describes the policies and procedures directly relevant to the Department of Psychology.

PEOPLE TO KNOW IN GILMER HALL

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DEGREE REQUIREMENTS

The graduate program has a few department-wide requirements, and each area [Clinical](#), [Cognitive](#), [Community, Developmental](#), [Neuroscience and Behavior](#), [Quantitative](#), and [Social](#) defines its own additional expectations. Course requirements are described below, followed by the additional requirements for the M.A. and the Ph.D. degrees. Students are admitted with the expectation that they will complete the Ph.D. degree. On some occasions, however, students exit the program with an M.A. degree because of a change in personal priorities or because of difficulty completing the requirements.

The graduate program is based on a model of one to one interaction between students and faculty members. There is approximately a 2.5/1 ratio of students to faculty. The majority graduate education is derived from working with individual faculty members and collaborating with fellow students.

General Topics

Selecting advisors and labs

Students consult with their advisor when making course selections. The advisor and advisee work together in defining the student's graduate training goals and coursework. New students that do not yet have a primary advisor should consult with either their area leader or the Director of Graduate Studies. Students should have a primary advisor for the predissertation by the end of their first semester. The student is responsible for (1) obtaining agreement from a faculty member to serve as primary advisor, and (2) reporting the advisor to the Director of Graduate Studies before the end of the first semester.

It is not unusual for students to have multiple advisors during the course of their graduate education. Students may switch advisors at their own initiative, provided the new advisor agrees. The student should notify the department Director of Graduate Studies about the change.

In the unlikely event that an advisor asks a student to leave a laboratory, the advisor will inform the DGS. This action will typically be a consequence of the student's unsatisfactory performance in the lab, while remaining in good standing as a graduate student. The advisor will have previously provided feedback to the student and suggested corrective measures, so it will not come as a surprise. If an advisor takes such action, it is the student's responsibility to find a new advisor within four months —generally in consultation with the Area Head and/or the DGS. If the student has not found a new advisor within four months, the Graduate Committee will decide whether to grant the student an extension or recommend that the student be terminated from the program. This recommendation would be put to a vote of the faculty.

In extremely unlikely case of a student's gross negligence or wrongdoing, the advisor may ask the student to leave the laboratory without prior warning, while informing the DGS and the Area Head. The DGS and the Graduate Committee will investigate (e.g., by interviewing the advisor and the graduate student), and determine what steps to take: to treat this event as a dismissal as described in the preceding paragraph, or to initiate disciplinary proceedings.

The Department encourages all students to identify a secondary advisor during their first semester of graduate school. The nature of the relationship with this advisor will be idiosyncratic across students. In some cases, the secondary advisor will be a research collaborator - perhaps as much as the primary advisor. In other cases, the secondary advisor may serve as a yearly check-in for professional development and progress, and help with advising during times that the primary advisor is on sabbatical.

It is the student's responsibility to report all official changes of primary advisor to the Director of Graduate Studies in writing. Almost all students will work with multiple secondary advisors during graduate training.

Annual review of student progress is conducted by the primary advisor, the other faculty in the student's primary area, and the Director of Graduate Studies.

Overview of graduate training

The specific requirements for coursework are area dependent, [Clinical](#), [Cognitive](#), [Community](#), [Developmental](#), [Neuroscience and Behavior](#), [Quantitative](#), [Social](#), or idiosyncratic if the student defines his or her own area (see [Planning Graduate Training](#)). Things to do every year: be involved in the program, attend conferences in your area, present at conferences locally and nationally, present in area lunch meetings, collaborate with others on research.

See the [graduate handbook](#) for details on all other features of the graduate program.

YEAR 1

1. Coursework - 12 units per semester, usually 2 or 3 classes; Attend at least one area lunch series; Attend all department colloquia
2. Research - Initiate projects in at least one laboratory, attend lab meetings for at least one laboratory. How to get started? Ask faculty mentors how to get started doing research in their laboratories.
3. Teaching - Most students will TA each semester, usually Introductory level courses or "grader" positions for higher level courses. Participate in the Graduate Teacher Training Program, PSYC 9660.
4. Service - Get involved in the area, department or university by participating on a committee
5. Deadlines - None. By the end of the first year, at least one research project should be making sufficient progress to fulfill the [Predissertation \(master's Thesis\)](#)

YEAR 2

1. Coursework - 12 units per semester, usually 2 or 3 classes; Attend at least one area lunch series; Attend all department colloquia
2. Research - Continue projects in at least one laboratory, attend lab meetings for at least one laboratory. Develop multiple lines of research so that research productivity is not dependent on a single project "working"
3. Teaching - Most students will TA each semester, usually the 3005/3006 sequence, or other courses with weekly discussion sections led by graduate students. Take the Graduate Teacher Training Program course PSYC 9561.
4. Service - Participate on a committee, contribute to graduate recruiting
5. Deadlines - Predissertation must be approved by advisor and reader by August 1 at the end of Year 2

YEAR 3

1. Coursework - Attend at least one area lunch series; Attend all department colloquia; Likely done with courses but can sit in on classes OR take the occasional course for credit.
2. Research - Continue projects and involvement in lab meetings. Foster healthy program(s) of research with an eye toward developing and defining a longer-term research agenda
3. Teaching - Significant variation in teaching responsibilities. Some students supported grants. Of those teaching, there is a mix of (a) reinforcing experience with 3005/3006 sequence and (b) TAing for upper-level courses. Those especially interested in teaching can continue with the Graduate Teaching Training course PSYC 9562. Apply for DTF for year 4?
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - [Qualifying Exam \(Comps\)](#) must be approved by faculty advisor and two other faculty members by August 1 at the end of Year 3

YEAR 4

1. Coursework - Attend at least one area lunch series; Attend all department colloquia; Sit in on classes that are relevant for training.
2. Research - Continue projects and involvement in lab meetings. Define dissertation project and defend dissertation proposal.
3. Teaching - Significant variation in teaching responsibilities. Teaching experiences are mixed and also include TA positions for grad-level courses or teaching own course through the Distinguished Teaching Fellowship program.
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - Defending the dissertation proposal (see [Dissertation Requirements](#)), should be done by the end of year 4

YEAR 5

1. Coursework - Attend at least one area lunch series; Attend all department colloquia.
2. Research - Continue projects and involvement in lab meetings. Complete [Dissertation Requirements](#) and keep other projects active and productive.
3. Teaching - Significant variation in teaching responsibilities.
4. Service - Lead a committee, contribute to graduate recruiting
5. Deadlines - Complete dissertation defense by April 30.

Planning graduate training

Developing one's own area

Occasionally students want to pursue an area of interest for which there is not an established area grouping, such as law and psychology. To do so, students need to find an advisor and three additional faculty members to oversee their program. This faculty committee's function is to approve the student's annual progress and to make certain that the student completes a set of courses suitable for a Ph.D. in Psychology and consistent with Departmental guidelines. Any student wishing to form such a committee should speak first with the Director of Graduate Studies.

Developing breadth

Part of a broad academic training includes exposure to multiple ways of thinking and doing research. The most common means for achieving this is to work in multiple laboratories and with multiple faculty members during one's graduate career. This serves the breadth training objective, and a practical objective of having professional relationships with multiple faculty members that can write detailed recommendations for the post-graduate job hunt. The importance of the practical value should not be underestimated. Recommendation letters are one of the key criteria for job search committees, especially for academic jobs. Brief, non-specific letters from faculty that do not the applicant well provide an easy reason to put the application aside.

Many students choose to work in multiple labs concurrently – sometimes within the same area, sometimes across areas. Other students practice serial lab monogamy during their graduate training. There are advantages and disadvantages to each approach. The key is to consult with your advisors, and communicate openly about your participation in multiple laboratories. Advisors should be aware of how their advisees are organizing their time to provide the most effective mentorship possible

Coursework planning

Course types

PhD students can now register for up to 15 credits, but it is expected that 12 will be the default. There are five main types of courses in the Psychology department:

1. Graded Courses. These are regular courses for which you attend class, complete assignments, and receive a grade.

2. "Contemporary Issues in" Courses. These are credit hours offered by each area for attending their weekly research meetings (e.g., Psychology 7960, "Contemporary Issues: Social Psychology"). These are also known as "area lunches." All students attend at least one area lunch for every semester of their graduate education. However, students only register for the area lunches during the semesters that they need those credit hours.

3. Topical Research. Graduate students get credit hours for doing research. One way is to sign up for "topical research" (Psyc 9501). Each faculty member has a different section number of this course.

4. Practicum Credits. Practicum research experience credits (e.g., Psychology 998 are taken by students in the clinical and community areas. For accounting purposes these credits are treated the same as topical research.

5. Non-Topical Research. There are four courses labeled non-topical research: Psychology 8998, 8999, 9998, 9999. Each faculty member has a "modifier number" that the student adds during sign-up to make sure that the grade sheet goes to the primary advisor. Modifier numbers for each faculty member are listed in the main office..

Course Requirements for the Master's Degree: 30 hours of graded courses, contemporary issues, topical research and practica credits. Non-topical research, extension, correspondence, home study, and transfer courses cannot be counted toward the M.A. degree.

Course Requirements for the Ph.D. Degree: 72 total hours, including those completed for the Master's Degree. At least 42 of the 72 hours must be graded courses, topical research, "Contemporary Issues in", or practicum courses. Courses taken through a continuing education program or when the student was an undergraduate may not be counted toward these unit requirements even if they were graduate level courses.

General course plan

Each student enrolls for at least 12 credit hours every semester. PhD students were formerly prevented from registering for more than 12 credits. As of Spring, 2015, PhD students can now register for up to 15 credits, but it is expected that 12 will be the default.

In the first two years, most students will complete the required 42 credits of graded courses, contemporary issues, topical research and practica credits. In later years, students will typically take non-topical research credits for their 12 units (an exception is some practicum credits that are required for clinical students after year 2). In contrast to previous years, there is not a cost associated with taking courses after the second year.

The difference between Topical and Non-topical research is irrelevant from the student's training perspective – it is purely an accounting distinction for the University. Topical research counts towards the 54 hours needed for the Ph.D. See Appendix A for more information about this distinction and consult with Debbie Snow in the main office who is the resident expert. It is important to sign up for the right type of research for department accounting and financial stability.

Selecting Courses

When selecting graded courses, it is important to note that some courses are offered on a fixed schedule, and others are available infrequently – sometimes just once during a student's graduate career. Also, there are departmental and area course requirements. Clinical students, in particular, have a well-defined course schedule in their first two

years. Appendix A provides a sample course schedule and more information about the relationship between course selection and tuition.

Time requirements for completing degrees

Time to complete the MA

By September 1 of 3rd year, students should have completed their predissertation. That means it has been approved by their advisor and second reader. Approval should be reported to the DGS and DGS administrator (Debbie Snow) with an email from the primary advisor.

Students should also have finished the 42 credits needed by August 1 of the second year. In occasional cases, students will have coursework to complete (sometimes unofficially) after the second year. Such scenarios should be approved by the DGS before the Spring semester of the 2nd year so that the implications for degree requirements can be arranged prior to the beginning of the 5th semester of classes.

If a student is not able to complete his or her Master's degree in a timely manner, the Graduate School will block his or her registration. Extensions are possible with the support of the graduate committee, but they will occur rarely.

Time to complete the Qualifying Exam (comps)

The comprehensive exam should be completed by September 1 of the fourth year.

As with the prediss, if it is not completed by that date, the Graduate School will block registration, and the DGS will (with the advisor's approval) request a one-semester extension. (Note that some areas have requirements that the comprehensive exam be completed prior to these dates.)

Time to complete the Ph.D.

The Ph.D. (including the dissertation and oral defense) can be completed by the end of the student's fourth year, though five years is typical course of study in the graduate program.

Students may stay longer in the program because their dissertation research take longer than expected, or because it is in their professional and training interest to stay longer to publish more research prior to entering the job market. In this case, alternative deadlines may be negotiated between the student and advisor. Note that students are guaranteed funding for only five years. Alternative timetables should consider the availability of funding within the department, and may require acquisition of external funding by the student and advisor.

The Seven Year Rule

Any student who does not complete all requirements for the Ph.D. in the seven year period of eligibility stipulated by the Graduate School of Arts and Sciences will be terminated without a degree. Any student currently in her/his seventh year of eligibility has until May 31 of that academic year, to complete all requirements. Exceptions to these guidelines will only be made in cases in which extraordinary circumstances have prevailed, and such exceptions will be granted only by a unanimous vote of the Graduate Committee, and are conditional on approval by the Graduate School.

Family and medical leave

Six weeks of paid medical leave is offered to graduate students having a child, see policy here:

<https://uvapolicy.virginia.edu/policy/PROV-028>

Students shall have the option of taking up to one semester of family or medical leave under any of these circumstances:

Circumstance:

1. birth of a child (to be taken within 12 months of the child's birth)
2. placement of a child with the student for adoption or foster care (to be taken within 12 months of date of placement)
3. care for a child, or a dependent over 18 years of age who is incapable of self-care because of a mental or physical disability, or a spouse or a parent who has a serious health condition that involves: in-patient care in a hospital, hospice, or residential medical care facility, or continuing treatment by a health care provider
4. occurrence of a serious personal health condition that renders the student unable to perform the functions of the position. The Department may request certification that the student is unable to perform the essential functions of the student's position within the meaning of the Americans with Disabilities Act.

Family and medical leave may not be used for short-term conditions for which treatment and recovery are brief, such as minor illnesses and outpatient surgical procedures with expected brief recuperating periods. It does not provide for the intermittent care of a child for such commonplace illnesses as colds and flu.

Students will be considered "not-in-residence" during the leave, unless there is a specific need to remain "in-residence," such as to use University facilities or to maintain health insurance. For students on leave, the department will pay the not-in-residence status fees, but will not provide other funding during this period.

Family or medical leave will extend departmental and GSAS academic deadlines, including the "7-year rule" by one semester. Students may take additional leaves in the event that more than one of the above circumstances occurs (e.g., birth of a second child). Students who desire to take a longer leave may petition the faculty to do so. Petitions should be submitted to the Director of Graduate Studies and will be voted on by the Department Faculty. Please note that there is no guarantee of funding beyond the 5th year after initial matriculation.

When both parents of a child are students or employees at the University of Virginia, the full amount of leave will be limited to a combined total of 14 work weeks in a 12-month period when the leave is for the birth, adoption, or foster care placement of a child.

Leave status must be confirmed by the GSAS. Please see the DGS if you want to apply.

For additional information regarding family and medical leave, see the main topic page on the Home Page of the Psychology Department Wiki entitled "Family Leave/Medical Leave Policies and Accommodations". There are separate pages for Faculty, Students, and Staff.

Summer session registration

Almost all graduate students remain in the Department during the summer to continue with research. However, very few enroll in summer school. In unusual circumstances, students may enroll for research hours only or for nonresident status during Summer Session after consultation with their advisor, Director of Graduate Studies, and the Graduate Enrolled Student Office regarding registration requirements. The most common use for summer registration is to earn a degree during the summer.

For information about registering, including links to various forms that are relevant to those who wish to take a leave of absence or return from a leave of absence, see:

<http://graduate.as.virginia.edu/registration-procedures>

Requirements for the Master's Degree

MA course work

The Department requires 30 units of graded course work for the M.A. degree including topical and non topical research, practicum, and the "Contemporary Issues in" courses. By rules of the GSAS, extension, correspondence, home study, or transfer courses cannot be counted toward the M.A. degree (see GSAS rules <http://records.ureg.virginia.edu/content.php?catoid=44&navoid=3076>.) However, this does not preclude you from transferring an M.A. you received elsewhere, or units from graduate courses you have taken elsewhere. For more information, see the wiki page entitled [Transferring MA](#) and graduate coursework from another university.

All course work should be completed by the end of the second year. Students take 12 units each semester of Year 1 and 12 units each semester of Year 2 -- but only 2 or 3 actual courses each semester. The department-wide required courses are:

1. Quantitative Methods I and II PSYC 7710 (usually Fall of first year) and PSYC 7720 (usually Spring of first year). These must be completed by the end of the second year. PSYC 7720 is optional for students in the Neuroscience and Behavior (NB) area. In consultation with their primary advisor and area leader, NB students may substitute a special course more suitable for analyzing the types of data they are likely to collect.
2. One Course in Research Methods and/or Experimental Design. Most students take at least one course in research methods, experimental design, or advanced quantitative methods. Most areas offer an area-specific methods course. Students may take a methods course from another area, but are not required to take a methods course if their area does not offer one.
3. Ethics - All students must take PSYC 8040, Forum in Scientific and Professional Ethics. This course is offered every other year. Clinical area lunches do not replace this requirement.

See area pages or area head for specific details on coursework: [Clinical](#), [Cognitive](#), [Community](#), [Developmental](#), [Neuroscience and Behavior](#), [Quantitative](#), [Social](#)

Predissertation (Master's Thesis)

The predissertation requirement is a written research report, usually resembling a journal article in style and content and must be approved by the primary advisor and a second faculty reader by September 1 of the student's third year. It's a good idea to notify the Director of Graduate Studies by email when you submit your prediss to your readers. That way the DGS knows that it's under review.

The predissertation can serve as your Master's thesis, but completing the prediss is NOT identical to getting your Master's Degree. To get the MA degree (and walk at graduation) you must apply to the GSAS. Instructions for getting the en route MA for doctoral students are here: <http://graduate.as.virginia.edu/thesis-submission-and-graduation>. Receiving an MA is not required to be advanced to candidacy for the PhD.

The two readers of the prediss must be regular members of the faculty in the Department of Psychology. If a student selects a person from another department as his/her predissertation advisor, the student must also have a co-advisor who is a departmental faculty member. The faculty reader must be on the Department of Psychology faculty.

A complete hard copy of the Predissertation report should be given to the Psychology Main Office. The Psychology department will bind it. A copy of the project does not have to be turned into the Graduate School of Arts and Sciences.

The Graduate Committee selects one prediss to receive the Maury Pathfinder Award. The manuscript arising from the approved prediss that you would like to be considered for the Award must be turned in by August 31 at the start of the students 3rd year (i.e., the typical due date for the prediss) to be considered for the Pathfinder. See the [Awards](#) page for more information.

Submitting MA paperwork

Information for completing this paperwork may be found here: <http://graduate.as.virginia.edu/thesis-submission-and-graduation>.

Advancement to PhD candidacy

To advance to Ph.D. candidacy, students must complete all requirements for the M.A. degree and be approved in a Department faculty vote that the student is capable of doing Ph.D.-level work. Students should make sure that their area leader is aware when they have completed the M.A. requirements. The area leader will submit the student's candidacy for departmental vote.

Transferring MA from another University

Transferring an M.A. degree. Students who enter the Department with an existing M.A. may petition to have their Master's thesis accepted to fulfill the predissertation research requirement. Students must petition during their first semester in residence. If you are interested in pursuing this route, you should meet with the Director of Graduate Studies, your advisor, and area head shortly after your arrival to discuss what a modified course plan would look like, if approved.

If you do pursue this route, the petition and thesis will be reviewed by the Director of Graduate Studies or the Graduate Committee, the student's primary advisor, and a faculty reader from within the Department. Transfer students must also meet all departmental course requirements for the Master's, either by transfer credit or by taking courses in the Department. Students should submit to the Director of Graduate Studies the name of the university at which the course was taken, the course number, the course title, and a one-paragraph summary of the course along with an official transcript. The area head and DGS review and approve the courses as meeting department requirements. Approval for statistics transfer credits requires approval following an in-person meeting with a Quantitative Area faculty member.

If the Dean approves the M.A. degree, the M.A. requirement at UVa is waived and the student receives 24 credit hours. Because the Master's degree at UVa requires 30 credit hours, students that transfer their M.A. degree will have to complete 6 credit hours plus the credit hour requirements for the PhD. If a student wants to transfer an M.A. degree, that will usually be known at the time of admission, and his or her admission letter may specify a different expectation about the time by which a completed degree is expected. Students with an approved Master's thesis from another University must engage and complete supervised research with a UVA faculty member before undertaking a dissertation research project.

Transferring credit hours without an M.A. degree. Some students take graduate courses in another program prior to entering UVA. It is possible to transfer up to 24 of those credits with the approval of the area head, DGS, and Dean. If you are interested in pursuing this route, meet with the Director of Graduate Studies, your advisor, and area head shortly after your arrival to discuss what a modified course plan would look like, if approved. Students wishing to transfer graduate course credits should submit to the Director of Graduate Studies the name of the university at which the course was taken, the course number, the course title, and a one-paragraph summary of the course along with an official transcript. The student's area head and DGS will review and approve the courses. Approval for statistics transfer credits requires approval following an in-person meeting with a Quantitative Area faculty member. Following Departmental approval, the approved list of transfer courses and credits will be submitted to the Dean for University approval. To receive a Master's degree from the University of Virginia, all M.A. credits must be from the

University. So, transfer credits are applied to credit hour requirements for the PhD (i.e., they count as credit hours past the 30 required for the M.A.).

The GSAS also maintains University-wide regulations about transferring degrees and credits, which supersede any of those listed here: <http://graduate.as.virginia.edu/enrolled-students>

Requirements for the Ph.D. Degree

A Master's degree or equivalent –

The student must have completed all of the requirements for the Master's degree in our department (see above) or fulfill requirements for (Transferring MA).

Qualifying exam (Comps)

Students must pass a Major Area Qualifying Examination. Comps should be completed by the beginning (Sept. 1) of the fourth year. "Completed" means approved, not just submitted to your committee.

The major area qualifying examination is evaluated by the student's primary advisor and at least 2 more faculty members. The faculty members serving on the student's major area qualification examination are invited by the student after consultation with the primary advisor. At least two members of the Examining Committee must be regular members of the Psychology Department. Graduate students should complete this examination by the end of their third year in residence -- the department deadline is September 1 of the fourth year.

The literature review for the dissertation and papers written prior to completing the master's requirements cannot be counted as the qualifying exam review paper. Each area of the department has developed procedures for completing the major area exam. See the area pages:

Area	Area Head
Clinical	Bethany Teachman
Cognitive	Dennis Proffitt
Community	Melvin Wilson
Developmental	Vikram Jaswal
Quantitative	Steve Boker
Neuroscience and Behavior	Dave Hill / Peter Brunjes
Social	Tim Wilson

Specific questions about the qualifying exams should be directed to the primary advisor or area leader. Students can develop their own major area exams. To do so, the student (1) approaches the primary advisor with a topic and a proposal for how to satisfy the major area requirement; (2) in consultation with the advisor chooses three other committee members and secures their approval of the proposal; (3) reports this Examining Committee membership to the Director of Graduate Studies; (4) fulfills the requirement as proposed; and (5) submits the work to the Examining Committee for review and approval.

The major area qualifying examination must be completed before a dissertation proposal is approved. In order to change this sequence, a written request explaining the reasons for the alteration and stating that the request has the approval of the student's area or committee head and the dissertation advisor, must be submitted to the Director of Graduate Studies (DGS) for review and approval by the Graduate Committee (DGS + all area heads). Such requests will be approved only under extraordinary circumstances.

Course work

The GSAS web page is definitive on this issue,

http://records.ureg.virginia.edu/content.php?catoid=44&navoid=3076#doctor_of_philosophy

Here's a summary

72 total hours, including those completed for the Master's Degree. At least 42 of the 72 hours must be graded courses, topical research, "Contemporary Issues in", or practicum courses. Courses taken through a continuing education program or when the student was an undergraduate may not be counted toward these unit requirements even if they were graduate level courses. A minimum of 24 out of the 72 credit hours must be graded coursework; only graduate courses taught by members of one of the graduate faculties of the University, offered during the fall or spring term and graded on the standard A through F scale may be counted toward the graded coursework requirement.

Research experience

Each student is required to conduct research in collaboration with a faculty advisor during every semester in residence.

Teaching experience

There is no requirement for a minimum or maximum amount of teaching. The ideal teaching load provides sufficient experience to gain skills in being an effective teacher, but not so much that it interferes with research activity. Full information about the TA program is in [teacher training](#).

Dissertation requirements

Each student must complete a dissertation. The dissertation committee, chaired by the primary advisor, will consist of a minimum of four tenured or tenure-track members of the faculty of the Graduate School of Arts and Sciences. One member of the committee will serve as a representative of the Graduate School of Arts and Sciences to affirm that the student has been assessed fairly and with due rigor. This representative must hold a primary appointment outside of the psychology department. This representative may be drawn from the tenured or tenure-track faculty of other graduate schools at the University (e.g., law, Curry), but must hold a Ph.D. The director of graduate studies may petition to permit a reader from outside the University who holds a Ph.D. to serve as one of the four core members of the committee by providing the associate dean with the reader's CV and a statement regarding the reader's particular suitability for the committee. This external reader may not serve as the representative of the Graduate School. Once these minimum requirements have been met, additional committee members from within the University or other institutions may be added.

Before finalizing your committee, confirm with Debbie Snow that it adheres to all of the rules above. The committee membership must be reported to the Director of Graduate Studies prior to the proposal meeting.

If a committee member is on leave during the term in which the dissertation will be defended and will not be able to attend the dissertation meeting, a substitute member must be selected. Faculty members that leave the University permanently can serve on the committee as an extra member, but the position must be replaced with a University faculty member. Changes to the membership of the dissertation committee should be reported to the Director of Graduate Studies.

The primary advisor for a dissertation must be a member of the Psychology Department. Adjunct faculty members may not serve as the major advisor.

The dissertation proposal. The proposal meeting is held prior to the completion of the dissertation research so that the committee can discuss, comment, and request revisions to the rationale, design, methods, or analysis plan for the project. The dissertation proposal includes an abstract, a survey of the relevant literature, the rationale for the research, description of the methods, and an outline of the planned data analysis. When the student and advisor agree that the proposal is ready to present, the student schedules a meeting of the dissertation committee and circulates the proposal at least one week prior to the meeting date.

Also, at least one week before the meeting, the student announces the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsnow@virginia.edu), and by submitting the announcement to psych-news@virginia.edu. The student should make a pdf copy of the proposal available to any department member that requests it. Failure to email the announcement on time will require rescheduling of the proposal meeting.

The Dissertation Committee meeting can result in approval of the proposal or a request for minor or major revisions. The Committee may decide to schedule additional meetings as necessary. When the committee is satisfied with the proposal, the advisor will notify the Director of Graduate Studies in writing.

Students with an accepted Master's thesis from another University should propose by the end of their fifth semester in residence. Students that enter the program with a bachelor's degree should propose by the end of the seventh semester. Advisors must agree to extensions beyond these dates. The student and advisor should agree on an extension timeline to ensure adequate progress in the program.

The oral defense. The oral defense is a discussion of the dissertation research, and the research literature on which it is based. Committee members may also ask the student "big picture" questions about the field. The student should discuss with the advisor how to best prepare for the defense meeting.

The dissertation should be distributed to the members of the Dissertation Committee and made available to the rest of the Department at least two weeks prior to the final oral defense. Corrections should be circulated at least one week before the final oral defense. Also, at least two weeks before the meeting, the student announces the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsnow@virginia.edu), and by submitting the announcement to psych-news@virginia.edu. The student should make a pdf copy of the proposal available to any department member that requests it. Failure to email the announcement on time will require rescheduling of the proposal meeting.

All committee members should be present for the defense. If unforeseen circumstances develop after scheduling the meeting that make it impossible for the advisor or "outside" member to attend, the defense must be rescheduled. If such circumstances occur for one of the other committee members, the defense can proceed if that person agrees. However, the defense must have at least 3 members present. In exceptional circumstances, a committee member can attend by phone or video chat. There are no exceptions to the attendance requirements.

All faculty members and graduate students in the Department of Psychology are invited to attend. All faculty members present are entitled to vote on whether or not the dissertation is acceptable or requires revision, and whether or not the oral defense was satisfactory. The committee may approve the dissertation, approve contingent on revisions, or request substantial revisions – sometimes even requiring another defense. Tradition suggests that the student gives a bound copy of the final dissertation to each committee member and one to the Department. The Department will pay for the copy and binding costs for one dissertation.

Submitting the dissertation, formatting, and degree paperwork. [Degree documents](#) provides the forms and documents for obtaining the PhD degree, as well as the various deadlines and notes about formatting.

TEACHER TRAINING

An important component of academic training is becoming an effective instructor. The Department has multiple mechanisms that facilitate teacher training including Teaching Assistantships, the Graduate Teacher Training Program, and Distinguished Teaching Fellowships. The University also offers teacher training programs that many Psychology students have used including Tomorrow's Professor Today and regular teaching seminars. To learn more, visit the <http://trc.virginia.edu/>.

Teaching Assistants

Graduate students serving as teaching assistants is supposed to serve two goals simultaneously: (1) educational support for the students (usually undergraduates) taking the course, and (2) a pedagogical role of teacher training for the graduate students. These two goals are sometimes at odds – certain courses must be taught and staffed, and

those staffing needs may not correspond perfectly with a strong pedagogically-driven teacher training model. Despite such unavoidable constraints, the pedagogical value of teaching experiences can be improved by (a) establishing pedagogical goals for teaching experiences, (b) having a clear and consistent process for TA assignments that is designed to achieve those goals for all students, and (c) integrating other teacher training practices into the graduate training program.

Pedagogical and practical goals for teacher training experiences

Students should get sufficient teaching experience to (a) be comfortable in the classroom, (b) establish a record of competent teaching, and (c) gain specific teaching skills for a variety of course formats (e.g., lecture, discussion). At the same time, students' top priority in our program is research. Too much teaching will interfere with research productivity. There are two structural constraints that are meant to help ensure that students do not devote too much time to their teaching responsibilities:

(1) Students should seldom (if ever) have multiple TA positions in a single semester and, ideally, would have "semesters off" from teaching with grant or external fellowship funding; and

(2) TA assignments average no more than 10 hrs/wk. This hourly limit is a University regulation. TA slots are paid as $\frac{1}{4}$ time effort for a 40 hr/week job. Note that TA positions are paid for 20 weeks (a total of 200 hours), even though the average semester is around 15 weeks long.

Prototype model for teaching experience in the Department of Psychology

Although there will of course be some variation, here is a template of the TA journey a student might expect during their time as a graduate student (assuming the student is TA-ing throughout their time here and is never supported by a grant or external fellowship):

Year 1 = PSYC 1010 or 2000-level course Fall and Spring

Year 2 = PSYC 3005 Fall, PSYC 3006 Spring

Year 3 = PSYC 3006 Fall, PSYC 3005 Spring, OR head 2000/3000-level

Year 4 = Head 2000/3000-level, OR 4000/7000-level, OR DTF

Year 5 = Where slots available OR DTF

TA assignments in reality

Each December, the Department submits a graduate program budget request to the Dean's office. A major portion of that budget is TA funding. The Department projects which courses are likely to be offered and requests the requisite number of TA positions that could fill those slots. In practice, the Department receives fewer funded TA slots from the Dean's office than it needs, so each year the request is for the same number of slots as last year plus an additional allocation. The Dean's office responds to the budget request in the Spring (as late as April). The Dean does not place any particular restrictions on how those TA slots are divided among the courses that are ultimately offered.

In early Summer, the DGS (Willingham), Executive Secretary (Snow), and Assistant Chair (Hearn) project the following year's budget based on TA funds, fellowship funds, anticipated grants (e.g., student earned NRSAs or RA-positions on faculty grants), anticipated graduation or attrition, and any other sources or uses of graduate program funds. This projection guides the targeted size of the incoming graduate class, and informs the TA assignment process. Instructors provide TA descriptions for their courses.

In Summer, graduate students rank order TA preferences for Fall (the ranking process is repeated in November for Spring courses). For some courses, instructors select TAs based on student rankings and qualifications. For other courses, the DGS and Executive Secretary assign based on student ranks, eligibility, and available slots. Students receive tentative TA assignments for the Fall. Many factors contribute to your TA placement. In general, here are the priorities the DGS considers:

1. A few courses have a very limited number of people who can realistically TA, e.g., grad courses in stats or clinical assessment.
2. 1010 and 2xxx review TA assignments are generally held for first years.
3. The DGS tries to honor everyone's first or second preference of courses to TA but very few people choose to TA 3005 or 3006 and those courses require more TAs than any other.
4. Thus, the history of courses you've TA'd is relevant. That is, everyone has to take a turn at TA-ing stats.

In Summer, students receive tentative TA assignments for the Fall (this occurs in December for Spring). These assignments are tentative because there are many factors in flux, even into the beginning of the semester including: (a) grant and external fellowship funding, (b) whether particular courses are going to be offered or not, and (c) unexpected enrollments or reallocation needs. As a consequence, even if the assignment process is perfectly planned and executed in the Summer, there are continuing uncertainties that can be disruptive until the early part of each semester. The DGS and Executive Secretary are tasked with managing this uncertainty and ensuring maximum funding coverage for students and TA position coverage for courses.

TA assignment process

At the beginning of Summer each year, the DGS and Assistant to the DGS circulate the tentative courses and TA slots to all graduate students in residence (not incoming first years for the following Fall). Students that may need a TA assignment complete a TA ranking form separately for Fall and Spring semesters and submit it to the Assistant to the DGS. The DGS and Assistant to the DGS use the rankings, funding availability, course needs, TA qualifications/experience, and the idealized/prototype TA sequence to make TA assignments. The assignments are distributed by early August.

Notes for assignments

1. It is unlikely that anyone other than 1st year students will get "starter" assignments, such as PSYC 1010 and others that are mostly grading/office hour/review session positions (e.g., Review TA's for 3005 and 3006). You may wish to take this into account when submitting your rankings.
2. Also, it is likely that most 2nd year students will do 3005 in the Fall and 3006 in the Spring if they will be serving as TAs. A presumption of the Department's training program is that all students should be strong enough on methodology and statistics to TA this course sequence. Teaching can be the best way to learn a topic that needs stronger foundation.

Graduate Teacher Training Program

The Graduate Teacher Training Program (GTTP), sponsored by the Graduate Representation Committee, and part of the Department of Psychology, trains graduate students to become effective teachers of psychology. Graduate students who teach will be expected to successfully complete appropriate segments of the GTTP.

- Segment 1: Prepare students to serve as review TAs: interacting with undergraduates during office hours, writing exams, grading, etc.
- Segment 2: Prepare students to serve as TAs running a discussion section: classroom management, lecturing, grading essays, etc.
- Segment 3: Help students to write a reflective teaching statement and to prepare a syllabus for their own course.

Segment 3 is optional. Segments 1 and 2 ought to be completed before or concurrent with a review TAship or section leadership.

Each segment is taught via a 1-credit 9xxx course.

If you are a participant in the program, you can access more information (e.g., program structure, schedule of upcoming events, etc.) on the [Graduate Teacher Training Program wiki](#)

Distinguished Teaching Fellowships

Advanced graduate students can apply to teach their own 4000-level seminars. Interested students should find a faculty sponsor and write a detailed syllabus of the course they propose to teach (sample syllabi from other 4000-level seminars are available on the collab Resources page). The Undergraduate Committee and the Director of Graduate Studies meet in March to choose the DTF seminars that will be offered the following year. Note that teaching a DTF seminar does not normally increase the level of living support the department can offer above what a student would receive as a TA.

STUDENT EVALUATIONS

The biggest change from undergraduate to graduate school is the role of courses. In graduate school, courses are a means of acquiring training for the real basis of performance: research, mentorship, and teaching. As such, weak performance in courses indicates a problem, but strong performance in courses is not sufficient for graduate excellence. Developing an area of interest, proficiency in the methods and techniques of that research area, generating new ideas to advance knowledge, translating those ideas into testable questions and research designs, executing the research and analysis, and following through with writing and interpretation of the results are key skills that predict graduate excellence.

Each year, by April 17th, all students, whether in residence or not, submit an annual progress report and a copy of their vita to the Director of Graduate Studies covering the preceding year.

Each area of the department reviews students in its area at least once a year. Information regarding the reviews is submitted to the faculty as a whole and the faculty reviews the progress of all graduate students in a meeting during the Spring semester. Written evaluations are sent to each student shortly after this review. These evaluations provide the student with an assessment of progress and information about next steps to ensure successful completion of the program. The basis of the evaluation is the student's annual progress report, vita, advisor's comments, and comments of other faculty members that have had occasion to observe the student's research, teaching, mentoring, or coursework.

Work in Graded Courses

The standards are:

Grade	Interpretation
A+	Distinguished (rare: one student in three or four years)
A	Outstanding
A-	Superior
B+	Typical and solid performance
B	Competent, but a little below expectations
B-	Weakness (a message to the student that s/he needs to perform at a higher level if a Ph.D. is the goal)
C	Failure (not at graduate level)
IN	Incomplete

The Department discourages the use of the grade IN. Incompletes should be made up within two or three weeks of the end of the semester. Any student with 2 or more INs may be placed on probation unless there are extraordinary circumstances to justify the incompletes. Failure to make up an incomplete by the end of the following semester may result in a grade of C (failing by graduate student standards). Any student who receives a C in any course will automatically be considered on probation until the course has been retaken or a full semester of additional course work has been taken with satisfactory grades. A C in two courses is basis for

dismissal from the program. A person who does not maintain a B+ average or better may be asked to leave the program.

Performance in Nongraded Courses Including Topical and Non-topical Research, the “Contemporary Issues In” Research Meetings

Most performance feedback in research is given as a written narrative or verbally in meetings with advisors or other faculty members. Students who are uncertain about their standing should ask for regular direct feedback. This is the essence of the apprenticeship model of training. Grading for research and practicum activities is relatively uninformative. In most cases, the grade will be S. The standards are:

S Satisfactory performance. IN Incomplete. Can be made up by the end of the following semester and changed to S.
U Unsatisfactory. Six or more credits of U are grounds for automatic dismissal from the graduate program.

Students that are underperforming or who do not show for the capacity or commitment to execute doctoral level research may be put on probation or asked to leave the program. Probation indicates that the student is not making satisfactory progress toward a degree. As a consequence, when a student is placed on probation, all financial obligations of the department to the student are considered null and void.

Supervisory Reports of Practicum Performance

For clinical students, supervisory reports of practicum performance are critical to the student's continued satisfactory progress in the clinical program. Unsatisfactory reports are grounds for dismissal from the clinical program.

HUMAN AND ANIMAL SUBJECTS RESEARCH

One of the fundamental responsibilities of all members of the Psychology Department is the following ethical guidelines in the conduct of research with human and animal subjects. All researchers must complete one of UVA's IRB online training modules prior to conducting ANY research at the University of Virginia. Links to IRB training modules, guidelines, forms, and instructions for submission appear at UVA's research site (<http://www.virginia.edu/vprgs/complicom.html>). Research protocols must be submitted for IRB consideration even if you believe that the research is exempt.

The Psychology Department maintains a participant pool comprised of undergraduate students in 100- and 200-level courses (most of the Introductory classes) who complete studies for course credit. Research participation is the laboratory component of the course experience in which they learn about the process of research by participating in it. As such, researchers that use the pool bear responsibility for providing the participants with an educational experience. This is usually accomplished with a structured debriefing process that guides the participants through the logic of the research and encourages questions and discussion. Proposals to use the participant pool are submitted to the Participant Pool Committee after they have received IRB approval. This committee evaluates the educational value of the written debriefing. Instructions for using the participant pool are available at: https://docs.google.com/document/d/1HRnVYHLWhSTU3nRi_p5fxyCYOXvD1NLRNiYDJfBTuE/edit

STUDENT GREIVANCES

If a graduate student has a disagreement with a faculty member(s) or has any other academic grievance, s/he should try to resolve the problem with the person(s) involved and with the Director of Graduate Studies. If this does not work, s/he may file a written complaint with the Director of Graduate Studies who after consultation with the student will submit it to members of the Graduate Committee if the student desires (Chair = Director of Graduate Studies; Members = All area heads). The Graduate Committee may invite all parties to discuss the matter. If the Graduate Committee finds justification for the complaint, it may try to resolve the problem directly or, failing that,

bring the complaint to the Departmental faculty as a whole. In either case, the Director of Graduate Studies will notify the student in writing of the Graduate Committee's action. If the student is not satisfied, the student may employ the University's formal grievance procedure (<http://uvapolicy.virginia.edu/policy/PROV-019> AND http://records.ureg.virginia.edu/content.php?catoid=38&navoid=2171#stud_acad_griev_pol).

If the student wishes to appeal actions taken by the Departmental faculty such as termination in the program the student must, within two weeks of the action, submit a written appeal to the Director of Graduate Studies stating the grounds for seeking relief. The Director of Graduate Studies and the Graduate Committee may consult with the student and with any particular faculty members involved. If the Committee finds the appeal merits further consideration, it will bring the matter to the attention of the Departmental faculty or the Dean of the Graduate School of Arts and Sciences. The Graduate Committee will inform the student in writing of whatever decision it makes and steps that it takes. If the appeal is brought to the faculty, a special meeting of the Department will be convened. If the student is not satisfied with the eventual outcome, the steps of the University's grievance procedure remain open to the student.

One function of the Director of Graduate Studies is to be available for confidential discussions with any graduate student who is concerned about problem related to another member of the department or to any of the academic requirements. Such meetings will be confidential unless the student gives the Director of Graduate Studies permission otherwise. Students with academic or other department concerns who do not feel comfortable speaking with the Director of Graduate Studies are encouraged to speak with any faculty member with whom they do feel comfortable. Also, the University Ombudsman is available as an independent resource (<http://www.virginia.edu/ombudsman/>).

COMMITTEES

Graduate Representation Committee

The Graduate Representation Committee (GRC) is the official vehicle for graduate student involvement in department administrative and service activities. The GRC oversees multiple committees that enrich the graduate student training program and provide opportunity for department service. In addition, the GRC includes class representatives that represent the interests of the students in their cohort. These representatives are available as resources for other students in the program.

Department committees that include at least one graduate student are the interdisciplinary, teaching evaluations, human subjects, women's concerns and diversity representation committees. Graduate student committees include the teaching, professional issues, diversity, social, class representatives, and area representatives committees. Finally, there are two university committees that include graduate students: graduate council and graduate labor union.

The GRC web page (<http://www.virginia.edu/psychology/graduate/grc.html>) has more detailed information about the committees and GRC activities.

Student/faculty Committees

The Diversity Representation Committee and the Gender and Sexuality Committees are student committees chaired by graduate students. More information may be found here: <http://psychology.as.virginia.edu/diversity-resources>

FINANCIAL SUPPORT

Students receive a guaranteed minimum funding offer in their admission letter. The department is committed to meeting that minimum funding, and seeks to exceed that level whenever possible. The department also strives to maintain funding equity across students despite the challenges associated with managing multiple sources of funding. Support beyond the number of years guaranteed in the admissions letter is highly unlikely. GSAS support is not likely to be available to support students beyond their 5th year unless you have been supported by a multi-year

external fellowship (e.g., NSF) or if your advisor chooses to support you via a GRA in your 6th year. This means that you should be having ongoing conversations with your advisor and area head to develop a plan to finish in five years. Also, continued financial support is dependent upon satisfactory progress in the program.

Sources of funding vary across semesters and students and include a combination of teaching assistantships, research assistantships, and fellowships. Payment schedules are provided at the beginning of the academic year and may vary depending on the “type” of funding received.

If you are not a U.S. citizen, it is essential that you confirm that your visa status is compatible with your source of funding. Some sources of funding require particular statuses. Check with the International Studies Office <http://www.virginia.edu/iso/>

Grants, Fellowships, Research Support

A student earning fellowship or grant funding for their graduate studies is a win-win for the student and department. Applying for external funding can increase one’s level of funding, is a significant enhancement to the vita, provides experience in grant writing, and increases the overall pool of graduate funding for the department. As such, students should seek out opportunities for earning grants and fellowships with the assistance of your faculty advisor. If it is determined you are eligible to apply, please contact the Psychology Department Preaward Grants Coordinator for further information **before** applying.

AWARDS

The Maury Pathfinder Award

The Department makes an annual award of \$5000 for an outstanding predissertation/Master's thesis. The deadline for turning in the manuscript arising from your approved prediss that you'd like to be considered for the Pathfinder award, is December 1 of the 3rd year (note that the official deadline for turning in the approved prediss is September 1 of the 3rd year -- see [Predissertation \(master's Thesis\)](#)). The prediss must have been submitted by the deadline for it to be eligible for the Pathfinder award. A .pdf of the manuscript must be submitted to the Director of Graduate Studies or the assistant to the Chair by December 1 of the 3rd year in order to be considered for this award.

Distinguished Teaching Fellowships

Advanced graduate students can apply to teach their own 4000-level seminars. Interested students should find a faculty sponsor and write a detailed syllabus of the course they propose to teach. The Undergraduate Committee and the Director of Graduate Studies meet in March to choose the DTF seminars that will be offered the following year. In recent years, we have been able to offer four (4) DTFs: Two in Fall and Two in Spring. Note that teaching a DTF seminar does not normally increase the level of living support the department can offer above what a student would receive as a TA.

The Rebecca Boone Memorial Award for Excellence in Teaching

In memory of Becky Boone, the Psychology Department's Administrative Assistant from 1982-1988, who was much beloved by students and faculty, is given annually at the May graduation ceremonies for excellence in teaching. Nominations can come from graduate students or faculty members during the Spring semester after the DGS circulates a call for nominations. A committee composed of the Director of Graduate Studies (Chair), the Director of Undergraduate Studies, and the Chair of the Steering Committee determine the recipient(s) of the prize. In recent years, it has been ~\$750.

Graduate Teaching Awards (GTAs) from the Office of the Provost

The Office of the Vice President and Provost offers teaching awards for Graduate Teaching Assistants. These awards recognize excellence in undergraduate instruction. Details about the award can be found at: <http://gradstudies.virginia.edu/teachingawards/>

LIFE IN THE DEPARTMENT OF PSYCHOLOGY

Education Beyond Courses and Research

Courses, consultation with faculty members, and research are not the whole of graduate education in the Department of Psychology at the University of Virginia. There are often talks on Monday or Friday afternoons 3:30-5:00 PM, featuring distinguished faculty and well-known speakers from inside and outside the Department. These colloquia provide an opportunity to hear about the latest theory and research in various fields of psychology and to meet people who are leaders in research. All students and faculty are expected to attend these colloquia whenever possible. There are also various informal discussion groups and "Contemporary Issues in" research meetings (often over lunch) that promote exchange of ideas and communication about the latest research. Students must attend their primary area meeting every semester of their in-residence graduate training, and are encouraged to attend at least one other area meeting on a regular basis.

Email Lists

The Psychology Department maintains email lists for graduate students, faculty, postdocs, and staff: psych-grads@virginia.edu, psych-faculty@virginia.edu, psych-postdocs@virginia.edu, psych-staff@virginia.edu, and for the members of the subareas: psych-clinical@virginia.edu, psych-community@virginia.edu, psych-cognitive@virginia.edu, psych-developmental@virginia.edu, psych-quantitative@virginia.edu, psych-social@virginia.edu, and psych-neuro@virginia.edu. These lists are for announcements or questions concerning area, department or university business. These lists should not be used for non-departmental business such as non-departmental social events, political announcements, solicitation or sales.

Students are automatically added to the "grads" and their primary subarea lists. Department members are welcome to be added to as many sub-area lists as they wish. To be added to other subarea email lists, send your request(s) to Debbie Snow (dsnow@virginia.edu).

Office Space

The Department wrestles with a perennial space shortage. Office space for graduate students is provided within advisor laboratories or in designated graduate student office space. Area leaders coordinate office space for students in that area. The department chair is ultimately responsible for all space assignments.

Nursing Room

The Department has a nursing room, Gilmer 206D. To ensure privacy, this door is locked. Nursing mothers can receive a key from the front office to keep as long as they need it.

Keys

Building, lab and office keys are issued by the front office staff. Each student has a key card that will be issued at orientation. Faculty advisors sign the card to check-out office and lab keys. All graduate students are issued a DDI key that opens the main entrances to the building and the library. Alteration or unauthorized use of keys to Gilmer Hall is prohibited. Keys should never be given or loaned to

unauthorized people. Gilmer Hall has an elevator for equipment transport and people unable to negotiate the stairs. A separate key is required to use the elevator; see the office receptionist for a copy.

Purchasing

Morgan Davis (morgandavis@virginia.edu) manages all purchasing of equipment, supplies, and other items for members and labs in the department. To purchase items with department or lab funds, use the on-line order form. From the Psychology Department website, click on Resources on the right hand side. You will need to log in to access this form. Do not purchase items yourself if you expect to be reimbursed. University rules are very strict about reimbursement procedures.

Mailboxes

Each student has a mailbox in main corridor of Gilmer. Mail for graduate students is placed in these individual boxes daily.

Parking Spaces

Psychology parking spaces in front and in back of Gilmer are for visitors, scheduled appointments for the clinic and various labs, and other official department business, not for general graduate student or faculty use. Parking passes for guests are obtained and scheduled through the department front desk.

Clinic

For training purposes, the department's clinical psychology program maintains the Mary D. S. Ainsworth Clinic that treats clients free of charge. The clinical coordinator is Patricia Llewellyn, Ph.D. The clinic is in the clinical suite on the main floor (Gilmer 108). Privacy of clients is essential. Please maintain appropriate decorum at all times when in this area.

Recycling

UVA recycles paper, cans, and cardboard. Metal cabinets bearing the UVA recycling logo are stationed around Gilmer; inside, you will find cardboard boxes marked for either white or mixed paper. You can take one of the empty boxes to your office, and when you want it emptied, you just bring it back to the cabinet and take a new empty box. Can receptacles are located in the hallways and on the corner of Alderman and McCormick. The cardboard bin is on the loading dock in the sub-basement (level B).

Contact Information

The departmental office and the Registrar at Carruthers Hall maintain records of students' current address, phone number, and place of employment (after leaving the program). Students should keep the front office informed of moves and new contact information during and after their graduate career. Having contact information for post-grads is helpful for providing job contacts and advice for current graduate students.

Department Projectors

Portable Projectors and laptop computers are available to be checked out from the main office if needed.

AREA-SPECIFIC REQUIREMENTS

Clinical

Our clinical training program is designed to provide students with the broad skill set needed to offer the most widely-used and research-supported assessment and therapy approaches for working with clinical problems, including Axis I and II disorders, as well as problems in living and relationships. The training sequence includes theoretical and applied training in how to provide therapy for adults, children, families and couples. The clinical faculty has practice expertise across a variety of different theoretical orientations (e.g., cognitive-behavioral, interpersonal, motivational interviewing, psychodynamic), recognizing that not all problems or clients respond to a single type of therapy. Thus, students are trained to use a thoughtfully-developed individual case conceptualization along with the research literature to guide the choice of therapy approach for a given client.

The program emphasizes evidence-based approaches and the development of the clinical scientist. This means that when a client presents with a problem area for which there is a well-established empirically supported treatment, this is considered a logical starting point for developing a treatment plan. At the same time, in recognition of the fact that not all problem areas have a clearly identified empirically supported treatment and not all clients respond to these treatments, we emphasize the importance of learning a variety of clinical approaches and techniques. A combination of the research literature and the client's personal characteristics (e.g., demographic features such as ethnicity and age, comorbidity with other disorders, prior treatment history, wishes for therapy and comfort with structure, etc.) are both used to determine the choice of therapy approach and the individualized treatment plan.

In order to maintain an evidence-based approach to treatment for all clients, students are trained to use a scientific approach in their development of an iterative treatment plan that includes gathering data from individual clients. This involves setting clear goals for a given phase of therapy, thinking through how one will measure progress toward achieving those goals and the strategies most likely to achieve progress on the goals. Further, progress in therapy is reviewed regularly to determine whether goals are being met, with the expectation that treatment planning is a dynamic process.

Clinical Training Mission Statement

Training program requirements

The Clinical Psychology Training Program at the University of Virginia is APA Accredited by the: Committee on Accreditation American Psychological Association 750 First Street, NE Washington, DC 20002-4242 (202) 336-5979. The program is also accredited by the Psychological Clinical Science Accreditation System (PCSAS).

Requirements	Course #	Course Title	Year
Core Clinical Courses	P7430	Psychological Assessment I	Year 1
	P7440	Psychological Assessment II	Year 1
	P7470	Experimental Psychopathology	Year 1
	P7420	Psychological Intervention I	Year 2
	P7450	Psychological Intervention II	Year 2
	P7410	Practicum to Clinical Intervention and History and Systems	Year 1/2
	P7740	Practicum to Clinical Intervention and Multicultural Issues	Year 1/2

	P7400	Practicum to Clinical Intervention and Ethics	Year 1/2
	P7750	Practicum to Clinical Intervention and Supervision	Year 1/2
Basic Science	P7710	Quantitative I	Year 1
	P7720	Quantitative II	Year 1
	**	Biological Bases of Behavior	Year 1-3
	**	Cognitive Bases of Behavior	Year 1-3
	**	Social Bases of Behavior	Year 1-3
	**	Affective Aspects of Behavior	Anytime in residence
	**	Developmental Aspects of Behavior	Anytime in residence
	P8040	Scientific and Professional Ethics/Psych	Year 1-4
Friday Area Meetings	P7504	Contemporary Issues: Ethics and Clinical Psychology	All

As part of training in ethical procedures in research, students are also required to complete and pass the University online ethics training in research. Year 1

As part of training as a teacher, all students are expected to complete a minimum of one semester in serving as a Teaching Assistant for a departmental course at some point during their time in the program. Open

First-Year Practica	Team Observations	Year 1
Second-Year Practica	2-4 Clients/week	Year 2
Third-Year Practicum Placement	1-2 days/week	Year 3
Fourth-Year Practicum Placement	1-2 days/week	Year 4
Pre-Dissertation Research Project (Students are expected to present this work at the clinical lunch series)	Due August 1	end of Year 2
Pre-Dissertation Oral Defense (presentation of project and responding to questions at P7504 Contemporary Issues: Ethics and Clinical Psychology; i.e., clinical lunch series)		Year 2 or 3
Comprehensive Exam	Psych Bulletin Type Paper or NRSA type grant application	end of summer after Year 3 ¹
	Syllabus	
	Journal Article Review	
Dissertation (Students are expected to present this work at the	Proposal Meeting	Pre-

clinical lunch series)

internship²

Oral Defense

APPIC-Member Internship

Within 7 years

Notes

Students are required to be in residence for at least 4 years of graduate training.

** See Core Courses: Breadth Requirements for acceptable courses to meet this requirement. These breadth requirements should be completed during students' first 3 years in the program, except for Affective and Developmental Aspects of Behavior, which can be completed any time before a student heads to internship.

¹ Students who have not completed the comprehensive exam by March 1 of their fourth year will not be allowed to apply for a fifth-year practicum.

² Students must successfully defend their dissertation proposal by November 1 or they will not be allowed to apply for an internship for the following year. To meet this deadline, it is expected that students will have a complete proposal available by the last week of September, and have the entire month of October available so as to find a workable time to defend their proposal.

Establishing Evidence of Competency

- Students must achieve a grade of at least a B- in all courses to be in good standing in the program.
- Students must receive formal approval from two faculty members on their pre-dissertation that it meets the standards of a "publishable quality" manuscript (*Note, publishable quality is determined by the methodological rigor, theoretical contribution, and quality of writing, analysis and interpretation of the work, rather than by whether or not a given article is accepted for publication). This approval is noted in an email sent to the Director of Graduate Studies after the faculty are satisfied that their requests for revisions to the manuscript have been addressed.
- Students must successfully defend their dissertation proposal and final thesis before a committee of faculty, and demonstrate that they are able to talk about the work in a thoughtful way. The faculty committee requests changes to the work at each stage and the student must show they are responsive to this feedback, so that faculty are satisfied that the work is ultimately of publishable quality and the student has made a substantive contribution to the field in their original area of research.
- Clinical competency is formally evaluated in classes and on the Ainsworth Competency and external Supervisor practicum rating forms (see "Clinical competencies" section on Wiki). Students must score a 3 or above on the majority of items on the rating forms.
- Students are expected to present their research at P7940 Contemporary Issues: Ethics and Clinical Psychology, the clinical lunch series.

Note. Students are expected to see 4 clients concurrently at the Ainsworth clinic during their second year internal practicum, though this number may vary. To determine each student's readiness for external practicum (usually starting in students' third year), a committee comprised of the Director of the clinic, Intervention instructors, as well as the individual student's clinical supervisor, will evaluate the students' clinical skills and personal readiness for more independent clinical work. This evaluation occurs in part via the Ainsworth competency rating forms, and in part via discussion among the clinical faculty.

Core courses

Rationale: In addition to their course work in clinical psychology and quantitative methods, students are required to take additional courses that ensure broad familiarity with the basic science of psychology. These courses are typically expected to be general (rather than specialized) in their content, providing an advanced survey of current knowledge in one of the fundamental areas of psychology. Students will sometimes take these core courses from non-clinical faculty members. Emphasis is given to courses that describe general principles rather than the study of individual differences and to courses that focus on the basic psychological knowledge rather than the application of psychological knowledge.

Requirement: Each student must take at least one course in each of the following five areas. In order to retain some flexibility in students' curricula, the clinical faculty has decided to allow some deviation from a narrow list of core course alternatives. Courses that do not appear on this list (e.g., special seminars on advanced topics) must be approved by the Director of Clinical Training. Students must get the DCT's approval for any proposed core courses not on the list below. You are responsible for keeping a record of this approval (a copy of an email from the DCT is sufficient).

Biological Bases of Behavior

GNUR 6251: Biological Basis of Mental Health/Illness*
PSYC 5559: Affective Neuroscience
PSYC 7200: Advanced Neural Mechanisms of Behavior
PSYC 7230: Genetic and Epigenetic Research in Behavior

*Approved only when taught by Dr. Carol Manning

Cognitive-Affective Bases of Behavior

PSYC 7180: Cognitive Science
PSYC 7160: Cognition and Emotion
PSYC 7140: Cognitive Neuroscience of Illusory and True Memories
PSYC 5310: Developmental Psycholinguistics
PSYC 7150: Advanced Cognitive Psychology
PSYC 8820: Cognitive Development
PSYC 5325: Cognitive Neuroscience
PSYC 5559: Lifespan Cognition/Cognitive Aging

Affective Bases of Behavior

PSYC 7725: Affective Aspects of Behavior

Developmental Bases of Behavior

PSYC 7730: Developmental Aspects of Behavior

Social Bases of Behavior

PSYC 7480: Community Psychology/Prevention Science
PSYC 8460: The Minority Family
PSYC 7600: Social Psychology
PSYC 8470: Ecological Theory and Assessment
PSYC 7475: Ethnic Minority Issues in Research and Intervention
PSYC 5550: Social Ecological Psychology
PSYC 7605: Self Knowledge and the Adaptive Unconscious
PSYC 8650: Social and Personality Development
PSYC 5410: Juvenile Justice
PSYC 7115/5559: Subjective Well-Being/The Science of Subjective Well-being
PSYC 5703: Cultural Psychology
PSYC 7559: Social Psychology in the Public Interest

Comprehensive exam

Instead of the traditional written exam, the Comprehensive Exam will be based on three specific activities which represent a sample of primary responsibilities associated with an academic career:

1. **Journal article critique:** write a short (two or three page, single-spaced) review of a recent journal article (published or unpublished). Assess its strengths and weaknesses, and make detailed recommendations for its revision. A good idea is to ask your adviser to act as a student reviewer of an actual, submitted article.

2. **Review paper** (after Psychological Bulletin or Annual Review of Psychology format) or **Grant Submission** :
Either: 1. write a comprehensive review of a particular topic or issue which demonstrates breadth of knowledge across more than one area of psychology as well as a critical and thorough understanding of a particular topic. Picking your topic is a key so that you do not become overwhelmed. Be focused; demonstrate breadth by bring other issues to bear on your focused topic. OR 2. Write and submit a grant comparable in length and scope to an NRSA pre-doctoral fellowship proposal.

3. **Course syllabus:** prepare a detailed syllabus (statement of goals, course outline, and readings) for a one-semester course at either the undergraduate or graduate level. Use the syllabus from a course you have taken as a model.

Students are expected to do the work required for the Comprehensive Exam during their third year of graduate study. All three parts are expected to be finished by end of the summer following the completion of the student's third year in the program.

Students should choose a Comprehensive Exam adviser by the end of the Fall Semester in their second year of graduate study. Two other members of each student's Comprehensive Exam Committee must then be chosen in consultation with this adviser. One of these members ordinarily will be from within the core clinical faculty, and the other ordinarily will be from another area within the Department of Psychology (to ensure breadth of coverage). This committee will be responsible for supervising all three parts of the exam process. All three members of the committee must be consulted before the exam process is initiated. This process of consultation and negotiation, particularly with regard to the topic of the review paper, is designed to ensure that the final paper will meet the general spirit of this assignment in terms of breadth and depth of coverage.

Students cannot fail the Comprehensive Exam, but the committee may return any part of the work for revision. If any part of the work is severely flawed, the committee may inform the student that a single revision is unlikely to be acceptable.

Practicum activities policies

The clinical faculty in the Department of Psychology is responsible for the practical training and clinical activities of graduate students (regardless of their level of prior experience or length of time in the program). In order to establish and maintain a coherent training program, we must be sure that placements are available for all students on an equitable basis and that all students participate in a balanced series of practicum experiences. We are also accountable (e.g., malpractice and liability insurance) for any problems that might arise during students' clinical work.

Therefore, **all practicum activities must be approved and coordinated through the Director of the Ainsworth Clinic, Patricia (Lee) Llewellyn**. Discuss your interests and plans for future practicum placements with her during the spring semester of each year. She is responsible for arranging and maintaining our formal relations with practicum supervisors outside of this department. After you begin working at a site, you must stay in touch with Lee so that she can monitor your progress and be sure that you are receiving adequate supervision. If there are serious problems, they will be discussed by the clinical faculty as a whole.

Clinical skills training in the first two years of the program takes place primarily in the context of formal courses. Students in their third and fourth years (and beyond) are also expected to be actively involved in practicum training. This advanced activity must be closely supervised, and it must also be formally acknowledged, recorded, and evaluated. The vehicle for that process involves registration for PSYC 998 ("Clinical Practicum"), which is a variable (one to three) credit class. Student performance is evaluated on a satisfactory/unsatisfactory basis. You must enroll for this course whenever you are involved in practicum activities outside of Gilmer Hall. Students who sign up for P998 should list Lee Llewellyn as their instructor. Be sure to check with Lee before you register.

At the end of each semester, a form will be completed by your supervisors to provide feedback about your performance in several areas. The supervisor will also be asked to indicate on a global basis whether your work was satisfactory. The supervisor is required to discuss these comments with you before returning them to Lee Llewellyn.

Your performance in practicum experiences is one important consideration in our evaluation of students' progress in the training program. Regardless of whether you are registered for formal course credit, two semesters of unsatisfactory work in practicum may be grounds for dismissal from the clinical training program.

Note. Students are expected to see 4 clients concurrently at the Ainsworth clinic during their second year internal practicum, though this number may vary. To determine each student's readiness for external practicum (usually starting in students' third year), a committee comprised of the Director of the clinic, Intervention instructors, as well as the individual student's clinical supervisor, will evaluate the students' clinical skills and personal readiness for more independent clinical work. This evaluation occurs in part via the Ainsworth competency rating forms, and in part via discussion among the clinical faculty.

Practicum descriptions

See partial Mary D. Ainsworth Psychological Clinic Practicum Packet here [Practicum Packet 2014-2015 FINAL COLLAB.pdf](#)

Descriptors change every year so specific sites' information are not included here.

Full practicum packets are handed out every February to active clinical students.

Clinical competencies

For definitions of clinical competencies, please see <https://collab.its.virginia.edu/portal/site/b6a5ead6-2819-4331-00a6-05b49bbd3b15/tool/71e403d1-d7e2-4a25-80f9-ebe20d16b2bc?pageName=%2Fsite%2Fb6a5ead6-2819-4331-00a6-05b49bbd3b15%2Fclinical+competencies&action=view&panel=Main&realm=%2Fsite%2Fb6a5ead6-2819-4331-00a6-05b49bbd3b15>.

Monitoring student progress and problems

The clinical program has a series of steps in place to monitor student progress. Our goal is to catch problems early, and address problems as soon as they arise. However, we also note our policy regarding termination from the program to insure students' receive due process and are aware of the procedures should a problem not be resolvable:

Monitoring progress: Each year, all graduate students complete an Annual Report that documents their accomplishments in the course of the previous calendar year, including program requirements and general academic accomplishments, such as publications, presentations and grants. Clinical faculty, especially the student's research mentor and Lee Llewellyn, the practicum coordinator, monitor students' progress throughout the academic year. Faculty advisors and the Director of Clinical Training and Director of Graduate Studies also co-write a letter to each student in which they are informed about their standing in the program. Copies of all letters of progress are kept in the students' academic files, which are maintained by the Department of Psychology. In addition, at least one clinical faculty meeting, typically in April, is formally devoted to discussing the progress of all students in the program, and there is an opportunity at each area faculty meeting to raise concerns about students.

Addressing problems: Advisors, instructors or supervisors bring students who are having problems to the attention of the Director of Clinical Training and/or Director of Graduate Studies. The Director of Clinical Training or Director of Graduate Studies typically speaks with the student directly to ascertain more about the issue at hand, and (if appropriate) the circumstances may then be discussed with the entire clinical faculty. Any student who is considered to be doing work that is less than satisfactory is given written feedback about the problem(s) and asked to discuss the situation and ways in which it can be remedied. Every effort is made to find ways to enable students

to make better academic progress, or if the problem is with the student's clinical skills, to find suitable ways to address the shortcoming (e.g., increasing supervision time). Improvements or the lack of change are noted in subsequent verbal and written communications.

Termination from the program: Termination from the program is a possibility that is considered only after written warnings have been issued to the student and steps have been taken that have failed to correct the problem. Typically, this involves a year or more of feedback and attempts at remediation. (Note, if a serious breach of ethics or honors violation has occurred, then termination could be pursued without these prior warnings and interventions.) If a faculty member or members believe a student should be terminated, the student is informed of this circumstance, and the issue is discussed first among the clinical faculty, and then with the Director of Graduate Studies. Appeals to retain a student who has missed department deadlines can be approved by a unanimous vote of the Graduate Committee (comprised of all department area heads plus the Director of Graduate Studies).

Cognitive

Cognitive area course requirements

The coursework in the cognitive program is intended to achieve two goals: (a) to develop quantitative and methodological skills that are essential for conducting psychological science and (b) to provide necessary expertise in the core cognitive areas. However, the required courses are kept to a minimum so that students - in collaboration with their advisors - can select the most appropriate courses for developing expertise that is relevant to the students' research agenda. In addition, since teaching is a powerful way to learn a topic, students should expect to be teaching assistants during their first two years for the undergraduate cognitive courses (i.e., Introduction to Cognition and Introduction to Perception).

1. Survey Classes. The following two survey classes in cognitive psychology are required, as long as they are offered during the student's initial three years in the program: Advanced Cognition (7150) and Cognitive Science (7180).
2. Research methods. A graduate research methods class is required.
3. Statistics. Students are required to take 7710 and 7720 (as per departmental course requirements) and at least one other quantitative course to be determined in consultation with their advisor and (if necessary) the Area Head.
4. Cognitive area meeting. It's required that students attend the weekly cognitive area meeting ("cognitive lunch") for every semester of their graduate career. In addition, student are required to give at least a joint presentation during their first year, and at least one solo presentation at the meeting every year thereafter.
5. Multiple lab experience. Students must either collaborate on a project with someone other than their advisor or attend the lab meetings of another lab for at least a semester.
6. Completing the departmental course requirements. This includes taking a year of statistics (7710, 7720), the Forum on Scientific and Professional Ethics (8040) and other courses from the cognitive area and other areas of psychology so as to reach a minimum total of 30 hours of graded coursework for the Masters and 42 hours for the Ph.D.

Other Requirements

Comprehensive Exam Requirement for Cognitive Psychology

Students should choose a Comprehensive Exam advisor by the end of the second year of graduate study. In consultation with this adviser, students must also choose two other faculty members to serve on their Comprehensive Exam Committee. These committee members must be faculty in the Psychology Department, but do not necessarily have to be faculty within the cognitive area. Typically, students select an exam committee with the anticipation that these faculty members will also be on their dissertation committee. The deadline for the

comprehensive exam requirement is **September 1st of the third year**, see [time requirements for completing degrees](#).

Instead of the traditional written exam, the Cognitive Area Comprehensive Exam is based on three specific activities that represent a sample of primary responsibilities associated with an academic career:

1. Journal article critique

Write a short (one-to-three page, single-spaced) review of a recent journal article (published or unpublished). Assess its strengths and weaknesses, and make detailed recommendations for its revision. Typically, advisors give students a manuscript that has been sent to them for publication consideration. Must be approved by student's advisor.

2. Review paper

Write a comprehensive review of a particular topic or issue which demonstrates breadth of knowledge in psychology as well as a critique and thorough understanding of a particular topic (in a Psychological Bulletin or Annual Review of Psychology format). Should be completed by August 1 of the student's third year and be approved by student's comprehensive exam committee members.

3. Teaching preparation

There is a choice between preparing course materials or writing a teaching portfolio. Should be completed by August 1 of the student's third year and be approved by student's comprehensive exam committee members.

Course design: (a one-semester course at either the undergraduate or graduate level): prepare a detailed syllabus (statement of goals, course outline, and readings), brief outlines for each class period, and — if appropriate for the course — the instructor's course notes for two full lectures, as well as the questions and answers for a midterm exam and the final exam. Must be approved by student's comprehensive exam committee members. If the student taught an undergraduate psychology course, the exam committee may, at its discretion, consider that the student has fulfilled the requirement.

Teaching Portfolio: The Teaching Resource Center, TRC, offers a yearly workshop on writing a teaching portfolio. Attending this workshop and completing the portfolio will satisfy the teaching component of the comprehensive exam.

Note

Students cannot fail the Comprehensive Exam, but the committee may return any part of the work for revision. If any part of the work is severely flawed, the committee may inform the student that a single revision is unlikely to be acceptable. Once the committee has approved your completed Comprehensive Exam, the committee chair/advisor must send an email the DGS (and copy Debbie Snow) indicating that you have successfully completed your Comprehensive Exam requirements, on what date, and who the committee members were.

Dissertation Proposal for Cognitive Psychology

In preparation for the dissertation project, students write a dissertation proposal that describes their research project. You should write the dissertation proposal in the form of a grant application to the National Institutes of Mental Health, one of the principal sources of funding in our field. The purpose of this requirement is to teach you how to write grants and to help you see what your options are now and later when you are a faculty member and need to write one. For formatting instructions, see http://grants1.nih.gov/grants/writing_application.htm.

When the student and advisor agree that the proposal is ready to present, the student schedules a meeting of the dissertation committee and circulates the proposal at least one week prior to the meeting date. The proposal meeting is held prior to the completion of the dissertation research so that the committee can discuss, comment, and request revisions to the rationale, design, methods, or analysis plan for the project.

At least one week before the meeting the student must announce the date, time, and place of the proposal meeting to the Department by email to all faculty, postdocs, graduate students, and Debbie Snow (dsn@virginia.edu). The student should make a copy of the proposal available to any department member that requests it. Failure to email the announcement on time will require rescheduling of the proposal meeting.

The Dissertation Committee meeting can result in approval of the proposal or a request for minor or major revisions. The Committee may decide to schedule additional meetings as necessary. When the committee is satisfied with the proposal, the advisor will notify the Director of Graduate Studies in writing.

Two Example Cognitive Grad Programs:

Example 1

Year 1 – Fall semester

PSYC 7559 (Cognitive Science)

PSYC 7501 (Contemporary issues: Cognitive)

PSYC 7710 (Quantitative Methods I)

PSYC 9501 (Topical Research)

Year 1 – Spring semester

PSYC 5710 (Machine learning & Data Mining)

PSYC 7615 (Grad research methods)

PSYC 7720 (Quantitative Methods II)

PSYC 8040 (Professional Ethics)

Year 2 – Fall Semester

PSYC 5260 (Brain Systems in Learning & memory)

PSYC 5559 (Cognitive Aging)

PSYC 8730 (Dynamical Systems Analysis)

PSYC 9501 (Topical Research) P SYC 9559 (Intro to Grad Teaching)

Year 2 – Spring Semester

PSYC 5325 (Cognitive Neuroscience)

PSYC 7760 (Intro to Applied Multivariate Methods)

PSYC 7300 (Advanced Cognition)

PSYC 8999 (Non-topical Research Master's Preparation)

Year 3 – Fall Semester

PSYC 8998 (Non-topical Research Master's Preparation)

Year 3 – Spring Semester

PSYC 8998 (Non-topical Research Master's Preparation)

Year 4 – Fall Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 4 – Spring Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 5 – Fall Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 5 – Spring Semester

PSYC 9999 (Non-topical Research Doctoral)

Example 2

Year 1 – Fall semester

PSYC 7150 (Cognitive Processes)

PSYC 7501 (Contemporary issues: Cognitive)

PSYC 7710 (Quantitative Methods I)

PSYC 9501 (Topical Research)

Year 1 – Spring semester

PSYC 7605 (Grad class on cognition)

PSYC 7615 (Grad research methods)

PSYC 7720 (Quantitative Methods II)

PSYC 8040 (Professional Ethics)

Year 2 – Fall Semester

PSYC 7501 (Contemporary Issues: Cognitive)

PSYC 7760 (upper level quantitative class)

PSYC 9501 (Topical Research)

Year 2 – Spring Semester

PSYC 7501

PSYC 8559 (Grad class on cognition)

PSYC 8725 (Lifespan Development)

PSYC 9501 (Topical Research)

Year 3 – Fall Semester

PSYC 8998 (Non-topical Research Master's Preparation)

Year 3 – Spring Semester

PSYC 8998 (Non-topical Research Master's Preparation)

Year 4 – Fall Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 4 – Spring Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 5 – Fall Semester

PSYC 9999 (Non-topical Research Doctoral)

Year 5 – Spring Semester

PSYC 9999 (Non-topical Research Doctoral)

Community

Brief summary of the graduate program

Core Faculty: Reppucci, M. Wilson, Allen, Patterson, Hurd

The focus of the community psychology program is on social ecology, prevention, psychology in community settings and public policy. The goal is to train researchers who adopt a value orientation that emphasizes discovering knowledge for the sake of understanding and using that knowledge for the sake of action. Particular emphases in the program include the study of children, families and the law, ethnic, cultural and sexual diversity, preventive interventions (especially with minority families and in schools) and adolescent development. Along with course work, all students are expected to be involved with research and action in the community and opportunities are provided to achieve this goal. The program embraces a mentorship model and students are involved with research throughout their training. All students are expected to have a primary research adviser and to complete at least one project with a second faculty member. Interdisciplinary projects are encouraged so that students over the past several years have worked with professors in sociology, economics, education, law and medicine.

Required courses are kept at a minimum so that students can develop their own directions in conjunction with their adviser. Students complete "official" course work by the end of their second year. Required courses* include:

First Year

- 1) Community Psychology & Prevention Science (Psyc 7480; Reppucci): This is the general foundation course and provides the first field placement for all students.
- 2) Ethnic Minority & Diversity Issues (Psyc 8820; M. Wilson)
- 3) Juvenile Justice and Violence (Psyc 5410; Reppucci)
- 4) Quantitative Methods (Psyc 7710 & 7720)
- 5) Elective
- 6) Contemporary Issues in Community Psychology (Community Lunch)

Second Year

- 1) Usually two quantitative courses
- 2) Two or three electives
- 3) Contemporary Issues in Community Psychology
- 4) Research Hours

Electives usually entail courses in social and/or developmental psychology, e.g., Law and Psychology - Spellman, Social and Emotional Development - Patterson, Sexual Orientation - Patterson). Often a student will take a course or two in the law or education school, depending upon their professional and research goals. These are all arranged on an individual basis.

From third year on, students are expected to take 12 research credits each semester, attend the Contemporary Issues (Community lunch) weekly meetings, and engage in the community doing both research and action. The usual student completes all requirements for the Ph.D. in five years, although it is not unusual to take six years because research in the community often cannot be completed in a shorter time period because of circumstances beyond the student's control. All schedules are arranged in conjunction with the student's primary adviser. Students are encouraged to make presentations at national conferences on a regular basis (at minimum once per year from Year 2 on), and to submit their work for peer-reviewed publication. Most students also write at least one grant application during their time in the program.

Upon completion of the pre-dissertation project, comprehensive exam (consisting of an in-depth review paper, grant application, or a publishable, first-authored, empirical paper, as well as a detailed class syllabus and a constructive review of a research paper), dissertation and several other research ventures, students are prepared for positions in academia (usually psychology departments, but also education and medical schools), government departments (e.g., Children's Services; Justice), and research institutions. Every student has an individualized program of courses, placements, and research. Many of our students have completed pre and post-doctoral fellowships in the public policy arena in Washington, DC. For a list of some of these fellowships, go to:

[Community Relevant Fellowships](#)

Developmental

Brief summary of the developmental graduate program

Students obtaining a Ph.D. in Developmental Psychology achieve breadth of content knowledge, applicable skills, and experience relevant to pursuing a career in the field. They also achieve depth of knowledge in one or more areas in which they will begin to make substantive research and theoretical contributions in their 5 years in the program. To achieve these goals, students engage in research and coursework, and meet a series of developmental objectives. Minimum requirements are as follows; please see Graduate Student Handbook on Psychology Dept Collab website for additional information.

Any student who believes the requirements below do not suit his or her needs can design a customized program with a committee of 3-4 faculty members, formed in consultation with their major advisor.

1. Course work

All developmental students are required to take the following graduate level courses or a suitable substitute agreed on by the faculty advisor and area head (or a second faculty member if they are the same), preferably by the end of the second year:

Department Requirements:

Ethics

Quantitative 2-semester sequence (7710/7720)

Area Requirements:

Cognitive Development

Social and Personality Development

Three (3) “special topics” graduate-level seminars selected in consultation with the advisor to broaden/deepen knowledge about Developmental Psychology

Students are encouraged to attain further breadth in Psychology and related fields by taking courses in other areas of Psychology, and in other departments, that are relevant to their interests and as agreed upon with their advisor. For example, some students may benefit by taking the Social or Cognitive area’s Proseminar. Students might also consider the LIFE program, a 2-year international fellowship program to study lifespan development from multiple perspectives (see department website for more information).

Students register for 12 units/semester, supplementing course credit with “Topical” and “Non-Topical” research credits as needed. Talk to your peers, Debbie Snow, the area head, and/or your advisor for more info if needed.

In addition to the regular coursework, in order to further expand their scope of understanding, Developmental students attend Developmental lunches, Department Colloquia, and other relevant talks/research meetings in the Department and University.

30 course credits are required prior to the Master's and advancing to Ph.D. Candidacy, and 54 prior to the Ph.D., as specified in the UVa Graduate Record.

2. The Master's Degree

Students begin working on research early in their graduate career. They should embark on a project culminating in their Predissertation paper (Master's Thesis) to be completed and approved by September 1 of the beginning of the third year (unless one is leaving after the MA, in which case August 1 of the 2nd year is the deadline). The student should be first author on this paper, and it should be presented in journal-submission-ready format. If submission to a journal is advised, this should be done in a timely manner unless there is a compelling reason, according to the faculty, not to do so. Two faculty members in the Developmental area will approve the paper; the Director of Graduate Studies is notified when the requirement is completed, and students submit paperwork for the Master's (see Department's Graduate Student Handbook); completion of all the Master's requirements leads to a faculty vote on advancement to candidacy for the Ph.D. (at annual late spring faculty meeting). The university also requires that 30 course credit hours be completed for the Master's.

Students are encouraged to gain research experience in at least two laboratories during their years of graduate study, to help them gain breadth and learn additional methods.

3. Teaching

All students engage in some teaching (typically as a grader, a section instructor, and possibly also as a seminar instructor) prior to the Ph.D. At least four semesters of teaching is recommended, with two of those being for Psychology 2700, Child Development, preferably under different instructors. Students typically teach both undergraduate Stats and Methods courses (3005 and 3006) during their tenure.

4. The Comprehensive Exam

The Comprehensive Exam has a depth, a breadth, and a skills requirement, and is followed by a Capstone Discussion with one's committee. These requirements should be fulfilled by September 1st of one's fourth year, and the discussion completed by midway through the 4th year.

First, the student in consultation with the advisor should select a Comprehensives Committee consisting of 2 faculty members in addition to the advisor. Then a portfolio is constructed, composed of the elements below. Once students have filled out the lists below, they should present them (and the supporting documents) to their committee, along with their CV and a 2-page personal statement concerning intended areas of expertise and research and professional goals. After the committee has approved, a meeting is set up with the committee for the capstone discussion.

Depth: To help them gain expertise in their research area, students write a NRSA grant proposal or a Psychological Bulletin-type review paper (a "Conceptual Analysis of the Dissertation Area" or CADA) on which the student is first author.

Breadth: Breadth requirements can be fulfilled through research, course work, attending lunches and/or laboratory meetings, manuscripts, conference presentations, grant proposals, teaching, annotated bibliographies summarizing programmatic reading in an area, or other ways that are worked out with one's advisor and approved by the committee. Below are some topics in Developmental, followed by a list of related fields, although others are possible and can be suggested to the committee.

1. Within Developmental. Show competence in at least 6 areas (8 is better).

Topics

Infancy
Adolescence
Attachment Theory
Brain Development
Cognitive Development
Culture
Epigenetics/Nature-Nurture Interaction
Ethnic Minority Development
Executive Function/Self-Regulation
Parenting
Gender Role Development
Language (Phonetics, Semantics/Conceptual Development, Syntax, Pragmatics)
Moral Development
Numeracy Development
Peer Relations/Social Skills
Pretend Play
Atypical Development
Schooling
Sexuality/Sexual Orientation/Gender Identity
Social Cognition
Social Development
Other

B. Related Field Knowing what is going on in related fields is part of expertise in Developmental, and it can inspire creative research as well. Demonstrate some level of competence in 2-3 other areas.

Field

Anthropology
Brain/Neuroscience
Clinical Psychology
Cognitive Psychology
Computer Science
Economics
Education
Law
Philosophy
Social Psychology
Sociology
Other

Skills: There exist a core set of skills that every Developmental Psychologist must have to be effective. Demonstrate each of the following skills:

Basic Statistical Methods (Might include relevant courses; other indications of mastery of quantitative methods)

Reporting Research (Might include published, submitted, or draft papers; lab, conference, and developmental lunch/other department presentations)

Research Methods (Might include courses or lab experiences, workshops attended, reading done, copies of papers written and presentations made using such methods)

Teaching (Usually involves teaching or serving as a teaching assistant (as opposed to a grader) in a course, and an annotated syllabus, course description, and general design for a course that the student would be prepared to teach; the Teaching Portfolio Workshop with the TRC satisfies this as well)

Reviewing (A written review of a journal submission for which the student has served as a reviewer or which could be used by a journal editor for determining whether a paper is publishable)

You may also demonstrate (in similar ways) skills in areas such as the following:

Advanced Statistical Methods

Specialized Methods & Modeling

Grant Proposal writing (not NRSA)

Methodological Innovations

Psychophysiological Techniques

Other: _____

The Capstone Discussion

After submitting their Portfolio, students will schedule a Capstone Discussion to talk with their three-member committee (advisor and two other faculty) about the Portfolio and the field more generally. For example, the committee might be interested in views the student has on such topics as the following:

1) What are the two "hottest" topics in developmental psychology today and why?

- 2) What area of developmental psychology should be "hot" but isn't?
- 3) What discipline outside of developmental psychology has the most to offer the field and why?
- 4) Take any current area of research in developmental psychology and trace it back to its roots in pre-1970 psychology.
- 5) Who was the most influential early developmental psychologist and why?

When the Comprehensive Exam has been completed and approved by the committee of 3, preferably by midway through the fourth year, the student's advisor notifies the Area Head, who notifies the Director of Graduate Studies and Debbie Snow.

5. The Dissertation

The capstone achievement is the dissertation. The student develops a dissertation plan initially in concert with the advisor; together they select a Dissertation Committee consisting of 4 faculty members, including the advisor and a faculty member from outside the Psychology Department. There used to be a requirement that the outside member had to be in Arts and Sciences; this is no longer required. Check with the director of graduate studies as you create your committee.

Prior to conducting the dissertation research, a written dissertation proposal is submitted to the Dissertation Committee, **normally during the 4th or very early in the 5th year**. Note that in order to apply for Dissertation Fellowships for the fifth year, the Orals normally must be completed by January of the 4th year. Following approval of the proposal by the committee, the dissertation research is completed and the dissertation written and submitted to the committee for final approval. Passing a final oral exam marks the successful completion of the requirements for the Ph.D.

As an alternative format, if approved by the committee, the CADA or NRSA proposal plus two (post-MA) empirical papers (each worthy as a journal article in its own right) can be submitted as the Dissertation, pending faculty discussion.

6. Other Expectations

Graduate students are expected to attend developmental lunches and departmental colloquia. Attendance at another area's weekly lunches is also important to broaden the scope of training. During the 1st, 3rd, and 5th years, students present their research at Developmental Lunch. During the 2nd and 4th years, students lead discussion. 2nd year students typically organize the visiting days for prospective graduate students, and all students are asked to assist in various ways, including hosting visitors in their homes. With variations depending on class size, 4th years organize the Developmental Lunch series in conjunction with the Developmental Area Leader.

Year	Fall	Spring	Summer
1st	Psych 7710 (Stats 1) Cognitive Development Seminar on Teaching (1 credit) Developmental Lunch (Current Issues) Research Credits TA: Review/Grader Apply for NSF Graduate Fellowship	Psych 7720 (Stats 2) Developmental Seminar 1 Ethics (1 credit) Developmental Lunch + 1st year talk Research Credits TA: Review/Grader	Research
2nd	Social/Personality Development Developmental Seminar 2 Seminar on Teaching (1 credit) Developmental Lunch Research Credits	Cognition and/or Social Psych Proseminar Developmental Seminar 3 Developmental Lunch + 2nd year article presentation Research Credits	Research Complete Predissertation by Sept 1 Apply to LIFE program

	TA: 3005 (Stats) Apply for NSF Graduate Fellowship	TA: 3006 (Stats) Organize Prospectives' Weekend	
3rd	Audit seminars Developmental Lunch Research Credits TA: Child Development (teach own discussion sections) Seminar on Teaching (1 credit, optional) Choose comps committee and begin discussions	Audit seminars Developmental Lunch + 3rd year talk Research Credits TA: Child Development Meet with comps committee	Research Comps & Capstone Discussion by Sept 1
4th	Audit seminars Developmental Lunch (organize) Research Credits TA: Child, Cog, Perception, Social, etc. (arrange observation) Defense of Dissertation Proposal Apply for Distinguished Teaching Fellowship for 5th year	Audit seminars Developmental Lunch + 4th year article presentation Research Credits TA: Child, Cog, Perception, Social, etc.	Research
5th	Developmental Lunch Research Credits Distinguished Teaching Fellowship if selected Apply for jobs, post-docs, etc.	Developmental Lunch + 5th year talk Research Credits TA: Child, Cog, Perception, Social, etc. Defend dissertation Graduate at end of Spring term!	

Note: Students are TA's if they are not on a grant or fellowship that buys them out; if bought out, students should teach enough to be prepared for future professional goals.

Neuroscience and Behavior

At the time of graduation, a typical student has published at least 1 first authored experimental paper, 1-2 non-first-authored papers, and 1-2 other papers in preparation for the outcome of the dissertation research. Students typically attend 1-2 national meetings per year to present first-authored posters. Students are encouraged to apply for graduate fellowships from NSF or NIH.

Program Requirements

Predissertation

Students are expected to complete the Predissertation requirement by the end of the second academic year. A written document presenting their work in journal style will be produced with the guidance of their faculty advisor. The document will be submitted to the entire Neurobiology and Behavior faculty, who will meet with the student for an oral exam shortly thereafter.

Qualifying Exam

The Qualifying Exam consists of a formal written exercise that is composed yearly by faculty in the area. The exam is administered during early July after the second academic year. Students are given six weeks to complete the exam, after which they are to supply copies of their answers to all members of the Neuroscience and Behavior faculty. The student is then responsible for scheduling an oral exam with all readers. This exam typically takes place during the first or second week of the fall semester of the third academic year. During the oral exam students are questioned

about their answers to the written questions as well as their general knowledge in neuroscience. Students are notified at the end of the oral exam of any further work that might need to be done. All subsequent work must be completed by the end of the Fall semester or else the student will be required to take the next year's qualifying exam *in toto*. Students may take the qualifying exam only two times.

Dissertation Proposal

The next step is for students to produce a Dissertation proposal. This proposal, written with the guidance of the student's faculty advisor, will demonstrate the student's depth of understanding of the issue to be examined in the dissertation work. Proposals usually have a first chapter providing background information about the topic to be examined, questions in the area needing to be addressed, how these questions might be answered, and what advances in our understanding they might yield. The next chapters outline the experiments proposed written in journal format (abstract, introduction, methods, result and discussion) as they would appear when submitted for publication.

Dissertation Defense

The final step is the Dissertation Defense. The final Dissertation document usually resembles the Dissertation proposal with all the data and interpretation included, and a final chapter outlining the importance of the collective work. The Dissertation Committee is typically composed of the Neurobiology and Behavior faculty plus a member outside of the Psychology Department who serves as the "Dean's Representative".

Timeline

Year 1

Coursework: 12 units per semester, usually 2 or 3 classes. These should include Advanced Neural Mechanisms of Behavior and Statistic in Biological Science. Selected graduate courses offered in Biology Department and Neuroscience Graduate Program are also accepted as coursework. Attend at least one area lunch series; Attend all department colloquia.

Research: Initiate project in home laboratory and attend lab meetings. Most students take part in at least one ongoing project, learning all basic techniques, data collection and analysis. Often students take part in writing or revision of manuscripts in preparation. It is common that students author an abstract to be presented in the Fall of the following year. Students are expected to continue working in summer months.

Teaching: Most students will TA each semester, usually Introductory level courses or "grader" positions for higher level courses, participate in the Graduate Teacher Training Program, especially the one credit seminars provided by Professor Dan Willingham, and students follow PSYC 4200 Practicums as part of required course PSYC 7200.

Service: Get involved in the area, department or university by participating on a committee.

Deadlines: None. By the end of the first year, at least one research project should be making sufficient progress to fulfill the Predissertation (Master's Thesis).

Year 2

Coursework: 12 units per semester, usually 2 or 3 classes; Attend at least one area lunch series; Attend all department colloquia.

Research: Continue projects, attend lab meetings for at least one laboratory. Develop multiple lines of research so that research productivity is not dependent on a single project "working". Mentor and supervise undergraduates in the lab. Attend national meetings to present work. Students are expected to continue working in summer months.

Teaching Most students will TA each semester, participate in and complete the Graduate Teacher Training Program, and teach Practicum sessions of PSYC 3210 or 4200 or , which includes designing of a practicum module that will be adopted in future years.

Service: Participate on a committee, contribute to graduate recruiting.

Deadlines: Predissertation (Master's Thesis) must be approved by advisor and reader by August 1 at the end of Year 2.

Year 3

Coursework: Attend at least one area lunch series; Attend all department colloquia; No more official course taking - sit in on classes that are relevant for training.

Research: Continue projects and involvement in lab meetings. Foster healthy program(s) of research with an eye toward developing and defining a longer-term research agenda. Mentor and supervise undergraduates in the lab. Attend national meetings to present work. Mentor and supervise undergraduates in the lab. Attend national meetings to present work. Students are expected to continue working in summer months.

Teaching: Significant variation in teaching responsibilities. PSYC 4200 Practicums continue to be the priority for Neuroscience and Behavior Area students. Apply for Distinguished Teaching Fellowship for year 4.

Service: Lead a committee, contribute to graduate recruiting.

Deadlines: Qualifying Exam (Comps) must be approved by faculty advisor and two other faculty members by August 1 at the end of Year 3.

Year 4

Coursework: Attend at least one area lunch series; Attend all department colloquia; Sit in on classes that are relevant for training.

Research: Continue projects and involvement in lab meetings. Define dissertation project and defend dissertation proposal. Mentor and supervise undergraduates in the lab. Attend national meetings to present work. Students are expected to continue working in summer months. External funds are sought.

Teaching: Significant variation in teaching responsibilities. Teaching experiences are mixed and also include TA positions for grad-level courses or teaching own course through the Distinguished Teaching Fellowship program.

Service: Lead a committee, contribute to graduate recruiting.

Deadlines: No official deadline for defending the dissertation proposal (see Dissertation Requirements), but it should be done by the end of year 4.

Year 5

Coursework: Attend at least one area lunch series; Attend all department colloquia; Sit in on classes that are relevant for training.

Research: Continue projects and involvement in lab meetings. Complete Dissertation Requirements and keep other projects active and productive. Mentor and supervise undergraduates in the lab.

Teaching: Significant variation in teaching responsibilities.

Service: Lead a committee, contribute to graduate recruiting.

Deadlines: No official deadline for dissertation requirements except that students cannot remain in the program for more than 7 years.

Sample Coursework

Year 1 (Required Courses)

PSYC 7200 Advanced Neural Mechanisms of Behavior

PSYC 7710 Quantitative Methods I

PSYC 8040 Forum on Scientific and Professional Ethics

Other Courses That May be Taken Based on Individual Student's Research Interests

PSYC 5999 Topics in Evolutionary Neuroscience

PSYC 5265 Functional Neuroanatomy

PSYC 7250 Brain System Involved in Memory

PSYC 5559 Neurobiology of Speech and Language

PSYC 7502 Contemporary Issues: Neuroscience and Behavior

PSYC 7559 Genetic & Epigenetic Research

PSYC 7559 Computational Neuroscience

BIOL 5070 Practical Aspects of Light Microscopy in the Biological Sciences

BIOL 7360 Cytokine Signaling and Neural Development

BIOL 7310 Sensory Neurobiology

BIOL 7320 Signal Transduction: How cells talk to each other

Quantitative

Requirements

For all requirements, see the [Graduate Student Handbook](#). The information listed here should be interpreted as an addendum to the department.

Coursework

Psyc 7710 and Psyc 7720 must be completed with a grade of B or better. Students may optionally place out of this requirement given evidence of completion of equivalent course work and with permission of the instructors and the quantitative area head.

While there are no explicit requirements for coursework beyond the introductory statistics sequence and ethics course required for the department, quantitative students should select courses in consultation with their faculty adviser. Students are generally encouraged to take all of the available quantitative courses in the psychology department, as well as substantive work in psychology and appropriate courses in education or statistics.

Presentations

Quantitative students are required to present at the quantitative lunch colloquium (Design and Data Analysis, or DADA) once per semester, though they are free to speak more often than is required. One quantitative student per

semester is designated "DADA Czar," and is in charge of organizing the meetings. While not explicitly required, virtually all quant students spend at least one semester organizing the meetings.

Pre-dissertation

Quantitative students must complete a pre-dissertation. The pre-dissertation must be approved by a committee of three readers, at least two of whom must be from the quantitative area. The deadline for the pre-dissertation requirement is September 1st of the second year, see [time requirements for completing degrees](#).

Qualifying examinations

The same requirements on qualifying examinations listed in the [graduate student handbook](#) apply to quantitative students. Most students select the "two papers" option. For this option, the qualifying exam consists of two articles written for publication in methodologically oriented journals and deemed of sufficient quality by a committee of three readers; at least two of whom must be from the quantitative area. The qualifying exam articles must be completed and handed in by September 1st of the third year, see [time requirements for completing degrees](#).

Candidacy

Once the qualifying exam is passed, the student must be advanced to PhD Candidacy by majority vote of the full faculty of Psychology before the student may defend her or his proposal.

Dissertation

Quantitative students must also complete a dissertation. The dissertation project entails a written proposal and a final document. The written proposal must be defended in an oral presentation before a faculty dissertation committee of at least four members, at least two of whom must be from the quantitative area. One member of the committee must be from outside the Department of Psychology. The proposal must pass by majority vote of the dissertation committee. The dissertation project must be completed as approved by the committee and the final dissertation project must be defended orally before the committee. The dissertation must pass by a majority vote of the committee and the approved dissertation document handed in to the graduate school. The dissertation committee must be allowed 2 weeks to read the proposal and final document before oral defense. The final oral defense meeting must be publicly announced at least a week before the committee meets.

Sample Programs

Quantitative Student 1:

Year	Semester	Funding	Classes	Research
Year 1	Fall	TA for 3005	PSYC 7507 - Cont Issues: Quantitative Psychology PSYC 7710 - Quantitative Methods I PSYC 8559 - Dynamical Systems Analysis PSYC 9501 - Topical Research Dynamical Systems PSYC 5559 - Fundamentals of Item Response Theory PSYC 7507 - Contemporary Issues: Quantitative Psychology	
Year 1	Spring	TA for 3006	PSYC 7720 - Quantitative Methods II PSYC 7760 - Introduction to Applied Multivariate Methodology PSYC 8040 - Forum for Scientific & Professional Ethics PSYC 9501 - Topical Research Dynamical Systems	
Year	Fall	TA for 3006	PSYC 7507 - Cont Issues: Quantitative	Published one first-author

2			Psychology PSYC 7559 - Improving (Our) Science PSYC 8559 - Structural Equation Modeling PSYC 9501 - Topical Research Dynamical Systems PSYC 7507 - Cont Issues: Quantitative Psychology	article Started Pre-dissertation Research Project
Year 2	Spring	TA for 4006 (<i>no longer offered</i>)	PSYC 7615 - Graduate Research Methods PSYC 7705 - Multi-Level Modeling PSYC 9501 Topical Research Dynamical Systems	
Year 3	Fall	TA for 4005 (<i>no longer offered</i>)	PSYC 8998 - Non-Topical Research, Masters Prep	Published one first-author article Finished Pre-dissertation
Year 3	Spring	TA for 4006 (<i>no longer offered</i>)	PSYC 9998 - Non-Topical Research, Doctoral Prep	Finished Comprehensive Exam Started Dissertation work
Year 4	Fall	Jefferson Trust Fellowship	PSYC 9998 - Non-Topical Research, Doctoral Prep	Published co-authored articles Defended Dissertation proposal
Year 4	Spring	Jefferson Trust Fellowship	PSYC 9998 - Non-Topical Research, Doctoral Prep	Published co-authored articles
Year 5	Fall	Grant buyout	PSYC 9998 - Non-Topical Research, Doctoral Prep	Dissertation work Job search
Year 5	Spring	Grant buyout	PSYC 9998 - Non-Topical Research, Doctoral Prep	Defend Dissertation

Quantitative Student 2:

Year	Semester	Funding	Classes	Research
Year 1	Fall	Buyout from external funds	ESL 902 - Advanced Writing II ESL 909 - Oral Communication III PSYC 7507 - Cont Issues: Quantitative Psychology PSYC 7559 - New Course: PSYC (Multi-level Modelling) PSYC 7710 - Quantitative Methods I PSYC 7765 - Stat Comp for Behav & Soc Sci PSYC 9501 - Topical Research (Study Design Optimization) ESL 911 - Classrm Comm I PSYC 7507 - Cont Issues: Quantitative Psychology	
Year 1	Spring	Buyout from external funds	PSYC 7720 - Quantitative Methods II PSYC 7760 - Intro to App Multivariate Mthd PSYC 8040 - Forum Scientific & Prof Ethics PSYC 9501 - Topical Research ESL 910 - Accent Modification PSYC 7507 - Cont Issues: Quantitative Psychology	
Year 2	Fall	TA for 3005	PSYC 8559 - New Course: PSYC (Structural Equation Modeling) PSYC 9501 - Topical Research (Study Design Optimization)	Started Pre-dissertation Research Project
Year	Spring	TA for 3006	ESL 912 - Classrm Comm II	

2			PSYC 7507 - Cont Issues: Quantitative Psychology PSYC 9501 - Topical Research	
Year 3	Fall	TA for 3005	PSYC 8730 - Dynamical Systems Analysis PSYC 8999 - Non-Topical Research, Masters	Finished Pre-dissertation
Year 3	Spring	TA for 4006 (<i>no longer offered</i>)	CS 6014 - Computation as a Research Tool PSYC 9999 - Non-Topical Research, Doctoral	
Year 4	Fall	TA for 7710	PSYC 9998 - Non-Topical Research, Doctoral Prep PSYC 5559 - New Course: PSYC (Bayesian Data Analysis)	Published co-authored articles Finished comprehensive exam
Year 4	Spring	TA for 7720	PSYC 9999 - Non-Topical Research, Doctoral	Started Dissertation work
Year 5	Fall	Library Fellowship	PSYC 9998 - Non-Topical Research, Doctoral Prep	Dissertation work Proposed dissertation
Year 5	Spring	Library Fellowship	PSYC 9998 - Non-Topical Research, Doctoral	Dissertation work
Year 6	Fall		PSYC 9998 - Non-Topical Research, Doctoral	Defend Dissertation Job Search

Recommended Readings

Obligatory List of Methods

In no particular order:

- ANOVA (ANCOVA, MANOVA, MANCOVA)
- Regression
- Multilevel Models
- Hierarchical Linear Models (HLMs)
- Mixed Effects Models
- Factor Analysis (P-, Q-, and R-technique)
- Latent Growth Curves
- Structural Equation Models (SEMs)
- Item Response Models (IRMs)
- Neural Networks
- Dynamic Models, Differential Equation Models
- Meta-analysis
- Multidimensional Scaling
- Time Series
- Hidden Markov Models (HMMs)

SEM and Programming Readings

The [OpenMx](#) project keeps a [Resources](#) page, which includes links to various structural modeling programs and lists of related readings.

Master Reading List

The master reading list can be found at <https://collab.its.virginia.edu/portal/site/b6a5ead6-2819-4331-00a6-05b49bbd3b15/tool/71e403d1-d7e2-4a25-80f9-eb20d16b2bc?pageName=%2Fsite%2Fb6a5ead6-2819-4331-00a6-05b49bbd3b15%2Fquantitative&action=view&panel=Main&realm=%2Fsite%2Fb6a5ead6-2819-4331-00a6-05b49bbd3b15>.

This is the unedited quantitative master reading list from Notre Dame, which is the combination of many student's reading lists for qualifying exams. This list:

- Is in no way, shape or form exhaustive, and,
- Is ordered only by author's name, and not by subject area.

Future versions of this list will be sorted by major subject and include a great deal more information.

Social

The responsibility for designing a program of study in psychology lies with the individual student in consultation with a committee of at least 4 faculty members. For students who identify with the Social Area of the department, no special committee needs to be chosen as the committee will simply consist of all of the faculty members in the area. The courses the area requires are listed below.

We would like to emphasize, however, that even with these requirements, each student has a great deal of freedom in choosing his or her program of courses. You should give a great deal of thought, in consultation with your advisor and the other members of your area, as to what program of courses is best for you. Some students may want to emphasize breadth, taking courses in many different areas of psychology and outside of our department. Others may want to take the equivalent of a "double major," where you take most of your courses in two areas (e.g., social and developmental). Most will probably want to take some middle path between breadth and a "double major," where they will have a "major," a "minor," and several courses in other areas.

In addition to the course requirements described above, students should abide by the departmental requirements for the predissertation and dissertation. The guidelines for completing the Social Area Major Exam are also described below.

Finally, let us emphasize two things. First, any student who feels that the requirements in the social area are not appropriate for his or her needs may choose not to follow the "social track." For example, there might be a student whose main area is social development or health psychology, and who would like to design his or her own program of courses. This is entirely possible to do. You should form a committee of four faculty members who will advise you on your specific program.

Second, all of this discussion of courses should not obscure the fact that the main purpose of your graduate education is to become an excellent research scientist. One way to achieve this goal is to take a good selection of courses. It is even more important, however, to engage in research throughout your graduate career.

Social Area Course Requirements

1. Graduate survey course in social psychology (7600).
2. Graduate research methods course in social psychology (7610).
3. Minimum of three topical graduate seminars in social psychology (these do not include 7600 or 7610) taken from three different faculty members in the social area.
4. Minimum of three courses in graduate statistics. Typically, these will be 7710, 7720, and one additional quantitative course in the department, but other combinations are possible. The social methods course (7610) does not count toward this requirement.
5. Attendance at the social area weekly meetings ("social lunch") is required. First-year students are required to give a presentation by the end of the first year, and graduating students are required to give a presentation in their final semester. Students are encouraged to give additional presentations as well. Sometimes you will enroll for graduate credit in the associated course, 7960, in order to fill out your schedule. Even when you do not formally sign up for the course, however, you are expected to attend and participate in social lunch.
6. Fulfillment of the department requirements. This normally includes taking 8040 (Forum on Scientific and Professional Ethics) and additional courses in other areas of psychology, as well as topical and non-topical research

hours to reach a total of 72 hours of credit for the Ph.D. Please consult the department Graduate Student Handbook for details.

Other Requirements

Predissertation Research Requirement

Because we regard the M.A. chiefly as preparation for the Ph.D., we require that each student be engaged in research throughout the first two years, but do not require a formal Master's thesis and defense. A written research report, usually resembling a journal article in style and content, is to be completed by September 1 of the second year (see [time requirements for completing degrees](#)).

Major Area Qualifying Examination

Each student must pass a Major Area Qualifying Examination. See below for the Social Area requirements for this exam. The deadline for the comprehensive exam requirement is August 1st of the third year, see [time requirements for completing degrees](#).

Dissertation

Each student must complete a dissertation. The student together with his/her adviser will select a Dissertation Committee, consisting of at least three faculty members from the Department of Psychology and one outside member. See the Graduate Handbook for additional details.

Sample Program in Social Psychology

Year	Fall	Credits	Spring	Credits
1st	7710 Quantitative Methods I	4	7720 Quantitative Methods II	4
	7600 Social Psychology	3	8xxx Seminar in Social Psychology	3
	7960 Contemporary Issues in Social Psychology ("social lunch")	2	5830 Advanced Cognitive Psychology	3
	9010-9800 Topical Research	3	9010-9800 Topical Research	2
2nd	7760 Introduction to Applied Multivariate Methods	3	7610 Advanced Research Methods in Social Psychology	3
	8xxx Seminar in Social Psychology	3	8520 Social and Personality Development	3
	8xxx Reasoning	3	8xxx Seminar in Social Psychology	3
	9010-9800 Topical Research	3	9010-9800 Topical Research	3
3rd	7470 Experimental Psychopathology	3	8xxx Seminar in Social Psychology	3
	8040 Forum on Scientific and Professional Ethics	1	9990 Non-Topical Research	9
	7960 Contemporary Issues in Social Psychology	2		
	9010-9800 Topical Research	2		
4th+	9990 Non-Topical Research	4		
	9990 Non-Topical Research	12	9990 Non-Topical Research	12

Note: Courses listed that are outside the social area requirements are included here not as endorsements, but to illustrate one possible program. And, because courses within the social area cannot be offered annually, your actual sequence of social area courses may depart from this schedule. See another example of class requirements [here](#).

Topical Research. Graduate students get credit hours for doing research as well as taking regular courses. One way you do this is to sign up for "topical research" with a specific faculty member, typically your major adviser. Each faculty member has a course number for this purpose, from Psychology 9010 to 9770.

Non-Topical Research. There are four courses labeled non-topical research: Psychology 8970, 8980, 9970, 9990. When you sign up for these courses you put down your faculty adviser's modifier number, so that the grade sheet goes to that faculty member (modifier numbers for each faculty member are listed in the main office).

There used to be a difference between topical and non-topical research that was relevant to tuition charged. As of 2013-14 that difference is no longer relevant.

Expectations for each year in program.

1st Year: Course work, TA each semester, research projects with one or more faculty.

2nd Year: Course work, TA each semester, research projects with one or more faculty, present poster at national conference, prediss completed by August of 2nd year.

3rd Year: Finish any remaining coursework, TA each semester, poster at national conference, write articles for publication, finish comprehensive exam by August, including major review paper.

4th Year: Write and defend dissertation proposal, research projects with one or more faculty, TA each semester, poster or presentation at national conference, write articles for publication.

5th Year: Write and defend dissertation, other research projects with one or more faculty, TA each semester, poster or presentation at national conference, write articles for publication, apply for jobs.

Major Area Qualifying Exam in Social Psychology

The Qualifying Exam should be completed by Aug. 31 of the third year. In the qualifying exam, we want to assure that you have the knowledge and skills to be a proficient and productive social psychologist. You can assure us of this by satisfying the requirements listed below. When you are ready, you will give a copy of this filled-in checklist (and the supporting documents) and a copy of your vita to your committee of three faculty members from the department along with a 2-page personal statement concerning your intended areas of expertise and your research and professional goals. After your committee has approved your checklist, you will schedule the oral exam part of the qualifying procedure. The qualifying exam must be passed before you schedule your Dissertation Proposal Defense.

I. DEPTH REQUIREMENT:

Write one of the following:

(a) A review article on some topic in social psychology. The article should take the form of a Psychological Bulletin, Psychological Review, or Personality & Social Psychology Review article. You must get approval from your committee chair before starting on a particular topic.

(b) An NRSA grant proposal. Students can propose to write an alternative grant proposal but it must be approved in advance by their committee of three faculty.

II. BREADTH REQUIRMENT:

There are many ways to fulfill the breadth requirements. These include, but are not limited to, course work, manuscripts, conference presentations, grant proposals, teaching, annotated bibliography summarizing your reading. A product may fulfill both a content and skill requirement (e.g., a course syllabus may fulfill both the teaching and relevant content requirement).

A. Social Psychology

You must demonstrate competence in a variety of areas within social psychology. Some sources of evidence for competence might include courses or seminars taken, papers written, reading done, and research conducted. A list of some of the prominent areas of Social Psychology are shown below. This section is an opportunity to describe the nature of your knowledge of Social Psychology. (Might include courses taken, copies of course papers showing mastery of relevant research literatures, an annotated bibliography of reading done).

SOME TOPICS**PRODUCT DEMONSTRATING COMPETENCE**

Aggression
 Attitudes
 Culture
 Emotion
 Group Processes
 Health
 Judgment & Decision-Making
 Morality
 Personality
 Prosocial Behavior
 Relationships
 The Self
 Stereotyping/Prejudice
 Social Cognition
 Social Influence and Conformity
 Social Perception
 Other
 Other

B. Adjunct Area

Breadth of knowledge requires both a knowledge of one's own field and some connection to related fields of inquiry. You should also demonstrate that your expertise in Social Psychology is informed by related disciplines. This could include knowledge of other areas of Psychology, the social sciences, natural sciences, philosophy, or professional disciplines.

SOME TOPICS**PRODUCT DEMONSTRATING COMPETENCE**

Anthropology
 Brain / Neuroscience
 Clinical Psychology
 Cognitive Psychology
 Computer Science
 Developmental Psychology
 Economics
 Education
 Law
 Philosophy
 Sociology
 Other
 Other

C. Skills

There exist a core set of skills that every Social Psychologist must have to be effective. You must demonstrate each of the following skills:

Basic Statistical Methods: Might include relevant courses; other indications of mastery of quantitative methods

Reporting Research: Might include published, submitted, or draft papers; conference presentations

Experimental Methods: Might include courses or lab experiences, workshops attended, reading done, copies of papers written and presentations made using such methods

Teaching: Usually involves teaching or serving as a teaching assistant (as opposed to a grader) in a course, and an annotated syllabus, course description, and general design for a course that the student would be prepared to teach)

Reviewing: A written review of a journal submission for which the student has served as a reviewer or which could be used by a journal editor for determining whether a paper is publishable

You may also demonstrate (in similar ways) skills in area such as the following:

SOME TOPICS

PRODUCT DEMONSTRATING COMPETENCE

Advanced Statistical Methods
Specialized Methods and Measures Modeling
Grant Proposal writing (other than NRSA)
Methodological Innovations
Psychophysiological Techniques
Other

III. ORAL EXAMINATION

After submitting their Portfolio, students will schedule an oral exam or “defense” of the Portfolio with their three-member committee. In addition to discussing specific elements from their portfolio, students should be prepared to discuss aspects of the field more generally. For example, the committee might be interested in views the students might have on such topics as the following:

Sample questions

- (1) What are the two "hottest" topics in social psychology today and why?
- (2) What area of current social psychology should be "hot" but isn't?
- (3) What discipline outside of social psychology has the most to offer our field and why?
- (4) Take any current area of research in social psychology and trace it back to its roots in pre-1970 psychology.
- (5) Who was the most influential early social psychologist and why?