University at Buffalo
Department of Psychology
College of Arts and Sciences

Social-Personality PhD Program Handbook

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I. Educational Goals and Their Implementation

The Graduate Program in Social-Personality Psychology is one of four sub-areas of the Psychology Department. The Program typically provides Ph.D. training for approximately 15 graduate students at a time. Eight Psychology Department faculty are associated exclusively with the Program: **Kim Chaney, Rebecca Cipollina, Ken DeMarree, Shira Gabriel, Sandra Murray, Lora Park, Michael Poulin, and Mark Seery**. The faculty members represent a wide range of interests, making the Program a particularly rich and diverse intellectual environment. Affiliated faculty potentially add to this intellectual breadth by participating in some Program activities and serving on student committees.

All students enrolled in the Social-Personality Psychology Program are expected to master a core of theory and research methodology and to become skilled in the conduct of research. In addition, students tailor their education to fit their own interests and professional goals through the selection of appropriate elective courses, research projects and applied experiences.

A. The Development of Skills and Knowledge

As a student progresses through the Program, it is assumed that a number of goals will be achieved. Our program is first and foremost a training program designed to help students become professional psychologists. The substantive core of the Program is social psychological theory and research. Hence students are expected to achieve a basic grounding in this field and to develop an ability to be critical about the body of knowledge in their specialty. With this as groundwork, students learn to reason theoretically and develop research projects that help them understand social phenomena in the everyday world. Students get regular feedback on how well they are doing through annual faculty evaluation meetings. (First year students are evaluated biannually). Since faculty interests are diverse, most students have little difficulty working as team members on interesting projects while advancing toward their degree.

As a student progresses through the Program, they become increasingly specialized. Specialization is an essential part of advanced graduate education. The topic of the dissertation is usually within the same sub-field as the prelim, so that students spend at least two years pursuing this topic in depth, with many opportunities for feedback from faculty members and other students.

B. The Faculty

The major resource of the Program is its faculty, whose names and interests are listed below. In addition, our students sometimes become involved in collaborative research or applied work with faculty members from other parts of the Psychology Department.

1. PROGRAM FACULTY

KIM CHANEY, (Ph.D., Rutgers University): Lay theories of prejudice; prejudice confrontations; allyship behavior; stigma.

REBECCA CIPOLLINA, (Ph.D., Rutgers University): Stigma and health; identity disclosure; concealable identities; health disparities; LGBTQ+.

KEN DEMARREE, (Ph.D., Ohio State University): Attitudes and attitude change; social cognition; listening.

SHIRA GABRIEL, (Ph.D., Northwestern University): Social self; intimacy seeking and social comparison; need to belong.

SANDRA MURRAY, (Ph.D., University of Waterloo): Close relationships; self-esteem; motivated cognition.

LORA PARK, (Ph.D., University of Michigan): Self/identity; contingencies of self-worth; motivation; well-being; interpersonal processes.

MICHAEL POULIN, (Ph.D., University of California, Irvine): Prosocial motivation; meaning; physical and psychological adjustment to stress and trauma.

MARK SEERY, (Ph.D., University of California, Santa Barbara): Stress and coping; the self; motivation; psychophysiology.

2. AFFILIATED FACULTY

DEPARTMENT OF PSYCHOLOGY:

WENDY QUINTON (Ph.D., University of California, Santa Barbara): Prejudice, discrimination, and stigma; social identity; stress and coping; international students.

DEPARTMENT OF COMMUNICATION:

MELANIE GREEN (Ph.D., Ohio State University): Media effects and media psychology (entertainment media); Narrative persuasion; women in STEM; Technology and interpersonal interactions.

DAVID LEE (Ph.D., University of Michigan): Social support; social media use; social relationships & well-being/health; interpersonal communication; social cognition.

C. Relationships With Faculty Members

Students are encouraged to establish close relations with the Program Faculty. They should have a major advisor at all times. They should meet regularly with the advisor to discuss progress, problems, and educational plans, and the advisor should provide regular feedback about the student's progress. In addition, students should strongly consider choosing a second advisor, with whom they meet less frequently, to get an alternative perspective. The second advisor can be particularly important at times when the major advisor is away from the campus (e.g., summer vacation, sabbatical leave) or when a student develops interests embracing those of two faculty members. The Area Head is also available for advice, especially at points of transition between advisors. Advisors may be changed as a student's interests develop and change. Advisory relationships are set up by mutual consent, in the sense that both the student and the faculty member must agree that the relationship will be productive.

Students typically engage in a good deal of collaborative research with the Program Faculty. This starts in the first year, when the student is expected to serve an apprenticeship as a

research assistant--learning some of the nuts and bolts of research. In later years, as the student progresses, they can expect to take more responsibility in these joint enterprises. Collaborative research is usually done with the major advisor and such research is an obligation for all funded students. (In other words, students funded by the Psychology Department have a research obligation to Psychology Department faculty members). Many students engage in research with other faculty members in the program to gain experience with various approaches to research. By the time they have completed the Ph.D., many students have participated in four or more research projects and are sole or joint authors of several convention papers, journal articles, and/or book chapters. These paper presentations and publications are important credentials when a student enters the job market. It is recommended that students employ several different empirical methods in their various research projects to gain greater breadth of experience.

Whenever a student changes major advisors, they should make a plan for completing all collaborative research commitments to the former advisor. Students and faculty members who are collaborating on research should work out an agreement about the nature of their mutual responsibilities at the beginning of each semester.

Students who are supported by the University (state funds) are also typically required to serve as teaching assistants. Teaching assistantships typically culminate in a student's having full responsibility for a class of their own. Besides being interesting, challenging, and enjoyable, these teaching experiences are also credentials when one enters the job market. Students MUST consult with their advisor before electing a teaching a class that is outside their normal teaching obligations.

D. Relationships With Other Students

Another major intellectual resource is fellow graduate students. Most students in our Program give freely of their time to others in the Program, providing advice, critiquing ideas, and assisting in projects that require more than one researcher. Furthermore, students in the Program often collaborate on joint research projects with one another or with students in other programs in the Psychology Department. This is a good way to acquire statistical and methodological skills as well as substantive knowledge that goes beyond the areas of expertise of program faculty.

The weekly Brown Bag meetings provide opportunities for students (as well as faculty members) to present research in progress. The lively discussions that follow these presentations give students and faculty opportunities to share ideas and help each other think through research problems.

Groups of students have also occasionally organized their own educational ventures with the advice of members of the faculty. For example, some students have formed a teaching effectiveness group, others a dissertation support group and others have formed reading groups on specific topics. The Area Head and the rest of the Program faculty are willing to work with any group of students that wishes to undertake a new educational venture.

Students from the Program also serve on area, departmental, and university committees. Students may be elected by their peers or nominated by faculty.

E. Other Program Activities

The faculty and students of the Program meet weekly for a Brown Bag at which research is reported, major developments in the field are discussed, research plans and problems are shared, and invited guests talk about their recent work. The purpose of these meetings is to stimulate thinking, widen the intellectual exchange, practice giving research talks and handling questions, and explore the relevance of social psychology to the problems of our society. Students are required to attend the Brown Bags throughout their enrollment in the program. Ph.D. students are also required to present their research in Brown Bag at least once a year (failing to do so is grounds for being put on academic probation). Such presentations provide the skills needed to make effective conference presentations and marketable job talks.

In addition, there are periodic meetings of the Program faculty and of the graduate students. There may also be social events where faculty and students have dinner together, and other occasions where the Program acts as host to visiting speakers or workshop leaders, providing opportunities for everyone to interact with colleagues outside of our geographical area. Students are expected to attend these social events. Students are also expected to meet with prospective faculty recruits and prospective graduate students who visit the program and to attend department-wide colloquia and events. Socialization into the profession requires conversing with other psychologists from other sub-fields of psychology. This informal part of training is almost as important as the formal part.

II. Progress Through the Program

It is possible to finish the Program in four years, although most students stay for five in order to take full advantage of the available opportunities. A four-year program would look more or less as follows.

A. The First Year

The first year advisor-advisee relationship serves many functions. The mentor provides advice on course requirements and planning and supervises the student's first-year research apprenticeship. This is a very important relationship because research is the central focus of the Program, and students need to develop research skills as early as possible. The usual student obligation in these apprenticeships is 20 hours per week. It is mandatory for students to have a faculty advisor at all times and to be continuously engaged in research.

In addition to completing the first-year research apprenticeship, students also take a number of required courses. Advanced Social Psychology (680) is a pro-seminar that reviews in depth the major theories and bodies of knowledge in social psychology. Other required courses in the first year are Advanced Statistics I (607), Research Methods in Social Psychology (704, offered every other year) and either Advanced Statistics II (608) or Data Analysis (861). Students take one additional course, usually a Psychology Department distribution course or a Program elective. All students are also required to attend the Social-Personality Psychology weekly Brown Bag Luncheon series. Currently, state funded students may take a maximum of 72 credit hours over their first four funded years.

B. The Second Year

The major activity in the second year, in addition to taking courses and the Brown Bag series, is the Second Year Research Project, which is a study done in collaboration with the advisor. Most students develop the design for this project toward the end of their first year; they then have it ready to run by the following fall. The data can be analyzed in the winter and written up in the spring, so the project is completed by the end of the second year. The major responsibility for this project is with the student. Besides working on the second-year project, students often link up with other faculty and get engaged in additional research projects. Students also are required to take Psychology 609 (Multivariate Statistics). Second-year students also take more of the Psychology Department distribution courses and Program electives, and begin work on a minor if they so choose. All students continue in a research relationship with a faculty member (usually their advisor). The research obligation is at least 20 hours per week.

C. The Third Year

The third year is characterized by somewhat less involvement in required courses and more involvement in research. Students will begin preparations for their prelim. Detailed guidelines for this paper are given later in this guide. Program faculty, as well as other departmental faculty members, offer a variety of upper-level courses and seminars. Students continue to do collaborative research with faculty members, with the same hourly obligations as described above for the second year.

D. The Fourth and Fifth Year

The remaining years are mainly devoted to the dissertation. Collaborative research continues. All supported students teach undergraduate courses in the fourth or fifth year. Students should be professionals at this point, capable of sustaining their own theoretical and research activities and eager to contribute articles and book chapters to the professional literature.

III. Requirements for the Ph.D. Degree

A. Residency

The minimum residence requirement for the Ph.D. degree is two years. This should include two semesters of continuous full-time residence taken under the auspices of this institution and not already applied to the residence requirement for the Master's degree. A student who believes they can complete the substantive degree requirements in less than the recommended time may petition for relief.

B. Leaves of Absence

Leaves are occasionally granted because of health problems, the need to support family members, and so on. Such leaves of absence must be approved in advance by the Program faculty and the Graduate School. Leaves designed mainly to skirt or postpone requirements will not be approved.

C. Course Requirements

The following are the minimal course requirements for the Ph.D. in our Program. If your state funding is guaranteed for 4+ years, you should take 9 credits per semester. You need 72 credits to graduate.

For details on coursework, please see the UB Catalog (UB Course Catalog→ Graduate Catalog→ Department/Program→ Psychology: Social-Personality PhD). The UB Catalog is the official record of program requirements and supersedes the following information regarding course requirements. The following information regarding course requirements is intended to provide additional guidance and clarification, but does not replace or modify the UB Catalog.

1. REQUIRED COURSES

STATISTICS

All students are required to take PSY 607 (Advanced Statistics Methods 1), PSY 608 (Advanced Statistics Methods 2), and PSY 609 (Multivariate Statistics). Students must pass these courses with a grade of B- or better. Students are also strongly recommended to take PSY 614 (Structural Equations).

ADVANCED SOCIAL PSYCHOLOGY

All students are required to take PSY 680 (Advanced Social Psychology). Students must pass this course with a grade of B or better. This course provides an overview of the field of social psychology, with units on topics such as social perception, attitude formation and change, aggression, close relationships, prosocial behavior, social conflict, personality, communication, leadership, conformity and independence, and group dynamics and roles.

SOCIAL PSYCHOLOGY RESEARCH METHODOLOGY

All students are required to take PSY 704 (Social Psychology Research Methods). Students must pass this course with a grade of B or better. This course covers philosophy of science and major empirical procedures. Special emphasis is placed on the design of experiments.

ATTITUDES AND SOCIAL COGNITION

All students are required to take PSY 725 (Attitudes and Social Cognition). Students must pass this course with a grade of B or better. This course provides an overview of major theory and research in attitudes and social cognition, including both the methods used as well as topics such as automaticity and control, persuasion, stereotyping and motivated cognition.

2. PROGRAM ELECTIVES

Beyond required courses, students must take at least five elective courses from those offered or approved by the Program. Because these courses are intended to provide substantive content, practicum or methodology courses cannot be used to fulfill program elective requirements. Program electives generally should be completed by the end of the third year.

a) Elective courses offered by the Program include:

1) PSY 550: Psychology of Stigma. A growing number of people have socially derogated (i.e., stigmatized) attributes that are visible (e.g., gender, race, and weight) or concealable (e.g., mental illness, sexual identity, drug addictions). In this class, we will examine theories and research on the psychology of stigmatization. Specifically, we will explore the psychological origins of why we stigmatize certain groups in society and how this label as “stigmatized” negatively impacts people living with stigmatized identities (e.g., poorer mental health and feelings of belonging with others). By the end of this course, students will critically examine and discuss research related to stigma for people with varied stigmatized identities while developing a plan to combat the negative effects of stigma in a topic area of the student’s interest (e.g., in healthcare, education, the media, and relationships).

2) PSY 616: Prosocial Motivation. Review of cognitive, affective, and motivational bases for helping and cooperative behavior. Topics include empathy and compassion, reciprocity, norms and moral identity, biological mechanisms, and contexts in which prosocial motivations occur.

3) PSY 685: Social Psychophysiology. The application of psychophysiological methods to social psychology. Topics include basic principles of social psychophysiology; measurement approaches that have demonstrated utility in social psychology; and evaluation of research in which psychophysiological measures have been used to address social psychological research questions.

4) PSY 730: The Social Self. An overview of major theory and research on the social nature of self, including topics such as self-esteem, self-knowledge, and self-biases.

5) PSY 735: Close Relationships. This course introduces social psychological theory and research on adult close relationships. Material includes a focus on the historical roots of current perspectives, as well as discussion and evaluation of recent research. This course provides a broad overview of the field and an in depth understanding of particular subtopics.

b) No more than one of the five elective courses may come from the following options approved by the Program:

1) PSY 614: Structural Equations. Structural equation models, including path analysis, confirmatory factor analysis, causal models with latent variables, and latent growth curves.

2) PSY 698: Teaching College Psychology. A survey of the knowledge, skills, and attitudes that are important for effective teaching at the college and university level.

The above courses are generally offered on a 2-3 year rotating basis. Additional electives may also be offered. Other courses are occasionally approved for elective credit on an individual basis through petition to the Area Head.

3. PSYCHOLOGY DEPARTMENT DISTRIBUTION COURSES

Students must take at least two courses outside the Program in at least two of the three different areas of the Psychology Department. These courses must be selected from the list of distribution courses in the UB Catalog for Psychology: Social-Personality PhD. In the case of courses not listed, the student must petition the Graduate Studies Committee for approval. These distribution courses should be completed by the end of the third year. In order to complete requirements for obtaining an optional M.A. degree during pursuit of the Ph.D., students must take three distribution courses outside the Program in the three different areas of the Psychology Department.

D. Other Requirements

The following requirements **must** be met in the order listed. Specifically, the second-year research project needs to be approved by the committee before the third-year prelim proposal can be sent to the committee, and the third-year prelim paper must be approved by the committee before the dissertation proposal can be sent to the committee. Note that students are required to complete oral defenses of the second-year research project, the third-year prelim, and the dissertation (see below).

1. SECOND-YEAR RESEARCH PROJECT

This empirical project is ordinarily conducted in close collaboration with the student's major advisor and may eventually be jointly published. However, for a study to qualify as the second-year project, the student's contribution must be equal to that of their advisor and the student must write the draft of the report that is submitted for the requirement. The project is supervised by a committee of three professors chaired by the student's advisor. Two of the committee members must be members of the social program faculty. One of the latter may be an affiliated faculty member. Any exceptions must be approved by the social program faculty. Aside from the advisor, the other two committee members must not otherwise be collaborating on the research project; faculty who are collaborating on the research may serve as additional committee members. The student must consult with both their advisor and secondary committee members in developing the proposal. The following steps are involved:

1) A written proposal and oral defense of the proposal must be approved by the committee members. This proposal must contain an introduction leading up to a set of hypotheses,

a proposed methods section, and a proposed analyses section. **The second-year project proposal must be submitted to the committee by September 30 of the second year**.

2) The student performs the project, remaining in close touch with their advisor.

3) When the project is completed, the committee evaluates the written product and conducts a second oral defense. Once the committee approves the final paper, any additional revisions, and the oral defense, the committee chair informs the Area Head that the program requirement has been completed. **The second-year project needs to be submitted to the committee by June 30 of the second year.**

Students should also be aware of the opportunity to receive a Master's Degree when they have completed their second-year project and Department distribution courses. Details of the required procedure are outlined in Appendix A.

2. THIRD-YEAR PRELIM PAPER

The third-year prelim paper is an opportunity for students to demonstrate that they can make a substantive contribution to the field, and that they are ready to move on to dissertation-level research. In order to advance to the dissertation proposal (see below), the **committee must evaluate the third-year prelim paper as having made a significant intellectual contribution**. This step is a significant milestone in determining whether students **should or should not continue** in the Ph.D. program.

The prelim paper is supervised by a committee of three professors chaired by the student's advisor. Two of the committee members must be members of the social program faculty. One of the latter may be an affiliated faculty member. Any exceptions must be approved by the social program faculty. Aside from the advisor, the other two committee members must not otherwise be collaborating on the research project; faculty who are collaborating on the research may serve as additional committee members.

There are two options for a third year-paper: (1) an empirical paper or (2) a research proposal leading to a completed study. Generally, papers should be no longer than 50 double-spaced pages, including the reference section.

1) Empirical paper. The goal of the empirical paper is to provide students with further training in writing publishable empirical articles. The data to be reported within the empirical article must be collected at the time the paper is proposed, and the data must be deemed publishable, though not yet published, for the proposal (see below) to be approved. The final version of the paper must be submitted for publication.

2) Research proposal. The goal of the research proposal is to provide students who do not yet have publishable data with a further opportunity to craft a publishable program of studies. Ultimately, the research proposal will contain an introduction leading to a set of hypotheses, methods, results, and discussion section. Upon approval of this proposal, the student will then conduct the approved research and defend a paper based on the results of that research.

The following steps are involved:

1) The student must decide which option they will pursue for the third-year prelim **by January 31st of the third year.** This decision should be made in consultation with the faculty mentor.

2) For the empirical paper (if not already written), the student prepares a 3 to 5 page statement of prelim goals. For the empirical paper, this statement of goals should describe the logic underlying the hypotheses, the design of the study or studies, and the basic results. For the research proposal, this proposal should be 10-15 pages in length and include an introduction leading to the hypotheses, a methods section describing the design of the study or studies, and the anticipated results and analysis plan. In all cases, the student should provide a tentative bibliography (which should be exhaustive enough to demonstrate the student has knowledge of the literatures relevant to the project). **The proposal needs to be submitted to the committee by May 31st of the third year.**

3) For the empirical paper, the committee will read the proposal (or already-written empirical paper) and decide if it can be approved (with or without revision) or requires a committee meeting to defend and revise. For the research proposal, the student must orally defend the proposal before the committee. In all cases, the committee will indicate whether a revised proposal would be acceptable, or whether the student needs to develop an alternate third year paper project.

4) Once the proposal is approved, the student prepares a paper in consultation with the committee. For the research proposal option, this will involve both conducting the research and preparing a paper based on that research.

5) The student submits the final paper and schedules an oral defense of the paper. Once the committee approves the final paper, any additional revisions, and the oral defense (see below), the committee chair informs the Area Head that the program requirement has been completed. **The paper needs to be submitted to the committee for review by December 15 of the fourth year of graduate study.**

6) In the case of an empirical paper, the student should also submit paper for publication.

Listed below are the possible outcomes of the third-year prelim:

1) If your committee agrees that you have passed the prelim, you will be approved to proceed in the program and move on to the dissertation proposal stage.

2) If your committee concludes that you have *not* adequately passed your prelim proposal or prelim, you will be given an opportunity to revise and resubmit your prelim proposal or prelim within 3 months. After submitting your revision:

    a. For prelim proposal:

        i. If your committee decides that your revision demonstrated that you have potential to make a significant intellectual contribution with the project if completed, you will be approved to move on to complete the prelim.

        ii. If your committee concludes that you have *not* adequately passed your prelim proposal, the entire social faculty will meet to evaluate your prelim proposal. If the majority of the faculty agree with your committee's assessment, you will be asked to leave the program.

    b. For prelim:

i. If your committee decides that your revision demonstrated that you made a significant intellectual contribution, you will be approved to proceed in the program and move on to the dissertation proposal stage.

ii. If your committee concludes that you have *not* adequately passed your prelim, the entire social faculty will meet to evaluate your prelim. If the majority of the faculty agree with your committee's assessment, you will be asked to leave the program.

3. DISSERTATION

The procedures for forming a dissertation committee, gaining approval of a dissertation proposal, and having the final product evaluated are spelled out in the Department's Graduate Student Manual. A student must get the approval of their advisory committee before beginning serious dissertation research.

Students have two options for the dissertation.

TRADITIONAL MODEL:

The Program requires a fairly extensive written dissertation proposal (perhaps 20 pages in length), involving a history of research and thinking on the topic, a rationale for the proposed research, a statement of the research problem and hypotheses, and a description of the proposed method, including statistical analyses. Students are encouraged to gather some pilot data and run a preliminary study before submitting the proposal.

THREE PAPER DISSERTATION OPTION:

A Ph.D. candidate with two published papers and one unpublished manuscript may utilize this option with approval from their committee.

The two published papers should be published in major professional journals (with high standards of review). The top journals of the field (*JPSP*, *PSPB*, *JESP*, & *SPPS*) would qualify as would any specialty journals with impact factors at or above any of those journals. Any exceptions would need to be approved by the committee.

The third paper must not yet be published at the time the proposal is under consideration by the committee (i.e., it must not yet be copyrighted by a journal). However, it is acceptable for this paper to be published *after* the proposal has been approved by the committee.

The student must be first author on all of the papers.

The three papers should form a coherent package. The committee will ultimately judge whether the papers meet this standard.

The dissertation will have five chapters. Chapter 1 should clearly describe the theme or themes that tie the three papers together. It should also include a brief but comprehensive review of literature that led to the three papers presented in Chapters 2-4.

The three papers will be Chapters 2-4.

Chapter 5 should include a synthesis of what was learned from the three papers. It should include limitations of the research program. Most importantly, it should thoughtfully and comprehensively articulate what will come next in the research program.

Due to copyright laws, the version of the dissertation submitted to the graduate school will include Chapters 1 and 5 and whichever paper is not yet published. Links to the two published papers should be provided in the Appendices.

The dissertation proposal will include the first chapter, the two published (or in press) papers, and a 3 to 5 page summary of the third manuscript describing the hypotheses, the design of the study/studies, and the results. Students who have already written the third manuscript may include the full manuscript instead of the summary if desired.

Students will need to argue that the three papers tell a coherent story and together make a novel and important theoretical contribution to the field of social psychology. They will need to justify that the methods of the studies are sufficient to support the novel contribution.

PROCESS

Regardless of the path chosen (i.e. traditional or three paper), once the dissertation proposal is approved by the committee, students must also file a dissertation proposal form with the Psychology Department. Students should consult the Psychology Department Handbook for all other requirements for submitting and getting their doctoral dissertation approved. **The dissertation proposal must be submitted to the committee by May 31 of the fourth year.**

Students are strongly encouraged to not apply for jobs that require a doctorate until their Ph.D. proposals are approved (including jobs that indicate that candidates can begin ABD). To that end, faculty will not write letters of recommendations or serve as job references for Ph.D.-level jobs for students who have not successfully defended their dissertation proposals.

IV. Evaluation of Student Progress

A. Annual Evaluations

At the end of each year, the Program faculty members meet to evaluate the progress of students enrolled in the Program. A student's grades and progress toward meeting Program and Departmental requirements are presented and discussed by the student's advisor and others involved. Student progress is evaluated in terms of the deadlines described above and the "schedule" described in the next section of this Guide. **Students are required to submit a vita and statement about short-term and long-term academic goals in advance, which is circulated at the meeting**. This gives students a chance to provide a more rounded picture of their situation and of factors associated with academic progress. These statements are especially useful when there are special circumstances needing attention, such as many and/or persisting grades of Incomplete, or very slow progress in completing requirements. Feedback on the results of this meeting is given to the student by their advisor. Students should schedule a meeting with their advisor before and after the evaluation meetings to discuss issues relevant to their progress and receive feedback.

Students must submit a copy of their current vita and a statement of degree progress and current and future goals (see Appendix B) to the Area Head by May 31 of each year. Appendix B contains a template statement.

B. Timeline, Evaluation, Probation and Termination

The following reiterates the deadlines for the completion of degree requirements.

If the student is not going to meet a program deadline ***because of extenuating circumstances***, they need to apply for an extension of deadline prior to the deadline. This request should include a specific plan for completing the project, including specific, updated deadlines to turn in draft(s) of your paper to your advisor, as well as descriptions of the progress that has already been made and factors that have led to the need to request an extension. **Note that extensions are intended for *truly extenuating circumstances*, not simply slow progress in completing requirements, and will be granted infrequently.** Extensions can be granted, at the discretion of the social area faculty, for a maximum of 6 months. Longer extensions may be allowed for the completed dissertation, and demonstrating a successful dissertation proposal defense will make faculty more likely to grant an extension. Students who fail to meet a program deadline (without an extension)—including failing to present in Brown Bag during an academic year—or fail to meet an extended deadline will be put on academic probation unless a compelling case of extreme "extenuating circumstances" can be made to the area faculty. Probation will be lifted at the discretion of the social area faculty.

DEADLINES

TIME PERIOD	DEADLINE(S)
Fall First Year:	None
Spring First Year:	None
Fall Second Year:	Second-Year Project Proposal due by September 30
Spring Second Year:	Second-Year Project due by June 30
Fall Third Year:	None
Spring Third Year:	Third-Year Prelim Paper Selection by Jan 31 Third-Year Prelim Proposal due by May 31
Fall Fourth Year:	Third-Year Prelim Paper due by December 15
Spring Fourth Year:	Dissertation Proposal due by May 31
Fifth Year:	Completed dissertation due to committee by May 31

Students may be terminated from the Ph.D. program for any of the following reasons:

1) Student on continuous probation for one year (e.g., fallen more than one year behind a stipulated deadline).
2) Student not meeting accepted minimum standards for coursework (i.e., 3.0 GPA).
3) Student failure to pass third-year prelim proposal or paper (see above).
4) Malfeasance (i.e., inappropriate behavior in the conduct of research or teaching).

Appendix A: Requirements for the M.A. in Psychology

A. Introduction

The graduate program leading to a Master's Degree in General Psychology is designed to provide an advanced background in all areas of psychology. Our goal is to give students both broad and deep exposure to current ideas and evidence in the study of behavior. However, the student should be aware that this is not a professional training program. Applicants desiring professional training should apply to one of the department's doctoral programs. Admission to the Master's program is separate from and does not constitute admission to our doctoral program. Successful applicants research interests are matched with those of one or more faculty members, who serves as the student's mentor and advisor.

B. Departmental Requirements

For details on coursework, please see the UB Catalog (UB Course Catalog→ Graduate Catalog→ Department/Program→ Psychology MA). The UB Catalog is the official record of program requirements and supersedes the following information regarding course requirements. The following information regarding course requirements is intended to provide additional guidance and clarification, but does not replace or modify the UB Catalog.

The requirements that students must meet to obtain the Master's degree in General Psychology are designed to ensure breadth in the program. Students must complete a total of 30 hours of credit. As part of this total, each student must complete the department's graduate **statistics course (607) and four distribution courses, not more than one from each of the department's four areas:** Behavioral Neuroscience, Clinical, Cognitive, Social-Personality. These courses must be selected from the list of distribution courses in the UB Catalog for Psychology MA. The remaining four courses are chosen by the student as electives, with these restrictions: (a) only one approved course may be from outside the Department of Psychology; (b) no more than 6 credits may be taken in Psychology 600 or 799. Each student must also complete a Master's project.

All students (M.A. and Ph.D.) are **required to proctor exams** (semester and finals).

C. Advisement

The Director of Graduate Studies in the Department of Psychology is the general advisor for students in the M.A. program. Students are matched with other department faculty who offer advice and who serve as the research advisors for the Master's project.

D. Application for Candidacy

As the M.A. program is completed, each student must file an Application for Candidacy well in advance of the expected degree conferral date.

E. Financial Aid

The Department of Psychology does not have the resources to support Master's students with assistantships. Students may want to consult with the university Financial Aid office regarding loans and special programs and grants.

Occasionally Master's students are paid to teach undergraduates. If you wish to do this you should see the Director of Graduate Studies and volunteer as a teaching assistant (TA) early in the program.

F. Graduate School Requirements for M.A.

For details on requirements, please see the UB Catalog (UB Course Catalog→ Graduate Catalog→ Graduate School Policies and Procedures→ Master's Degree Requirements).

If you should decide to earn the Master's degree in the Department, either on your way to the Ph.D., or as a terminal degree, the following points should be kept in mind (content in the UB Catalog supersedes the points listed here):

A. A minimum of 30 semester hours of formal course work with a B grade average beyond the Bachelor's Degree is required.

B. The minimum residence requirement for the M.A. in Psychology degree is one year (24 semester credit hours).

C. All Master's students are expected to meet the statistics and distribution requirements.

D. The student must assemble an M.A. committee of at least two members, composed of Department faculty of professional rank. The committee chairperson must also be a member of the faculty of the Graduate School.

E. The student must file an M.A. Application to Candidacy with the Graduate School, describing their project or thesis research. The oral examination (optional) may not be scheduled before this program is approved by the Divisional Committee of the Graduate School.

F. In addition to the above, if the student has elected to call the report a "thesis", they should check with the Office of Graduate Studies for the appropriate filing procedure.

G. A Graduate School Multi-Purpose Report Form (Form M) is signed by the certifying members of the student's committee and the Director of Graduate Studies when all the requirements have been satisfactorily met.

H. Continuous registration. Graduate students must register (and pay all unwaived tuition and fees) for a minimum of one credit hour each fall and spring term until all requirements for their degree are completed. Supported students must be registered full-time or have filed an application to candidacy. If such registration should be impossible or inappropriate at any time, the student must secure a leave of absence or withdraw from the Graduate School. Request for leave of absence are negotiated through the Graduate Studies Office, only with prior approval from all area faculty.

Appendix B—Statement of Degree Progress Template

Date of admission to program:
Date/expected date of second-year project proposal approval:
Date/expected date of second-year project approval:
Date/expected date of third-year prelim proposal approval:
Date/expected date of third-year prelim paper approval:
Date/expected date of dissertation proposal approval:
Anticipated date of dissertation submission:

1. Briefly comment on your academic/research progress this past year.

2. Briefly comment on your progress toward your career goals this past year.

3. What are your specific plans and timeline for meeting your next program deadline?

4. What are your academic goals for the coming year?

5. What are your long-term goals? What position do you envision?