BEHAVIORAL SCIENCE PROGRAM HANDBOOK

DEPARTMENT OF PSYCHOLOGY

University of Rhode Island

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Introduction

The purpose of the *Behavioral Science Program Handbook* is to serve as a source of information and as a guide for students about how to progress successfully through the program. The handbook describes important policies and procedures in the *Behavioral Science* Program, as well as those of the Psychology Department.

Although this handbook is meant to serve as a guide, it is not the only important source of information or ultimate authority, particularly for policies originating beyond the department. Program and department policies and guidelines usually elaborate upon Graduate School policy. Relevant policies from the University Graduate School, which pertain to all graduate students across the university regardless of department or program, are mentioned and referenced. When policies are included or summarized from the *URI Graduate Student Manual* (URI-GSM), the appropriate section number is cited.

The *Handbook* gives detailed information on responsibilities of Major Professors and program committees, examination procedures, preparation of theses and dissertations, academic standards, and the Graduate Student Academic Appeals System. As a graduate student, you are responsible for following all policies and guidelines set forth in the *University of Rhode Island Undergraduate and Graduate Catalog*, http://web.uri.edu/catalog/, as well as the *Graduate Student Manual,* http://web.uri.edu/graduate-manual/. Information or questions regarding these policies should be directed to the Graduate School, second floor of Quinn Hall, 401-874-2262.

Our policies and requirements have been developed over the years by various faculty and student committees to meet the needs of the program, department, and graduate school, and these policies will continue to evolve. We hope this Handbook will prove useful, and we welcome suggestions for improvements to make it more so. Please send comments or suggestions to improve the manual to the Behavioral Science Program Director(s). However, please keep in mind that, along with your major professor, you are ultimately responsible for your graduate education and therefore you should make every effort to keep informed about all current policies, procedures, and deadlines that apply to fulfilling the requirements for your degree.

1. Psychology Department

Psychology Department Web Page: http://web.uri.edu/psychology/

The Psychology Department is located within the College of Health Sciences. The department has over 20 tenure track faculty members and additional special instructors, practicum supervisors, research faculty and other teaching faculty; over 1000 undergraduate majors; and over 70 graduate students. The department offers training leading to the Ph.D. in two areas: clinical psychology and behavioral science. The Psychology Department is the only source of doctoral level training in applied psychology available in Rhode Island, and its combined doctoral programs represent one of the largest Ph.D. programs at the University. The URI Behavioral Science Ph.D. Program has a common set of requirements, policies and objectives with the Department of Psychology. The Psychology Department is the largest department within the College of Health Sciences, and offers four interdependent degree granting programs: (a) undergraduate BA and BS degrees in Psychology, (b) a Ph.D. in Psychology, with two specialty program areas of concentration: Clinical Psychology and Behavioral Science, and (c) a M.A. in Mental Health Counseling. Faculty in the Psychology Department affiliate with one of the two graduate Ph.D. program areas (i.e., Clinical or Behavioral Science). These programs collaborate to provide teaching and training for the graduate and undergraduate degree programs.

1.1 Psychology Department Mission

Psychology is an energetic and productive department and is committed to excellence in education, research and service. Both the undergraduate and graduate programs have been described by the highest-ranking administrative officers of the University as excellent and are generally considered to be among the most outstanding programs at the University.

The Psychology Department Mission is:

> To *generate* knowledge of basic psychological processes and contextual influences on psychological and physical functioning;
>
> To *apply* knowledge to promote health and welfare in a pluralistic society by enhancing the functioning of individuals and social systems;
>
> To *translate* knowledge into science-based programs, policies, and professional practices responsive to societal needs; and
>
> To *transmit* knowledge through educational programs that inform individual development, provide understanding of human behavior, and prepare scientist-practitioners to become future leaders and innovators.

In accomplishing this mission, we…

> *Value* the fundamental rights, dignity, and worth of all people in achieving our goal to create a climate of understanding and respect among diverse individuals;

Respect cultural, individual, and role differences due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomics;

Commit to fostering and integrating multiculturalism at both a didactic and personal level; and

Promote conflict resolution in a just and responsible fashion that avoids or minimizes harm while respecting the rights of all individuals.

1.2 Interdisciplinary Focus Areas

The Department has special strength in several interest areas that involve faculty and graduate students from our Ph.D. programs. Students in the Behavioral Science Program are encouraged to explore opportunities in **at least one** of these interest areas, which represent promising avenues for professional development. Many Behavioral Science students develop a program of study and related activities reflecting two or more of these areas. A focus is achieved by taking 3-4 courses in the area, completing an applied experience in the area, and conducting research (thesis and/or dissertation) in the area. For additional information, please also see: https://web.uri.edu/psychology/academics/

Research Methodology. Training in quantitative methods, evaluation research, experimental and quasi-experimental designs, research consulting, data management, and programming for research applications is emphasized. Specialized courses and practica prepare students for academic, institutional, or applied positions in the private sector. There is emphasis on applications to real-world problems (e.g., health behavior change, multicultural issues, addictions research and community prevention).

Multicultural. Training in antecedents and consequences of gender, sex, sexual orientation, class, and ethnic similarities and differences through the life span is emphasized. Preparation for a multicultural focus includes courses, applied experiences, and research which together address the pillars of multicultural competence: awareness, knowledge, and skills.

Health Psychology. Training focuses on environmental, physiological, interpersonal, and community factors associated with illness and health, as well as behavioral and community-based strategies to promote health. Specific interests include basic research on the etiological factors related to harmful health behaviors as well as on the development and evaluation of interventions for harm reduction and prevention.

Neuropsychology. Training focuses on preparation for the successful pursuit of internships and postdoctoral fellowships that lead to careers in a variety of capacities and settings, including: academia, medical and psychiatric clinics, forensics, hospital settings, inpatient psychiatric facilities, rehabilitation programs, research settings, and schools, among others. Specific interests include Assessment, Clinical Decision Making, Cognitive Psychology, Psychometrics, Physiological Psychology, and Psychopathology and Exceptionalities.

Child/Developmental/Family. Training emphasizes the development of competent scientists and practitioners interested in the investigation of child/family/developmental issues and the application of research to practice. A broad array of topics in human development throughout the lifespan from early childhood to senior populations are of relevance with special foci on well-being, anxiety, family, school, and applied longitudinal designs and analysis.

2. Description of the Behavioral Science Program

Behavioral Science Program Web Page:
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/

The program in Behavioral Science was established as Experimental Psychology in 1970, but changed the program name to Behavioral Science in 2006 to reflect the contemporary contributions and focus of psychology, inclusive of interdisciplinary specialization and a greater focus on population and public health issues. A list of tenure-track faculty members and research faculty members can be found on the program webpage. The major emphasis of the program is the development and training of skilled doctoral level researchers. We expect that everything you do with a degree in this program will reflect not only methodological sophistication, but also a rich understanding of the role of empirical work as a basis for theory development, policy, and action. For students with graduate research assistantships, there are many opportunities for "hands on" research experience prior to and beyond the required thesis and dissertation. Students are strongly urged to gain additional research experience in field settings beyond the laboratory. In many cases this will necessitate the development of skills in research consultation, program design, workshop development, and/or other areas of application linked to the content and methods of research in psychology and related fields. Many students in our program also aspire to make teaching a part of their professional identity. Our program provides multiple useful ways to prepare for this role.

Because our program recognizes the important role of diverse cultural influences on human development and behavior, we believe that understanding the relations between culture and behavior is essential to effective and meaningful professional practice and research. Thus, an appreciation for diversity is fostered and stressed through multiple channels such as formal coursework, supervised research experience, colloquia, and practica. Many courses include required readings and class discussions about multicultural perspectives and diversity. Furthermore, to ensure that our students receive the benefit of this emphasis, the department has established a requirement that all students attain a basic level of multicultural competence in three areas: content knowledge, research, and practice.

The Ph.D. program has five program goals:

- Provide a rigorous base of both broad knowledge and specialized expertise in psychology, including data analytic and methodological skills
- Prepare graduates for employment in diverse professional roles, including academic research/teaching, industry, and as evaluation specialists in public service and policy settings
- Develop graduates' excellence in research communication, including both scholarly writing and oral presentation.
- Foster ongoing growth in multicultural competence.
- Equip graduates for effective professional functioning across teaching, research, and service domains.

3. Getting Started

3.1 Email, Student Mailboxes, and Google Groups

It is critical for students to be part of the ongoing life of the department – to keep abreast of news, learn of available funding opportunities, become informed of deadlines, learn about newly published research or research in the news, and generally participate in conversations about ongoing issues. Information is conveyed to students through various email groups and departmental mail. There are student mailboxes, organized alphabetically in Chafee 301.

Once officially matriculated by the Graduate School, students receive a computer account ID and password that allows them access to their URI e-mail and URI E-campus. Students will find the procedure for setting up their ID via a link from the URI e-campus home page. You can change your originally assigned password. Call the URI ITS Service Desk at 401-874-4357 or access https://its.uri.edu/it-organization/it-service-desk/ for more information.

There are various Google groups that you may be assigned to. These are listed below. Department administrators assign you to these groups, but if you do not receive any emails, please make sure that you are, at minimum, assigned to #1, #2, and #5.

1. All Psychology Department
chs-psychology-group@uri.edu (Includes psychology faculty, PhD graduate students and MBHC masters students)

2. CHS Psy Grad Students
chs-psychology-graduate-students-group@uri.edu (Includes psychology PhD graduate students)

3. CHS Psychology Faculty
chs-psychology-faculty-group@uri.edu (Includes psychology faculty)

4. CHS Psy Beh Sci Faculty
chs-psychology-behavioral-science-faculty-group@uri.edu (Includes Behavioral Science faculty)

5. CHS Psy Beh Sci
chs-psychology-behavioral-science-group@uri.edu (Includes Behavioral Science faculty and Behavioral Science PhD students).

6. CHS PSY Clin Program
chs-psychology-clinical-program-group@uri.edu (Includes Clinical Psychology faculty and Clinical Psychology PhD students)

7 CHS Psy Clin Program Faculty
chs-psychology-clinical-program-faculty-group@uri.edu (Includes Clinical Psychology faculty)

8. CHS Psy Masters in Mental and Behavioral Health
chs-psy-mbhc-group@uri.edu (Includes MBHC masters students)

3.2 Faculty Advisor and Major Professor

Advisor
In accordance with graduate school procedures, students will be assigned an advisor before taking courses. The adviser will assist the student in the selection of courses to be taken the first semester, and usually by the end of the first semester, in the selection of the major professor. Typically, your advisor will serve as your Major Professor.

Major Professor
It is your Major Professor who will guide and advise you throughout your program of study. The Major Professor, chosen by you, "has overall responsibility for overseeing the student's training" (URI-GSM 8.31), and serves as chairperson of your program committee.

Your Major Professor typically guides and supervises your research, assists in planning your professional development goals, supervises and supports some of your teaching and practicum experiences, helps you organize and prepare for comprehensive exams, and facilitates your movement past the various milestones involved in successful navigation through Graduate School ((https://web.uri.edu/graduate-manual/). In the unlikely event that your Major Professor is outside the Behavioral Science Program, a full-time departmental faculty member within the Behavioral Science Program should serve as your Program Advisor or Co-Major Professor to support fulfillment of program requirements. As your professional interests mature and/or change, you may decide to change your Major Professor, with the concurrence of your committee and the Department Chairperson (conveyed in writing to the Dean of the Graduate School).

Students are encouraged to interact with different faculty members in a multiple mentoring model; for example, while you do research with your major professor you might also do a teaching practicum or participate in research or writing projects with another professor.

Expectations for Faculty Advisors and Major Professors:

Serving as faculty advisors and major professors is an expected and important element of tenure-track faculty members' workload. Research faculty are not typically expected to serve as faculty advisors and major professors but may elect to do so. As detailed under "Coursework" there are several course listings under which students can enroll with faculty serving as advisors, major professors, or for supervised or collaborative research. These include: Master's Thesis Research (PSY 599), Collaborative Research in Psychology (PSY 615), Directed Readings and Research Problems (PSY 692/693), Teaching Practicum (PSY 696) and Dissertation Research (PSY 699). Students enrolled in these courses or working with faculty should typically expect to meet regularly (e.g., weekly or bi-weekly) to facilitate progress and should generally expect timely feedback (e.g., two weeks or less) on work products such as proposal and manuscript drafts. Conversations to clarify expectations for faculty and students related to these and other supervisory and collaborative relationships are critically important and given the inherent power differential between faculty and students, faculty members have primary responsibility for initiating and revisiting these conversations. Faculty members also have a responsibility to be mindful of potential conflicts of interest that may occur across multiple roles with students (e.g.,

major professor and research supervisor on a funded grant) and to act in accordance with the student's best interests. In instances where difficulties arise, the student and faculty member should seek input from the Program Director(s) and, if necessary, the Department Chair. The Department has a conflict resolution document on procedures here that is posted to the program's Brightspace page.

3.3 Program of Study

The purpose of the program of study is to ensure that students, at an early stage in their graduate study, organize coherent, individualized plans for their course work and research activities. Students must submit a Program of Study as soon as is practicable, but no later than the end of the third semester of their enrollment as a full time student or by the end of the fourth semester of enrollment as a part-time student. Failure to submit a Program of Study during this period may result in enrollment blocks or suspension of graduate study until such a program is submitted. Signatures required are indicated on the Graduate School Program of Study form, and currently include those of the student, major professor, and Graduate Program Director or Department Chair. The Program of Study includes courses that are to be taken for program credit (see Section 9.20 for course distribution requirements), and those that are to be taken without program credit to remedy deficiencies, or for the student's personal satisfaction. After a program of study has been approved, changes can be made by submitting a new Program of Study for approval to the Dean of the Graduate School, signed by the student, major professor, and Graduate Program Director or Department Chair. Forms to be used for submitting the Program of Study are available at the Graduate School website (www.uri.edu/gsadmis/). Doctoral students entering without a previous graduate degree should develop a program of study for the Master of Arts degree first.

Although Departmental and Program requirements determine some of the curriculum, each student's program of study should be individually developed depending on previously earned degrees, prior graduate credits earned, professional goals, and special interests.

Prior to completing this form, consult with your Major Professor and the "Notes for Program of Study Form". This document is on the faculty shared drive and can be shared with students. Some main points to remember include that only 30 credits can count towards your masters credits and 60 towards your PhD. Caps in course credits are noted in this document (e.g., 6 credits for 599). You can register for as many credits as you would like to, but only a maximum number of these credits can apply to your degree. Thus, you could take 9 credits of 599 for your masters' thesis research, but only 6 will count towards the 30 required credits.

The required digital form is available at the Graduate School webpage:
http://web.uri.edu/graduate-school/forms/

3.4 Ph.D. Credit Requirements

The number of credits required depends on the program of studies and the preparation of the individual student. In Psychology, each candidate shall complete an approved program of studies with a minimum of 90 credit hours. At least 42 of these credits must be taken at the University of Rhode Island. For students with a Master's degree in the same or closely related area, up to 30

credits may be transferred from another accredited institution. Students who have graduate level credits from another institution but who did not have a master's degree may be allowed to transfer 20% of the required courses if they are pertinent to the field and discipline in which the degree is to be taken. In Psychology, only six credits of core courses (numbered 600-609) may be waived no matter how many are transferred. Doctoral candidates cannot transfer courses taken more than seven years before registration. Additional information on transferring credits and waiving core courses is provided in Section 9.1 of this document.

There are limits to the total number of credits for some courses over the student's graduate program that will be counted toward the required 90 credit minimum required for the Ph.D. As January 2026, the course specific credit hour limits are:

PSY599:	up to 6
PSY699:	up to 18
PSY670:	up to 12
PSY692:	up to 12 credits (taken in 3 credit increments)
PSY693:	up to 12 credits (taken in 3 credit increments)
PSY696:	up to 3
PSY615:	up to 24
PSY690:	up to 24

The number of credits taken in any one semester can vary depending on student needs and task requirements, but such arrangements should be agreed upon in consultation with the student's major professor and other faculty involved. Students should check the current URI online course catalog for the most up to date information about courses and credit requirements.

3.5 Coursework

For the Behavioral Science Ph.D. Program, course requirements can be conceptualized as a three-by-two matrix, with three areas of study: research methodology, psychological science content, and professional applications. For each of these areas there are two levels of exposure: general and specialized.

A brief description of the coursework is available on the Psychology Department website. http://web.uri.edu/psychology/behavioral-science-curriculum/.

The University's Online Catalog, available from the URI website, provides the most up-to-date complete course descriptions.

3.6 Sample Schedule

The following course sequence (See Table 1) provides an example of a commonly followed course schedule over 5 years. It is important to note there are many reasons why this schedule may need to be tailored to meet the individual needs of each student. Behavioral Science students often take elective courses offered by other URI graduate programs for training in content and methodology areas that can broaden and complement the offerings of the Psychology

Department. Students holding University assistantships are considered full-time with 6 credits per semester (but can enroll up to 12 credits or 3 graduate credits for approved ABD Status), whereas students without assistantships must enroll in at least 9 credits per semester to maintain full-time status. Various loan programs may have their own definitions of full-time status.

Table 1 Sample Schedule

	FALL	**SPRING**
YEAR I	PSY 532 Experimental Design	PSY 533 Adv. Quant. Methods
	PSY 600-609: 1 course	PSY 600-609: 1 course
	PSY 615 Orientation to Behavioral Science (1cr.)	
	PSY 692 Directed Readings & Research Probs	PSY 692 Directed Readings & Research Probs
	Elective course	Elective course
YEAR II	PSY 599 Master's Thesis (optional)(1-3 cr.)	PSY 599 Master's Thesis (3 cr.)
	PSY 600-609: 1 course	PSY 600-609: 1 course
	PSY 611 Meth of Psy Research & Design	Research Meth/Content Elective or Multicultural Course
	Elective course(s)	PSY 696 Practicum – Teaching Psy
		Elective course(s)
YEAR III	PSY 599 Master's Thesis (defense) (1-3 cr.)	PSY 693 Dir Read & Res Probs (comps prep)
	Research Meth / Two additional courses: content elective or multicultural course	Research Meth / Two additional courses: content elective or multicultural course
	Elective course(s)	Elective course(s)
YEAR IV	PSY 693 Dir Read & Res Probs (comps)	
	PSY 699 Dissertation (3-6 cr.)	PSY 699 Dissertation (proposal) (3-6 cr.)
	Elective course(s)	Elective course(s)
YEAR V	PSY 670B Field Exp (Res Practicum)	PSY 699 Dissertation (defense) (1-9 cr.)
	PSY 699 Dissertation (3-6 cr.)	Elective course(s)
	Elective course(s)	

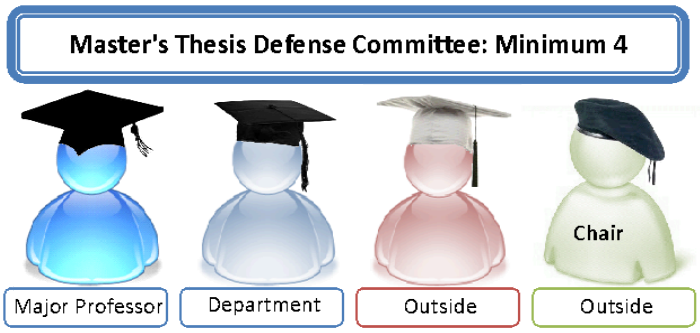
4. Master's Degree Requirements

Students must complete 4 courses from among those numbered 532, 533, 611, and 600-609 with grades of B or better (which is considered equivalent to completion of the Qualifying Exam) to be eligible to defend their Master's thesis. Master's degree requirements must be completed within five calendar years after the date when the candidate is first enrolled as a graduate student at the University. Students are required to take at least 6 thesis credits (PSY599).

4.1 Master's Program Thesis Committee

Each student enrolled in a Master's degree plan must have a thesis committee. The committee must include one member who serves as chairperson -- usually the Major Professor -- from inside the student's own disciplinary program (Behavioral Science), another member from Psychology, and a third member from an outside Department, unless specifically approved otherwise by the Dean of the Graduate School. For a defense, an additional outside member must be present and serve as the defense chair. See Figures below for a visual representation.





4.2 Master's Thesis Credit Requirements.

The online URI Graduate school manual states:

> "Each student shall successfully complete an approved Program of Study with a minimum of 30 credits. At least 18 of these will be formal course credits exclusive of thesis, special problems, and directed studies; additional courses may be required either with or without program credit according to the needs of the student and the judgment of the major professor."
>
> http://web.uri.edu/graduate-manual/degree-requirements/#section7441

4.3 Scheduling Thesis Proposal and Defense

Scheduling of proposals and defenses of theses will be done only at the convenience of the faculty members involved and will be scheduled depending upon the availability of the candidate's committee and additional qualified examiners. Students need to check with faculty availability if they plan to propose or defend in summer months.

4.4 Proposal Requirements

The thesis proposal should concisely describe a research problem and the proposed methodology to investigate the research problem. Proposals should be no longer than 15 double-spaced single-sided pages with a font size no smaller than 12 point. The thesis proposal should be submitted before substantial research has been completed. Details about the thesis process can be found on the graduate school website at: http://web.uri.edu/graduate-school/proposals/

The Graduate School requires IRB approval to approve proposals.

4.5 Multicultural Requirements of Thesis Proposals

At a minimum, thesis proposals must include a well-developed rationale for inclusion or exclusion on the basis of gender and/or race/ethnicity in order to comply with the Psychology Department Multicultural Requirement.

4.6 Defense Requirements

Prior to the deadline published in the Graduate School Academic Calendar, and at least 20 calendar days before the scheduled defense, the candidate should complete the "Request to Schedule an Oral Defense" form. On this form, list the members of the candidate's thesis defense committee, suggest an additional faculty member outside of the department who is competent and willing to serve as the chair of the thesis defense committee, and suggest times, and dates for the examination. Not less than 15 calendar days prior to the date set for their oral defense, candidates shall distribute copies of the thesis to members of the oral defense committee in a form acceptable for examination purposes. The requirement that the thesis or dissertation be in a form acceptable for examination purposes means that all copies submitted for the defense must be complete, including all data, tables, charts, maps, photographs, appendices, etc., and including full references, citations, and bibliographies as required by accepted standards of academic integrity. In the final copies, font size, margins, figures, tables, charts and pagination must all conform to the standards of the Graduate School document on the preparation and approval process for Theses/Dissertations. The most current edition of this document is available at

https://web.uri.edu/graduate-school/wp-content/uploads/sites/843/ThesisDissertationProcessRevised_August2023.pdf

4.7 Defense of Thesis (URI-GSM 7.44.5)

The candidate shall successfully defend the thesis in an oral examination that is usually two hours long before the thesis defense committee. The full oral examination committee must be present for the duration of the oral defense of the thesis, including the discussion of the results and final vote. In general, the oral defense of the thesis is open to the university community and other interested observers. Observers may ask questions, if recognized by the Chair of the examining committee. At the discretion of this Chair, some or all of the observers may be asked to leave the examination room, if in the opinion of the Chair, the presence of the observers is detracting from the ability of the candidate to answer questions from the examination committee. A candidate who fails the examination may be permitted one re-examination if recommended by the committee and approved by the Dean of the Graduate School. The second examination may be taken only after an interval of ten weeks. Passing the oral defense of the thesis does not automatically imply that the thesis is acceptable as defended. The thesis will be approved only after all the corrections stipulated by the thesis defense committee are incorporated in the thesis in final form. The chair of the thesis examining committee is responsible for certifying that all corrections have been made (but typically delegates this responsibility to the Major Professor).

You must be registered for at least one credit in the semester you defend. See the “Steps to complete milestones” document for step-by-step instructions on timeline and forms.

5. Requirements for Students Entering Without a Thesis

5.1 Qualifying Examination

The Graduate School requires a qualifying examination for all doctoral candidates. In our department this examination typically is waived for students who enter with an approved Master's degree. For doctoral students who enter without a Master's degree the qualifying examination requirement is met through an equivalence, accomplished by completing four courses from among 532, 533, 611 and those numbered 600-609 with a grade of B or better. These four courses are usually completed within the first 30 credits, and should therefore be included in the Master of Arts Degree Program of Study.

Completion of the Qualifying Examination requirement must be reported to the Graduate School by completing the qualifying examination form on https://web.uri.edu/graduate-school/forms/

Th. is responsibility rests with your Major Professor but you can assist by reminding them when the requirement has been fulfilled. You will not move to Level II stipend as graduate assistants until this is complete.

5.2 Research Competency

Students who enter the Ph.D. program with a completed Master's degree are expected to have the research skills associated with completion of a psychology-related Master's thesis. For students who did not complete an empirical thesis as part of their Master's degree, we require the completion of an equivalent "research competency." The intent of the research competency is to give students experience in original research design and execution (a publishable manuscript is a desirable product, but is not required). This option is only available to those who have already completed a Master's degree.

> A completed project may be one of two types: an empirical investigation (recommended for Behavioral Science students) or a new theoretical interpretation and organization of the literature in a particular topic area (such as one reads in the *Psychological Bulletin*).
>
> If the empirical option is chosen it should include the following elements:
>
> - A thorough literature review, that accurately and succinctly summarizes the major theoretical and empirical issues relevant to the project and which delineates further research directions.
> - Formulation of relevant hypotheses or research questions that can be tested.
> - A research design that will utilize appropriate methods to adequately evaluate the hypotheses or questions.
> - Implementation of the design by collection of appropriate data.
> - Analysis of the data and interpretation of the results.

- Discussion of the results, which may include theoretical, methodological, and practical implications, applications, and limitations.
- The report of this project shall be written in APA style. Three copies are required: for Department files, supervisor, and student.

The project supervisor and the Department members of the student's Program Committee must approve the manuscript. The proposal and the completed project must be presented at a general department forum (e.g. colloquium) and announced beforehand. Other appropriate settings, announced in advance to the Department, are also acceptable.

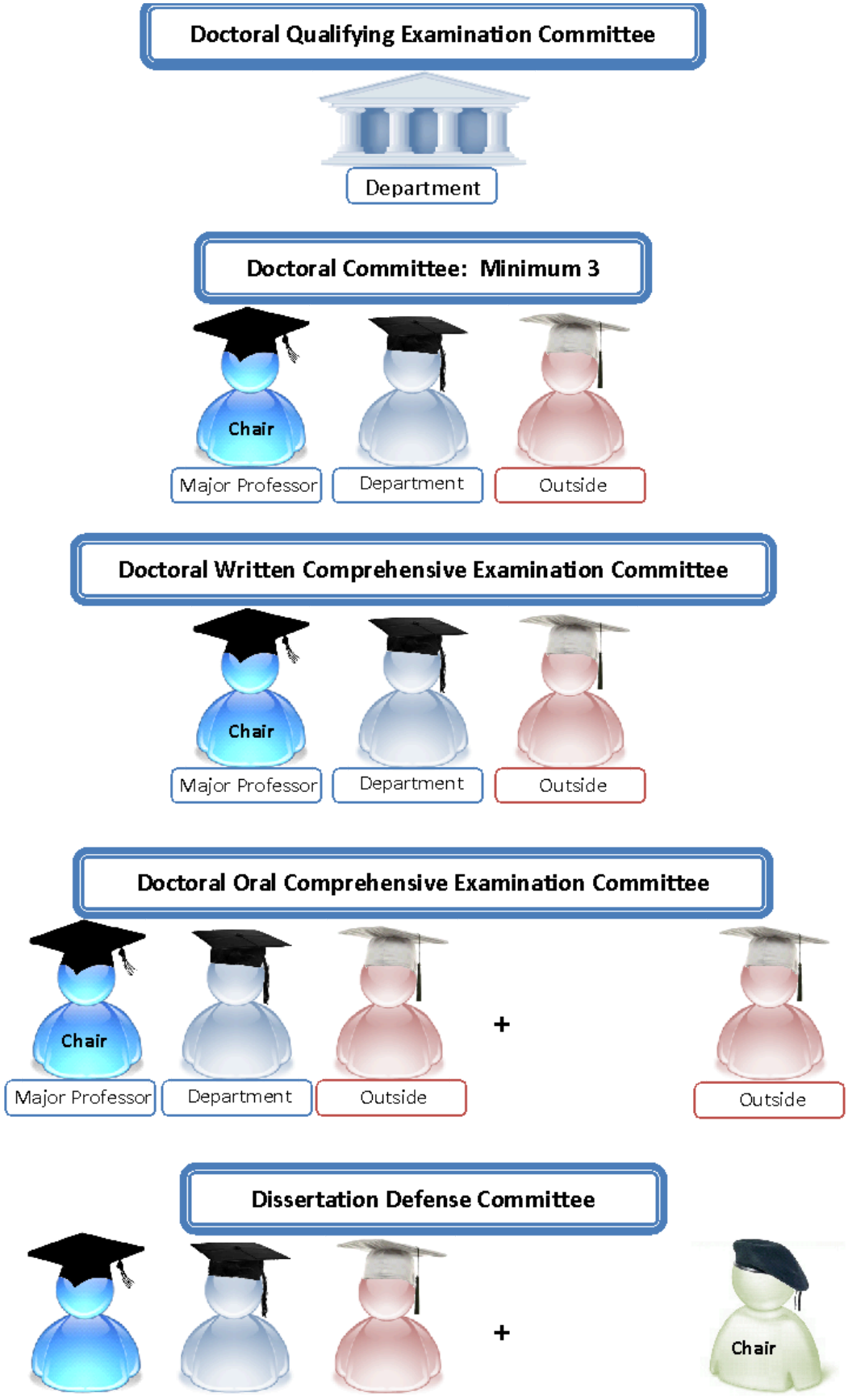
6. Doctoral Degree Requirements

Candidates for a doctoral degree shall fulfill all requirements for the degree within seven years of the date when the student is first enrolled as a candidate. In order to propose the doctoral dissertation students must complete courses in the Program of Study and take comprehensive examinations (written and oral).

6.1 Doctoral Program Committee

As a URI doctoral student, you are required to have a Program Committee, selected in consultation with your Major Professor. Program Committees in the Psychology Department consist of a minimum of three full-time faculty, distributed as follows: Major Professor, one Psychology Department member, and one URI faculty member from a department other than Psychology. If you have a co-Major Professor, you need to have an additional committee member (i.e., both Major Professors, one inside department member, and one outside department member). You may add additional members to your committee if this seems useful (for example to represent an important methodological or research content area). All Committee members must be members of the Graduate Faculty, a designation that can be found in the *University of Rhode Island Undergraduate and Graduate Catalog*. In special cases faculty from outside the University may be added (see the Department Chairperson for appropriate steps to obtain Adjunct Faculty status for such persons).

You may change membership on your committee at any time with approval from the Graduate School, your Major Professor, other new and former members of the Committee, and the Department Chairperson (URI-GSM 8.51). Typically, your comprehensive exam committee serves as your dissertation committee. See Figure below.


Doctoral Qualifying Examination Committee
Department
Doctoral Committee: Minimum 3
Chair
Major Professor
Department
Outside
Doctoral Written Comprehensive Examination Committee
Chair
Major Professor
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Outside
Doctoral Oral Comprehensive Examination Committee
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Major Professor
Department
Outside
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Outside
Dissertation Defense Committee
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Chair

6.2 Comprehensive Examinations

Overview

The comprehensive examinations, which are administered at or near the completion of the formal courses in the program, synthesize the separate elements in the student's program of studies and cover issues in methodology, content areas, and applications. Successful completion of these examinations signals that the student has attained the mastery and expertise expected of a doctoral-level professional, with the capacity to become a productive member of the broader community of psychological professionals upon completion of the dissertation.

Details of the complete policy and guidelines for Psychology students and faculty are included here. Some of the regulations emanate from the Graduate School and pertain to all University doctoral programs; some emanate from the Psychology Department and apply to all doctoral students in Psychology; and some are specific to particular Programs within the Department (Clinical and Behavioral Science). The Program-specific guidelines for Behavioral Science students appear at the end of this section.

Purpose of the Comprehensive Examinations

These examinations are "designed to assess a student's intellectual capacity and the adequacy of training for scholarly research" (URI-GSM-7.57.1).

According to our department's approved policy, we interpret this to mean that students will:

- Demonstrate integrated knowledge of the core areas identified by the student's committee to be central to their interests and of additional topics presented in courses taken by the student.

- Demonstrate a capacity for critical reasoning about psychological theory, content, and methods.

- Demonstrate competence in understanding and interpreting information, concepts, and methods related to those areas of specialized knowledge they have identified for their personal research.

These examinations give you the opportunity to display your strengths, especially your ability to integrate information from a variety of courses and relate information to your own special interests. They also allow you to discover gaps in your areas of knowledge and to develop procedures, with your Doctoral Committee, to remedy these deficiencies.

The majority of our students pass, and are expected to do so, having already met stringent entrance requirements, completed a research requirement, and passed all of the courses of their Programs of Study.

6.3 Scheduling Comprehensive Examinations

Requests for scheduling the written and oral examination must be submitted to the Graduate School Office at least 10 business days prior to the date(s) requested (the form is found on the Graduate School web site, https://web.uri.edu/graduate-school/forms/). This request must include the name of an additional faculty suggested for the Oral Examining Committee (with their expressed willingness to serve), who is outside the Department and a member of the Graduate Faculty. In addition, the tentative date for the Oral Examination must be specified in the request. As soon as it is determined that the Written Exams have been passed, a date, time, and location for the Oral Examination must be formally decided upon. The date should be within four weeks of the Written Exam (URI-GSM 7.57.1.2 Part II). The Major Professor is responsible for arranging Committee meetings and the time and place for examinations, in consultation with, **and if requested, the assistance of**, the student.

The major professor should complete separate forms for reporting the results of the written and oral exams, respectively (http://web.uri.edu/graduate-school/forms/).

6.4 Comprehensive Examination Guidelines

The exact format for the comprehensive exam is determined by the student's major professor with input from the student's program committee. A traditional format has included four questions on the specific areas noted below. In recent years, students' comprehensive exams have been more product-focused (e.g., student first-author manuscripts submitted for publication, F31 or R36 grant proposal, or similar applications), but this must be agreed upon by the committee.

Guideline 1: You should discuss your plan to take comprehensive examinations with your Major Professor no later than the beginning of the semester prior to the one in which you will take the examinations.

Guideline 2: You will find it essential to construct reading lists as part of your preparation for most questions, and you may seek guidance for these lists from those who will write your questions.

Guideline 3: The exam covers four areas: (1) methodology, which should ordinarily call for knowledge associated with the three required methodology courses (PSY 532, 533, and 611); (2) critical integration of core content courses and the theories represented in them, (3) demonstration of advanced and specialized methodology skills, and (4) an area of special interest.

Guideline 4: If your work is not deemed satisfactory by your committee, you may be asked to re-write an answer to demonstrate that you have re-mediated the knowledge gap, or (2) prepare for very intensive coverage of the domain of that question in the oral examination. The Behavioral Science Program recommends that re-taking a written examination be the ordinary course of action when a student has not performed satisfactorily on a question.

6.5 How to Prepare for Comprehensive Examinations

There are no University or Department policies regarding preparation for these exams. A good way to begin is by reviewing your program of studies and preparing a short description of your academic and career-related background, specifying the kinds of research methodologies that are most relevant to the pursuit of your present and future work.

This description of your academic background should be discussed with each member of your doctoral committee, either individually or in a joint meeting. Your committee will use your description of interests as a guide in specifying the areas to be covered in your exam and in the preparation of your exam questions. You may also be asked to designate particular topical domains for questions, and to assist in identifying appropriate faculty to write questions in those domains. You should consult frequently during the preparation period with members of your doctoral committee, especially your Major Professor. Some faculty make themselves available to students for review sessions. Your Committee may also suggest additional books and articles for you to read and study in preparation for your exams.

6.6 Structure of the Written Comprehensive Examination

The written exam permits the use of source materials and allows the student to prepare answers in a variety of locations, including home, the library, or another appropriate location, as determined by the examination committee. There is no predetermined time limit on individual exam questions, with the exception that all 4 questions must be completed within a single contiguous two-week period. The committee can impose further time specifications within the selected two-week period (e.g., two days to complete each question).

Committee members often contribute the questions for the written exam. The format of the written exam should be clearly conveyed to the student, all members of the committee, and all question writers and reviewers. There is considerable flexibility in the structure of the Written Comprehensives. Any subject matter within the field of psychology may be covered, at the discretion of your Committee. It is important that you work with your Committee well in advance of your examinations to reach an understanding about the structure of your own particular exam, including the general topics, which will be covered, and the order in which you will receive your questions. For every student, at least one question will deal specifically with methodological issues related to the student's area of interest. Other questions should tap both the content and application dimensions of the student's program of studies. The departmental multicultural requirement, which can be achieved by completing a written comps question that addresses a multicultural issue or written from a multicultural perspective, (see section 7). Additional advice on the structure and content areas covered by comprehensive exam questions is given in the "Behavioral Science Program Guidelines" at the end of this section.

6.7 Evaluation of the Written Examination

The Graduate School requires a final judgment by your committee of "pass" or "fail" for the entire written portion of the examination.

The Doctoral Committee will review the results of your exam and decide whether or not you have passed. "Unanimous approval by all members is required for passing" (URI-GSM- 7.57.1.1

Part I). One re-examination in the part or parts failed may be recommended by the Committee and taken after an interval of ten weeks. The Major Professor must report the results of the written exam to the Graduate School, and submit the formal request to schedule the oral examination.

Answers to each question will be read by at least two faculty members, one of whom should be the submitter of the question and the other a member of the student's program committee. If the submitter of the question is a member of the committee, a second reader should be agreed upon. When the two readers for a particular question disagree as to the merit of the answer, it is common practice for the Major Professor to seek the opinion of a third reader (who may or may not be a member of the Committee) with competence in the domain of the question. There is no rule prohibiting individual faculty members from reading 2 (or more) questions, although they may decline to do so. Committees have two weeks to review.

6.8 Oral Comprehensive Examination

The second portion of the Comprehensives is the oral examination and is normally taken within four weeks after the written portion (URI-GSM 7.57.1.2 Part II). It is two hours long and is conducted by your Doctoral Committee with one additional member nominated by the major professor in consultation with the student. The oral exam must be attended by all committee members. Like the written portion, oral exams can vary widely. In a typical exam you will begin by briefly describing your background and interests and overviewing the answers to your four questions. Then, the Major Professor (who acts as chairperson) and each of the other committee members, in turn, may ask questions. After all questions have been asked, you will leave the meeting while your Committee deliberates. The decision regarding pass-fail rests exclusively with the Committee members, and a unanimous decision is required for passing. A student who fails may be permitted one re-examination after an interval of ten weeks.

Request for an alternative procedure:

If the departmental policy is inappropriate for an individual student, that student and their committee may propose an alternative procedure to the chairperson. Accommodations through Disability, Accessibility, and Inclusion are also available.

7. Graduate Degree Multicultural Competence Requirements

Students earning a graduate degree in the URI Psychology Department should acquire and be able to demonstrate multicultural competence in *all* of the following areas:

Didactic Component

Consistent with the Department's goal of curricular flexibility, *all* graduate students will fulfill *one* of the following requirements:

- Complete PSY 600, "Multicultural Psychology;" or PSY643, "Multicultural Psychology and Mental Health"
- Complete another graduate course that the student's graduate committee or the Psychology Department's Graduate Curriculum Committee has approved as dealing primarily with issues in multicultural psychology; *or*
- Complete a didactic learning experience in multicultural psychology in the context of an independent study.

Research Component

In keeping with Institutional Review Board requirements, *all* graduate students will include a section in their thesis/dissertation proposals that articulates how the issue of multiculturalism has been considered with respect to the choice of topic, methodological approach, participants, measures, procedures, and the interpretation of the research. This is not intended to limit the student's choice of topic, participants, or method, but to assure that the student expresses the ways in which various choices are made and the implications of those choices for the subsequent interpretation of results.

Applied Component

In order to allow students to demonstrate multicultural competence, *all* graduate students will complete *one* of the following activities:

- A practicum dealing with a multicultural client group or setting;
- Teaching a course on multicultural psychology or teaching a course in psychology (or a related discipline) in which multicultural issues are infused throughout course content;
- A comprehensive examination question about an issue in multicultural psychology, or written from a multicultural perspective; *or*
- A research study primarily addressing a multicultural question or involving diverse participants.

Seminar Attendance
All graduate students will attend a minimum of two seminar talks each academic year. Sessions from both the ***Justice, Equity, Diversity, and Inclusion (JEDI) Series*** and the ***Behavioral Science Research Series*** fulfill this requirement, ensuring continued education in research developments and JEDI-related topics throughout students' training.

Verifying the satisfactory completion of each of these requirements will be the responsibility of the student's Major Professor in consultation with the student's graduate committee.

7.1 Examples of Activities to Satisfy Applied Multicultural Component

• Completing a practicum or field experience (e.g., PSY 670) dealing with a multicultural client group or research population, or in a setting dealing primarily with multicultural issues.
• Teaching a course on multicultural psychology
• Teaching a course in psychology, or a related discipline, in which multicultural issues are infused throughout the course content, as evidenced by the course syllabus and materials. URI 101 could be taught to fill this component.
• Successfully passing a comprehensive examination question about an issue in multicultural psychology, or about multicultural perspectives on a more traditional area of psychology; for example, Asian American women's health, or issues to consider in designing research with ethnic minorities.
• Participating actively in, or completing on one's own, a research study primarily addressing a multicultural question.
• Completing an independent study (not part of meeting requirement A, above) in which a product exploring multicultural perspectives is developed, such as a review paper.
• Developing and presenting a workshop for community residents or para-professional staff about working with multicultural clients or doing research in multicultural settings.
• Assisting with or participating in a conference dealing with multicultural topics (e.g., the annual URI Diversity Week, the annual LGBTQ Center Symposium)
• Serving in an assistantship dealing with multicultural issues (e.g., Disability Services, Multicultural Center)

8. Doctoral Dissertation (18 credits)

8.1 Dissertation Proposal

A dissertation proposal is required of all doctoral students and is intended to describe a problem to be investigated and provide details of how the research will be performed and reported. Approval signifies that it meets the standards of the University of Rhode Island for the doctoral degree. The proposal should present the required information as concisely and clearly as possible. Therefore, dissertation proposals are limited in length to the signature cover-sheet plus 15 or fewer double-spaced, single-sided, numbered pages in a font size no smaller than 12 point. It is strongly recommended that preparation of the proposal follow professional guidelines for scientific writing (ie. APA Style Manual) and adhere closely to the Graduate school document "Thesis/Dissertation Process: from Proposal to Defense" (https://web.uri.edu/graduate-school/wp-content/uploads/sites/843/ThesisDissertationProcessRevised_August2023.pdf). Complete details for the appropriate development, preparation, and submission of a dissertation proposal can be found on the Graduate School website (https://web.uri.edu/english/ph-d-overview/phd-dissertation-proposal-guidelines/).

The Graduate School requires IRB approval to approve Dissertation proposals.

8.2 Multicultural Requirements of Dissertation Proposals

Dissertation proposals must include a well-developed rationale for inclusion or exclusion on the basis of gender and/or race/ethnicity in order to comply with the Psychology Department Multicultural Requirement.

8.3 Scheduling Dissertation Proposal and Defense

Scheduling of proposals and defenses of dissertations will be done only at the convenience of the faculty members involved, and will be scheduled depending upon the availability of the candidate's plan committee and additional qualified examiners. Faculty cannot be required to participate in examinations during the summer months if they are not under contract so students need to check with faculty availability if they plan to propose or defend in summer months.

8.4 Defense Requirements

Prior to the deadline published in the Graduate School Academic Calendar, and at least 20 calendar days before the scheduled defense, the candidate should complete the "Request to Schedule an Oral Defense" form. On this form, list the members of the candidate's dissertation defense committee, suggests an additional faculty member who is outside of the department and who is competent and willing to serve as a member of the dissertation defense committee, and suggests times, and dates for the examination. Not less than 15 calendar days prior to the date set for their oral defense, candidates shall distribute copies of the dissertation to members of the oral defense committee in a form acceptable for examination purposes. The requirement that the dissertation be in a form acceptable for examination purposes means that all copies submitted for

the defense must be complete, including all data, tables, charts, maps, photographs, appendices, etc., and including full references, citations, and bibliographies as required by accepted standards of academic integrity. In the final copies, font size, margins, figures, tables, charts and pagination must all conform to the standards of the Graduate school document on the preparation and approval process for Theses/Dissertations. The most current edition of this document is available at https://web.uri.edu/graduate-school/wp-content/uploads/sites/843/ThesisDissertationProcessRevised_August2023.pdf

8.5 Oral Defense of Dissertation (URI-GSM 7.58.1)

The doctoral student shall successfully defend the dissertation in an oral examination that is usually two hours long before the dissertation defense committee. The full oral examination committee must be present for the duration of the oral defense of the dissertation, including the discussion of the results and final vote. In general, the oral defense of the dissertation is open to the university community and other interested observers. Observers may ask questions, if recognized by the Chair of the examining committee. At the discretion of this Chair, some or all of the observers may be asked to leave the examination room, if in the opinion of the Chair, the presence of the observers is detracting from the ability of the candidate to answer questions from the examination committee. A candidate who fails the examination may be permitted one re-examination if recommended by the committee and approved by the Dean of the Graduate School. The second examination may be taken only after an interval of ten weeks. Passing the oral defense of the dissertation does not automatically imply that the dissertation is acceptable as defended. The dissertation will be approved only after all the corrections stipulated by the dissertation defense committee are incorporated in the dissertation in final form. The chair of the dissertation examining committee is responsible for certifying that all corrections have been made (but typically delegates this responsibility to the Major Professor).

If you wish to graduate in the semester in which you defend, you must submit the final approved dissertation by a deadline set each semester by the Graduate School and published in the calendar (https://web.uri.edu/graduate-school/academics/academic-calendar/).

A student is always first author on dissertation-based article, but Major Professor and others may deserve co-author credit.

See the “Steps to complete milestones” document for step-by-step instructions on timeline and forms.

8.6. CRG vs. PSY699 in Final Semester

Per https://web.uri.edu/graduate-manual/registration/ -

Once students have completed all the coursework and research specified in their Program of Study, they must register each semester as indicated below or they will be considered to have voluntarily withdrawn from graduate status (see 4.52). If they are actively engaged in research, they must register for an appropriate number of credits of thesis/dissertation research, non-thesis

research, or special problems per semester (as determined by their major professors or program committees), for which they will receive a grade of Satisfactory or Unsatisfactory, and pay the associated fee (https://www.uri.edu/es/menus/billing.html). If they have completed all requirements for the degree and do not need the privileges afforded by graduate student status, they must register for continuous registration (CRG 999) each semester and pay the associated fees. No grade or credit is associated with CRG 999. This option is only appropriate for students who have completed all requirements except for making up grades of Incomplete, taking the master's comprehensive exam, or submitting the final version of a research project, thesis or dissertation. If a student does not register in the above manner once all required coursework and research credits are completed, the provisions of (section 4.52) will take effect.

A student registered for continuous registration (CRG 999) does not have the privilege of consulting regularly with professors on research or thesis work nor of using the laboratory, computer, and other educational facilities of the University. Therefore, CRG 999 is to be used by students who have completed all requirements except for making up grades of Incomplete, taking the master's comprehensive exam, or submitting the final version of a research project, thesis or dissertation. Students who are still actively engaged in research after having taken the research credits required by their Program of Study must register and pay for additional research credits (as determined in consultation with their major professors or program committees). Such additional research credits may be accumulated without limit and will appear with the associated grades on the student's transcript. Please refer to the Graduate School to determine current fees.

8.7 Apply for Graduation

The Nomination for Graduation form should be submitted during the semester in which you intend to complete your degree requirements, by the deadline listed on the Graduate School Academic Calendar (https://web.uri.edu/graduate-school/academics/academic-calendar/).

9. Additional

9.1 Transfer Credit from Another Institution (URI-GSM 7.20)

The Graduate School and the specific policies in the Graduate Student Manual govern rules regarding the transfer of credit toward your program of study at URI. Under Graduate School rules, students entering our department are allowed to transfer up to 30 credits if they have a Master's degree in an acceptable program. Those entering without a Master's degree may transfer as many as one-fifth of the credits (18) required to complete their doctoral program in this department (6 towards Master's, and 12 towards PhD). Transfer credit is granted only when the Major Professor endorses the request and it is approved by the Dean of the Graduate School. Transfer credit requests taken prior to admission are typically submitted as part of the Program of Study using the appropriate form from the Graduate School. Students who wish to take coursework at another institution while pursuing a graduate program at URI may request transfer credit by submitting a form titled Prior Approval for Off-Campus Graduate Study and such a course approval must be obtained in writing from the Dean of the Graduate School before the student enrolls in the course.

Waiver Process. Please note that transfer credits do not release a student from course requirements. Transfer credits reduce the number of credits required to graduate but do not necessarily remove the requirement to complete certain courses. In order to be released from a required course, a student must petition to be *waived* from the required course. The course waiver process is as follows: examination of the course syllabus and course grade by the student's program committee (headed by the Major Professor) with input from the URI course instructor. The decision about whether to waive the course is made by the student's program committee with consideration provided to course content and course grade. If a student's program committee has yet to be established, the major professor will make the decision of whether to waive the course, with input from the URI course instructor. Courses are waived only when the course grade is a B (minimum level of achievement) or higher and the content of the previously taken course has significant overlap with the course offered within our Program. You may waive a requirement, if approved, but you will still need to complete the total number of credits required (30 for Masters, 60 for PhD).

Advanced standing. In addition to the 30 credits for a previous Master's degree, students may include up to 6 credits of "advanced standing" courses taken at URI prior to matriculation, and with the Dean's permission these may include transfer credits. If the prior Master's is from URI up to 9 "advanced standing" credits may be allowed. For students entering without a Master's degree up to 18 credits of "advanced standing" and/or "credit by examination" courses taken at URI may be allowed.

9.2 Change of Program

Students who are currently enrolled in the Clinical Psychology program and enter the Behavioral Science Psychology program must formally apply to the Program at the normal application time (early December) and proceed through the application review process. Students

should submit their original application materials, supplemented by a current transcript, personal statement, and supporting letters from Department faculty. A similar process is required for change from Behavioral Science, but students should contact the Program Directors for complete information. When approved at the Training Area and Department levels, a form is submitted for approval by the Graduate School.

9.3 Program Department Organization and Governance

Student Representation in Program

Graduate students play an active role in program activities and representation. A graduate student will be selected by their peers to represent student perspectives at depIn addition to these roles, students can seek election as representatives to other University committees, such as University's Graduate Council (http://web.uri.edu/graduate-school/graduate-council/), the Graduate Student Association (http://web.uri.edu/gsa/), and the Graduate Assistants United (http://www.urigau.org/). Other standing Departmental and Program Committees and task oriented sub-committees typically benefit from and will often solicit student involvement. All behavioral science students are urged to be active participants on such committees and subcommittees.

9.4 Guidelines for Ethical and Professional Behavior

The Behavioral Science Program expects both faculty and students to conduct academic, clinical, and research activities according to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and within the laws and regulations governing the activities of psychologists in the state of Rhode Island. Students are expected to conduct all interpersonal interactions with cultural sensitivity and respect for others' personal beliefs, lifestyles, religions, and cultural frames.

The University adheres to the guidelines of the National Institutes of Health concerning protection of human participants in research studies. As such, all research activities involving the use of human participants must receive approval from the University of Rhode Island's Institutional Review Board on Human Subjects prior to the commencement of the research project. Any student/faculty member conducting research with human subjects must conform to the URI's Research Office policy requiring education and training on the responsible conduct of research involving human participants. Student and faculty researchers are required to submit documentation of this education requirement to the Research Office, Compliance Division. This documentation must be updated every three years. See Research Compliance Training for additional details.

Policy on Use of Social Networking and Social Media

If your social media posts identify you as a Behavioral Science psychology graduate student or as affiliated with the URI Psychology PhD program, then the URI PhD program does indeed have some responsibility for how you (or it) is portrayed. Your social media posts must meet all legal and ethical guidelines from the Board of Psychology and the American Psychological

Association (e.g., you cannot represent yourself as a "psychologist" in the State of Rhode Island); your posts must be professional in their content and must not contain objectionable material. We will not actively search out URI PhD students' social media posts. However, if we become aware of posts that identify you as a student in the program and that post(s) is considered by the program faculty to be unethical, illegal, or to contain objectionable material, we will ask you to modify or remove the problem material. Should you choose to not modify or remove the material, the Director of Behavioral Science in consultation with the Behavioral Science Faculty and Department Chair will follow the existing procedures for dealing with student misconduct and/or unethical behavior.

9.5 Guidelines for Conflict Resolution

A guide to conflict resolution has been developed by Psychology Department faculty and graduate students in collaboration with the Inclusion and Diversity Committee (IDC). This document serves as a departmental and university repository of best practice guidelines and resources to help support students and faculty in conflict resolution. These guidelines can be found on the Program's Brightspace page.

9.6 Disability, Access, and Inclusion for Students

Students who have a physical and/or mental disability or condition that may limit their life functioning or their ability to satisfactorily complete course, program, and/or degree requirements are encouraged to meet with the course instructor or Program Director to discuss reasonable instructional modifications or accommodations. As part of this process, students are required to contact the Disability, Access, and Inclusion Office at 330 Memorial Union, 401-874-2098, in order to properly document the disability. As an enhancement to academic success, students are encouraged to contact the instructor and Disability, Access, and Inclusion Office within the first two weeks of the semester.

9.7 Financial Aid & Assistantships

Applications for financial aid are included in the package of self-managed application materials or can be obtained from the Graduate School or the department office. A limited number of tuition scholarships, fellowships (including minority fellowships), teaching assistantships, and grant-sponsored research assistantships typically are available. Additional assistantships may be available on a competitive basis outside the Department. All university-sponsored assistantships, including research and teaching assistantships offered by the Psychology Department, are governed by a contract with the Graduate Student Union, and may include specific benefits (e.g. for parking and health insurance) determined each year in contract negotiations. Stipends are based on level within the program (go to the URI graduate school webpage to find this form).

University and/or Dean Fellowships are competitive across all university departments. The fellowship awards require no specific duties and provide the maximum amount of tuition and stipend support, allowing students to dedicate themselves entirely to the pursuit of their scholarly and research goals. Awards are based on scholarly aptitude and accomplishments, with special

attention to previous scholarly productivity and progress toward the degree. See annual announcements from the Graduate School.

Tuition scholarships are based on financial need and provide health insurance and the remission of tuition and a waiver of twenty (20) percent of the graduate student fees. The announcement and application materials are released along with the University Fellowship announcement.

Students on fellowships and tuition scholarships may not accept outside employment or additional graduate assistantship work without prior permission from the Graduate School.

Graduate Teaching Assistantships. The number of Psychology Department TA positions awarded each year is contingent upon funding from the College of Health Sciences and may vary a little from year to year. The Department of Psychology usually awards 7 TA positions to Behavioral Science Psychology graduate students. It has been the practice of the Behavioral Science program to allot one (occasionally two) of these to incoming first year students. This decision is made during the admissions selection process in the spring semester. TA positions are awarded for one year at a time. You will have to reapply for a TA position each year.

Some TAs require a Master's degree or other qualifications for the assignment of the assistantship. Assistantships provide tuition plus registration fees as well as a stipend for 20 hours per week during the academic year. Stipend levels increase across three levels of graduate student progress (I, II, III). The Graduate School has specific guidelines on what qualifies toward each level, so check the Graduate School/GAU.

Behavioral Science has established several guidelines for priorities in the assignment of TA's:

a. Priority is given to students before the fourth year of training.
b. Priority is given to students who have not already TA support or who have had less departmental support.
c. Applicants must be in good standing in the program and priority is given to students who complete program requirements in a timely manner.

Graduate Research Assistantships (grant funded). Research assistantships are assigned by faculty who have been awarded grants or contracts. Research Assistantships can provide up to full tuition remission and stipend for 20 hours of work on the relevant grants.

University Assistantships. There are also opportunities across the entire campus for graduate assistantships, which are awarded on a competitive basis to students from all University graduate programs. These are announced via email.

Additional Hours

Additional 5 hours: Domestic students with a Graduate Assistantship or 20 hour/week URI student employment requesting to work an additional 5 hours during the academic year would need their Major Professor's or Program Director's approval. Once approval is received (e.g.

email acknowledgment), the hiring department may process as they normally would for hourly student payroll. Graduate School approval is not needed.

Additional 10 Hours: Domestic students with a Graduate Assistantship or 20 hour/week URI student employment requesting additional 10 hours during the academic year (only available to graduate students on level III) require Graduate School approval. Approval from the Graduate School must be received by completing the Additional 10 Hour Request & TA Overload Request Form.

Teaching Overload for Graduate Assistantships: If a graduate assistant is asked to teach a course beyond their assistantship, they must be paid on a teaching overload and not on hourly payroll. Please reference section 6.4 of the GAU contract. A PTF contract should not be used. Approval must be received from the Graduate School prior to hiring the student to teach the course. Approval from the Graduate School must be received by completing the Additional 10 Hour Request & TA Overload Request Form.

Forms can be accessed here:
https://web.uri.edu/graduate-school/funding/assistantships/graduate-student-hiring-options/

International students are not eligible for additional hourly pay above assistantship (20hrs a week) during the academic year. They are permitted to work full time during winter and spring breaks.

GSA Travel Support (http://web.uri.edu/gsa/funding/): Assists students with travel to or presenting at conferences.

Enhancement of Graduate Research Awards (EGRA) The URI Graduate school solicits applications for EGRA awards. EGRAs are small grant awards – up to approximately $1000 -- to support research, creative, artistic projects, or travel to professional meetings during the current academic year that will enhance the students professional career objectives. Current information about the EGRAs application and evaluation criteria are available on the Graduate School website.

9.8 Student Office Space and Keys

Students who are supported by a graduate assistantship or fellowship will be assigned office space on a temporary, yearly basis. For those students who have TAs or fellowships, the office space will be assigned by the Chair of the Psychology Department. For those students who have research assistantships, space will be allocated by the Principal Investigator of the research project. Keys are obtained by providing a $5 deposit per key to the department admin (see Cherie).

9.9. Useful Links for Students

Behavioral Science Program

Program Overview
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/

Program Faculty
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/faculty/

Program Curriculum
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/curriculum/

Program Handbook
https://web.uri.edu/wp-content/uploads/sites/1282/BehSciHandbook-2016-Revision-1-10-17.pdf

Learning Outcomes
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/learning-outcomes/

Admissions
https://web.uri.edu/psychology/academics/ph-d-program/behavioral-science/admission/

Psychology Department

Psychology Department Course descriptions
https://web.uri.edu/psychology/academics/course-descriptions/

Multicultural Competency Requirement
https://web.uri.edu/wp-content/uploads/sites/1282/Multicultural-Competence-Requirement-and-Verification-2015.pdf

General Graduate Student Resources
https://web.uri.edu/psychology/student-resources/graduate/

Mentor-Mentee Agreement
https://web.uri.edu/psychology/wp-content/uploads/sites/1282/URIMentorMenteeAgreement.pdf

Conflict Resolution Resource Guide
https://web.uri.edu/psychology/wp-content/uploads/sites/1282/Conflict-Resolution-5.7.24.pdf

List of Resources for Diversity and Diverse Students
https://web.uri.edu/wp-content/uploads/sites/1282/Resource-Guide-for-Diversity-and-Diverse-Students-URI_9.28.21.pdf

Clinical Program Manual
https://web.uri.edu/psychology/wp-content/uploads/sites/1282/Clinical-Manual-2024-2025.pdf

Graduate School

Graduate School Manual
https://web.uri.edu/graduate-manual/

Graduate School Forms
https://web.uri.edu/graduate-school/forms/

Checklist for Behavioral Science Program Requirements

Type of Course	Course Title	Credit Hours	Required Credits
Methodology Courses			**9 total credits (required for Masters/PhD)**
	Experimental Design (PSY532)	3	3
	Advanced Quantitative Methods (PSY533)	3	3
	Methods of Psychological Research and Experimental Design (PSY611)	3	3
Core Courses (10 options)			**12 total credits 3 credits total required for Masters/9 additional credits required for PhD**
	Physiological Psychology (PSY601)	3	3
		3	3
	Development Psychology (PSY603)	3	3
	Cognitive Psychology (PSY604)	3	3
		3	3
	Social Psychology (PSY606)	3	3
	Advanced Psychopathology (PSY607)	3	3
	History and Systems of Psychology (PSY608)	3	3
		3	3
	Multicultural Mental Health (PSY643)	3	3
Thesis Credits			**6 total credits required for Master's**
	Master's Thesis Research (PSY599)	3	3
Dissertation Credits			**18 total credits required for PhD**
	Doctoral Dissertation Research (PSY699)	3	3
Additional Course Options in Psychology			**30 total credits needed for Master's 60 additional credits needed for PhD**
	Grant Writing Seminar I (PSY688)	3	
	Grant Writing Seminar II (PSY689)	3	
	Contemporary Issues in Psychology (PSY690)	3-12	
	Teaching Psychology Seminar (PSY695)	3	
	Teaching Psychology Practicum	1-3	
	Collaborative Research in Psychology (PSY615)	1-3	
	Directed Readings and Research Problems (PSY692)	3 - 12	
	Directed Readings and Research Problems (PSY693)	3 - 12	
	Research Mentoring and Consultation Practicum (PSY697)	3-12	
***Outside of Department Courses at URI are also options to reach total 90 credits**			

Other Program Requirements:
Multicultural Competency (Dept. requirement)
Must attend 2 JEDI talks annually (either JEDI lecture series or Behavioral Science program series)

Qualifying Examination (usually thesis oral defense; if transferring Master's to URI, see Handbook)
Master's Thesis Proposal
Master's Thesis Defense
Comprehensive Examination
Dissertation Proposal
Dissertation Defense