

**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, 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. 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

The URI Behavioral Science Ph.D. Program has a common set requirements, policies and objectives with the Department of Psychology. The Psychology Department is the largest department within the College of Health Sciences, and offers six interdependent degree granting programs: (a) undergraduate BA and BS degrees in Psychology (Kingston), which coordinates with the BA/BS Program in Psychology at the Feinstein College of Continuing Education (Providence); (b) a graduate M.S. Program in School Psychology, and (c) a Ph.D. in Psychology, with three specialty program areas of concentration; Clinical Psychology; Behavioral Science and School Psychology. Faculty in the Psychology Department affiliate with one of the three graduate Ph.D. program areas (i.e., Clinical, Behavioral Science, or School) and one or more of the Department focus areas. All three programs collaborate to provide teaching and training for the graduate and undergraduate degree programs.

1.1 Psychology Department Mission

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 all three of 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. Brief descriptions are provided here with more information available on the Psychology Department web pages:

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, as well as behavioral and community-based strategies to promote health. Specific interests include processes of self-change directed toward cancer prevention and AIDS risk reduction, 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 of problems associated with the use and misuse of alcohol, tobacco and other drugs that can be applied in clinical and community settings.

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. Behavioral Science, Ph.D. Program

The program in Behavioral Science was established as Experimental Psychology in 1970, but changed the program name Behavioral Science in 2006 to reflect the contemporary contributions and focus of the 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 <http://web.uri.edu/psychology/behavioral-science-faculty>. 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 assure 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:

- To provide a rigorous base of both broad knowledge and specialized expertise in psychology, including data analytic and methodological skills
- To prepare graduates for employment in diverse professional roles, including academic research/teaching, industry, and as evaluation specialists in public service and policy settings
- To produce graduates with strong research writing and oral presentation skills
- To produce graduates who continually strive for multicultural competence
- To prepare graduates for successful professional functioning in teaching, research, and/or service domains

3. Getting Started

3.1 Email, Student Mailboxes, and List servers

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 list servers 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 Computer Help Desk at 874-HELP for more information.

Once you have your ID and password you should next sign on to the relevant Psychology Department list servers. There is also an informative Graduate School list server. You may subscribe with a non-URI e-mail address if you wish. You may subscribe with more than one e-mail address if you find this helpful, setting the additional address(es) to “NOMAIL” if you wish to avoid duplicate messages. Each of the lists are open and you can self-subscribe by

sending a message to Listserv@listserv.uri.edu which says: **subscribe listname** Yourfirstname Yourlastname (e.g., Subscribe PSYLIST Kurt Lewin). Leave the subject box empty. If you need assistance contact the department office for instructions or assistance in subscribing.

Listservs:

PSYLIST@listserv.uri.edu	Department-wide List
EXPERPSY@listserv.uri.edu	Behavioral Science Graduate Program List
GRADSCHL@listserv.uri.edu	Graduate School List

Internet:

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

Behavioral Science Program Web Page:
<http://web.uri.edu/psychology/behavioral-science-ph-d/>

3.2 Faculty Advisor and Major Professor

Your initial Advisor is the faculty member to whom you have been assigned at the time of admission to “assist the student in the selection of courses to be taken the first semester” (URI-GSM 8.20). Your initial advisor will assist you as you begin to plan your program of study. ***Initial advisors are assigned on the basis of availability and interests but you are free to change advisors to any other area faculty member as your Major Professor with the consent of that faculty member.***

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. Because of the importance of your Major Professor, we encourage you to take every opportunity in your first year and beyond to introduce yourself to faculty and spend some time getting to know them better. PSY 615, Orientation to Behavioral Science, Psychology, can provide an early opportunity to interact with many of the Behavioral Science faculty. You are also encouraged to contact faculty to discuss common interests and their suitability and willingness to serve as a major professor.

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 (URI-GSM 8.31 – 8.34). Therefore it is most helpful if your Major Professor is someone who not only can guide your research and training, but also is a person who will be available to you and with whom you feel comfortable discussing the various phases of your graduate student life. If 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), (URI-GSM 8.51).

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 (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 accord with the student's best interests. In instances where difficulties arise, the student and faculty member should seek input from the Program Director and, if necessary, the Department Chair.

3.3 Program of Study (URI-GSM 7.43, 7.52)

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 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.

It is expected that the successful completion of students' programs of study along with collateral readings, research, etc., will enable the student to demonstrate achievement of the high level of competence required of professionals in our field. 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.

All degree candidates are required to prepare a program of study with the guidance of their Major Professors and program committees in accordance with the guidelines in the *Graduate Student Manual*. After the Major Professor (for Master's degree candidates) or the Program Committee (for doctoral degree candidates) has approved the program, and the Department Chairperson has signed it, the program of study is submitted for approval to the Dean of the Graduate School.

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, which includes 18 credit hours of PSY699 beyond the baccalaureate degree. 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. Requests waiver for specific courses offered in our department must be endorsed in a memo from a faculty member who typically teaches the course. Doctoral candidates cannot transfer courses taken more than seven years before registration.

There are limits to the total number of credits for some courses (numbered 690, 692, 693, & 699) over the student's graduate program that will be counted toward the required 90 credit minimum required for the Ph.D. As January 2017, the course specific credit hour limits are:

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

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. Additional thesis credits above these limits may be taken but they do not count toward the Ph.D. program plan 90 credit minimum requirement. 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 with University assistantships have a 6 credit definition of "full time status" while those not so employed have a 9 credit minimum for full time status. A full time schedule can be 12 credits for someone with few additional commitments. Various loan programs may have their own definitions of full time status. Students may transfer credits from previous programs and apply credits to the PhD. See the section on transfer credits for more details.

Table 1 Sample Schedule

	<u>FALL</u>	<u>SPRING</u>
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 Elective course	PSY 692 Directed Readings & Research Probs Elective course

YEAR II	PSY 599 Master's Thesis (optional)(1-3 cr.) PSY 600-609: 1 course PSY 611 Meth of Psy Research & Design Elective course(s)	PSY 599 Master's Thesis (3 cr.) PSY 600-609: 1 course Research Meth/Content Elective or Multicultural Course PSY 696 Practicum – Teaching Psy Elective course(s)
YEAR III	PSY 599 Master's Thesis (defense) (1-3 cr.) Research Meth / Two additional courses: content elective or multicultural course Elective course(s)	PSY 693 Dir Read & Res Probs (comps prep) Research Meth / Two additional courses: content elective or multicultural course Elective course(s)
YEAR IV	PSY 693 Dir Read & Res Probs (comps) PSY 699 Dissertation (3-6 cr.) Elective course(s)	PSY 699 Dissertation (proposal) (3-6 cr.) Elective course(s)
YEAR V	PSY 670B Field Exp (Res Practicum) PSY 699 Dissertation (3-6 cr.) Elective course(s)	PSY 699 Dissertation (defense) (1-9 cr.) Elective course(s)

4. Master's Degree Requirements (URI-GSM 7.40)

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.

4.1 Master's Program Thesis Committee (URI-GSM 8.42)

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), one member from another program within Psychology (usually, from the Clinical or School programs), and a third member from an outside Department, unless specifically approved otherwise by the Dean of the Graduate School. In March 2016, in an effort to accommodate departments that include faculty members from diverse, newly emergent or other interdisciplinary fields of specialization, the Graduate school announced that the "inside/outside" (department or discipline) committee member rule may be interpreted more flexibly to enable a faculty member from "inside" the student's program to serve as the "outside" member of the student's program committee. An area was added to the Master's Thesis form where the Department or major professor can provide the rationale explaining why a faculty member from the same program as the student should be considered an "outside" member of the student's thesis committee. This may be allowed if the faculty member's area of substantive and/or methodological expertise are deemed to be outside or uncharacteristic of the program or discipline's traditional areas of expertise, and if the justification for this change is approved by the Dean of the graduate school. (*Minutes:*

Graduate Council Meeting No. 498, 14 March 2016). This does not apply to the committee chair of the Master's Thesis examination committee, who must be from outside the student's department and discipline.

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>

Students are required to take a minimum of 6 thesis credits and should not exceed 9 credits. Under special circumstances, 12 thesis credits can be taken for plan credit if approved in advance by the Graduate Council for that particular degree plan and if a written justification for the 12 thesis credits is initiated by the major professor and endorsed by the student's thesis committee and the Graduate Plan Director. The justification should clearly indicate why the thesis is sufficiently different from a regular 6-9 credit thesis to be “worth” 12 credits. The Graduate School will make final approval of the justification. Moreover, graduate plans will be composed of not more than 12 credits of thesis (599 courses), special problems (e.g. 591, 592, 691, or 692 courses) and directed studies. Additional thesis credits may be taken but do not count toward the Master's program plan 30 credit minimum requirement.

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 plan committee and additional qualified examiners. Faculty cannot be required to participate in examinations during the summer months if they are not under contract. Candidates must be registered for any semester or summer term in which they take an examination. Psychology Department policy: Between spring Graduation and the week before classes start in the fall, proposals and defenses are not allowed except by petition to the Departmental Affairs Committee. Petitions should provide a special justification for the summer scheduling, and should also include signed endorsements by Major Professor and other Committee members indicating willingness to hold the summer proposal or defense.

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/>

4.5 Multicultural Requirements of Thesis Proposals

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 Calendar, and at least twenty calendar days before the earliest date on which it is proposed to hold the defense, the candidate shall submit to the Graduate School Office sufficient unbound copies of the thesis for members of the oral defense committee in a form acceptable for examination purposes. A receipt from the Bursar for the binding or microfilming fee and the completed Request for Oral Examination in Defense of Thesis signed by the major professor should also be submitted. On this form the major professor lists the members of the candidate's thesis defense committee, suggests an additional faculty member outside of the department who is competent and willing to serve as the chair of the thesis defense committee, and suggests times, and dates for the examination. A copy of the thesis shall be placed in the Reserve Book Room of the main library ten days in advance of the defense. 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. The copies submitted for defense must represent the finished scholarly product of the candidate's research ready for the final typing, and in the format required for binding. Copies submitted for defense may contain a reasonable number of clearly legible corrections (printed rather than handwritten), may be printed on paper of lesser quality than that required for the final copies, and may contain pages with only one or two paragraphs. However, these extra paragraphs must be on full-sized sheets of paper and clearly identified and numbered (e.g., 110A, 110B, etc.), and in consecutive order with the remainder of the text. Pagination may be in pencil to allow for later revision. Each copy of the thesis must be submitted in a separate clasp envelope of suitable size, and shall have a copy of the title page attached to it. In the final copies, type size, paper quality, margins, figures, tables, charts and typed 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 -- as of the BS Handbook version date -- is available at http://web.uri.edu/graduate-school/files/ThesisDissertationProcessRevised_06_21_2016.pdf and on the Graduate school website: <http://web.uri.edu/graduate-school/proposals/>

4.7 Defense of Thesis (URI-GSM 7.44.5)

Not less than 15 calendar days prior to the date set for their oral defense, candidates shall pick up the copies of their thesis at the Graduate School Office and distribute them to the members of their oral examining committee. Each copy will bear the official notice of the time and place of the oral examination. The chairperson of the oral examining committee will also be supplied with a copy of the candidate's thesis proposal. Committees and individual faculty vary in their expectations for opportunities to review drafts of the Thesis before the defense draft. The

candidate shall successfully defend the thesis in an oral examination that is usually two hours long before the thesis defense committee. Thesis Defense Committee for Master’s degree candidates is composed of the thesis committee and an additional fourth member appointed by the Graduate School to be chairperson of the committee and to represent the Graduate Faculty. The fourth member of the thesis defense committee is a member of the Graduate Faculty usually from a department other than that in which the candidate is registered. 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.

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

Table 2 Master’s Thesis Timeline

Timing	Step
Near end of Program of Study	Register for PSY 599 to prepare proposal
	Obtain thesis proposal materials from Graduate School
	Recruit thesis committee
	Meet regularly with the Major Professor to prepare the proposal
	Turn in the proposal to be reviewed by Major Professor
Two weeks prior to meeting	Schedule proposal and announce on PSYLIST
	Provide proposal to Committee and make available in Chafee 301
During Academic Year	Propose: two hour meeting with Committee and any Dept. members who wish to attend; bring approval sheet (http://web.uri.edu/graduate-school/forms/) for signatures
	Revise proposal
	Go to URI Division of Research and Economic Development web page and obtain approval (http://web.uri.edu/researchecondev/office-of-research-integrity/)
	Pick up from IRB and submit to Graduate School
	Register for PSY 599 to conduct thesis research
	Meet regularly with Major Professor during thesis preparation
	Submit draft thesis to Major Professor for review

	Revise thesis (likely to take multiple drafts)
	Confirm willingness of Committee to schedule defense of thesis
By announced Graduate School deadline	Major Professor submits "Intention to Graduate" form to the Graduate School in the semester you will receive Master's degree (www.uri.edu/gsadmis/)
At least one semester after proposing	Schedule defense of thesis
	Distribute copies to Defense Committee
Twenty days after scheduling	Defend thesis
	Complete any required revisions
	Obtain review of formatting from Graduate School (www.uri.edu/gsadmis/)
	Revise to conform with formatting requirements
By announced Graduate School deadline	Submit final approved Thesis to Graduate School
	Prepare an article based on the thesis and submit for publication

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 sending a memo outlining how the requirement has been met. This responsibility rests with your Major Professor but you can assist by reminding him or her when the requirement has been fulfilled.

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. a 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 (URI-GSM 8.43.2)

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: one Psychology Department faculty member from your Program Area (Behavioral Science), one Psychology Department member from a different Program Area (School or Clinical), and one URI faculty member from a department other than Psychology. You may add additional members to your committee if this seems useful (for example to represent an important methodological or research content area). In March 2016, in an effort to accommodate departments that include faculty members from diverse, newly emergent or other interdisciplinary fields of specialization, the Graduate school announced that the "inside/outside" (department or discipline) committee member rule may be interpreted more flexibly to enable a faculty member from "inside" the student's program to serve as the "outside" member of the student's program committee. An area was added to the Master's Thesis form where the Department or major professor can provide the rationale explaining why a faculty member from the same program as the student

should be considered an “outside” member of the student’s thesis committee. This may be allowed if the faculty member’s area of substantive and/or methodological expertise are deemed to be outside or uncharacteristic of the program or discipline’s traditional areas of expertise, and if the justification for this change is approved by the Dean of the graduate school. (*Minutes: Graduate Council Meeting No. 498, 14 March 2016*). This does not apply to the committee chair of the Master’s Thesis examination committee, who must to be from outside the student’s department and discipline. 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).

6.2 Comprehensive Exams

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, Behavioral Science, and School). The Program-specific guidelines for Behavioral Science students appear at the end of this section.

Timing

"Each doctoral candidate shall take comprehensive examinations at or near, but not later than twelve months after, completion of the formal courses stipulated in the program of study" (URI-GSM-7.57.1). The Master’s thesis or research competency must be successfully defended prior to taking comprehensive examinations. They may be taken either before or after the Dissertation proposal is presented. In our department, Comprehensives are given every semester, with the written portion scheduled for a two-week period within a designated portion of the semester, beginning on the first day of classes and ending at a specified date near the middle of the semester. Specific dates vary from year to year. Graduate School and Program Committee approval is necessary to schedule Comprehensive exams.

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 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, www.uri.edu/gsadmis/). 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. Oral and written examinations, including qualifying and comprehensive examinations and defense of theses, will be scheduled at the convenience of the faculty members involved, guided by the availability of the candidate’s program committee and additional qualified examiners. Such examinations will not be scheduled during periods when the University is in recess, including the summer period (when faculty are not under contract and may be employed in other ways), which begins the Monday following spring graduation and ends the Monday before Labor Day.

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. In our department it is imperative that you plan ahead and make arrangements for scheduling of your examinations well in advance because many other students will also be planning to take comprehensives, presenting proposals, etc. Your careful attention is therefore advised in order to ensure a smooth process and prevent scheduling conflicts. It is strongly suggested that a date and time for the oral exam also be discussed at the time that the written examination is formally scheduled. A good strategy to avoid scheduling problems later is to agree in advance with your

program committee on a potential oral exam date and time, and then to secure potential oral examination committee members who can agree to have this time available.

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 if this has not already been done. The date should be within four weeks of the Written Exam (URI-GSM 7.57.1.2 Part II), and the entire department faculty should be notified at least one week in advance. All the Committee members (including the nominee for the new Orals Committee position) must be available. There is a form for reporting the results of the written and scheduling the oral exam (<http://web.uri.edu/graduate-school/forms/>). This form must be submitted at least 10 working days prior to the requested date for the oral exam. Ideally, the time should not overlap with that of another student's Oral, Defense, Proposal, or Colloquium if possible; however, the realities of scheduling often take precedent over this guideline. Check with the Department Calendar. A room must be available and reserved by the student or Major Professor.

6.4 Comprehensive Exam Guidelines

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. You should meet with faculty whom you hope will write specific questions for your examination no later than four months prior to the actual date on which you will begin the written examination.

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 four questions should include areas that demonstrate integration of the breadth of your program of study as well as its depth. In addition to (1) the required methodology question, which should ordinarily call for knowledge associated with the three required methodology courses (PSY 532, 533, and 611), the Behavioral Science Program recommends (2) a question drawing your critical integration of core content courses and the theories represented in them, (3) a question demonstrating advanced and specialized methodology skills, and (4) a question on the literature in the general research area in which you plan to conduct your dissertation.

Guideline 4: If your work on one or more individual questions is not deemed satisfactory by your committee, you may be asked to (1) write a new answer to a related question 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 Comprehensives consist of two parts, the first of which is written. The Graduate School specifies that this examination be "of at least eight hours' duration" (URI-GSM- 7.57.1.1 Part I). In the Psychology Department the written comprehensive exam consists of four questions, and may make use of two possible examination formats. These formats may vary for individual questions or the entire written examination may follow a single format as determined by the Major Professor and Examination Committee.

The traditional format calls for questions to be answered in four-hour sessions, in pre-arranged room on the Kingston or Providence campus. The Major Professor assists the student in locating such a room. It is expected that students will not bring any prepared materials, whether hard copies or electronic, without explicit permission from their committee. Reading lists (bibliographies) are sometimes permitted. It is standard for computers to be used, but Committees ordinarily do not permit students to have their own documents already on the computer hard drive. If all four questions are answered in this format the examination would be 16 hours long, broken into four four-hour sessions on four separate days (which need not be contiguous but must be within the two week period selected by the student with her/his Committee, within the larger time block designated by the Department Chair)

The take-home format 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 taken in this format, 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). The take home option will follow existing departmental comprehensive exam guidelines in all other ways.

Committee members often contribute the questions for the written exam, however, questions can be solicited from the entire department faculty. Requests for questions for a student's written

comprehensives that are solicited from the entire department faculty shall be made by the Major Professor at least two months before the examination is scheduled. In addition, with the consent of the student, the Major Professor and the Committee, faculty from outside of the URI Psychology department, as well as faculty from another University or research institution, may be approached to contribute a question, or be a reader for a question. The Committee should decide whether the entire Committee or your Major Professor will select the final questions for your exam in advance. Typically, the questions are those that are written by faculty in response to a direct request by the student in consultation with the Major Professor and Committee, although the committee has the authority to edit, re-write, and/or combine questions in order to produce what it believes is a fair and comprehensive test.

Prior to the solicitation of questions, the choice of format (traditional or take-home) should be established, so that it is clear to the student, all members of the committee, and all question writers and reviewers, which format will be used for each question. 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. Students may have knowledge of the order of questions (by general topic) but may not have access to any question in advance.

6.7 Evaluation of the Written Examination

Your Committee should decide, in advance, and discuss with you the system that will be used in evaluating your answers (e.g., a several part scale of merit or a simple pass-fail). Regardless of the feedback you receive from the question reviewers, 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. Within two weeks after completion of the written comprehensives, the Major Professor or the program committee shall prepare an evaluation of the performance on each question in the examination, specifying strengths and weaknesses, and discuss the evaluation with the student. Responsibility for these question-by-question reviews is ordinarily delegated to the readers for the question. A student's responses to written comprehensive questions should be filed in the student's departmental file and the Major Professor will retain the student's file. The Major Professor must report the results of the exam to the Graduate School, and submit the formal request to schedule the oral examination.

6.8 Oral Comprehensive Examination

The second portion of the Comprehensives is the oral portion of the 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, and formally appointed by the Dean of the Graduate School. The oral exam must be attended by all program committee members, (1 from inside the department, and 1 from outside). Generally the graduate school discourages participation in the oral examination via telephone or video conference by a committee member, but under unusual circumstances it may be allowed if prior to the exam date a request is made explaining the circumstances and approved by the Dean or Associate Dean of the Graduate school. The Graduate School sends forms, for reporting results of the written comprehensives and scheduling the oral comprehensives, to the Major Professor.

At the discretion of the chair of the committee (the Major Professor), other members of the department faculty can be invited to attend. Only faculty members can attend.

Many of the questions you will be asked during the oral exam will be generated by your answers to previous questions. Two themes are typical, however. You may be asked to elaborate upon answers you gave on your written exams. One way to prepare for orals, therefore, is to discuss with each Committee member their reactions to your written exam. The other typical question is one that is broadly integrative, often asking for your learned opinion about some major issue in psychology. There is clearly no easy way to prepare for these questions other than thoughtful engagement with the issues in the field as you go through your program.

Like the written portion, oral exams can vary widely. In a typical exam you will begin by briefly describing your background and interests. Then, the Major Professor (who acts as chairperson) and each of the other committee members, in turn, may ask questions. Finally, visitors are invited to ask questions, if time permits. 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. Committee discussion may be brief or go on for about 45 minutes, regardless of whether the Committee feels the student passed or failed the

exam. Much of the discussion usually centers on an assessment of the student's strengths and weaknesses, with a view toward making suggestions about future directions and experiences. A Committee member is sometimes appointed to help the student in a particular area.

Request for an alternative procedure:

If the departmental policy is inappropriate for an individual student, that student and his or her committee may propose an alternative procedure to the chairperson and the Departmental Affairs Committee (DAC). Accommodations through Disability Services 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;"
- 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.

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, as evidenced by a letter in the student's file.

The URI Psychology Department Multicultural Competency Verification Form can be found on the department webpage <http://web.uri.edu/psychology/files/Multicultural-Competence-Requirement-and-Verification-2015.pdf>. As with most requirements, the student may petition the graduate committee to accept comparable achievements in Categories 1, Didactic Component, and 3, Applied Component.

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 (URI-GSM 7.56)

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” (http://web.uri.edu/graduate-school/files/ThesisDissertationProcessRevised_06_21_2016.pdf). Proposals must be submitted during or before the seventh semester in which a doctoral student is enrolled in their program, and at least 6 months before the dissertation is defended. Complete details for the appropriate development, preparation, and submission of a dissertation proposal can be found on the Graduate School website (www.uri.edu/gsadmis/).

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 (URI-GSM 7.60-7.74)

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. Candidates must be registered for any semester or summer term in which they take an examination. Psychology Department policy: Between spring Graduation and the week before classes start in the fall, proposals and defenses are not allowed except by petition to the Departmental Affairs Committee. Petitions should provide a special justification for the summer scheduling, and should also include signed endorsements by Major Professor and other Committee members indicating willingness to hold the summer proposal or defense.

8.4 Defense Requirements

Prior to the deadline published in the Graduate School Calendar, and at least twenty calendar days before the earliest date on which it is proposed to hold the defense, the candidate shall submit to the Graduate School Office sufficient unbound copies of the dissertation for members of the oral defense committee in a form acceptable for examination purposes. A receipt from the Bursar for the binding or microfilming fee and the completed Request for Oral Examination in Defense of Dissertation (<http://web.uri.edu/graduate-school/forms/>) signed by the major professor should also be submitted. On this form the major professor lists 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. A copy of the dissertation shall be placed in the Reserve Book Room of the main library ten days in advance of the defense. The requirement that the thesis/ 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. The copies submitted for defense must represent the finished scholarly product of the candidate's research ready for the final typing, and in the format required for binding. Copies submitted for defense may contain a reasonable number of clearly legible corrections (printed rather than handwritten), may be typed on paper of lesser quality than that required for the final copies, and may contain pages with only one or two paragraphs. However, these extra paragraphs must be on full-sized sheets of paper and clearly identified and numbered (e.g., 110A, 110B, etc.), and in consecutive order with the remainder of the text. Pagination may be in pencil to allow for later revision. Each copy of the dissertation must be submitted in a separate clasp envelope of suitable size, and shall have a copy of the title page attached to it. Pagination may be in pencil to allow for later revision. Each copy of the thesis must be submitted in a separate clasp envelope of suitable size, and shall have a copy of the title page attached to it. In the final copies, type size, paper quality, margins, figures, tables, charts and typed 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 -- as of the BS Handbook version date -- is available at http://web.uri.edu/graduate-school/files/ThesisDissertationProcessRevised_06_21_2016.pdf and on the Graduate school website: <http://web.uri.edu/graduate-school/proposals/>

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 and two additional members appointed by the Dean of the Graduate School. See URI-GSM 8.43.4 on committee procedures. 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. Generally the graduate school discourages participation in the oral examination via telephone or video conference by a committee member, but under unusual circumstances it may be allowed if prior to the exam date a request is made explaining the circumstances and approved by the Dean or Associate Dean of the Graduate school. 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 (<http://web.uri.edu/catalog/graduate-school-calendar/>).

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

Table 3. Doctoral Dissertation Timeline

Timing	Step	
Near end of Program of Study	Register for PSY 699 to prepare proposal	
	Obtain proposal materials from Graduate School	
	Review Doctoral Committee membership and change if necessary	
	Meet regularly with Major Professor to prepare proposal	
	Turn in proposal to be reviewed by Major Professor	
Two weeks prior to meeting	Schedule proposal and announce on PSYLIST	
	Provide proposal to Committee and make available in Chafee 301	
During Academic Year	Propose: two hour meeting with Committee and any Dept members who wish to attend; bring approval sheet for signatures	
	Revise proposal	
	Go to URI Division of Research and Economic Development web page and obtain approval (http://web.uri.edu/researchecondev/office-of-research-integrity/)	
	Pick up from IRB and submit to Graduate School	
	Register for PSY 699 to conduct dissertation research	
	Submit draft dissertation to Major Professor for review	
	Revise dissertation (likely to take multiple drafts)	
	Confirm willingness of Committee to schedule defense of dissertation	
	By announced Graduate School deadline	Major Professor submits "Intention to Graduate" form to the Graduate School in the semester you will receive doctoral degree (www.uri.edu/gsadmis/)
At least one semester after proposing	Schedule defense of dissertation and announce on PSYLIST	
	Distribute copies to Defense Committee and place one in Chafee 301	
Twenty days after scheduling	Defend dissertation	
	Complete any required revisions	
	Obtain review of formatting from Graduate School (www.uri.edu/gsadmis/)	
	Revise to conform with formatting requirements	
By announced Graduate School deadline	Submit final approved dissertation to Graduate School	
	Prepare article based on dissertation and submit for publication	

Don't expect that your major professor will keep track of deadlines and forms. He or she will help, but you have to be on top of it.

- Get copies of all the forms you need from the grad school office or website and fill out as much information on them as you can before giving them to your major professor or committee members to sign.
- Many of the forms need the department chair or graduate program director's signature - give yourself time to do this.
- If you are having a problem with something, use your major professor as a resource. He or she will have a good sense of which rules can be bent, which cannot, and what the informal rules are for different situations.

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.

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 one of the other graduate programs in the department (Clinical or School) want to change their training area and enter the Behavioral Science Psychology program must formally apply to the Program at the normal application time (early January) 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 into one of the other programs 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

NOTE: As of the date of this version of the BS manual, section 9.3 represents policies and practices that were developed prior to the 2016-2017 academic year. Some of these are currently under review at the departmental and program levels and are expected to be revised in the not-to-distant near future.

Departmental Affairs Committee

The Department has faculty committees that help to construct and administer policies affecting graduate students. These include the Departmental Affairs Committee (DAC) and the Graduate Committee (GC). The DAC functions as an executive committee working with the Chairperson, and consists of the three Graduate Program Directors and the Undergraduate Program Director, as well as the Chairperson. This body makes Fellowship nominations and Graduate Teaching Assistantship appointments, sets dates for comprehensive examinations, reviews student petitions, and plays many important roles that affect graduate students. The GC consists of the three Graduate Program Directors, and makes policy and curricular recommendations for the Department-wide graduate curriculum.

The faculty of the Department meet monthly to discuss issues of general concern in the department, and they also meet monthly in graduate-program area subgroups to discuss issues of specific importance to those graduate programs.

Student Representation in Program and Department Governance

Graduate students play an active role in program and departmental governance activities. At the beginning of each academic year the Behavioral Science Program Director calls on students in each class /year to elect one representative and one alternate to serve as student representative and advisor to the Program and Department. The Director meets with the Student advisors on a monthly basis and the student representatives are encouraged to attend the Monthly BS program and Psychology departmental faculty meetings. All behavioral science students are welcome to attend monthly program meetings (generally held on the second Monday of each month during the academic year from 1-3 PM), except when specific students or faculty members are being discussed (e.g. admissions, annual evaluation of students). Students are encouraged to actively participate in program area meeting discussions and decision making on non-personnel related policies and program matters that affect students, including changes in curriculum requirements, program requirements or examination policies, or the program's evolving relationship with the College Health Sciences. The two elected student representatives have a vote at Behavioral Science Program meetings on such matters. The student representatives are also encouraged to attend and participate in regular Department faculty meetings (generally held on the first Monday of each month, 1-3 PM, during the academic year). Responsibilities of student representatives are two-fold. First they are expected to represent the perspectives of their fellow students and to bring student concerns and issues to the attention of the faculty (in

Department meetings each program is entitled to one vote by an elected student representative). Second, representatives are expected to communicate faculty perspectives and all program and departmental decisions and deliberations back to their peers. In 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.

Student Representation on the Task Force for Multiculturalism and Diversity

The Department of Psychology Task Force on Multiculturalism and Diversity makes recommendations to the Department of Psychology in the areas of curriculum, departmental multicultural climate, and development of the focus area in multicultural psychology. Each program selects a student to represent the program at Task Force meetings. Undergraduate students and staff are also represented when possible.

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 clinical psychology student or 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

These guidelines are primarily intended to address conflicts between students and faculty. In student-faculty conflict, differences in power between the parties can complicate the process of conflict resolution. The Guidelines cannot remove such differences in power; however, adopting them will be an affirmative that we, both faculty and students, intend to approach conflict resolution in a civil and equitable way. The guidelines may be useful for addressing old conflicts as well as new ones. The guidelines are conceptualized as interim because the Department of Psychology is working toward a permanent set of guidelines. There are several options for conflict resolution available at URI:

Resolution by the Parties Themselves

Because many conflicts can be resolved through improved communication, the parties are urged to talk with each other and attempt to resolve the conflict by mutual understanding, mutual consent, or “agreeing to disagree” without further injury to either side. The parties are advised that confidentiality, which is an important foundation of personal dignity and professional standing, can most easily be preserved if conflicts can be resolved in this manner. This option will not work for everyone. Directly approaching the person with whom one has a conflict may be emotion-laden and uncomfortable. The guidelines provide additional options to consider.

Resolution within the Psychology Department

A student or faculty member may decide to ask a third party within the Psychology department to advise, mediate, or advocate for them. The third party might be a student or a faculty member. The role of the third party and the expectations of all parties should be clearly defined at the outset. For students, there are several types of faculty who might be considered as third parties. A student’s advisor or major professor can provide guidance on some issues. A student’s program director can address conflicts within the program area (Clinical, Behavioral Science, or School). The department chairperson can address all issues within the department. Involving the chairperson is an option at any time, but will be especially important in cases of cross-disputes, or conflicts involving several people. Confidentiality remains very important, and should be respected by the third parties as well as by the principal parties to the conflict.

Resolution beyond the Psychology Department

Outside the department, parties to a conflict may consult the Dean of the College of Arts and Sciences, the Vice-Provost for Research (who is also the Dean of the Graduate School), the Associate Deans of the Graduate School, or the University Ombudsman. Using these resources would come (i) after exhausting options within the department or (ii) in cases where the nature of the conflict made resolution outside the department preferable. Confidentiality remains very important; however, the difficulty of maintaining confidentiality may increase as more people, and people further removed from the original conflict, become involved.

9.6 Disability Services 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 Disability Services for Students 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 Services for Students 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 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. The announcement and application materials are typically released by the Department Chairperson in mid-February, with a due date near the end of the month. Two letters from faculty are required along with application materials. These fellowships usually go to students nearing the end of their program of study and beginning work on their dissertation.

Minority Fellowships, A special category of University fellowships available for students from under-represented groups, are also competitive across the University. These are based on scholarship as well as potential contribution to issues of diversity and multiculturalism. The application procedures are the same as those for standard University Fellowships. These

fellowships are often offered to eligible students who have applied for admission to the department.

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 TA's 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=prior to Master's degree, II=post Master's degree, III=post comprehensive exams). In some cases students may be awarded a half-assistantship, which includes half of tuition and a stipend for 10 hours per week. The announcement and call for applications typically comes out in March with a due date at the end of March.

The Behavioral Science Psychology Training Program 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. One source of program RA's is the Cancer Prevention Research Center, because this research center is home to faculty who have had a large number of externally funded grants. Students who are interested in being considered for a CPRC RA should contact Kathy Meier at the CPRC. RA's funded by grants held by faculty may also be available. Interested students should keep in touch with the faculty in the Psychology Department, especially those whose area of research is of interest, to see if they have any funding opportunities.

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. In recent years our students have applied for and been successful in obtaining GAS with campus offices such as: Enrollment Services; Housing and Residential Life; Feinstein Hunger Research Center; Substance Abuse Prevention Services; Office of Student Life; Disabilities Office; Talent Development; Women's Center; Multicultural Center; Strategic Planning and Institutional Research; and University College.

A student who is already supported through an assistantship or something similar on campus can only work an additional 5 hours (for pay). However, this can be extended to 10 hours if the student has already taken comps. The major professor or the program director might also need to approve a request to work additional hours. There are no working limits due to being a full time or part time student. The restrictions on working are all related to a student already having a position that is supported through an assistantship or something similar on campus.

Other Forms of Support

Art and Sciences Hope and Heritage Fund [BC1](<http://web.uri.edu/artsci/beaupre-hope-and-heritage-fund/>): Assists students and faculty with expenses for presenting papers at conferences.

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 in the September with a November deadline, and are awarded in the Spring semester of each year. 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. In recent years approximately 20 EGRAs are awarded each year. This is a competitive application process. Awardees are selected after review and ranking of applications by the Graduate Council. Current information about the EGRAs application and evaluation criteria are available on the Graduate school website.

Provost's Competitive Research Grants (Announced in November): Assists students with research project.

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 TA's 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 secretary.