

**GENERAL INFORMATION ABOUT THE GRADUATE PROGRAM IN PSYCHOLOGY:
A GUIDE FOR STUDENTS AND FACULTY**

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I. Introduction

A. Purpose of this Manual

This manual provides basic information about the graduate program of the Department of Psychology and a description of policies and procedures that affect students and faculty. It does not detail Graduate School requirements, which are stated in the Graduate Catalog (<https://academiccatalog.umd.edu/graduate/policies/>). Each student is responsible for adhering to these requirements. The Graduate School also imposes certain deadlines and it is the student's responsibility to know all relevant dates. The Graduate School publishes a schedule of these important dates each year. Additional information of interest is available on the Department's website (<https://psyc.umd.edu/>) and in the Schedule of Classes (www.testudo.umd.edu).

B. Overview and Milestones

The Psychology Department at the University of Maryland offers full-time PhD programs in five training areas: Clinical (CLIN), Counseling (COUN), Cognitive & Neural Systems (CNS), Developmental (DEV), and Social, Decision, and Organizational Sciences (SDOS). Clinical and Counseling are both accredited by the *American Psychological Association (APA)*. Students are accepted into the Psychology Department with the understanding that they will be full time students and the expectation that they will complete a doctoral degree. It is expected that all requirements for the PhD can be completed within this timeframe. Students should consult their advisors to establish realistic dates for the completion of the various program requirements.

Table 2.2.1 Major milestones for doctoral training program in Psychology.

Milestone	Expected Completion Date
Master's Proposal*	Fall, Year 2
Master's Defense* / Research Competency	Fall, Year 3
Comprehensive Exam	Spring, Year 3 / Fall, Year 4
Advancement to Candidacy for PhD**	Spring, Year 3 / Fall, Year 4
Dissertation Proposal	Year 4
Dissertation Defense	Year 5
<i>Clinical/Counseling Internship</i>	<i>Year 6</i>

* The department does not require completion of Master's degree

**Usually concomitant with Comprehensive Exam

Each specialty has specific course requirements and slightly different structure in terms criteria for meeting major milestones. The major milestones and expected completion dates are provided in Table 2.2.1, above. In addition to these expected completion dates, the Graduate College requires that students advance to candidacy no later than the end of their 5th year and must complete the dissertation within 9 years of entrance. Clinical and counseling students must also complete a one-year full time internship within the 9-year period. The 5- and 9-year deadlines mentioned in this section are **upper limits**. Failure to meet these deadlines will result in termination from the University.

Although the department does not require the completion of the Master's, students are required to demonstrate research competency prior to completion of the Comprehensive exams. The Master's satisfies the research competency requirement and therefore most students decide to complete the Master's degree en route to the PhD. In addition to demonstrating research competency, students must also complete all departmental core courses prior to advancement to candidacy.

II. Specialty Areas and Advisors

Students are admitted to the graduate program in one of the five specialty areas listed above. No students are admitted at-large. Upon entrance to the graduate program, students either choose or are assigned an academic advisor. Every attempt will be made to assign advisors who have consistent interests with those expressed by the students in their application materials. **All students must maintain a primary faculty advisor throughout their graduate career to remain in the program (see section X.G).** The advisor's functions include:

1. Being a research mentor;
2. Discussing students' objectives and acquainting them with the nature and organization of the graduate program;
3. Helping students plan their curricula;
4. Providing information and helping students understand their status/achievement in the graduate program and offering suggestions to facilitate progress;
5. Serving as a communication channel for students having any special requests or regarding Department decisions and actions that affect students;
6. Facilitating the establishment of appropriate professional contacts for the student.

Generally, the same faculty member serves as the student's academic and research advisor. However, as students research interests change and mature, it sometimes occurs that students switch advisors. Such arrangements should be made with the concurrence of the program head who will consult with the faculty members involved.

Following satisfactory completion of the comprehensive examination and acceptance of the dissertation proposal by the faculty committee, all advisory functions are performed by the chairperson of the student's dissertation committee. Ordinarily, the faculty advisor is within the student's specialty area but students may choose an advisor from another specialty area. In such cases, the student's specialty area remains responsible for monitoring the student's academic progress and professional development and the student remains responsible for meeting all specialty area requirements and deadlines.

Students are encouraged to discuss with their advisors all department regulations and their effects. A student's progress through the program is evaluated on a number of criteria including grades and classroom performance, meeting deadlines, research proficiency/productivity, commitment, professional development, and performance in assigned teaching and/or research assistantship duties.

Students who wish to appeal any regulation or judgment of the specialty area should consult their advisors, the head of the specialty area, and the Director of Graduate Studies. Appeals are to be filed with the Director of Graduate Studies, who will bring them to the Graduate Committee. (This committee consists of the Director of Graduate Studies, the Graduate Coordinator, four representatives from the department and a graduate student representative who attends meetings when student cases are not discussed).

III. Graduate Program Course Requirements: Students Entering With a BA or BS Degree

A. Core Courses

Department Core courses are designated courses within the Department of Psychology. Specialty area requirements may determine which Department Core courses a student must take. The selection of courses should be made in consultation with the advisor. A minimum of **three** department core courses plus the quantitative core sequence must be completed. Specifically:

1. Quantitative Core--PSYC 601, PSYC 602 (or equivalent), plus a third course to be identified with consultation of the student's advisor and approved by the student's Specialty Area. The first course in the sequence (601) will be offered each fall semester, and the second course (602) will be offered each spring. The third statistics course **must be successfully completed** by the end of the third year.
2. Minimum of three Department core courses. For any given student, **one course taken within his or her specialty area does not count towards this requirement** (see

Section C: Additional Information about Core Courses for more detail on policy).

Note that APA accredited programs in Clinical and Counseling may require additional core course requirements beyond those required by the department. Any exemption to waiving core courses should be requested in consultation with the Director of Graduate Studies.

At this time, the following courses are designated as Department core courses:

- a. Organizational Psychology (Psyc 603)
 - b. Social Psychology (Psyc 604)
 - c. Neurobiology of Behavior (Psyc 606)
 - d. Cognitive Psychology (Psyc 607)
 - e. Developmental Psychology (Psyc 611)
 - f. Emotion: From Biological Foundations to Contemporary Debates in the Psychological Sciences (PSYC 614; Formerly offered as PSYC612)
 - g. Child Psychopathology (Psyc 623)
 - h. Adult Psychopathology (Psyc 624)
3. Additional statistics or methodology course.

B. Nature of Department Core Courses

A. Breadth:

Departmental core courses are designed to be consistent with the Psychology Department's mission/vision statement as well as the belief that a competitive Ph.D. not only has in-depth knowledge of his/her Specialty Area but also has knowledge across a breadth of Psychological content areas. It is important that core courses be sufficiently broad to constitute an introduction to students from all Specialty Areas.

B. Evaluation:

One purpose of core courses is to evaluate graduate students. A variety of evaluation techniques can be employed to assess learning outcomes expected from doctoral level courses. For example, essay exams or research papers are examples of assessment techniques that permit evaluation of the extent to which students can appropriately apply knowledge learned in the course by analyzing contexts, synthesizing solutions, and evaluating outcomes. In general, multiple choice examinations are limited in the extent to which they can assess these higher-order learning outcomes.

C. History

All core courses include content (including readings) on the history of the particular course's topic.

D. Methods

All core courses include content (including readings) on the relevant methods used in the particular course's area.

- Core Course Contract (CCC)

A Core Course Contract (CCC) will be completed by each graduate student and the student's faculty advisor. Specifically, this contract must be in writing and must have the signed approval of the student's advisor, the head of the student's area, and the Director of Graduate Studies. To ensure breadth of training, it is important that the Department Core courses cover a broad range of topics across the field of psychology.

Once the CCC has been formally approved at all three levels, the contract will be placed in the student's file in the Department's Graduate Office. Students will have until the end of their third year to complete the CCC.

The CCC can be revised if the student's Specialty Area interests have changed since entering the Psychology Department. Of course, the revised CCC will need to be approved by the student's faculty advisor, Specialty Area head, and the Director of Graduate Studies.

C. Additional Information about Core Courses

1. Core Course Schedule of Offerings. With the exception of the quantitative sequence, core courses will be offered on a rotating 2-year schedule as follows.

Odd Numbered Years	
Fall	Spring
PSYC601 Quantitative Methods I	PSYC602 Quantitative Methods II
PSYC614 Affective Science/Personality	PSYC603 Organizational Psychology
PSYC623 Child Psychopathology	PSYC606 Neurobiology of Behavior
	PSYC607 Cognitive Psychology
	PSYC798A Multilevel Modeling
	<i>(Can fulfill 3rd Quantitative Requirement)</i>

Even Numbered	
Fall	Spring
PSYC601 Quantitative Methods I	PSYC602 Quantitative Methods II
PSYC614 Affective Science/Personality	PSYC604 Social Psychology
PSYC624 Adult Psychopathology	PSYC611 Developmental Psychology

Although the department expects to follow this schedule closely, deviations from this schedule may be required to accommodate the competing demands of faculty teaching schedules.

2. Standardization of day and time for core courses

To facilitate student course scheduling, the core courses are taught on a standardized schedule. Specifically:

- i. Psyc 601, 602 are taught Tuesdays and Thursdays from 9:30 to 11:30.
- ii. Departmental core courses are taught on either:
 1. Monday or Wednesday from 9:00 to 11:30 AM
 2. Tuesday or Thursday from 1:00 to 3:30 PM
- iii. The Department will offer at least 2 core courses per semester.
- iv. A multi-year schedule will be available that shows when each core course will be offered.

3. Additional departmental core courses may be added when proposed by the specialty area and approved by the Graduate Committee. A specialty area may offer more than one departmental core course. Final approval of a new core course will be granted after the course has been offered at least once.

4. Grades: A minimum average of B must be attained across all departmental core courses. In addition, a minimum average of B must be maintained across all core and specialty area courses (grades for individual reading and research courses, area wide meeting courses, and thesis and dissertation credits are excluded in the calculation of this average). If either average is less than B, the student will be placed on probation.

5. Students are encouraged to complete PSYC 601 and PSYC 602 in their first year. The Department requires that these courses must be completed by the end of the second year. Students must consult their advisor to design a program of study that assures that area courses, department core courses and quantitative core courses all are completed within deadlines. The Department requires that all core and required area courses must be completed by the end of the fourth year. Except for unusual circumstances,

extensions will not be granted for students failing to complete course requirements by the end of their fourth year. It is strongly recommended that students complete their course requirements as early as possible in their graduate careers.

6. One core course within the student's own specialty area may not count toward the requirement of three departmental core courses. However, if the student takes two core courses within their specialty area, one of them may count one toward the requirement of three departmental core courses. Below are a few example scenarios where this is relevant.

Scenario 1: Joe is enrolled in the CNS program. He takes Psyc611 (Developmental), Psyc607 (Cognitive Science), and Psyc606 (Neurobiology of Behavior). Psyc611 counts as a core course because it is outside his area of concentration. However, because both Psyc606 and Psyc607 are within his area of concentration, only one of these two courses will count towards the core course requirements. In order to satisfy the core course requirements, Joe must take one additional core course outside his area of concentration.

Scenario 2: Jane is enrolled in the SDOS program. She takes Psyc611 (Developmental), Psyc607 (Cognitive Science), and Psyc606 (Neurobiology of Behavior). Because all three courses are outside her area of concentration, she has satisfied her core course requirements.

Scenario 3: John is enrolled in the Developmental program. He takes He takes Psyc611 (Developmental), Psyc607 (Cognitive Science), and Psyc606 (Neurobiology of Behavior). Both Psyc606 and Psyc607 count as core courses because they are outside his area of concentration. Psyc611 does not count because it is within his area of concentration. John must take one additional core course outside his area of concentration to satisfy the core course requirement.

D. Specialty Area Courses

Each specialty area requires its students to take certain graduate courses. These required courses differ among the areas. A student's curriculum is determined in consultation with the advisor, and faculty in the specialty area.

E. First & Second Year Seminar

This seminar provides an opportunity for first and second year graduate students to see the breadth of research in the Psychology department and to present and discuss their own research.

In addition, this seminar includes professional development activities and serves as a forum to discuss experiences with classes, TAships, and RAships. The seminar is held approximately twice per month from 12-1 pm on Mondays, and consists of two types of meetings:

1. *Seminar meetings*: These relatively informal meetings will be a mix of student presentations and professional development topics. Second-year students will be expected to give short presentations of their current research projects; first year students are also welcome to present on project ideas, etc.
2. *Department-wide research meetings*: First and second year students are expected to attend department colloquia and faculty research talks to learn about the breadth of research within the department. Attendance at these talks is required for first and second year students, and strongly encouraged for third to Nth year students as well.

Note that it is not necessary to enroll in this seminar for credit.

IV. Level 1 of the Doctoral Program

Entering students with a BA or BS are at Level 1 of the Doctoral Program. Ordinarily students will remain in this level for 2-3 years. During this phase of their program, students are: (1) choosing a faculty advisor who will advise them on curriculum matters and supervise their research; (2) beginning to work on one or more independent research projects, (3) completing the first two courses in the Quantitative Core Sequence (601/602); and (4) achieving and maintaining a grade point average of "B" or better in all courses.

V. Level 2 of the Doctoral Program and Requirement for Advancement

Level 2 of the Doctoral Program is achieved once graduate students have completed all Level 1 requirements as well as departmental core and area courses requirements. All graduate students, even if they entered the Department's program with a Master's degree, must be evaluated for advancement to Level 2 by their specialty area. The specialty area's recommendation must then be forwarded to the Director of Graduate Studies. The Department requires that Level 2 status must be achieved no later than the end of the third year. Extensions may be made only under extreme circumstances and then only at the discretion of the Graduate Committee.

Level 2 graduate students are expected to: (1) work closely with their advisors and other relevant faculty in preparing for the comprehensive examination, (2) continue to work on publications and/or presentations; (3) explore potential dissertation topics with their advisor, and (4) begin a study and review of the literature in preparation for the dissertation.

A. Specific Criteria for Evaluation and Advancement to Level 2

As specified in the University's 2008 Strategic Plan, all Ph.D. students are expected to accomplish the following:

1. Publications and/or professional presentations at the national/international level,
2. Excellent oral presentation skills,
3. Research and scholarship at the cutting edge of the field,
4. Thorough understanding of the important problems in the discipline and the ability to conduct research and think creatively to address them.

These expectations will be assessed using the following criteria:

1. Grades in all courses,
2. Publications and/or professional presentations at the national/international level,
3. Positive formal evaluation of all aspects of the student's academic and professional development to include:
 - performance in teaching/research assistantships
 - presentations at meetings
 - presentations in graduate seminars
 - research proficiency and commitment
4. Successful demonstration of research competence (see B).

B. Demonstration of Research Competence

A demonstration of research competence is required for advancement to Level 2 of the doctoral program. Such demonstration is certified by a committee consisting of three members approved by the Department (ordinarily three Psychology Department faculty members). The Research Committee judges the adequacy of the research as a predictor of **research competence** for Ph.D. training. If committee decides in the affirmative, the student has achieved research competence.

Sometimes students submit Master's theses as their research competence projects. In such cases, the Research Committee and the Master's thesis committee are one and the same, but the evaluation of research competence and the judgment concerning the adequacy of the project for a Master's thesis are separate. That is, satisfactory completion of the Master's thesis, or other research, does not automatically constitute certification of the required level of research competence.

C. The Master's Degree

The Graduate School requires a total of 30 credit hours of coursework including 6 hours of thesis research (Psyc 799). If the student chooses (or is required by the area) to complete a formal Master's degree, preparation of the final thesis must conform to Graduate School guidelines (*ETD Style Guide and templates can be found here:*

https://gradschool.umd.edu/sites/default/files/2022-11/etd_style_guide_2021_v2.pdf). When the thesis has been prepared in its final form, the advisor and all members of the committee must be provided with a final copy. The completed copy must also be electronically submitted to the University of Maryland. Directions for submission are at <http://dissertations.umi.com/umd/>.

D. Grade Requirements

Advancement to Level 2 requires a minimum average of B in departmental core courses, and overall average of B (excluding independent research and reading courses, area-wide meetings, thesis and dissertation credits).

VI. Level 3 of the Doctoral Program and Requirements for Advancement

Advancement to Level 3 of the doctoral program requires the student to have successfully completed all Level 2 requirements, pass their comprehensive examination, and successfully advanced to candidacy. The comprehensive examination permits a rigorous evaluation of the student's knowledge of his or her specialty area. The specific nature of the examination is determined by the student's specialty area. The deadline for completion of the comprehensive examination depends on the area but successful completion (including any oral examinations or re-examination) of this requirement must occur no later than during the student's 5th year.

Students who pass the comprehensive examination must also receive a positive review of all aspects of their academic performance and professional development by their specialty area. In addition, students must apply for admission to Doctoral Candidacy by completing the Graduate School's Advancement to Candidacy form (obtained from the Graduate School web site). This form must then be submitted to the Department's Graduate Office. Once a student has Advanced to Candidacy, they must take 6 credits of 899 every semester (i.e., Fall and Spring semesters). Students must apply for admission to Doctoral Candidacy within six months of passing their comprehensive examination. The Graduate School requires graduate students to gain admission to candidacy no later than 5 years after they have matriculated.

Level 3 graduate students are expected to: (1) prepare and defend their dissertation proposal, (2) continue to work on publications and/or presentations; and (3) successfully defend their dissertation thesis.

A. Specific Criteria for Evaluation and Advancement

1. Level 1 and 2 requirements completed.
2. Successfully passing the Comprehensive Examination.
3. Publications and/or professional presentations at the national/international level,
4. Positive formal evaluation of all aspects of the student's academic and professional development to include:
 - performance in teaching/research assistantship
 - presentations at meetings
 - presentations in graduate seminars
 - practica, externships, and internships
 - research proficiency and commitment

B. Admission to Doctoral Candidacy for the Ph.D. by the Graduate School.

Please note that the Graduate School requires the student to be admitted to doctoral candidacy. Students are eligible for admission to doctoral candidacy after successfully passing their comprehensive examinations. Students must apply for admission to Doctoral Candidacy within six months of passing their comprehensive examination.

VII. The Dissertation

The doctoral dissertation must be evaluated by a committee of at least 5 voting members, all of whom hold the doctoral degree. The committee will be chaired by the student's major professor, who will ordinarily be a member of the student's doctoral Specialty Area and a Regular Member of the Graduate Faculty at UMCP. At least one other member of the committee will typically be from that specialty area. At least one of the five committee members must be a Tenured Regular Member of the Graduate Faculty in another Department at UMCP. At least 3 members of the committee (including the outside member) must be **Regular Members** of the Graduate Faculty at UMCP.

The Graduate School requires at least 12 credit hours of dissertation research (Psyc 899). When the research has been completed and the dissertation chair has approved the dissertation for distribution to the committee, a final oral examination will be held. The dissertation must be submitted to all committee members at least ten days before the final oral examination. The time and date of the defense must be announced, and the defense may be attended by the public.

Following successful completion of a final oral examination, the student must prepare a fully revised final version of the dissertation. It must conform to the guidelines of the Graduate School (see <http://www.gradschool.umd.edu/publications/ETDTemplateInstructions.doc>).

The student must provide each member of the doctoral committee with a final, fully revised copy of the dissertation. The student is required to submit the completed dissertation electronically to the University. Directions for electronic submission can be found at <http://dissertations.umi.com/umd/>.

The deadline for successfully defending the dissertation is 9 years after matriculation.

Please note, the deadlines mentioned in the paragraphs above are upper limits. The Department expects and encourages all students to complete the doctoral program at the earliest date that is consistent with requirements. The department guarantees support for the first **five years** for graduate students. It is expected that all requirements for the Ph.D. can be completed within this timeframe. Students should consult their advisors to establish realistic dates for the completion of the various program requirements.

VIII. Request for Funding Extensions

As indicated above, the Department expects and encourages all students to complete the doctoral program at the earliest date that is consistent with requirements. It is expected that all requirements for the Ph.D. can be completed within the 5-year timeframe. Students who remain in good standing within the department are expected to be funded as full-time doctoral students for a period of 5 years. Funding beyond the 5th year within the graduate program will be considered only upon request, and pursuant to the department policy for funding extensions contained herein. Funding beyond the 6th year within the graduate program will not be considered.

The policy detailed below is for students enrolled in the Psychology PhD program; students enrolled in the NACS program (whose home department is Psychology) require special consideration but in general will be treated similarly to Psychology students. **For the purposes of determining funding extensions, the department shall consider any source of funding administered by the Department of Psychology as departmental funding. This includes any and all grants obtained by faculty or students and student-obtained fellowships (NRSA, NSF, UMD dissertation fellowships, etc.).** Students who obtain their own source of funding via NRSA, NSF, or similar mechanisms may qualify for an automatic extension under the accomplishment-based exceptions clause. Funding sources that are administered outside the psychology department shall not count towards the 5 years of departmental support. Examples include but are not limited to the following: employment as an RA or TA in another department or non-psychology affiliated center (e.g., CASL); employment with any entity external to the university; clinical or counseling internships or externships; and full-time paid internships with NIH. For NACS students, any source of funding administered by either the NACS program or the Psychology department will be considered ‘departmental support’. In all cases, it is imperative that students make timely progress towards their degree and delays in making progress will weigh heavily in determining funding beyond the 5th year of full-time study.

The Graduate Committee has developed the following general principles and evaluation criteria that will be used when evaluating a funding appeal:

General Principles:

- A) Extensions beyond the fifth year will be considered on a case-by-case basis. Generally, students may be eligible for up to one additional year of departmental funding, subject to the availability of funds.
- B) Departmental funding consists of graduate school fellowships, teaching assistantships, research assistantships, support on a faculty grant, and any other source of funding administered through the Department of Psychology as stated above.
- C) Students are strongly encouraged to seek external funding. Such support includes internships, externships, NSF/NRSA pre-doc fellowships, and NSF Dissertation

fellowships. Students who have been successful in obtaining their own *full-time funding* may qualify for an automatic **one-year** extension of departmental support, but subject to the availability of funds.

- D) Teaching and/or teaching assistant vacancies occasionally arise at the last moment. When such vacancies cannot be addressed with currently funded students, faculty, or adjuncts, the graduate office may employ qualified students whose funding has been exhausted and who do not qualify for funding extensions. These decisions are made at the discretion of the department of psychology and lie outside the scope of the funding extension policy detailed herein.
- E) In no instance will funding extend beyond the end of the semester in which the dissertation is defended.

Evaluation Criteria:

A) *Accomplishment based exceptions:*

- a. *Automatic one-year extension for self-support.* Students who successfully obtained full-time funding through NSF or NRSA pre-doctoral fellowships can apply for a one-year extension of departmental funding. Generally, this extension will be granted automatically to students who are in good standing and who have successfully obtained full-time support through NSF or NRSA pre-doctoral fellowships, however, students seeking a funding extension must submit a formal request to the Director of Graduate Studies. Approval of any extension is contingent upon the availability of departmental funds. The request must include a statement describing how the student meets the criteria for an extension, along with a letter of support from the student's graduate advisor.
- b. *Non-automatic extension.* These cases will be rare and will be limited to students who demonstrate a record of extraordinary accomplishments. Extraordinary accomplishments include things such as an exceptional publication record; PI or co-PI on an external faculty grant; obtaining prestigious dissertation fellowships that do not support salary; a record of exceptional teaching or service to the department. Generally, students must excel in more than one category to qualify for an accomplishment based exception.

B) *Hardship based exceptions:* These are granted for students who have experienced a significant hardship, beyond the students' control, that has impeded their progress toward their degree. These would include death in the student's immediate family, documented health problems, or departure/death of primary advisor.

C) Untimely progress towards degree or unsuccessful experiments would not qualify one for a funding exception.

The funding appeal process will proceed in the following manner. Graduate students who have received five years of departmental support will be informed of the submission deadline for funding appeals. The funding appeal should consist of a formal letter from the student identifying the evaluation criterion (specified above) serving as the basis of the appeal. Please note that students can still write an appeal even if their situations do not fit into one of the three evaluation criteria specified above.

When preparing an appeal, please provide the following information:

- Reason extension for funding is being requested
- Time spent on Internship, if applicable
- Transcript
- CV
- Date of advancement to candidacy
- Date of dissertation proposal
- Specification of strategy/benchmarks for completing and defending dissertation

In addition to the information provided by the student, a letter from the student's faculty advisor indicating the specialty area's level of support for the funding extension appeal is also needed. The student and faculty member should submit their material independently to the Director of Graduate Studies.

A meeting will be scheduled to allow the student to present their appeal, submit any additional supporting documentation, and respond to questions from the Graduate Committee. Following the meeting, each member of the Graduate Committee will independently review the appeal and cast a vote. The Director of Graduate Studies will vote only in the event of a tie.

The student and their faculty advisor will be notified promptly after the Graduate Committee reaches a decision. Any approval of departmental funding is contingent upon the availability of departmental funds.

Please note, if a student is not satisfied with the outcome of the Graduate Committee's vote, s/he may appeal to the Department Chair, who will convene a special committee consisting of the chair plus two other faculty members outside of the student's area to hear the case. That appeal will be final.

IX. Graduate Program Requirements: Students Entering with Advanced Standing

A. Determination of Advanced Standing

Incoming students with advanced training beyond the Bachelor's degree, but without an advanced degree, will be reviewed by their area to determine whether they may be exempt from some area requirements. Such students should be advised, however, that even though the Department may regard them as "advanced" students for purposes of their area requirements, there is a Graduate School rule that entering graduate students without a Master's degree can only transfer six hours of graduate courses that can be counted toward the Master's degree.

B. Department Core Courses

All students must complete department core course requirements. If the student has already completed courses equivalent to departmental core courses, then a maximum of 2 of these courses can count as substitutes for 2 of the required department core courses. The determination that a course is equivalent to a core course offered in our department is to be made by the faculty who regularly teach that particular core course.

C. Specialty Area Courses

Refer to section IIIC, above, and specific specialty area requirements.

D. Required Quantitative Courses

In the case of the quantitative core courses, the student's proficiency will be evaluated by quantitative faculty (those regularly teaching 601 and 602). The quantitative faculty will administer an examination, and based on the student's performance will recommend:

1. That the student take both 601 and 602, or
2. That the student take one of them, or
3. That the student be exempted from both 601 and 602.

Students will not be exempted from the third required quantitative course (see section III.A3 above).

E. Guidelines for Students with Advanced Standing

A student who has obtained credit for an existing core course by taking a similar graduate course at another institution prior to entering our program may choose, as a core course, an **advanced** course in the same area as the course for which credit has been granted. In such a case, the advanced course may count as a core even if there is no written examination in the course, as long as the course requires the student to submit written materials (e.g., a term paper) which form part of the basis of student evaluation.

F. Research Competence for Advanced Students

All graduate students, whether they entered the Department's program with a Bachelor's or Master's degree, must be evaluated for advancement to Level 2 by the specialty area and reviewed by the Graduate Committee. This evaluation must be completed by the end of the 3rd year.

For students admitted with advanced graduate standing who wish to qualify for research competence based on previous work, a committee consisting of three faculty members will read and discuss the appropriate material with the student and make a judgment concerning research competence. Committee faculty would ordinarily be from the student's specialty area.

G. Comprehensive Exam for Advanced Students

The nature and form of the doctoral comprehensive exam depends completely on specialty area requirements. The same guidelines apply to the advanced student.

X. General Information on Department of Psychology Requirements

A. Department of Psychology Full-Time Status

1. The Department of Psychology does not offer a part-time program. Students must be registered as full time. It is not possible to obtain graduate education appropriate for a Ph.D. on a part-time basis in our Department.
2. The University defines full-time status using a unit-per-credit-hour system which allots varied numbers of units per semester hour to courses at different levels in the graduate hierarchy. To be certified as full-time, a graduate student who is not on a graduate teaching or research assistantship must be registered for at least 48 units per semester (this includes students on University Fellowships). A student who has a graduate teaching or research assistantship must be registered for at least 24 units per semester in addition to the assistantship. The number of graduate units per semester credit hour is calculated as follows:

COURSE NUMBER	GRADUATE UNIT
000-399	2 units/credit hour
400-499	4 units/credit hour
500-599	5 units/credit hour
600-898	6 units/credit hour
799	12 units/credit hour
899	18 units/credit hour

3. The Department requires that students on probation (see below) take a sufficient number of courses that assign academic grades to permit them to get off probation in the allotted time.
4. Doctoral students who have not advanced to candidacy and who are engaged in research projects, including the writing of their dissertation prospectus, may register for up to six hours per semester of 898 (pre-candidacy research).
5. Students who have Advanced to Candidacy are required to take six credits of Psyc 899 each semester (Fall and Spring) until they earn their Ph.D.

B. Academic Requirements Regarding Course Grades

Student progress will be evaluated by the specialty area at least annually. The Department **requires** annual written reviews of a student's progress through the program until the student has achieved candidacy. Some programs evaluate students after every semester. Students are encouraged to meet with their advisors and/or area heads to discuss reviews of their performances. The University requires a high level of scholarship, and any course grade of less than “B” or less than “Satisfactory” is not considered adequate. Courses resulting in a grade of

“B-”, “C+”, “C”, or “C-” - may be repeated once, with the higher grade counting. Courses in which grades of “D” or “F” or “Unsatisfactory” are received must be repeated satisfactorily. Apart from Grade Point Average requirements (see sections, III. B. 5., V.E., and VI. B. 1. above), **two grades of "B-" or below in different courses results in automatic termination from the program.** (Obtaining a second grade of "B-" or below through repeating a course, does not count as a second "B-" or below, and does not result in automatic termination from the program.)

Grade Point Averages for purposes of evaluation for Level 2 status and academic probation will be computed on all graduate courses except independent study courses and thesis/dissertation credits.

Probation and termination from the Program may result from poor grades or from performance or conduct related to professional training. A student on probation will receive a letter from the Director of Graduate Studies warning of the consequences if remediation is not undertaken immediately. This letter will inform the student that she or he is required to be advised by a special committee consisting of three faculty members at least two of whom must be faculty in the student's Specialty Area. This committee will meet regularly with the student, make recommendations, provide support, guide the remediation process, and provide a written report of its activities to the Graduate Committee. Included in this written report will be a clear statement about what the student must do to satisfy the conditions required for being removed from probation (returning to good standing). **This written report must be received by the Director of Graduate Studies and the Graduate Committee no later than the end of the first semester of the student's probationary period.** If a student is not off probation within 12 months, she or he will automatically be terminated from the program. A student whose cumulative grade point average falls below 3.0 will not be placed on probation until s/he completes 12 credits or two semesters, whichever comes first.

C. Continuous Registration Policy

The University has had a continuous registration policy for graduate students since early in the twentieth century. All graduate students are required to register for courses and to pay the associated tuition and fees each semester, not including summer and winter sessions, until they have received their degrees. The University may grant waivers of this regulation for pre-candidacy students who make cogent requests for waivers of registration and fees (for students who will be away from the area and not working on their degrees). A waiver of registration will not stop the time-to-degree clock.

D. Leaves of Absence

The University may grant leaves of absence for all graduate students who need to interrupt their studies for childbearing, adoption, dependency care or illness. A leave of absence will stop the time-to-degree clock. Students who have advanced to candidacy may apply for leaves of absence.

1. Procedure. Leaves of absence must be approved by the student's advisor, the specialty area, and the Graduate Committee. The request for a leave of absence must be submitted in writing to the Director of Graduate Studies. The request must state the

reason that the leave is being requested and when the student intends to return.

3. Time Limitation. A leave of absence will be granted only to students who are in good academic standing. Except for unusual circumstances (e.g. military service), requests will be granted for only one year. If a student fails to return after the specified period of time, he or she must then reapply for graduate admission. At that time, the student's specialty area and the Director of Graduate Studies will reexamine the credentials of the candidate and determine whether to readmit the student.

E. Use of Human Subjects

Any research project involving the use of human subjects performed by anyone affiliated with the University of Maryland or using individuals as subjects or participants as a consequence of their being affiliated with the University is **required** to have the specific prior approval of the Institutional Review Board (IRB; see www.umresearch.umd.edu/IRB/). The Department maintains a Human Subjects Review Committee whose work is coordinated with the IRB.

F. Standards of Ethical, Professional and Scientific Conduct

The Department of Psychology is committed to increasing scientific understanding of human and animal behavior. While pursuing this endeavor, faculty and students in the Department must protect the welfare of all their experimental participants. The Department places the highest value on objectivity and integrity in the conduct of scientific experiments and the delivery of services. While not exhaustive, the following specific principles must be adhered to:

1. Misrepresentation. Faculty and students at all times must avoid misrepresentation of their own professional qualifications, affiliations, and purposes, and those of the institutions and associations with which they are associated. This proscription of misrepresentation also applies to data. Intentional misrepresentation of data at scientific meetings, in abstracts intended for presentation at scientific meetings, or in publications, will result in automatic dismissal from the program.
2. Publication and Research Credit. Credit is assigned to those who have contributed to a publication, in proportion to their contribution. The faculty requires that students enrolled in the Psychology Department who wish to present their papers at professional meetings, or publish them in professional journals, must provide a copy of the paper to their Research Advisor or to the head of their specialty area for review. It is the student's responsibility to ensure that work done at or supported by the University of Maryland and presented at public meetings or published in a journal, gives proper credit to the University of Maryland and all collaborators, advisors, and grants that supported the work.
3. Plagiarism. The guidelines for dealing with plagiarism have been established by the University. Students who have been found to plagiarize others' work will be referred to the University's Office of Student Conduct.

Most major scientific societies have published guidelines covering accepted ethical practices.

Guidelines published by the American Psychological Association, the Society for Neuroscience, and the Animal Behavior Society should be particularly helpful.

G. Requirement for Maintaining a Primary Advisor

All students are assigned a primary advisor upon admission to the PhD program. Although students typically remain with their assigned advisor throughout their graduate careers, there are occasions in which students may need to switch advisors. These occasions include, but are not limited to, cases in which (a) the student discovers that his or her interest do not fit with their assigned advisor, (b) the faculty member decides to terminate his or her role as primary advisor, or (c) the death or departure of the faculty member from the university. Requests for termination of the student-advisor relationship by either party shall be made in writing to the Director of Graduate Studies, and a written notice of termination shall be provided to both the advisor and the student by the end of the semester in which the request for termination is made. The student is required to secure the commitment of a new advisor within 4 months of the notice of termination. Failure to obtain a new advisor is grounds for termination from the program.

H. Grievance Procedures

(See APPENDIX A-Page 37 for the detailed grievance process)

Students occasionally experience problems with certain aspects of the graduate program or sometimes with individual faculty members. Students should be aware that the faculty supports and encourages the student's right to express concerns and seek a resolution of such problems. The student is encouraged to discuss these problems first with her or his advisor or the specialty area head. If further appeal is necessary, the student can bring the matter to the attention of the Director of Graduate Studies and/or the Department Chair. If problems cannot be resolved within the Department, the student may pursue grievances in the Graduate School, which has a set of grievance procedures. Graduate students can talk to an ombudsperson located in the Graduate School to discuss any topic/question. A student does not have to wait until the final stage of the grievance procedures to speak to the ombudsperson. Indeed, it is encouraged to talk to the ombudsperson at the beginning of any issue.

XI. Financial Support

A. General Information

Assistantships are reevaluated each semester. This is a difficult process which requires balancing the needs of the teaching programs and of the graduate students. It is important to know what students' plans are for each semester so that the Department can arrange to support as many students as possible. Students presently in the program who are in good academic standing and who have performed well in their previous assignments are given priority for new assignments. The Department attempts to honor all requests for assignments but cannot always meet each specific request. Due to the limited number of financial stipends available, graduate students are considered eligible for financial support for a period of five years. Students are encouraged to seek external funding (e.g., for predoctoral fellowships).

B. Commitment to an Assistantship

If a student indicates that she or he desires an assistantship, the Department considers that a commitment from the student unless the student indicates otherwise. Occasionally, students have resigned from an assistantship without prior warning. Such behavior places the program in a difficult position and leads the undergraduate students in these classes to question our concern for their education. When there are emergency reasons for late resignations (medical, etc.), the Department would appreciate being informed as early as possible. If students who are already committed to an assistantship find another position that may advance them more rapidly toward major educational objectives, they must obtain the permission of their advisor and the Director of Graduate Studies before breaking a commitment to an assistantship. Ordinarily, permission will be granted to drop an assistantship if there is a suitable replacement available.

C. Assignment of Assistantships to Students on Probation

All departmental awards for student support will be withheld from students on probation until all students in good standing have been assigned. Students on probation will then be assigned appointments in order of their overall standing in the Department. Judgments on these issues will be made by the Director of Graduate Studies in consultation with the student's specialty area.

XII. Graduate Student Employment Guidelines

A. Full-Time Status Requirement

All students are expected to be full-time students. "Full-time" is defined by University policy (see Section IX.A.), and is calculated on a unit/credit hour formula. In addition to course work, the Department also requires attendance at all relevant meetings and the conduct of scientific research in collaboration with, or under the advisement of, members of the faculty. For students who have not yet been admitted to Level 2 of the doctoral program, full-time ordinarily means taking 9 or 10 credit hours per semester. Specialty areas may have other specific requirements.

B. Extra Work

Only graduate students admitted to doctoral candidacy may seek extra assistantship work opportunities both on and off campus. However, acceptance of any such job must not interfere with normal progress toward the degree. To ensure the student's progress, all students must have requests for outside employment approved by their advisor and their specialty area. In addition, the acceptance of any job by virtue of a student's status as an advanced graduate student and requiring professional skills and judgments must be consistent with the following regulations:

1. State certification and licensing regulations.
2. American Psychological Association (APA) Code of Ethics.
3. Guidelines established by the agency (e.g. National Institute of Health, National Science Foundation, University of Maryland) that provides the student's primary

source of support (i.e., teaching assistantship, research assistantship, fellowship or traineeship).

4. Any restrictions specific to the student's specialty area.

NOTE: While summer job opportunities do not affect a student's full-time status, it should be noted that employment of graduate students from the Department of Psychology in their capacity as professionals must still be consistent with regulations governing state certification, the APA ethics code, and various agency guidelines, and must be approved by the specialty area. Thus, students should check summer employment opportunities with their advisors.

C. Guidelines for Employment in More Than One Position

1. Graduate Teaching Assistants may not engage in outside employment without the approval of their specialty area.
2. Graduate Teaching Assistants who are permitted to hold more than one position on campus may do so only if payment for the second position comes from Labor and Assistants Accounts. This is necessary to avoid numerous complications concerning fringe benefits. For such individuals, the only fringe benefits allowable are those associated with the Graduate Teaching Assistantship.

XIII. Guidelines for Graduate Student Instructors and Faculty Sponsors

A. Background and Rationale

Advanced graduate students often have the opportunity to teach classes. Experience has shown that these circumstances can, in isolated instances, lead to misunderstandings as to how the variety of responsibilities concerned with teaching a given course are distributed. The following guidelines clarify the arrangements.

B. Initiating a Special Teaching Assignment

1. Teaching responsibilities are assigned by the Director of Undergraduate Studies. When the need arises for instructors who are not part of the regular faculty, specialty areas may suggest graduate students who are qualified to be instructors. The Director of Undergraduate Studies, after consultation with the Specialty Area, Graduate Office and the student's Advisor, will select and appoint the instructor.
2. The graduate student should have been admitted to Level 3 of the Graduate Program and have approval of the specialty area.
3. The graduate student has to have successfully completed Psyc 798B, The Teaching of Psychology, in order to teach.

C. Arrangement of the Appointment

1. Appointed instructors are fully responsible for:
 - a) Meeting all scheduled classes including test days and the final exam;
 - b) Constructing and administering all tests;
 - c) Making all assignments;
 - d) Maintaining records for grading the students in the course.
 - e) Turning in all grades, which are the property of the Department, to the Undergraduate Office at the end of the semester.
2. Although a Graduate Assistant may be assigned to help with these responsibilities, the instructor is the administrator in charge and is responsible for carrying them out.

D. Faculty Sponsors

In the cases where graduate students are assigned as Instructors, University regulations require that the Chair designate a faculty sponsor. The person so designated should be a regular faculty member specifically familiar with the course assigned to the Instructor. The activities of the faculty sponsor will include:

1. Review with the instructor the tradition of the course with respect to scope, level of difficulty, and teaching format;
2. Review the syllabus, text selection, assignments, testing, and grading procedures proposed by the instructor before classes begin;
3. Advise the instructor concerning registration problems, such as approving adds, course management, etc;
4. Verify that individual grades are appropriately assigned at the conclusion of the course.

E. Graduate Assistant Supervision

On some occasions it is necessary to assign teaching assistants to a large course taught by a graduate instructor. This arrangement requires special attention on the part of the faculty sponsor. He or she should assist the instructor in clarifying for the teaching assistant what expectations the instructor has for the assistant's contribution. The following questions should be addressed:

1. What office hours are to be kept by the instructor and by the assistant?
2. What scoring or grading policies are left to the judgment of the assistant?

3. What class attendance requirements does the instructor have for the assistant?
4. Are there special scheduling problems in the assistant's semester calendar that should be taken into account in scheduling exams, scoring of exams, or lectures the instructor would ask the assistant to give?
5. What are the arrangements concerning policies, formats and construction of exams?
6. What regularly scheduled meeting times are arranged for the instructor and assistant to discuss routine problems?
7. If term papers or laboratory reports are assigned to the students, who will be responsible for grading and who will set the grading criteria?
8. Who is responsible for the record keeping of the course?
9. What policies does the instructor have regarding the assistant's points of disagreement with the course content and administration? What understandings do the instructor and the assistant have with regard to expressing these differences to the students of the course?

XIV. Guidelines for University College Teaching by Graduate Students

Graduate students may occasionally be permitted to teach University College courses. In order to be eligible to teach courses, students must have passed the comprehensive exam. They must also obtain approval from their specialty area and of the specialty area in which a requested course is offered.

XV. Graduate Student Records

A. Student File

The Graduate Administrative Assistant maintains a file on each graduate student in the program. Records of course work, forms submitted for degrees, letters of recommendation, etc. are kept in the file. Students are free to review all materials in the file, except for letters of recommendation for which they waived their access.

B. Update of Student Files

In order to keep these files up to date, students are encouraged to review periodically and update information in the file.

XVI. Building Privileges, Security, and Individual Responsibilities

The privileges of using the Department's facilities and equipment involve certain responsibilities for building security and care of the facilities and equipment.

A. Privileges Regarding Keys

A key to any research room or office is assigned to a specific student. The student is not to lend the key or make the assigned facilities available to anyone else without obtaining advance approval from the Department Chair or his or her designee. When leaving, students are to ensure that rooms are locked. Do not permit unauthorized persons to enter the building or remain in it after hours or on weekends. Students must not make copies of any keys and they must return all University keys as soon as they no longer have an official status in the Department.

B. Equipment

Apparatus, equipment, and tools may not be removed from the building for personal use, nor are they to be removed from room to room without advance approval of the Chair or his or her designee. If any item of equipment is damaged or found to be damaged or missing, the matter should be reported to the research supervisor and the Director of Facilities (Tony Chan). Repairs or replacements can then be ordered without delay.

C. Office Space

As long as space is available, all graduate students will be assigned office space. Requests for office and research space should be submitted to the Director of Undergraduate Studies.

XVII. Department Colloquia

Colloquia are held several times each year. At these colloquia, speakers from the University and from other institutions and organizations report on a variety of research activities. Each presentation is followed by a discussion period. Colloquia provide excellent opportunities for faculty and graduate students to come together for intellectual discussion. Regular attendance is strongly encouraged.

XVIII. Psychology Associations

A. Professional Associations

We recommend that graduate students join and participate in local, area, and national psychological associations. These include the American Psychological Association, the American Psychological Society, the Eastern Psychological Association, the Maryland Psychological Association, and the District of Columbia Psychological Association, as well as associations and societies from students' own specific fields of study. The MPA and the DCPA

are local and have several meetings during the year. The APA, EPA and APS meet annually. It is an important part of a graduate student's training experience to prepare and present research papers at these types of meetings.

B. Honorary Societies

Students may also benefit from involvement in honorary societies such as Sigma Xi and Psi Chi.

Sigma Xi is a National Honorary Scientific Society of high standards and is dedicated to the encouragement of scientific research. The University of Maryland chapter meets regularly with a varied monthly program, and interested students are invited to all open meetings. Senior graduate students may be nominated for election to Sigma Xi by members of the society; the usual time for such a nomination is when a student has achieved candidacy for the doctorate.

Psi Chi is a National Honorary Society in Psychology, designed primarily for undergraduates, but active involvement by graduate students is welcome. Interesting scholarly meetings, projects, and social events are held regularly. This organization provides an opportunity for graduate students and faculty to become familiar with some of our better undergraduates, who are often interested in serving as research assistants.

XIX. Graduate Student Representation

The faculty seeks graduate student input concerning a variety of departmental operations. Graduate students are frequently represented on such departmental committees as the Graduate Committee and faculty recruiting committees. In addition, the various specialty areas frequently involve students in a variety of ways in the internal operations of their areas. The Department also has an institutional representative to the American Psychological Association of Graduate Students. The APAGS includes all students who hold student affiliate status in APA.

Any graduate student who would like to be involved in these or other departmental committees should express interest to his or her advisor, the head of the specialty area, or the Director of Graduate Studies.

XX. General Regulations

While it is not possible to list all Graduate School requirements, the most important ones are presented together with some of the Department's requirements. All students should familiarize themselves with the Graduate School Catalog and the requirements stated therein.

Forms described below are available from the Graduate Administrative Assistant.

A. Important Graduate School Dates

Each semester the Graduate School publishes a list of important dates in the Schedule of Classes (www.testudo.umd.edu). Students should note carefully the deadlines for submission of theses, various forms, etc. All forms are located at <https://gradschool.umd.edu/forms>.

Requirements relating to the format and distribution of theses and dissertations and to committee membership are covered in the Graduate Catalog.

B. Master's Degree Requirements

1. Minimum Residence: A residence at this institution of at least two semesters, or the equivalent is required.
2. Forms: Students earning Master's degrees must complete the following forms:
 - a. Application for Graduation Form. This form must be submitted by the date listed in the Schedule of Classes. It usually falls near the beginning of the semester in which the student plans to receive the degree.
 - b. Approved Program Form. This form is to be completed by the student and signed by his or her advisor and the Department's Director of Graduate Studies. The signed form will constitute certification of the completion of (or current registration for) all program requirements. The Master's candidate must complete a total of 30 graduate credit hours. At least 12 credit hours in graduate work must be completed at the University of Maryland, and the candidate must complete 6 credits of PSYC 799. An average grade point average of 3.0 or higher in all major and minor subjects is required. Courses completed with a "D" or "F" must be repeated. (Students should list only a total of 30 credits on this form.) Any course with a grade of "I" (incomplete) must be completed prior to graduation.
 - c. Nomination of Thesis Committee Form. This form is to be completed no later than two months prior to the final defense. A copy of the Human Subjects Approval form or the Animal Care and Use Committee Approval form must accompany the Nomination of Thesis Committee Form if applicable. The committee members must be given a minimum of seven days in which to review the thesis.
 - d. Report of Examining Committee Form. This form is sent to the Graduate Administrative Assistant from the Graduate School once the Committee has been approved, shortly before the final defense. It must be signed by all members of the Committee when all requirements have been successfully completed. The completed form should be returned to the Graduate Administrative Assistant.
 - e. Thesis and Dissertation Electronic Duplication Form. This form should be submitted to the Registrar's Office after you have uploaded your thesis.

C. Ph.D. Degree Requirements

1. Residence. The equivalent of three years of full-time graduate study and research is the minimum required. Of the three years, the equivalent of *at least one year must be spent at the University of Maryland*. All work completed at other institutions that is offered in partial fulfillment of the requirements for the Doctor of Philosophy degree is submitted to the Graduate Council for approval, upon recommendation of the

Department, when the student applies for admission to candidacy.

2. Doctoral Comprehensive Examination. All graduate students in Psychology are required to complete a doctoral comprehensive examination. Procedures for completing the examination and the exam format vary among Specialty Areas. When the graduate student has passed the exam, it is her/his responsibility to complete the Doctoral Comprehensive Examination form and return it to the PSYC Graduate Office.
3. Advancement to Candidacy. The student may apply for candidacy only with the specialty area's approval, and after the student has successfully completed the comprehensive exams. Candidates must be admitted to candidacy at least two semesters (including the semester in which the candidate applies) prior to the conferring of the degree. Each graduate student and advisor must attend carefully to the Department's schedule regarding the deadline for filing the application for candidacy. Students who have not advanced to candidacy will not be registered for Psyc 899.
4. Registration requirements. Graduate students who have been admitted to doctoral candidacy must register for at least six credits of Dissertation Research (PSYC 899) each semester until they have completed their dissertations. A minimum of twelve dissertation credits are required. All students will be registered by the Registrar's Office.
5. Time Limit. The student must complete the entire degree program, including the dissertation and final oral examination, within nine years of matriculation.
6. Dissertation. The Dissertation Committee must consist of a) at least 5 members with a doctoral degree or its equivalent; b) at least 3 Regular Members of the Graduate Faculty, one of whom is the dissertation advisor, who will chair the committee; c) at least one member from the University who is external to the Department and must be a Tenured Regular Member of the Graduate Faculty who serves as the Graduate Dean's Representative.

The committee members must be given at least ten days to read the dissertation before the oral examination is conducted. All members of the dissertation committee who are not Regular Members of the Graduate Faculty must obtain Adjunct or Special status. A Nomination to the Graduate Faculty form must be filled out by the doctoral candidate.

The Graduate School will not approve a committee unless the student has been admitted to candidacy. All members of the committee must be present at the final defense, unless permission from the graduate school has been granted, in writing, for one member to participate via video-conference. The committee must adhere to all university's policies for video-conferencing.

7. Granting of Ph.D. The Ph.D. is granted only upon the demonstration of high attainment in scholarship and the ability to engage in independent research. It is not awarded just for the completion of course and seminar requirements, no matter how

successfully completed.

8. Forms. Candidates for the Ph.D. degree must submit the following forms:
- a. Application for Admission to Candidacy Form. The completed application must be submitted to the Graduate Administrative Assistant for further action and transmission to the Graduate School. The doctoral candidacy form requires the signatures of the dissertation advisor (designated as the Major Advisor), the advisor for minor courses (if applicable), and the Director of Graduate Studies.
 - b. Application for Graduation. Doctoral candidates must submit an Application for the Ph.D. diploma at the beginning of the semester in which they plan to graduate. (See Schedule of Classes for deadline.)
 - c. Nomination of Dissertation Committee Form. This form must be submitted by the third week of the semester in which a doctoral student expects to complete all requirements for the degree, but six weeks prior to the oral examination of a dissertation. (See Schedule of Classes for deadline date.) The completed form, signed by the student's advisor, should be returned to the Graduate Administrative Assistant for submission to the Graduate School.
 - d. Thesis and Dissertation Electronic Duplication Form. This form should be submitted to the Registrar's Office after you have uploaded your dissertation.

XXI. **Specialty Area Programs**

Some specialty areas have prepared guides or handbooks in which area requirements are described. Students should familiarize themselves with these materials.

XXII. **Graduate Student Mentorship Policy**

The department's **Graduate Student Mentorship Policy** outlines our shared commitment to providing meaningful mentorship and advising throughout graduate training. The policy reflects the department's core values and establishes an accountability framework to ensure students receive the guidance and resources needed to succeed.

The policy also includes the **Second Mentor Policy** (see page 4). In addition to their primary research advisor, all Ph.D. students are encouraged to identify a second mentor. This individual serves as an additional source of guidance and support on topics such as navigating graduate school, professional development, and broader academic or career planning. The second mentor is not intended to replace the primary research advisor or serve as a research collaborator.

XXIII. **AI Policy**

The department has adopted an **interim AI policy** for graduate students. Individual program areas will develop their own AI policies for comprehensive examinations; otherwise, the interim policy applies across all graduate programs.

APPENDIX A

GRIEVANCE PROCESS – DEPARTMENT OF PSYCHOLOGY

The Department of Psychology is a scholarly community whose aim is to create an environment conducive to learning. This is accomplished through the promotion of responsibility and encouragement of honesty, integrity, and respect among students, faculty, and staff ensuring that all act in accordance with our behavioral standards while supporting individual rights. We are committed to the principles of truth, objectivity, fairness, honesty, and free inquiry which includes the freedom to express careful and reasoned criticism of data and opinion. As a citizen of the academic community, each member of the Department of Psychology community is expected to assume the obligations of responsible citizenship.

It is the policy of the Department of Psychology to administer conduct standards in a fair, respectful, and equitable manner. We are also committed to serving as an advocate for, and resource to, student victims of crimes, harassment, and other traumatic experiences.

EXISTING POLICIES

It is the policy of the University and the Department of Psychology to maintain the campus as a place of work for faculty, staff, and students, free from all forms of harassment. Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. The University has established policies and reporting processes that address Title IX, sexual misconduct and discrimination. These policies can be found:

- [Sexual Misconduct Policy](#)
- [Non-Discrimination Policy](#)

The University has established policies and grievance processes for students who believe that their academic performance has been unfairly evaluated. For graduate students, the policy/process can be found:

- [Arbitrary and Capricious Grading Policies](#)

In addition, the Graduate Council has established grievance policies and procedures for Graduate Assistants who believe that they have been unfairly treated in respect to their employment and/or duties as a Research, Teaching, or Administrative Graduate Assistant. The policy/procedure can be found:

- [Graduate Assistants Grievance Procedures](#)

This document was adapted from a template created by the UMD Graduate Council.

Last updated: 2/18/20

INFORMAL PROCESS

We believe that it is best to facilitate, with dignity, the resolution of disputes and concerns at the lowest level possible. That is, it is best to attempt a resolution with the parties involved. Students are therefore encouraged to start by seeking advice and mentorship from their advisor. If the student does not feel comfortable discussing the issue(s) with their advisor or if that discussion does not lead to a resolution, they are encouraged to discuss the situation with their area head and/or the Director of Graduate Studies (DGS). Students are also encouraged to document the occurrence of these discussions and any plan(s) to resolve the issue(s) that emerged, for example via a follow-up email sent to the advisor and/or DGS. Involved mentors (advisors, area heads, or the DGS) are encouraged to follow-up as appropriate, for example at their next expectation setting meeting. In some cases, it may be worthwhile to meet regularly to assess progress toward a resolution.

Note that some specialty areas (Clinical and Counseling) have more specific policies in place to assist with informal resolution of grievances; students should therefore consult these area-specific grievance policies when relevant.

To assist with mediation, you may also wish to contact the Graduate Student Ombuds Officer at grad-ombuds@umd.edu or visit <https://gradschool.umd.edu/ombuds-office>.

FORMAL PROCESS

If a graduate student believes that they have experienced treatment that is unethical, grossly unjust, uncivil, or otherwise creates a hostile learning or working environment from a faculty member, a staff member, or another student, the student should attempt to resolve the matters locally, collegially, and informally. If the issue has not been resolved to the graduate student's satisfaction or the treatment cannot be stopped through informal means, the graduate student may elect to file a formal grievance.

The Graduate Council has also established a grievance policy/process for graduate students who have a legitimate dispute or concern not covered by University policies which can be found here:

- [Graduate Student Grievance Policy](#)

If you are unable to achieve a mutually satisfactory resolution informally, then the next step is to initiate the formal grievance process. This process within the Department, conducted in strict confidentiality, is as follows:

Phase 1. The process begins with the filing of a formal grievance with the Director of Graduate Studies:

1. The student shall provide in writing a request to initiate a formal grievance process. This request must contain a clear description of the facts giving rise to the grievance including the following elements: names of the parties involved; date(s), time(s) and location(s) of the actions/incidents; names of witnesses (if any); and the desired resolution of the grievance. The request must be signed.
2. The written grievance must be filed within 60 calendar days from when the incident occurred.
3. The Director of Graduate Studies will conduct an investigation and provide a determination within 30 business days of the filing of the grievance. This

investigation can include interviewing the parties involved and consulting with appropriate campus administrators (such as University Counsel). The decision shall be provided in writing to the parties involved.

4. If the decision is accepted by the parties, the matter is deemed settled. If not, then the decision of the Director of Graduate Studies can be appealed in Phase 2 of the process.

Phase 2. If the resolution proffered by the Director of Graduate Studies is deemed unacceptable, either party can file an appeal with the Department Chair as follows:

1. The appeal process shall be initiated by sending a written appeal to the Chair of the department within 30 calendar days of the announcement of the decision by the Director of Graduate Studies.
2. The written appeal must be signed and include the original description of the facts, a clear explanation of why the party filing the appeal found the outcome(s) of the Director of Graduate Studies proceedings and decision(s) unsatisfactory, and a statement of the desired resolution/remedy.
3. The Chair will acknowledge receipt of the appeal within ten business days of receipt of the written appeal.
4. The Chair will proceed by selecting one of two options:
 - a. The Chair will meet with the parties involved, individually and/or together, before reaching a decision. The Chair can confidentially consult with the appropriate persons who may be knowledgeable about the policies, practices and issues involved. The Chair shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 30 calendar days of receipt of the letter of appeal. The written decision of the Chair will contain a statement of the issues, the Chair's findings of fact, the controlling policy provisions, the Chair's assessment regarding the merits of the grievance, and a disposition of the grievance, including the remedy and/or disciplinary actions.
 - or
 - b. The Chair will convene a panel of two graduate faculty members and one graduate student (or staff person if one of the parties is a member of the staff) to confidentially review the matter and make a recommendation to the Chair. The panel should conduct its review in an impartial and unbiased manner. The Chair will provide a copy of the letter of appeal and other documentation as appropriate. The panel will offer to meet with the parties involved, individually and/or together, before reaching a decision. The panel can confidentially consult with the appropriate persons who may be knowledgeable about the policies, practices and issues involved. The panel shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 30 calendar days of receipt of the letter of appeal. The written report of the panel will contain a statement of the issues, the panel's findings of fact, the controlling policy provisions, the panel's assessment regarding the merits of the grievance, and a recommended disposition of the grievance, including a suggested remedy and/or disciplinary actions. The Chair shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 15 calendar days of receipt of the panel's report.

5. If the decision is accepted by the parties, the matter is deemed settled. If not, then the decision of the Chair can be appealed in Phase 3 of the process.

Phase 3. If the resolution proffered by the Chair of the department is deemed unacceptable, either party can file an appeal with the Dean of the College as follows:

1. The appeal process shall be initiated by sending a written appeal to the Dean of the College within 30 calendar days of the announcement of the decision by the Chair of the Department.
2. The written appeal must be signed and include the original description of the facts, a clear explanation of why the party filing the appeal found the outcome(s) of both the Director of Graduate Studies and Chair proceedings and decision(s) unsatisfactory, and a statement of the desired resolution/remedy.
3. The Dean of the College will acknowledge receipt of the appeal within ten business days of receipt of the written appeal.
4. The Dean of the College (or designee) will proceed with one of two options:
 - c. The Dean or his/her designee will meet with the parties involved, individually and/or together, before reaching a decision. The Dean or his/her designee can confidentially consult with the appropriate persons who may be knowledgeable about the policies, practices and issues involved. The Dean or his/her designee shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 30 calendar days of receipt of the letter of appeal. The written decision of the Dean or his/her designee will contain a statement of the issues, the Dean's or his/her designee's findings of fact, the controlling policy provisions, the Chair's assessment regarding the merits of the grievance, and a disposition of the grievance, including the remedy and/or disciplinary actions. or
 - d. The Dean or his/her designee will convene a panel of two graduate faculty members and one graduate student (or staff person if one of the parties is a member of the staff) to confidentially review the matter and make a recommendation to the Dean or his/her designee. The panel will conduct its review in an impartial and unbiased manner. The Dean or his/her designee will provide a copy of the letter of appeal and other documentation as appropriate. The panel will offer to meet with the parties involved, individually and/or together, before reaching a decision. The panel can confidentially consult with the appropriate persons who may be knowledgeable about the policies, practices and issues involved. The panel shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 30 calendar days of receipt of the letter of appeal. The written report of the panel will contain a statement of the issues, the panel's findings of fact, the controlling policy provisions, the panel's assessment regarding the merits of the grievance, and a recommended disposition of the grievance, including a suggested remedy and/or disciplinary actions. The Dean or his/her designee shall endeavor to convey a written decision and, where appropriate, the remedy, to the parties involved within 15 calendar days of receipt of the panel's report.
5. If the decision is accepted by the parties, the matter is deemed settled. If not, then the decision of the Dean can be appealed to the Dean of the Graduate School as set forth in graduate policy (discussed above).

In the instance that one of the parties involved in the grievance is either the Director of Graduate Studies or the Chair of the Department, the student may file the grievance with the Dean of the College. If the Dean is a party to the grievance, the student may file the grievance directly with the Dean of the Graduate School.

Remedies suggested by the filing party must be reasonable and within actions that can be taken in accordance with university policy and appropriate statutes. The Department will endeavor to reach a just and equitable resolution in each case.

Within limitations that govern an ordered intellectual community, the Department of Psychology accords its members freedom of inquiry, expression and action. Along with this freedom, is the obligation to do so responsibly. When that bond is broken, we are committed to addressing the issues and concerns as outlined above.