

# Graduate Program in Experimental Psychology

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## Policy and Procedures Manual



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## Overview of the Graduate Program in Experimental Psychology

The Graduate Program in Experimental Psychology provides the rigorous and supportive scientific training that prepares graduates for careers in a broad spectrum of established and emerging fields, from academic careers in teaching and research to corporate careers in health sciences, research/medical administration, or drug development. Specific programs of study leading to the doctoral degree include behavioral neuroscience, cognitive psychology, developmental psychology and social psychology.

Admission to the program is limited to approximately four to six new students each year to ensure every student a close apprentice relationship with a major professor for mentorship in research, teaching, and career development. The core curriculum of study is coupled with an individualized plan of elective courses, research experiences that include the thesis and dissertation projects, and teaching assignments that the student and major professor select as appropriate to the student's objectives. Faculty mentors involve students in research activity early in their training and guide their development in the classroom both as students and as instructors. Thus, breadth of knowledge within the discipline, broad-based methodological, statistical, and technical expertise, and pedagogical training and mentorship in classroom and laboratory settings are the fundamental elements of the training program in experimental psychology.

## 1. Experimental Program Curriculum

The general requirements and a suggested timeframe for completion of the experimental program are outlined in this section. Some requirements of the University and the Graduate School may not be listed, so students should also consult the [Graduate School Catalog](#) and the [Graduate School Website](#). For further information regarding any of these requirements, students should contact their major professor, the Director of Experimental Training, the Department Chair, or the Dean of the Graduate School.

### 1.1 Coursework

#### ***Core Courses (21 Hours)***

The core courses are intended to reflect the discipline of experimental psychology and provide breadth of training to strengthen students' research capabilities (e.g., by providing alternative ways to approach or understand a problem) and to enhance their teaching abilities (e.g., by broadening students' knowledge base and thus potentially increasing their effectiveness in teaching introductory psychology and/or survey courses outside of their major area of study). Students are required to take:

Quantitative Methods in Psychology I and II (PSY 703 and PSY 704)  
Research Design (PSY 748)

And four courses chosen from the following in consultation with your advisor:

Conditioning and Learning (PSY 505);  
Cognitive Psychology (PSY 707);  
Social Psychology (PSY 712);  
Advanced Social Cognition (PSY 713);  
Physiological Psychology (PSY 715);  
Advanced Developmental Psychology (PSY 718)  
History and Systems in Psychology (PSY 751).

#### ***PSY 717: Individual Experimental Research (3 to 6 hours)***

Students are required to complete a PSY 717 research project within their first year in the program. Additional credits of PSY 717 are permitted only after a student has met all of the requirements for his or her first research project. The PSY 717 research project is designed to engage the student in some aspect of the research paradigm(s) utilized in his or her major program area of study. This project typically involves the student in some or all stages of the research process, which include design of the experiment, collection and analysis of data, and written communication of the findings. The nature of the research project is decided between the student and his or her major professor. The student and major professor should develop a clear understanding of the goals and objectives for satisfactory completion of the project.

***PSY 755: Program and Department Colloquia (1 hour each semester)***

During each semester, students are required to enroll in PSY 755 (Psychology Colloquium) and to attend all scheduled presentations. In the event of a serious scheduling conflict, a waiver of PSY 755 may be obtained if the student adheres to program policy ([see Section 2.1](#)) and if he or she develops an alternative professional development activity in consultation with his or her major professor. In addition to PSY 755 meetings, students are expected to attend Department of Psychology colloquia.

***Electives (6 hours)***

The elective courses should reflect the major program areas of study and provide depth of training in each area. Two electives (6 hours minimum) must be taken in the department and selected from the courses listed below. Psychology Colloquium (755), Individual Experimental Research (717), Problems in Psychology (747), Thesis (697), and Dissertation (797) will not count towards the elective requirement. Additional elective courses, including courses outside of the department, may be taken as appropriate for an individual's course of study.

Seminar (701 or 721)  
 Neural Basis of Learning and Memory (511)  
 Group Dynamics (519)  
 Single Subject and Small Group Research Design (530)  
 Sensation and Perception (531)  
 Attention and Consciousness (532)  
 Theories of Learning (553)  
 Cross-Cultural Training (561)  
 Seminar in Psychology (721)  
 Advanced Statistics (705)  
 Advanced Multicultural Psychology (708)  
 Cognitive Tests (710)  
 Personality Assessment (711)  
 Psychopharmacology (716)  
 Tests and Measurements (719)  
 Theories of Personality (727) Advanced Abnormal Psychology (729)  
 Seminar in College Teaching (735)

***Graduate Minor in Applied Statistics (optional, 15 hours)***

An optional [interdisciplinary graduate minor in applied statistics](#) is available to students who wish to have a more statistical focus regarding their elective work. This minor trains and educates students in advanced applied statistical techniques and requires 15 hours of statistical coursework. PSY 703 and PSY 704 will meet the requirements for the introductory and intermediate statistics course and three additional intermediate or advanced statistics courses can be taken to satisfy both the elective courses for the psychology Ph.D. and 15 hours toward the minor.

### ***Graduate Minor in Gender Studies (optional, 12 hours)***

An optional [interdisciplinary graduate minor in gender studies](#) is available to students who wish to have a specialization in gender studies regarding their elective work. This minor requires 12 hours in course work dealing with gender and/or women's issues. Students must take GST 600 and the courses taken for this minor will meet the requirements for the elective courses for the psychology Ph.D. and the 12 hours toward the minor.

### ***PSY 697: Thesis Hours (minimum of 6 hours)***

Starting in the second year in the program, students coming in without a master's degree should be enrolled in thesis hours.

### ***PSY 797: Dissertation Hours (minimum of 18 hours)***

After completion of the master's degree, students should be enrolled in dissertation hours.

### ***Continuous Enrollment***

Continuous enrollment is required once students have passed the comprehensive exam and become a candidate for a doctoral degree. Continuous enrollment is defined as enrollment for at least three semester hours during two of the three terms of the calendar year. The calendar year includes the fall and spring semesters and the summer session, enrollment in one of the two summer terms constituting a summer session enrollment.

Please note that as 6 hours is considered full time in the summer session, tuition waivers only cover 6 hours the summer. Students will be responsible for tuition for additional hours.

### ***Interim Plan of Study***

At the start of each semester (August) each student and their advisor will need to submit an [interim plan of study](#) detailing the courses the student plans to take each semester in order to complete their degree. The student and advisor must both sign and date the copy of their interim plan of study and send the plan to the Director of Experimental Training. The director will sign and file a copy of the plan in the student's file and will update this plan each year as the student progresses through their coursework.

## 1.2 Comprehensive Exams

Comprehensive examinations are designed to test a student's knowledge of the discipline in which he or she is pursuing their doctoral degree (e.g., Cognitive Psychology, Social Psychology, Developmental Psychology, or Behavioral Neuroscience).

Students are eligible to sit for comprehensive exams after all requirements for the master's degree have been completed, a majority of the program-required coursework has been completed, and a student has received notification of admission in full standing to the doctoral program. After these milestones have been completed the student should complete the [Authorization to Sit for Comprehensive Examination](#) form and submit to the Director of Experimental Training.

There are three components to the comprehensive exams. The student can propose each portion at any time during the year and must set an appropriate completion date at that time.

### ***Statistics Component***

The Statistics Component of Comprehensive Exams can be satisfied by one of the following three methods:

1. Serve as a tutor for Psy 202 **OR** serve as a teaching assistant for Psy 202, Psy 703, Psy 704 or an undergraduate class on research methods.
2. Complete additional coursework in statistics beyond Psy 704 as approved by the Director Experimental Training and in consultation with one's faculty advisor.
3. Complete the Statistics Exam: There are 3 parts to the statistics exam. Parts 1 and 2 are a sit-down examination on the material covered in the two required statistics courses (Psy 703 and Psy 704). The examination goes from 8am to noon. Part 3 is a take home data set. The student must analyze the data and write an APA style result section. The take home part is handed out with the first two parts, and is due the following day at noon.

If the student chooses this option they will need to contact the instructors of PSY 703 and 704 in the first two weeks of the semester that they wish to take the exam. They will then arrange a date during the semester to complete the exam. The instructors of PSY 703 and 704 will complete a [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#).

### ***Broad Review Paper Component***

This portion of the exam tests the student's ability to understand and synthesize the broad theories and issues in the field by completing the broad review paper as outlined below.

1. The student must first propose their topic to a committee of at least two faculty members from the student's area (e.g., social, cognitive, developmental, or behavioral neuroscience) or faculty members with knowledge of the area.
  - a. At least 7 days prior to the proposal date students must provide:
    - i. A detailed purpose and rationale.
    - ii. A preliminary reading/reference list created in consultation with the student's the major professor.
  - b. At the proposal students should
    - i. Be prepared to discuss his or her intentions and reading/reference list and receive questions from his/her committee members.
    - ii. Set an appropriate completion date with their committee.
  - c. After the proposal
    - i. The committee will decide how to proceed and may either
      1. Approve the students paper topic and reading list as is.
      2. Suggest minor revisions to the paper topic that do not require an additional proposal meeting.
      3. Require major revisions to the paper topic, in which case a second proposal meeting will be scheduled.
2. Once the paper topic is approved the student should begin writing their paper to meet their set deadline. There are several guidelines for the paper:
  - a. This paper should be written in the general style of a *Psychological Review* or *Psychological Bulletin* article, although publication is not required.
  - b. Papers should adhere to APA format.
  - c. Faculty advisors are permitted to provide broad feedback on the paper (e.g., further readings to add, broad organizational changes, recommendation of areas that need clarification), however they are not permitted to contribute any writing to the paper (e.g., track changes with modifications to specific text).
3. Upon completion of the paper the student must provide their paper to the original committee and schedule an oral defense. The purpose of this oral defense is to provide a means of evaluation related to the student's ability to discuss the literature and help students move toward possible dissertation topics in consultation with their committee.
  - b. At least 7 days prior to the defense students must send their completed paper to their original committee
  - c. At the comprehensive exam defense students should be prepared to
    - i. present an overview of their paper.
    - ii. discuss current theory in the area of their review and any novel theoretical contributions or future directions their paper suggests.
    - iii. talk about potential future direction for research based on their review of the literature.
  - d. After the defense
    - i. Each committee member must complete the [Comprehensive Exams Broad Review Rating](#) Form which should be provided with the completed paper to the committee, see the [Comprehensive Exams Assessment](#) section for more information.
    - ii. If the committee decides the student did not satisfactorily

complete requirements for the paper, he or she must submit a revision by an agreed upon date by the committee. If the student chooses to select a new topic, he or she may schedule a proposal date within fourteen days of receiving the evaluation.

### ***Topic Mastery Component***

This portion of the exam tests the student's ability to focus on a particular, specific area in one's field. The student can complete this portion of the examination by choosing one of the following options.

#### 1. Publication

- a. This paper should be an empirical paper written with the purpose of publication in a peer-reviewed journal. A paper can be submitted to meet the requirements for this portion of the preliminary exams at any part of the publication process (e.g., before submission, while the publication is under review, after the publication has been published). The student should do a majority of the writing but it is not necessary that s/he be first author.
- b. The data can be from the lab in which the student is working, collected by his/her advisor, or collected independently. It is highly advisable that the student consult with their faculty advisor about the suitability of the data the student plans to use for this paper.
- c. Papers will be evaluated by a committee of at least two faculty members from the student's area (e.g., social, behavioral neuroscience, developmental or cognitive) or with knowledge of the area. Each committee member must complete the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) which should be provided with the completed paper to the committee, see the [Comprehensive Exams Assessment](#) section for more information.
- d. **IF** the paper is not under review or published the committee members will act as peers for the purpose of peer review.
  - i. The student should provide the paper and a cover letter when they submit the paper to the committee.
    1. If the committee agrees the paper is appropriate for the next step, they will review and provide comments/criticisms of the paper similar to what students would get in the peer review process.
    2. If the committee does not believe the paper is appropriate for peer review they will summarize their reasons why the paper is unacceptable and request a revised paper.
  - ii. The student is expected to make requested revisions and resubmit the paper, a "letter to the editor" addressing how s/he has addressed the changes, and the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) to the committee for evaluation.
  - iii. Each committee member must then complete the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) on the revised

paper. See the [Comprehensive Exams Assessment](#) section for more information.

- iv. It is hoped that the student will work with his/her co-authors and formally submit the paper for publication.
- e. If the paper is deemed unacceptable, the student is expected to re-write the paper and resubmit it to the committee within a date specified by the committee (not to exceed one month).

## 2. Grant Application

- a. A student may elect to author and submit a formal external grant application. Agency and foundation grants are two likely venues for those interested in this project, as are National Research Service Award (NRSA) fellowships and training grants (e.g., F31, T32).
- b. The grant does not have to be funded, but it must be substantive in terms of study design, detailed budget, etc.
- c. At the time of submission for review, the student must also write any supporting documents required for grant submission (e.g., conflict of interest, cover letters).
- d. Grants will be evaluated by a committee of at least two members of the student's area (e.g., social, behavioral neuroscience, developmental, or cognitive) or with knowledge of the topic.
- e. Each committee member must complete the Comprehensive Exams (Broad Review) Rating Form which should be provided with the completed paper to the committee, see the [Comprehensive Exams Assessment](#) section for more information.
- f. **IF** the grant has not been submitted, the committee members will act as peers for the purpose of peer review.
  - i. The student should provide the grant and any supporting materials when they submit the grant to the committee.
    - 1. If the committee agrees the grant is appropriate for the next step, they will review and provide comments/criticisms of the grant similar to what students would get in the peer review process.
    - 2. If the committee does not believe the grant is appropriate for peer review they will summarize their reasons why the grant is unacceptable and request a revised grant.
  - ii. The student is expected to make requested revisions and resubmit the grant, a letter addressing how s/he has addressed the changes, and the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) for to the committee for evaluation.
  - iii. Each committee member must then complete the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) on the revised grant. See the [Comprehensive Exams Assessment](#) section for more information.
  - iv. It is hoped that the student formally submits the grant for funding.
- g. If the grant is deemed unacceptable, the student is expected to re-write it and re-submit it to the committee within a date specified by the committee (not to exceed one month).

- h. Any questions about the appropriateness of a given project to satisfy this requirement will be addressed by the Director of Experimental Training and, if necessary, will be discussed by the faculty in a program meeting.

### ***Comprehensive Exams Assessment***

For the statistics and topic mastery components of the comprehensive exams students must submit a the [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) to their committee for assessment.

The grading system for the examinations is below:

1. Extreme deficiency in the relevant content domain.
2. Clear deficiency in the relevant content domain
3. Borderline deficiency in the relevant content domain
4. Minimal acceptable mastery of the relevant content domain
5. Clearly acceptable mastery of the relevant content domain
6. High mastery of the relevant content domain
7. Extremely high mastery of the relevant content domain

A grade of 3.5 or higher on the comprehensive examinations is necessary for satisfactory completion of the requirements.

Each student must pass all portions of the comprehensive examinations within two administrations. Failure of one or more portions will require the student to retake only the failed portion(s). Failure of a portion a second time will result in the student's termination from the program.

Student may formally petition the experimental faculty to be allowed to retake any portion of the comprehensive exams a third time. To petition the student must write an email to the Director of Experimental Training requesting the third retake, detailing what portion(s) they would like to retake, their proposal for that portion of the comprehensive exams, and their plan for successfully completing this retake. The Director of Experimental Training will present this request to the experimental psychology faculty and will inform the student of the outcome of their vote. This petition must be filed by the end of the semester during which the student took the comprehensive exam.

### 1.3 Thesis and Dissertation

In writing the thesis or dissertation, the student should demonstrate his or her best communicative and intellectual skills. The review of the literature should be thoughtful and complete. Because of the nature of a thesis or dissertation, the method section should contain more detail regarding procedure than would typically appear in a journal article. The discussion section should clearly relate the obtained results to the literature. The thesis is commonly a single-experiment design, whereas the dissertation should be a programmatic series of experiments designed to thoroughly address the research hypothesis. The dissertation, as the culmination of a student's doctoral training, should reflect technical mastery of a specific area of study. Insofar as possible, the dissertation should make a substantive contribution to the literature.

The intention of this section of the manual is to provide policy guidelines for thesis and dissertation work. It does not treat the detailed requirements of the Graduate School and the University deadlines, or stylistic conventions. These matters are described in the Graduate School's [Manual of Theses and Dissertations](#). A template based on the manual is available at the Graduate School web site in [mac](#) and [word](#) format.

#### ***Registration and Committee.***

A thesis is required of all candidates for the degree of Master of Arts. A minimum of 6 semester hours of PSY 697 credit is required. The thesis committee must consist of at least three department faculty members, each being a member of the graduate faculty.

A dissertation is required of all candidates for the degree of Doctor of Philosophy. A minimum of 18 semester hours of PSY 797 credit is required. The dissertation prospectus committee will be appointed by the Chair of the Psychology Department. The chair of this committee must be a full member of the graduate faculty. A minimum of two additional members of the department and one member external of the discipline comprise a committee, all of whom must be members of the graduate faculty.

The major professor will chair the student's thesis and dissertation committee. At least one experimental faculty member must serve on each experimental student's thesis and dissertation committee. Some faculty whom a student may want to serve as committee members require that students solicit their help before initiating the writing of the proposal.

To form the committee, students will need to complete the Graduate Advisory Committee Request which can be accessed through [MyOlemiss](#) in the dropdown menu or under the student tab. Students should open a new request and complete the information listed (e.g., student number, dissertation committee members, anticipated defense term). This will then get routed to the Director of Experimental Training and the Graduate School once submitted.

#### ***Proposal.***

Despite the differences in scope, the thesis and dissertation will have evolved from previous research accomplished by the student and major professor. Therefore, it will

usually be true that some pilot work or other relevant experience will have preceded or will accompany preparation of the proposal. Students should be advised that, although they may collect data at any time, the major professor and committee are under no obligation to accept data collected and procedures used prior to approval by the committee.

The required PSY 717 research project must be completed before the thesis proposal is scheduled. Setting the time and date for the thesis or dissertation proposal will be the responsibility of the student, in coordination with the student's committee members. At least 7 days before the proposal, the student should complete a written proposal of the project consisting of a comprehensive abstract, thoughtful literature review, and a detailed description of the methodology to be employed in gathering and analyzing data. The proposal will be distributed to the committee and the title, abstract, time, and date for the proposal should be sent to the academic secretary at least 7 days before the proposal. All faculty and graduate students are invited to attend. While presentations may be scheduled at any time, consideration should be given to days and times that will allow more students and faculty to attend, such as hours reserved for colloquia that have no scheduled speaker.

The dissertation prospectus must be defended in oral examination and, in its final approved form, submitted to the Graduate School. The form of the dissertation prospectus will be determined by the committee. The dissertation prospectus oral defense and completion of the dissertation defense cannot occur during the same full term (fall, spring, full summer), and there must be a minimum of four calendar months between these events.

During the thesis proposal or dissertation prospectus meeting, the student will be responsible for responding to inquiries, and the major professor will refrain from responding to questions originally directed to the student. If full approval of the proposal or prospectus is not obtained from all committee members, then a consensus may be sought by altering the proposal or prospectus to the satisfaction of the committee members. The final committee must be constituted of members who have given their written approval to the proposed research.

### ***Research Activity.***

The thesis or dissertation proposal should not be viewed as the final contract between the student and the committee. Frequently the results from the first experiment in a series of several planned experiments will dictate changes in procedures for the subsequent experiments. Thus, in some cases, the student may have to add to or rearrange the proposal. However, the student and major professor should agree on the scope of the research project being undertaken. Of course, all research projects do not result in data consistent with prior hypotheses, and procedures often do not work as anticipated. Consequently, the student should not be expected to continue the research indefinitely. Disagreements that may arise between the student and the major professor on these issues can generally be resolved by conferring with the entire thesis or dissertation committee.

Thesis and dissertation research is generally done on campus. However, occasionally

such research can be performed elsewhere, that is, other departments on campus or off campus, if there is convincing evidence that proper advice and supervision will be available. Program faculty will make judgments concerning the possibility of doing thesis or dissertation research elsewhere.

### ***Final Oral Defense.***

To schedule an oral defense (thesis or dissertation defense), the student must confer with all committee members to decide on a time and location acceptable to everyone and then submit a completed [Authorization of Final Oral/Written Exam Form](#) to the Director of Experimental Training who will sign and forward to the Graduate School. For the thesis, the student's application to schedule a defense date must be filed in the Graduate School no later than 14 days prior to the anticipated date of the examination. For the dissertation, the application must reach the Graduate School no later than 10 days prior to the anticipated date of defense. Furthermore, there must be one intervening semester between the defense of the dissertation prospectus and the defense of the dissertation. The entire summer session (both summer terms) constitutes one intervening semester. The final oral defense may not be scheduled until after the thesis or dissertation document is in its final form (i.e., ready for submission to the Graduate School).

The Graduate School requires that all defense meetings be scheduled during regularly scheduled class sessions and that final copies of the thesis or dissertation—including final revisions as requested by committee members—be received by the first day of exams for the semester in which the student plans to receive the degree. The student should not assume that his or her major professor or committee members will be available during the summer to receive thesis and dissertation proposals or to conduct oral examinations. The decision to accept a proposal or a defense date in the summer will be at the discretion of all members of the student's thesis or dissertation committee.

The graduate school requires a [thesis signature page](#) or [dissertation signature page](#) to be completed upon successful completion of the thesis or dissertation defense. Students should bring a printed copy of this form to the defense meeting. The Department of Psychology requires an [Assessment Record for the Thesis and Dissertation](#). A copy should be provided to each committee member by the major professor. Each committee member may then return the assessment record to the major professor or Director of Experimental Training to be placed in the student's file.

## **2. Policies and Procedures**

The following sections provide a summary of program policies and procedures. Students are encouraged to discuss any questions concerning these issues with their major professor, the Director of Experimental Training, or the Department Chair.

### **2.1 Coursework Policies and Procedures**

#### ***Grades in Required Courses.***

Students must receive a grade of B - or better in each required experimental program course or retake the course. Students failing to achieve a grade of B - or better on the second attempt will be dismissed from the program.

#### ***Repeating a Course***

The department of psychology imposes the standards specified by the [graduate school](#) with regard to repeating a course:

#### ***Probation***

The department of psychology imposes the standards specified by the [graduate school](#) with regard to academic probation.

#### ***Waiver or Alteration of the Experimental Program Curriculum.***

Curriculum waivers or alterations in coursework may be granted upon a majority vote of the program faculty. Alterations in the usual curriculum and sequence of events are discouraged. However, a student may request a waiver of policy by submitting a detailed written request to the Director of Experimental Training. The request must include all relevant information concerning why the waiver should be granted and any relevant pros and cons for the student, other students, and faculty. Waivers will be necessary for any variation in standard policy. These include but are not limited to requests to conduct thesis and dissertation research off campus.

#### ***Transfer of Coursework.***

Coursework completed at another institution which offers graduate degrees in psychology may or may not be deemed to satisfy similar requirements at The University of Mississippi. A student may initiate a request for acceptance of the course by submitting the relevant documentation described below to the Director of Experimental Training. All transfer credits must meet University of Mississippi criteria.

A request for waiver of a required course will be considered if the student received at least a B in the course and our faculty teaching the course certifies that the student's previous course meets program requirements. A faculty member can request that a student who wishes to waive a required course must pass a final exam for that

course with at least a B average.

A request for waiver of a graduate course(s) taken elsewhere to satisfy degree requirements exclusive of core coursework will be considered for up to two courses. If the student wishes to request a transfer of coursework the following information must be sent to the Director of Experimental Training via email:

1. The [Request for the Transfer of Graduate Credit from Another Institution](#)
2. An official transcript documenting a grade of B or better
3. An official description of the course
4. The course syllabus (detailing the schedule, assignments, readings, and examinations)
5. An copy of the email from the instructor teaching the course at the University of Mississippi stating that the coursework is equivalent to the course completed at UM

The Director of Experimental Training will present these documents to the experimental faculty for their consideration.

## 2.2 Comprehensive Exams Policies and Procedures

### ***Change in Committee Members.***

In the event that a student wants to modify the composition of the comprehensive exam committee, the student should complete a [Change in Committee Member Form](#) and obtain a signed release from the person leaving the committee, the person joining the committee, and the major professor (i.e., 3 signatures). The signed form will then be placed in the student's file.

## 2.3 Theses and Dissertations Policies and Procedures

### ***Transfer of Thesis.***

A request for acceptance of a thesis should be accompanied by a copy of the thesis and documentation of its acceptance by a psychology department in an accredited University. If three faculty agree that the thesis is equivalent to theses completed here, the student will not be required to complete another master's thesis to satisfy program requirements. The student then must file the [Request for Transfer of Thesis](#) to the Director of Experimental Training and in the department office.

### ***Change in Committee Members.***

In the event that a student wants to modify the composition of the thesis or dissertation committee, the student should complete a [Change in Committee Member From](#) and obtain a signed release from the person leaving the committee, the person joining the

committee, and the major professor (i.e., 3 signatures). The signed form will then be placed in the student's file.

### 3. Timeline

Student status in the program is partially determined by their progression through the program in a timely manner. Failure to comply with the timelines regarding completion of the master's thesis, comprehensive exams, and dissertation may result in the student not being endorsed for continuation in the program.

Timely progression through the program is also monitored because departmental funding is only guaranteed for five years. Beyond this, funding is not guaranteed, although it might be possible based on factors such as adequate progress through the program and departmental needs.

To make sure students are aware of the time timeline for their cohort year, the student and advisor should review and sign the milestones requirements form by the end of the first semester in the program and return to the Director of Experimental Training.

If a student is entering the program without a M.A. or M.S. the student and advisor must review and sign the [Milestones Requirement for Full-Time Psychology Doctoral Program \(No M.A./M.S.\)](#). If a student is entering the program with a M.A. or MS. the student and advisor must review and sign the [Milestone Requirements for Full Tim Doctoral Psychology Program \(M.A./ M.S.\)](#). Please email a signed digital copy to the Director of Experimental Training by the end of the semester of the student's first year in the program to be placed in the student's file.

#### 3.1 Timeline Regarding Coursework

Typically, the majority of the lecture coursework is completed in the first 2-3 years of the program. For students starting the program without a M.A. or M.S., a sample schedule can be found in the [Milestones Requirement for Full-Time Psychology Doctoral Program \(No M.A./M.S.\)](#). For students starting the program with a M.A. or M.S., a sample schedule can be found in the [Milestone Requirements for Full Tim Doctoral Psychology Program \(M.A./ M.S.\)](#).

#### 3.2 Timeline Regarding the Master's Thesis

The department of psychology does not admit student in a terminal master's degree program. For the purposes of the doctoral degree, all students must complete their requirements for their master's thesis and comprehensive exams within 4 calendar years of initial enrollment. Each experimental student is expected to have completed all requirements for the M.A. by the end of the spring semester of his or her second year in the program.

#### 3.3 Timeline Regarding Acceptance into the Doctoral Program

Acceptance into the doctoral program following completion of the master's degree is not automatic. Upon completion of the thesis, the student should immediately email the Director of Experimental Training the [Request for Admission into the Experimental](#)

[Psychology Doctoral Program](#) form. This formal application letter should include a research statement and explain the student's qualifications for admission to the doctoral program.

At the next experimental faculty meeting, the Director of Experimental Training will initiate discussion of the student's request for support for continuation. Program faculty may vote for or against continuation, or they may abstain. If there are three more votes for continuation than there are votes against, with abstentions ignored and no challenges from any faculty, the student is admitted to the doctoral program. If this endorsement does not occur, the student will be informed. The student does have an opportunity to discuss this matter with the experimental faculty in an attempt to develop support for continuation. If requested by the student, a second vote will be taken within one year of the first vote.

As experimental students are expected to have completed all requirements for the M.A. by the end of the spring semester of his or her second year, **any student who has not finished the M.A. by the end of the third year generally will not be endorsed for continuation beyond the M.A. degree.**

### 3.4 Timeline Regarding Comprehensive Exams

All required course work and the comprehensive exams should be completed within four calendar years of initial enrollment into the psychology graduate program (whether the student begins the program following the completion of a bachelor's degree or master's degree). After passing the comprehensive exam, a student becomes a candidate for the doctoral degree.

### 3.5 Timeline Regarding Doctoral Dissertation

After the student passes comprehensive exams and is a candidate for the doctoral degree they must complete all remaining requirements, including the written dissertation and defense, within five calendar years. However, it is important to note that departmental funding is only guaranteed for 5 academic years to students in good standing in the program. If the candidate does not complete all requirements for the Ph.D. within the 9-year total timeframe, then the graduate school will change the student's status to nondegree seeking.

### 3.6 Extension and Petitions for Additional Time

The graduate school may grant a one-year extension to the time limit for serious hardships (e.g., military duty, pregnancy, illness, problems with the student's immediate family).

Additionally, the student may petition the graduate program in experimental psychology for a limited extension for a reason unrelated to personal hardship. If the experimental program grants an extension it may impose additional requirements (e.g., more coursework, further comprehensive examination). If the student chooses to pursue this option, they are encouraged to consult with their advisor. They must submit an email to

the Director of Experimental Training with their [Petition for a One-Year Extension](#), their reason for the extension, and their proposed timeline for completing their program requirements with a brief description on how they plan to execute this timeline. The Director of Experimental Training will then present this request to the experimental faculty, who will then vote on the extension and any additional requirements that may be involved.

## 4. Student Advising and Evaluation

### 4.1 Student Advising

#### ***Major Professor.***

Upon admission to the experimental program, each student is matched with a faculty member with similar research interests. This faculty member will serve as the student's major professor throughout his or her graduate training. The major professor will provide guidance and advice to the student throughout the program with regard to their completion of the program and goals for the degree (e.g., coursework to complete, research formulation and execution, collaboration on manuscripts, teaching, service, mentorship of undergraduate students, preparing for the job market).

#### ***Request for Changes to the Major Professor.***

A student is not permitted to enter or continue in the experimental program without a major professor. A request to change labs and work with a new major professor must be submitted to the Director of Experimental Training.

#### ***Nonacademic Advising.***

A student's success in the program is determined by both academic and nonacademic factors. Therefore, a student may be advised and assisted in some nonacademic areas. Financial hardship is a serious stress for many graduate students. Counseling is available regarding financial assistance and work options. A student with personal or emotional problems will be referred outside the department for professional services.

See the student survival guide created by students that is distributed each year for a number of great resources for graduate students in a variety of areas.

### 4.2 Student Evaluation

#### ***Teaching***

All students serving as an instructor of record must have a faculty mentor. For the introduction to psychology course, this is typically the introduction course coordinator in addition to the student's faculty mentor. For upper level courses, an email will be sent from the department chair regarding the faculty mentor. Graduate instructors are required to be evaluated at least once each semester they teach, though students are encouraged to have multiple evaluations from multiple advisors. Students should use the [teaching evaluation form](#), which should be submitted to the Director of Experimental training once completed.

#### ***Graduate Student Activity Reports.***

At the end of each academic year, students are required to complete an activity report that highlights their accomplishments during that year. This report should describe coursework

completed (including thesis, comprehensive examinations, dissertation), publications (papers submitted, under review, or accepted), teaching (instructor of record, teaching assistant, guest lecturer), attendance and/or presentations at professional meetings, research projects completed or in progress, service (university and departmental committees, community service organizations, etc.), and other relevant activity not specified elsewhere in the report. In addition, students should provide a narrative describing plans for the upcoming year. Copies of these reports should be submitted to the major professor and the Director of Experimental Training no later than the Wednesday of the last week of scheduled classes. Permanent copies will be maintained in the department office.

### ***Annual Evaluations.***

Experimental faculty conduct a formal evaluation of students in the program at the end of each academic year. These evaluations are based on a variety of factors including timely completion of program requirements, course performance, research performance (including PSY 755 presentations, proposals, and defenses of milestones), teaching performance, and service. All faculty have the opportunity to provide evaluative information to the Director of Experimental Training concerning any student. This information typically concerns the student's research progress, course performance, initiative and independence, interpersonal skills, emotional stability, ethical behavior, or other issues.

Students should receive a letter from the Director of Experimental training after this evaluation period summarizing the student's status in the program. A student who is at risk for not completing the program receives a letter from the major professor informing him or her of the perceived problems and areas needing remediation, along with a time period in which satisfactory performance must be demonstrated.

Once students receive their evaluation, they student should schedule an appointment with the major professor to obtain feedback regarding professional development over the previous year and to discuss plans for the coming academic year.

## 5. Ethical Behavior

All students are expected to be knowledgeable of and abide by the ethical principles set forth in the publication manual of the [American Psychological Association](#).

In oral and written communications, graduate students should clearly indicate their status in such a way that the person with whom they are communicating will not assume that the graduate student is a member of the University faculty or staff. The terms *graduate student* or *doctoral student in psychology* may be used, but not the terms *psychologist* or *professor*.

### UM Creed

The University of Mississippi is a community of learning dedicated to nurturing excellence in intellectual inquiry and personal character in an open and diverse environment. As a voluntary member of this community:

I believe in respect for the dignity of each person

I believe in fairness and civility

I believe in personal and professional integrity

I believe in academic honesty

I believe in academic freedom

I believe in good stewardship of our resources

I pledge to uphold these values and encourage others to follow my example.

## **6. Department Assistantships**

The Psychology Department provides support for graduate students in the form of research assistantships (RAs) and teaching assistantships (TAs). Availability of RA and TA positions for the upcoming academic year is typically announced during the spring semester. Students will be asked to rate their preferences of the positions. Students be notified of their assistantship placements at the start of each semester.

### **6.1 Research Assistantships**

RAs commonly support faculty members in the laboratory (e.g., through lab management, data collection, and data management). If students receive a RA position, they will be notified of the laboratory and professor that they will be working with, and should be in contact with that professor regarding the duties for the RA position.

### **6.2 Teaching Assistantships**

TAs may assist faculty members in the classroom (e.g., by preparing classroom materials or grading). If students receive a TA position, they will be notified of the instructor they will be working with, and should be in contact with that professor regarding the duties for the TA position.

More advanced graduate students may be awarded a TA in which they are the instructor of record responsible for their own individual courses (e.g., PSY 201: General Psychology). These teaching assignments are awarded on the basis of the student's general suitability for teaching and on the basis of the compatibility of his or her credentials with a particular course. After prerequisite credentials have been established, other selection criteria may be applied. These can include cumulative GPA, rate of progress through the program, and professional accomplishments.

## **7. Research**

Conducting research involving humans or animals requires strict adherence to federal regulations, as well as University and departmental policies and procedures.

### **7.1 General Information for Conducting Human Research**

Federal regulations require that all research (including pilot work) with human subjects be approved by the University of Mississippi Office of Research Institutional Review Board (IRB). The application form and information on application procedures are located at the Office of Research web site. Researchers should allow at least two weeks for IRB approval. No research procedures, including participant recruitment, may occur until IRB approval is granted.

In conducting research with humans, one must adhere to guidelines specified by the APA publication Ethical Principles in the Conduct of Research with Human Participants and the Psychology Department's Policy on the Research Requirement for Undergraduate Students Enrolled in PSY 201: General Psychology. A student's major professor will help with the completion of IRB forms. Questions concerning the IRB application and review process may be directed to the IRB Coordinator or the IRB Chair.

### **7.2 General Information for Conducting Animal Research**

Any research with animals must be supervised by a member of the University faculty and be approved by the Institutional Animal Care and Use Committee (IACUC). The IACUC application form and the instructions for its completion are located at the Office of Research web site. IACUC committee members typically review protocols within two weeks of receipt by the Office of Research. IACUC may request additional information regarding a proposal before granting approval. Following IACUC approval, a proposal will receive a protocol number and letter of approval from the Office of Research; this information must accompany all animal purchase requisitions.

In conducting research with animals, one must adhere to the principles in the APA publication Ethical Principles in the Conduct of Research with Animals. A student's major professor will help with completion of the IACUC forms. Questions concerning the IACUC application and review process may be directed to the IACUC Chair.

## 8. Graduation Requirements for the M.A. and Ph.D. Degrees

The Graduate School web site provides detailed information for graduate degree candidates. The following summary outlines the steps students should take to meet graduation requirements:

1. Satisfactorily complete all experimental program requirements.
2. Obtain an [Application for Graduate Degree](#) from the Graduate School.
3. Submit the completed application to the Department Chair for review and signature.
4. Deliver the signed form to the Graduate School approximately three months before the expected graduation date.
5. After the Graduate School approves the degree application, an application for the diploma will be mailed or given to the student.
6. Pay the diploma fee at the Bursar's Office.
7. Deliver the application for diploma and the fee receipt to the Registrar's Office.
8. After a successful oral defense, submit two copies of the thesis or dissertation, including all final revisions, to the Graduate School along with the receipt received from the Bursar's Office.
9. Doctoral candidates must also obtain and complete the Survey of Earned Doctorates forms from the Office of the Dean of the Graduate School. Submit these forms to the Graduate School at the time the copies of the dissertation are delivered.
10. The diploma will then be mailed to the student.
11. Contact the Graduate School for commencement information.

## 9. Grievance and Appeal Procedures

No student's standing in the program shall be jeopardized for bringing up problems. Students are encouraged to openly voice their opinions and to work with the psychology faculty, Graduate School personnel, and University administrators, as appropriate, to prevent and resolve problems.

### 9.1 Grievance Procedures

A graduate student with a complaint is encouraged to follow these steps for resolution of the problem:

1. If the problem is with an individual student or faculty member, the student should first attempt, if at all possible, to resolve the complaint directly with that person.
2. If for some reason the student cannot approach that person with the issue or the problem cannot be resolved in this manner, he or she should contact the major professor and/or the Director of Experimental Training. If the student requests, confidentiality regarding the issue will be guaranteed. This means that, within legal and ethical limits, no information will be released to anyone regarding the problem without the student's expressed permission.
3. If the above steps are not satisfactory in resolving the problem, the issue can be taken to the Department Chair. If requested, confidentiality will be maintained, within legal and ethical limits.
4. If the above steps do not resolve the problem, the issue can be taken to the Dean of the Graduate School.

Special officers on campus deal with complaints related to grades, sexual harassment, or affirmative action, if they cannot be resolved at the department level. The current edition of [The University of Mississippi M Book](#) contains additional information about the University's grievance procedures for students.

### 9.2 Appeal Procedures

#### ***University Policies.***

Any request for alteration or waiver of a University policy should be directed to the Dean of the Graduate School in writing from the student's major professor. Some decisions may take several weeks because certain waivers require input from the Graduate Council.

#### ***Grades.***

The appeal procedure for graduate students follows the guidelines outlined by the [graduate school](#).

### ***Comprehensive Examinations.***

The comprehensive examinations, required of every graduate student, are an important means in determining a student's qualifications for an advanced degree. It is within the authority of every department offering graduate programs to establish a policy limiting the number of times a student may sit for comprehensive exams and to establish the time that must elapse before the examinations may be retaken. If a graduate student believes that the results of his or her comprehensive examinations were based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic and professional evaluation, the following appeal procedure may be pursued:

**STEP 1.** Within five class days of receiving notification of the results of the comprehensive examination, the student may appeal, in writing, to the Chair of the Department. The Department Chair will attempt to resolve the appeal in consultation with the comprehensive examination coordinator within 10 class days dating from the receipt of the written appeal and shall inform the student, in writing, of the results of the appeal. (If there is no Department Chair or he or she was the coordinator or a member of the examining committee, the Dean of the school or college in which the examination was offered shall act in the place of the Chair in Step 1 and in all subsequent steps.)

**STEP 2.** If the student is not satisfied with the results of Step 1, an appeal may be made, in writing and within five class days, to the Dean of the Graduate School. The Dean may use any resources available to resolve the student's appeal within 10 class days. If it is found from clear and convincing evidence that any of the conditions noted above—prejudice, discrimination, arbitrary or capricious action, or other reasons not related to professional or academic evaluation—contributed to the evaluation of the student's comprehensive examination, the Dean shall accept the examination in satisfaction of the requirements for the degree or direct the administration of another examination with a newly constituted examination committee. The Dean's decision will be communicated, in writing, to the student, the Department Chair, and the Vice Chancellor for Academic Affairs. (If the Dean was the coordinator or a member of the examining committee, the Vice Chancellor for Academic Affairs shall act in the place of the Dean in Step 2 and in all subsequent steps.)

**STEP 3.** The student, the Department Chair, or a majority of the examining committee, in writing to the Vice Chancellor for Academic Affairs within 5 class days, may appeal the decision made in Step 2. In the event of such an appeal, the decision made in Step 2 shall be stayed pending the completion of the procedure in Step 3. The Vice Chancellor may use all resources available to make a final

determination of the appeal, and will communicate his decision, in writing and within ten class days, to the student, the Department Chair, and the Graduate Dean.

In all cases, the student will have the burden of proof with respect to all allegations in the complaint and in a request for a hearing. If the student fails to pursue any step in the procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All correspondence and records will be retained in the student's file maintained in the Graduate School. The act of making an appeal will not jeopardize the student's status in the academic department or in the Graduate School.

## 10. Summary of Forms and Guides

### 10.1 Forms Required Upon Entry to the Program

- At the start of each semester (August) each student and their advisor will need to submit an [interim plan of study](#) detailing the courses the student plans to take each semester in order to complete their degree. The student and advisor must both sign and date the copy of their interim plan of study and send the plan to the Director of Experimental Training. The director will sign and file a copy of the plan in the student's file and will update this plan each year as the student progresses through their coursework.
- By the end of the first semester each student will need to complete either the [Milestones Requirement for Full-Time Psychology Doctoral Program \(No M.A./M.S.\)](#) or [Milestone Requirements for Full Time Doctoral Psychology Program \(M.A./ M.S.\)](#). A signed digital copy must be sent to the Director of Experimental Training by the end of the student's first semester to be placed in the student's file.

### 10.2 Forms Required for Master's Thesis

- Once students are ready to form their committee they must file the Graduate Advisory Committee Request which can be accessed through [MyOlemiss](#).
- Once students are ready to defend their thesis they must file the [Authorization of Final Oral/Written Exam Form](#) 14 days prior to the defense.
- After a successful defense the [thesis signature page](#) should be filed with the graduate school.
- An [Assessment Record for the Thesis and Dissertation](#) should be completed from each committee member and returned to the Director of Experimental Training.

### 10.3 Forms Required for Admission into the Experimental Psychology Doctoral Program

- After completion of the master's thesis students must email a [Request for Admission into the Experimental Psychology Doctoral Program](#) along with a research statement and letter explaining the student's qualifications for admission to the doctoral program.

### 10.4 Forms Required for Comprehensive Exams

- Once students complete the master's degree, majority of coursework, and have received notification of admission to the doctoral program they should complete the [Authorization to Sit for Comprehensive Examination](#) form and submit to the Director of Experimental Training.

- For each portion of the comprehensive exams, a [Comprehensive Exams \(Statistics or Topic Mastery\) Rating Form](#) or the [Comprehensive Exams Broad Review Rating](#) should be completed by each committee member and sent to the Director of Experimental Training.

### 10.5 Forms Required for the Dissertation

- Once students are ready to form their committee they must file the Graduate Advisory Committee Request which can be accessed through [MyOlemiss](#).
- The dissertation prospectus must be defended in oral examination and, in its final approved form, submitted to the Graduate School.
- Once students are ready to defend their dissertation they must file the [Authorization of Final Oral/Written Exam Form](#) 10 days prior to the defense.
- After a successful defense the [dissertation signature page](#) should be filed with the graduate school.
- An [Assessment Record for the Thesis and Dissertation](#) should be completed from each committee member and returned to the Director of Experimental Training.

**Interim Plan of Study**

**\*Update Each August\***

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Year Started Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

Course	Credit Hours	Grade (if completed)	Year taken or planned to be completed.
<b>SPECIFIED CORE COURSES (9 hours)</b>			
703 Quantitative Methods in Psychology I	3		
704 Quantitative Methods in Psychology II	3		
748 Research Design	3		
<b>ADDITIONAL CORE COURSES (16 hours)</b>			
505 Conditioning and Learning	3		
707 Cognitive Psychology	3		
712 Social Psychology	3		
715 Physiological Psychology	3		
718 Advanced Developmental Psychology	3		
751 History and Systems	3		
Transfer CORE equivalents (indicate course number and name)			
	3		
	3		
	3		
	3		
<b>ELECTIVES (6 hours)</b>			
	3		
	3		
<b>RESEARCH (27 hours required)</b>			
PSY 717 required	3		
PSY 717 optional	3		
PSY 697 required	3		
PSY 697 required	3		
PSY 697 additional			
PSY 797 required	3		
PSY 797 required	3		
PSY 797 required	3		
PSY 797 required	3		
PSY 797 required	3		
PSY 797 required	3		
PSY 797 required	3		
PSY 797 additional			
<b>ADDITIONAL COURSES (additional electives, certificate course work, or course repeated when C earned on first attempt)</b>			

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Experimental Training: \_\_\_\_\_ Date: \_\_\_\_\_

### Milestone Requirements for Full-Time Psychology Doctoral Program (No M.A./M.S.)

Milestone for Fall 2018 Cohort.	Expected Time of Achievement
Submit Interim Program of Study form to PhD GAR	October 2018
Student submits annual activity report by Wednesday of last week of classes.	Every spring.
Review of student's progress with Psychology Department faculty	Annually
Enroll and present in PSY 755	Enroll every semester, present annually.
Complete Thesis Proposal	August 2019
Defend Thesis and complete requirements for MA	May 2020
Request Admission into the Experimental Psychology Ph.D. program	May 2020
Completion of PSY 703, 704, 748	December 2019
Completion of Core Courses	December 2020
Completion of all components of comprehensive exam	May 2021
Student admitted to doctoral candidacy	May 2021
Dissertation Committee appointed and approved by Graduate School	August 2021
Dissertation prospectus defended	Fall 2021
Research protocols and/or IRB approval (as applicable)	Fall 2021
Dissertation completed, successfully defended, and approved by Committee	Before the deadline for dissertation defense 2023
Student completes and files all paperwork required for graduation	Before the deadline 2023
Dissertation accepted by Graduate School	Before deadline in 2023

#### Degree Completion Checklist for Students

- Maintain active student status by registering for courses every fall and spring semester.
- Complete Milestones Agreement Form with your advisor before the end of your first semester.
- Complete all required organized coursework.
- Schedule and successfully complete required comprehensive exams.
- Form your thesis and dissertation committees in consultation with your advisor.
- Have your committees approved by program and Graduate School.
- Prepare and successfully present your thesis and dissertation proposals.
- Apply for Advancement to Candidacy.
- Enroll in required thesis and dissertation hours and complete your thesis and dissertation.
- Successfully complete your defense of your thesis and dissertation.
- Submit required documentation to the Graduate School for completion and graduation.

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the Psychology program, as well as the expected timeline for completing these milestones.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

### Sample schedule for a full-time psychology student in the doctoral program (no M.A./M.S.)

Students should enroll in 9 SCH each semester, exclusive of PSY 755. Students are to enroll in PSY 755 each semester.

Year		<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<b>1</b>	Lecture Courses	PSY 703 Core Course 1	PSY 704 Core Course 2 Elective (optional)	PSY 697 <sup>a</sup>
	Research Courses	PSY 717	PSY 717 (0 to 3 hours)	
	Milestones:	Select thesis topic.	Defend thesis proposal. Select option for Statistics portion of comprehensive exam.	
<b>2</b>	Lecture Courses	PSY 748 Elective	Core Course 3 Elective	PSY 797 <sup>a</sup>
	Research Courses	PSY 697	PSY 697	
	Milestones:	Thesis data collection.	Thesis defense. Complete requirements for M.A.*	
<b>3</b>	Lecture Courses	Core Course 4 Elective (optional)	PSY 735 Elective (optional)	PSY 797 <sup>a</sup>
	Research Courses	PSY 797 (6 to 9 hours)	PSY 797 (3 to 9 hours)	
	Milestones:	Complete statistics portion of the comprehensive examination if not already satisfied.  Propose topic for broad review paper by September 15.	Complete broad review paper by April 15.  Complete Topic Mastery portion of comprehensive exam.	
<b>4</b>	Lecture Courses	Elective (optional)	Elective (optional)	PSY 797 <sup>a</sup>
	Research Courses	PSY 797 (6 to 9 hours)	PSY 797 (6 to 9 hours)	
	Milestones:	Defend Dissertation Prospectus		
<b>5</b>	Research Courses	PSY 797 (9 hours)	PSY 797 (9 hours)	
	Milestones:	Dissertation data collection complete.	Defend dissertation. Complete requirements for the Ph.D.**	

<sup>a</sup> For students receiving certain stipends in summer, enrollment in thesis or dissertation hours required. Tuition waived.

\* The Graduate School requires a minimum of 30 semester hours of graduate credit for the M.A.—24 hours of coursework (including 18 hours of formal classroom lecture courses and 12 hours of 600+-level courses) and 6 hours of thesis. The Experimental Program requires successful completion of PSY 703, PSY 704, PSY 717, three core courses, and Research Design (PSY 748), as well as enrollment in PSY 755 each semester.

\*\* The Graduate School requires 54 hours of study beyond the bachelor's degree (including a minimum enrollment of 18 hours of dissertation credit). The experimental program requires successful completion of M.A. coursework, Core Course 4, two elective courses, as specified in Section 2.1 of this manual, and successful completion of comprehensive exams, as well as enrollment in PSY 755 each semester.

### Milestone Requirements for Full-Time Psychology Doctoral Program (M.A./M.S.)

Milestone for Fall 2018 Cohort.	Expected Time of Achievement
Submit Interim Program of Study form to PhD GAR	October 2018
Student submits annual activity report by Wednesday of last week of classes.	Every spring.
Review of student's progress with Psychology Department faculty	Annually
Enroll and present in PSY 755	Enroll every semester, present annually.
Completion of PSY 703, 704, 748	TBD
Completion of Core Courses	TBD
Completion of all components of comprehensive exam	May 2020
Student admitted to doctoral candidacy	May 2020
Dissertation Committee appointed and approved by Graduate School	August 2020
Dissertation prospectus defended	Fall 2020
Research protocols and/or IRB approval (as applicable)	Fall 2020
Dissertation completed, successfully defended, and approved by Committee	Before the deadline for dissertation defense 2022
Student completes and files all paperwork required for graduation	Before the deadline 2022
Dissertation accepted by Graduate School	Before deadline in 2022

#### Degree Completion Checklist for Students

- Maintain active student status by registering for courses every fall and spring semester.
- Complete *Milestones Agreement Form* with your advisor before the end of your first semester.
- Complete all required organized coursework.
- Schedule and successfully complete required comprehensive exams.
- Form your thesis and dissertation committees in consultation with your advisor.
- Have your committees approved by program and Graduate School.
- Prepare and successfully present your thesis and dissertation proposals.
- Apply for Advancement to Candidacy.
- Enroll in required thesis and dissertation hours and complete your thesis and dissertation.
- Successfully complete your defense of your thesis and dissertation.
- Submit required documentation to the Graduate School for completion and graduation.

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the Psychology program, as well as the expected timeline for completing these milestones.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

### Sample schedule for a full-time psychology student in the doctoral program (M.A./M.S.)

Students should enroll in 9 SCH each semester, exclusive of PSY 755. Students are to enroll in PSY 755 each semester. Plan will vary depending upon course transfers.

Year		<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<b>1</b>	Lecture Courses	PSY 703 Core Course or Elective	PSY 704 PSY 735	PSY 797 <sup>a</sup> (3 SCH)
	Research Courses	PSY 717 (3 hours)	PSY 717 (3 hours)	
	Milestones:	Request approval of thesis and transfer of credits.	Make significant progress on Topic Mastery portion of comprehensive exam.	Complete Topic Mastery. Select option for Statistics portion of comprehensive
<b>2</b>	Lecture Courses	PSY 748 Core Course or Elective	Core Course or Elective	PSY 797 <sup>a</sup>
	Research Courses	PSY 797 (3 to 6 hours)	PSY 797 (3 to 9 hours)	
	Milestones:	Propose topic for broad review paper by September/October 15	Complete statistics portion of the comprehensive examination if not already satisfied. Complete broad review paper by April 15.	Apply for admission to the doctoral program.
<b>3</b>	Lecture Courses	Elective (optional)	Elective (optional)	PSY 797 <sup>a</sup>
	Research Courses	PSY 797 (6 to 9 hours)	PSY 797 (6 to 9 hours)	
	Milestones:	Defend Dissertation Prospectus		
<b>4</b>	Research Courses	PSY 797 (9 hours)	PSY 797 (9 hours)	
	Milestones:	Dissertation data collection complete.	Defend dissertation. Complete requirements for the Ph.D.**	

<sup>a</sup> For students receiving certain stipends in summer, enrollment in thesis or dissertation hours required. Tuition waived.

\* The Graduate School requires a minimum of 30 semester hours of graduate credit for the M.A.—24 hours of coursework (including 18 hours of formal classroom lecture courses and 12 hours of 600+-level courses) and 6 hours of thesis. The Experimental Program requires successful completion of PSY 703, PSY 704, PSY 717, three core courses, and Research Design (PSY 748), as well as enrollment in PSY 755 each semester.

\*\* The Graduate School requires 54 hours of study beyond the bachelor's degree (including a minimum enrollment of 18 hours of dissertation credit). The experimental program requires successful completion of M.A. coursework, Core Course 4, two elective courses, as specified in Section 2.1 of this manual, and successful completion of comprehensive exams, as well as enrollment in PSY 755 each semester.

## Comprehensive Exams (Statistics or Topic Mastery) Rating Form

Comprehensive Exams (Statistics or Topic Mastery) Rating Form  
Department of Psychology, University of Mississippi

Administration Date: \_\_\_\_\_

Exam Area: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

Rater:  
\_\_\_\_\_

Overall Exam Grade: \_\_\_\_\_

(Q1\_\_ Q2\_\_ Q3\_\_ Q4\_\_ Q5\_\_ Q6\_\_ Q7\_\_ Q8\_\_ Q9\_\_ Q10\_\_ Q11\_\_ Q12\_\_)

Please grade the attached comprehensive exam according to the following 1-7 scale:

- 7 – this score reflects an extremely high mastery of the relevant content domain.
- 6 – this score reflects a high level of mastery of the relevant content domain.
- 5 – this score reflects a clearly acceptable level of mastery of the relevant content domain.
- 4 – this score reflects a minimally acceptable level of mastery of the relevant content domain.
- 3 – this score reflects a borderline deficiency in the relevant content domain.
- 2 – this score reflects a clear deficiency in the relevant content domain.
- 1 – this score reflects an extreme deficiency in the relevant content domain.

Your grade will be averaged with grades obtained from the two other readers. Students will pass a given area if their mean score is greater than or equal to 3.5. Please try to keep your grades independent of other readers. Also, please resist the impulse to grade answers relative to other answers in the same content area rather than according to the above mastery criteria. You are encouraged to keep the exam answers along with any evaluative commentary to assist you in providing feedback if it is requested by students:

Please return this completed rating form to:

\_\_\_\_\_ by \_\_\_\_\_

### Comprehensive Exams (Broad Review) Rating Form

Comprehensive Exams (Broad Review) Rating Form  
Department of Psychology, University of Mississippi

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
Committee Member Name: \_\_\_\_\_ Defense Date: \_\_\_\_\_

Please evaluate the written paper and oral defense on the following scale:

- 7 – this score reflects an extremely high mastery of the relevant content domain.
- 6 – this score reflects a high level of mastery of the relevant content domain.
- 5 – this score reflects a clearly acceptable level of mastery of the relevant content domain.
- 4 – this score reflects a minimally acceptable level of mastery of the relevant content domain.
- 3 – this score reflects a borderline deficiency in the relevant content domain.
- 2 – this score reflects a clear deficiency in the relevant content domain.
- 1 – this score reflects an extreme deficiency in the relevant content domain.

**In the broad review paper:**

The student has articulated a compelling research topic: \_\_\_\_\_

The student has reviewed relevant empirical studies to address their topic: \_\_\_\_\_

The student has discussed relevant theoretical viewpoints in the literature: \_\_\_\_\_

The student has presented material in a logical structure throughout the paper: \_\_\_\_\_

The student has proposed novel directions based on their theoretical review: \_\_\_\_\_

The paper meets the linguistic and stylistic standards of the discipline: \_\_\_\_\_

**Overall Paper Average:** \_\_\_\_\_

**In the oral defense:**

The student’s oral defense is clear and concise: \_\_\_\_\_

The student’s oral defense shows facility with the topic indicating the student is well-versed in the subject: \_\_\_\_\_

**Overall Oral Defense:** \_\_\_\_\_

Your grade will be averaged with grades obtained from the other members of your committee. Students will pass the broad review area if overall paper average **and** overall oral defense average is great than or equal to 3.5. Please try to keep your grades independent of other readers. Also, please resist the impulse to grade answers relative to other answers in the same content area, rather than according to the above mastery criteria. You are encouraged to keep the exam answers along with any evaluative commentary to assist you in providing feedback if it is requested by students.

Committee Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this complete rating form to

\_\_\_\_\_ by \_\_\_\_\_

**Change in Committee Members Form**

This form is to confirm that all relevant committee members have approved the change to the committee membership for the following experimental psychology Ph.D. candidate.

Student Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Committee:

- Master's Thesis
- Comprehensive Examination (Broad Review)
- Comprehensive Examination (Topic Mastery)
- Doctoral Dissertation

Person leaving the committee

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Person joining the committee

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Advisor

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Assessment Record of Theses and Dissertations for Department of Psychology**  
**ASSESSMENT RECORD FOR DEPARTMENT OF PSYCHOLOGY**  
**-THESES AND DISSERTATIONS-**

Name of Candidate: \_\_\_\_\_ Date of Defense: \_\_\_\_\_

Thesis or Dissertation (circle one)

Project Title: \_\_\_\_\_

*Please use the following scale to evaluate this candidate's proficiency with each competency as noted below. If unable to rate, or not applicable, write NA.*

NA	1	2	3	4	5
Not Able to Assess	Far Below Expectations	Below Expectations	Meets Expectations	Above Expectations	Outstanding (Ph.D. Level)

**Competency** **Rating (1-5)**

1. Knowledge base in the field that the candidate displayed in the work	
2. Overall quality of the study protocol in terms of research design	
a. Ability to systematically review the literature	
b. Ability to formulate research hypotheses	
c. Ability to select methods appropriate to the research question	
d. Ability to successfully implement the research project (including analyses and write-up)	
e. Conceptual and applied understanding of statistics and research design	
3. Overall quality of the written thesis or dissertation	
4. Overall quality of the presentation given at the thesis or dissertation defense	
a. Knowledge of subject shown in oral presentation	
b. Effectiveness of delivery of oral presentation	
c. Ability to effectively respond to questions	
5. Project significance – Potential to contribute to the literature	

**Comments:** Please add any additional comments you may have regarding the candidate's work on the back of this form.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## Request for Transfer of Thesis from another Institution

To: Department Chair and Director of Experimental Training

Thesis Title:

Author:

Institution:

*We have reviewed this thesis and find it to be comparable to theses completed in the Psychology Department of The University of Mississippi and recommend that the requested action be taken.*

\_\_\_\_\_  
Printed Faculty Name                      Faculty Signature                      Date

\_\_\_\_\_  
Printed Faculty Name                      Faculty Signature                      Date

\_\_\_\_\_  
Printed Faculty Name                      Faculty Signature                      Date

Members of the Examining Committee (Three members of the graduate faculty in psychology are required to review the thesis.)

The student wishes to:

\_\_\_\_\_ Have the requirement for completion of a thesis at the University of Mississippi waived, based on the demonstration of competence provided by the present thesis.

\_\_\_\_\_ Have the credit earned for the completion of a thesis be accepted for transfer to the University of Mississippi.

*I have left a copy of the thesis in the Psychology Department office for permanent retention and request that the requested action be taken.*

Student \_\_\_\_\_ Date \_\_\_\_\_

**Petition for a One-Year Extension in the Experimental Psychology Ph.D. Program**

For the purposes of the doctoral degree, all students must complete their requirements for their master’s thesis and comprehensive exams within 4 calendar years of initial enrollment. Complete this form in consultation with your advisor if you wish to petition for a 1-year extension related to this timeline.

Student Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

At this point what is completed:

- A master’s thesis
- The statistics portions of my comps
- Broad review component of my comps
- The topic mastery component of my comps

Please detail the timeline for completing the unfinished portions of your comps and a brief description for how you will execute this timeline:

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Please detail your timeline and plans for your dissertation moving forward in the program:

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PEER TEACHING OBSERVATION RUBRIC

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Course: \_\_\_\_\_

In making your observations, please use the scale below. If a class does not allow for a rating to be made, choose the N/A option (e.g., no group work in a 150+ person lecture). Ratings of E should be used sparingly.

E	A	N	N/A
Indicates the instructor's performance EXCELS in this area	Indicates the instructor's performance is completely ACCEPTABLE in this area	Indicates the instructor NEEDS assistance with performance in this area	Not applicable or not observed

Component	E	A	N	N/A
Was well organized and prepared				
Begins on time in an orderly, organized fashion				
Effectively organizes class time to maximize learning				
Arranges the class logically (organized and effective transitions)				
Has a reasonable pace of presentation/speech				
Speaks audibly and clearly				
Varies voice (inflection and tone)				
Demonstrates enthusiasm for the subject				
Demonstrates composure and confidence				
Is engaging, both interesting and informative				
Models professionalism (e.g., use of humor is positive and appropriate)				
Demonstrates subject/disciplinary knowledge and skills				
Creates a learning environment that is welcoming, challenging, and supports all students				
Demonstrates respect for students			✓	
Communicates effectively with students				
Responds effectively to student questions and able to admit error/insufficient knowledge				
Makes eye contact with students				
Has rapport with students				
Uses effective teaching strategies for the content being addressed				
Incorporates various instructional supports, like slides, visual aids, handouts, etc. to enhance student learning				
Explains/demonstrates difficult terms or concepts in depth and in more than one way				
Selects examples relevant to students' experiences, "real world" applications, and/or teaching objectives				

**Additional Comments**

A. Things that went well for this instructor/class:

B. Challenges in this particular class:

C. Specific suggestions for enhancing the learning environment:

## Request for Admission into the into the Experimental Psychology Doctoral Program

This is a formal request for admission into the Experimental Psychology Doctoral Program to be considered by the experimental faculty in the psychology Ph.D. program.

Student Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

In addition to this request, please provide:

- letter explaining your qualifications for admission into the doctoral program (e.g., coursework, projects completed, presentations, publications, teaching/mentoring, service)
- a copy of your research statement
- a copy of your CV