

UTSA
Department of Psychology
2014 Doctoral Program Handbook

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I. Purpose

The PhD in Psychology program at UTSA is designed to give students the opportunity to work with faculty who have expertise in various areas of Psychology and an interest in applying that expertise to issues impacting health, military personnel, and their families. The program is designed around the notion that psychological theory, advanced research, and statistical methods are vital to addressing a range of applied problems, including those related to health and the military. The program provides students with training in research and data analysis methods that can be applied to a variety of problems in public and private sector. The core of the program consists of a series of courses on data analysis, research design, and special issues in military health. Students are also expected to obtain specialized training in various relevant content areas through content courses (see “advanced topics”), outside electives (e.g., grant writing), and supervised research. The program will also provide students with many opportunities to refine their scientific writing and oral communication skills and to apply their knowledge and methodological expertise. The program is designed to prepare graduates for conducting basic and applied research in the private sector, public sector, or academia.

This handbook provides students with the requirements and expectations for making progress through the program. We have adopted best practices from existing programs in both the design of this program and handbook. The handbook will be updated as necessary. Should requirements change during a student’s tenure in the program, the student will have the option of whether to meet the requirements in effect at the time of their entry or the updated requirements.

II. Core Program Faculty and Research Interests

UTSA Faculty

Michael R. Baumann, PhD; Social/Organizational Psychology, decision making in groups and teams, affect in decision making and behavior, impression formation

Thomas R. Coyle, PhD; Cognition and Development, intelligence and cognitive ability, academic aptitude tests (SAT and ACT), cognitive neuroscience

Ephrem Fernandez, PhD; Clinical and Health Psychology, psychosomatics, pain and suffering, emotions, assessment and regulation of anger

Robert W. Fuhrman, PhD; Social Cognition, stereotypes, attitudes, person and event memory, personality, interpersonal relationships

Raymond T. Garza, PhD; Social Psychology, research methods, Chicano studies, personality theory, intergroup relations, Hispanic social processes, and minority mental health

R. Reed Hunt, PhD; Cognitive Psychology, memory, distinctiveness, memory errors and correction, implicit memory

Michelle Little, PhD; Developmental Psychology, adolescent and young adult externalizing problems and substance use, violence prevention, gender differences in the course of psychopathology, longitudinal methodology

Deborah L. Mangold, PhD; Biological Psychology, biomarkers for psychopathology stress, allostatic load, and health

Augustine Osman, PhD; Clinical Psychology, evidence based assessment, psychometrics, assessment of anxiety and mood disorders, suicide, pain, and eating disorders

David Pillow, PhD; Social Psychology and Quantitative Methods, attitudes about ADHD, belongingness, stress and well-being, and hypocrisy

Paul Romanowich, PhD; Experimental Psychology, Behavior analysis, learning, sports psychology

Rebekah E. Smith, PhD; Cognitive Psychology, memory in young and older adults, prospective memory, false memory, memory correction and improvement; multinomial modeling

Rebecca Weston, PhD; Intimate relationships, health effects of partner violence, measurement of partner violence, changes in violence and relationship outcomes over time

Tina Zawacki, PhD; Social and Health Psychology, health related social behaviors including alcohol use, sexual transmission of HIV and sexual violence

UTHSC Faculty

Anthony Scott, PhD; Neuropsychology and neuropsychological assessments, psychoneuroimmunology, project evaluation

Alan L. Peterson, PhD, ABPP; Clinical Health Psychology, posttraumatic stress disorder (PTSD), psychological risk and resiliency, Tourette Syndrome, tobacco cessation, pain management, insomnia, weight management, and managing suicidal behaviors

Jennifer S. Potter, PhD, MPH; Clinical Psychology, opioid use behaviors in individuals with pain and substance use disorders, development of empirically-supported treatments for SUDs.

III. Admission to the Program

Admission to the doctoral program is limited and competitive. Meeting the minimum criteria will not guarantee admission. Students must meet all University-wide requirements as outlined in Chapter 2 of the most recent UTSA Graduate Catalog. At the very least, students must hold a completed baccalaureate degree from a regionally accredited college or university in the United States or have proof of equivalent training at a foreign institution, have been in good standing at the time of departure from the last institution attended, and be recommended for admission by the Psychology Doctoral Program Admissions Committee.

A. Admission with a Research-Based Master's Degree

In addition to university-wide requirements, the Doctoral Admission Committee in Psychology will consider the following:

1. Documented completion of a 36-hour (or more), thesis-based Master's degree in psychology. Applicants with fewer hours or from a non-thesis program may be considered for conditional admission pending completion of all deficiencies.
2. A Master's degree transcript documenting a GPA of 3.5 or higher. If a Master's degree has not been completed, a transcript documenting a minimum GPA of 3.5 in the last 60 hours of coursework will be required.
3. For applicants whose native language is not English, a score of at least 550 on the TOEFL.
4. Three letters of recommendation indicating the applicant has the necessary academic and personal attributes for success in the program and has the potential for making significant contributions in the field of psychology.
5. A 3-page statement written by the applicant that clearly states his or her career goals, research interests, and purpose for pursuing a PhD in Psychology at the University of Texas at San Antonio.
6. Evidence of prior research experience. The preferred form is a completed Master's thesis, but published research articles, a manuscript prepared for publication, or a paper submitted for credit in an independent or honors study project are acceptable alternatives.
7. Scores on the verbal and quantitative sections of the Graduate Record Exam (GRE) must be submitted before the application is considered complete. These scores must be no older than 5 years and will be weighed in conjunction with the other material in the applicant's file.

B. Admission without a Research-Based Master's Degree

Exceptional applicants having only a bachelor's degree in Psychology or closely related field may be considered for **conditional admission**. These individuals must meet all other requirements outlined above (with the exception of requirement #2). Students admitted conditionally will be required to make up deficiencies by fulfilling all requirements necessary to complete the Masters of Science program in Psychology. Limitations on the time permitted for removing deficiencies are likely to be included in the conditions.

Exceptional applicants having a non-thesis Master's degree in Psychology at time of application will be required to complete a research project equivalent to a master's thesis, as well as making up any deficiencies by completing courses in the Psychology MS program.

Students admitted without a research-based Master's degree will have 6 years from completion of deficiencies to complete all doctoral requirements.

IV. Program Overview & Requirements

As required by UTSA-wide regulations, the program requires students to complete a **minimum** of 48 hours of post-master's courses or research credit. Students must complete all coursework, research hours, and successfully defend and deposit their dissertation within 6 calendar years of the time they enter the doctoral program, not including any leaves of absence described below. It is anticipated that students will enroll full time (9 hours Fall, 9 hours Spring, 3 hours Summer). Full time students who have taken all UTSA Master's level statistics and methods courses or their equivalent are expected to complete the 48 post-master's hours in 3 years or less. Questions about typical course offerings should be directed to the PhD Graduate Advisor of Record (GAR).

A. General requirements

Required PhD Core Courses (9 hours required)

All students must take each of the following

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|----------|---|
| PSY 7003 | Multivariate Statistical Analysis (3 hours) |
| PSY 7013 | Advanced Research Design (3 hours) |
| PSY 7023 | Military Health Psychology (3 hours) |

Advanced Seminar Topics (12 hours required)

Students will take a total of 4 courses from the following advanced seminar topics. Each seminar may be repeated for credit as topics vary from offering to offering. Students' selection of advanced topics courses is one way in which students will be able to customize their individual program of study. Currently, students can reasonably expect at least 1 offering of each of the following in any 2 year period.

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|----------|--|
| PSY 7103 | Advanced Topics in Biopsychology (3 hours) |
| PSY 7113 | Advanced Topics in Clinical Psychology (3 hours) |

PSY 7123	Advanced Topics in Applied Social Psychology (3 hours)
PSY 7133	Advanced Topics in Applied Cognitive Psychology (3 hours)
PSY 7143	Advanced Topics in Diversity and Health Disparities (3 hours)

Prescribed Electives (6 hours required)

Students will take 2 courses from the following options. These courses are to bolster students' research and statistical skills with specialized tools relevant to their individual research interests. Students may take equivalent organized courses when courses listed are not offered.

PSY 7203	Grant Development
PSY 7213	Program Evaluation
DEM 7233	Forecasting
STAT 5413	Nonparametric Statistics
STAT 5253	Time Series Analysis
STAT 6113	Bayesian Statistics
STAT 6853	Categorical Data Analysis

Research and/or Internship (9 hours required)

Research credits are an opportunity for students to gain specialized hands-on experience in areas relevant to their individual interests. These typically involve one-on-one supervision of a student by a terminal degree holder and written products demonstrating the educational value of the experience. Doctoral research hours are expected to eventually result in a draft dissertation proposal.

PSY 6513	Psychology Research Internship (3 hours each section)
PSY 7911-6	Doctoral Research (3 hours each section)

Dissertation Courses (12 hours required)

Dissertation credits are for the execution, analysis, and reporting of the results of the student's dissertation project.

PSY 7921-6	Doctoral Dissertation (1 to 6 hours per semester)
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B. Current Course Descriptions

PSY 7003 Multivariate Statistical Analysis

(3-0) 3 hours credit. Prerequisite: Consent of instructor.

An advanced treatment of multivariate statistical techniques. Topics include multivariate normal distribution, multivariate tests of hypotheses, confidence regions, principal component analysis, factor analysis, discrimination and classification analysis, and clustering.

PSY 7013 Advanced Research Design

(3-0) 3 hours credit. Prerequisite: Consent of instructor.

An examination of issues related to complex research designs to address health-related issues. Topics include multilevel modeling, complex sampling, experimental, quasi-experimental, and mixed designs.

PSY 7023 Military Health Psychology

(3-0) 3 hours credit. Prerequisite: Consent of instructor.

Overview of research related to Military Health Psychology. Topics include military cultural competency, psychological assessment, population health, intervention, and treatment of health-related issues of importance to the military, such as depression, PTSD, substance-abuse, and combat-related injuries. Approaches to prevention and resiliency in military personnel and their family members are also covered.

PSY 7103 Advanced Topics in Biopsychology

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

Topics related to empirical and clinical findings that contribute to current knowledge of brain-behavior relationships and the structural and functional changes associated with specific clinical conditions will be examined. Topics include traumatic brain injury, neurotransmitter imbalance, and specific related disorders, and the effects of stress on brain structure and function. This course may be repeated for credit when the topics vary, but not more than 6 hours may be applied to the doctoral degree

PSY 7113 Advanced Topics in Clinical Psychology

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

Topics related to the critical evaluation of prevention, assessment, and intervention strategies used to address clinical problems in a military environment will be examined. Topics include depression, PTSD, clinical issues related to injuries and rehabilitation, substance abuse, family and partner conflict, combat-related stress disorders, and promotion of resiliency. This course may be repeated for credit when the topics vary, but not more than 6 hours may be applied to the doctoral degree.

PSY 7123 Advanced Topics in Applied Social Psychology

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

Topics related to understanding social psychological approaches that can be applied to understanding the prevention, etiology, and treatment of health disorders. Topics include group and organizational dynamics, social comparison, affiliation, cognitive dissonance, attitude formation and change, and attribution theory. This course may be repeated for credit when topics vary, but not more than 6 hours may be applied to the doctoral degree.

PSY 7133 Advanced Topics in Applied Cognitive Psychology

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

Topics related to understanding cognitive psychological approaches that can be applied to understanding the prevention, etiology, and treatment of health disorders. Topics include memory, problem solving, strategy utilization, communication, spatial cognition, training and learning, cultural learning, and social information processing. This course may be repeated for credit when topics vary, but not more than 6 hours may be applied to the doctoral degree.

PSY 7203 Grant Development

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

This course will provide students with an overview of the grant writing process. Literature review, theoretical rationale, budget, evaluation protocols, and IRB requirements will be examined. Local, state, national, government, and private funding sources will be reviewed. The final product will be a completed grant proposal. Note that credit cannot be earned for both PSY 7203 and KAH 5163.

PSY 7213 Program Evaluation

(3-0) 3 hours of credit. Prerequisite: Consent of instructor.

This course will review the process by which health-related programs are planned, implemented, and evaluated in various communities and work-related settings. Students in this course should have prior knowledge of health-related theories, multivariate statistics, and advanced research design. Note that credit cannot be earned for both PSY 7213 and KAH 5133.

PSY 6513 Psychology Research Internship

(3-0) 3 hours credit. Prerequisites: Consent of instructor and student's advisor.

Students assist in conducting supervised research in a local organization. May be repeated for credit to a maximum of 9 hours.

PSY 7911-6 Doctoral Research

1 to 6 hours credit. Prerequisites: Permission of the PhD GAR and dissertation director.

Preparation and writing of dissertation proposal. May be repeated for credit, but not more than 12 hours will apply to the Doctoral degree.

PSY 7921-6 Doctoral Dissertation

1 to 6 hours credit. Prerequisites: Permission of the PhD GAR and dissertation director (indicated by an approved dissertation proposal); must be a PhD candidate.

Preparation, writing, and successful defense of the Doctoral dissertation. May be repeated for credit, but not more than 12 hours will apply to the Doctoral degree.

V. Customizing Your Program

Students are encouraged to think carefully about how to best select their advanced topics, prescribed electives, and research credits to customize their experience. In support of this, students will be required to submit an Interim Program of Study form to the PhD GAR no later than the second month of classes in the first year. This form must be endorsed by the student's faculty advisor prior to submission. The form should be updated as necessary at the start of each academic year and a final version will be submitted in the student's final semester. Although programs of study may change as student interests develop over time, it is expected that these changes from year to year will be at the level of refinements rather than drastic changes in interests.

The Interim Program of Study should consist of the following elements:

- (1) A 1-2 sentence description of the research interest/specialty the student intends to achieve with this program of study. A wide range of topics are acceptable, but the level of detail should be similar to the following examples: "Understanding of factors influencing coping strategies of military families during deployment," "Determining the factors underlying differences in susceptibility of commanders to memory errors over the lifetime," or "Factors influencing resiliency to PTSD."
- (2) A list of the core courses to be taken each semester in service of that goal.
- (3) A list of the advanced topics courses to be taken each semester in service of that goal.
- (4) A list of prescribed electives to be taken each semester in service of that goal.
- (5) Potential internships or research experiences related to that goal.

VI. Expectations and Evaluation

To remain in good standing with the program, all students must meet university-wide as well as program-specific standards. These include expectations and rights with respect to advisee / advisor relationships, ethical and professional conduct, research progress and the nature of experiences deemed acceptable for research or internship credit, coursework.

A. Advisee / Advisor Relationship

1. Assignment of advisors, changing advisors, and being asked to change advisors

Each student is initially assigned an advisor whose interests are as similar as possible to those expressed by the student and who is available to serve as an advisor. These assignments are made during the admissions process in consultation with potential advisors. The faculty advisor will serve as the student's major professor and mentor. Students are not required to work with a given advisor and advisors are not required to work with students who do not meet their expectations. Students are allowed to initiate changes with the consent of the PhD GAR *and* agreement in writing of the potential new advisor. When an advisor dismisses an advisee, the advisor must provide the PhD GAR with written documentation as to the reason, and the department will attempt to assist the student in finding a new advisor.

Changing advisors does not carry a penalty. However, there are a number of practical difficulties students may wish to consider. Changing advisors may make it impossible to continue collaborative projects in the former advisor's lab, which may affect the time it takes a student to complete the degree. Similarly, if the student is funded through that lab, the student may be required to change his or her support (e.g., from research to teaching). As such, students are encouraged to select potential advisors carefully.

2. Expectations and suggestions for advisor-advisee relationships

There are many different views on what makes an ideal advising relationship and good advising relationships take many different forms. UCLA and Northwestern University have developed a set of general guidelines representing views across a range of disciplines. This section includes those and other general guidelines and describes general expectations advisors *and* advisees are expected to meet and suggestions for making the relationship as beneficial as possible for both parties.

Ideally, a student's advising professor is also a mentor. The relationship should foster the student's confidence, skills, and comprehension of theory relevant to the chosen field of study. In concrete terms, an advisor should be expected, at a *minimum*, to provide

- a. Guidance with ongoing research including constructive feedback for improvement.
- b. Guidance in planning professional progress and achieving necessary milestones (including progress towards the degree).
- c. Opportunities for and assistance with professional publications and conference presentations.
- d. Letters of reference required for professional opportunities (assuming satisfactory performance by the student).

These are the minimum expectations. It is not unusual for the advisor to grant additional benefits such as financial support (e.g., research assistantships, conference funding), networking opportunities, and/or intellectually stimulating collaborations.

Advisees are also expected to meet certain standards. At a *minimum* these include

- a. Openness to constructive feedback from advisors.
- b. Working diligently to make progress on dissertation and other research projects.
- c. Communicating with advisors when deadlines cannot be met or a change in the program of study is desired.
- d. Being enthusiastic about collaborative research and motivated to complete projects with advisors and possibly other students.

Each party also has the right to expect the other to behave in an ethical, professional, and civil manner. Neither advisees nor advisors should expect the other to engage in work unrelated to

their common research interests or relevant appointments (e.g., Teaching Assistantships, Research Assistantships).

To prevent misunderstandings and maximize the likelihood of a productive advisee-advisor relationship, students are encouraged to discuss expectations with their advisor. This should be done early and often. Different advisor-advisee pairs will develop different working relationships and these may change over time due to the needs of the advisee, advisor, and the research being conducted. The important thing is that both parties are aware of what to expect and feel that they can safely raise issues as needed. We suggest that advisors and advisees be clear about the following questions:

How often and when should we meet?

Common practices on advising meetings range from one to eight times a month depending on the needs of the student and the research project(s) in progress. In many cases this will involve a regular meeting time. When these are group meetings, there is an expectation that the advisor is available for a one-on-one meeting by appointment to discuss confidential matters (e.g., FERPA-protected academic issues). However, it is also common to meet on an ad-hoc basis with times varying from week to week. Advisees should keep in mind that the advisor may have certain periods of unavailability (e.g., class preparation, conference attendance) and that advisors have other duties to fulfill as well.

How should the advisee prepare for advising meetings?

There is considerable variability on this issue, and it is likely to change even from meeting to meeting. Generally, when given an assignment to think about a particular idea or potential project, the advisee should, at a minimum, come with ideas or questions to discuss. When given a written assignment (e.g., a manuscript for submission or thesis draft) the advisee should ask the advisor how far in advance he/she will need the assignment in order to read it and discuss it at the meeting. Professors frequently have a number of obligations to juggle (e.g., reviewing for journals, grading tests), so the student should not assume his or her paper is always at the top of the list.

How quickly will the advisor return a written draft with comments? How quickly will the student be expected to incorporate the advisor's comments and bring in a new draft?

This will often depend on the size of the document and relevant deadlines. However, it is reasonable for advisees to expect their advisor to read, comment, and return a draft within 1 - 2 business weeks under normal circumstances. In some situations turnaround may be longer (e.g., the advisor is at a conference or ill or has several advisees). In those cases, the advisor should inform the advisee accordingly.

Similarly, in most cases it is reasonable for the advisor to expect the advisee to incorporate or respond to comments and provide a new draft in 1 – 2 business weeks. Some situations may require even faster responses (e.g., in the case of submitting a manuscript revision or proofs).

How long should the advisee expect the program to take? When will I graduate?

It is important to develop a shared understanding of the timeline for the advisee's progress through the doctoral program. Typically, we expect students to complete the 48 post-master's hours in 3 years or less. However, this assumes adequate progress in courses and research. Advisees should talk to their advisor to determine how quickly they need to develop a dissertation idea in order to propose, conduct, and defend the final product on time. A student's first draft proposal is unlikely to ever be the one accepted, and the first draft of the final product is almost never the one deposited. Your advisor has the right to refuse to set a date for a dissertation proposal or defense until he/she thinks the document is in suitable shape for reading by other committee members.

Who will be first author? Who owns the data?

Although the APA has guidelines on authorship and the UT System Board of Regents has rules on intellectual property, each involves a number of judgment calls. Philosophically, it is partly an issue of who conceptualized the study and partly an issue of who contributed which specific effort to the project. Legally, the terms under which funding was provided can also have an impact. Because of this, advisees and advisors should discuss these issues early in the project life cycle. It is recommended that advisors and advisees set order of authorship and conditions for reconsidering order of authorship in advance.

Students and advisors who feel unsatisfied with their relationship are encouraged to communicate their needs and discuss possible remedies *prior* to the student seeking a new advisor or the advisor asking the student to find a new lab. It is the responsibility of *both* parties to recognize unsatisfactory situations early on and handle them appropriately. When a resolution cannot be reached, students and/or advisors should consult the PhD GAR before consulting the Department Chair.

B. Progress towards Research Requirements

Students will be evaluated partly on their research activities each year (see "Evaluations"). Failure to make adequate progress may result in students being placed on warning, academic probation, or being dismissed. Students are expected to become involved in research during their first year, often during their first semester. Typically, this research will involve assisting with ongoing projects in their advisor's research program or laboratory. As the year progresses, students are expected to begin examining potential topics and designs for their dissertation project. Ideally, students will have a dissertation idea ready to develop into a dissertation

proposal by late Spring or Summer of their first post-master's year and defend their proposal during the Fall of their second post-master's year. It is recommended that students allow 3 long semesters (i.e., a year and half) to go from defending the proposal to approval and depositing of the final product.

Although there is no program requirement for students to attend professional conferences or publish scholarly articles, lack of involvement in such activities will negatively affect students' job prospects upon program completion. Hopefully their theses and dissertations will be publishable products, but students should seek out additional opportunities. Potential sources of additional presentation and publication opportunities include collaborative projects with their advisors, other faculty, and/or other students. Students are encouraged to talk to their advisors about publication norms and opportunities in their specific research area.

1. PSY 7911-6 Doctoral Research

Students should enroll in doctoral research each semester in which they are conducting studies or literature reviews laying the groundwork for their dissertation project. In some circumstances, it may also be appropriate for students conducting research with faculty other than their primary advisor to enroll in doctoral research with that faculty member as well. In most cases, a written product (e.g., a research or review paper) will be expected to result from doctoral research credits.

2. PSY 6513 Internship

The activities and products of internship credits are expected to resemble those of doctoral research, with the main difference being the nature of the setting. Whereas doctoral research is generally in a more basic academic setting, internship assumes a more applied setting. Generally, the student is expected to use internships to develop specific competencies unique to the applied setting in question. To earn internship credit, the student must specify the educational value or competencies to be learned through interning in a specific setting and justify how this relates to the intended program of study. The student must also obtain the permission of a terminal degree holder at the internship site to serve as an on-site supervisor and a Psychology faculty member to serve as instructor of record (typically his or her advisor). The internship must involve an average of 9 hours of relevant activities weekly (e.g., on-site research, training experience, etc.) for each 3 hours of credit. The on-site supervisor will be responsible for documenting the number of hours the student devotes to the internship and reporting on the student's progress towards the relevant competencies. The advisor or other Psychology faculty member will be responsible for evaluating student performance on written products related to the internship. The nature of the written product is likely to vary by project, but should demonstrate an understanding of the project conducted and relevant theoretical issues. The department currently requires 2 written products (i.e., papers) for each 3 credit hours. Written products are expected to be no less than 3200 words *of content* each. This corresponds to roughly 10 double-spaced pages at a standard

12-point font with 1 inch margins. Additional pages needed for a reference section, graphs, or appendices *do not count* towards this minimum.

3. PSY 7921-6 Dissertation Research

Students are not permitted to enroll in dissertation research hours until their dissertation has been successfully proposed. Thereafter, students should enroll in dissertation hours each semester at a level commensurate with the number of hours they devote to executing, analyzing, and writing the results of their dissertation project. Permission of the GAR and advisor is required for enrollment and is granted through their signatures on the dissertation proposal approval form. Students who have advanced to candidacy may enroll in dissertation hours without additional approvals required.

C. Progress Towards Coursework Requirements

Student progress towards coursework requirements will be evaluated following their first semester and then annually through the program (see “Evaluation” section). Failure to make adequate progress may result in students being placed on warning, academic probation, or being dismissed. As per university rules, students must earn a grade of B- or higher in all courses counted towards their doctoral degree.

The majority of students are expected to be enrolled full time (9 credit hours in each Fall and Spring, 3 hours each Summer). Although it is likely that more advanced students (e.g., third years) will have a Fall or Spring schedule consisting entirely of doctoral research and dissertation hours, this is unlikely to be appropriate for newer students. To stay on track towards course completion, students should complete all three of the core courses and at least 1 advanced topics course or prescribed elective their first academic year. Currently, the core courses Multivariate Statistics and Military Health Psychology are expected to be taken during the first Fall while Advanced Research Design is expected to be taken during the first Spring. Failure to complete at least 12 credits of non-research courses during the first academic year may be ruled inadequate progress during the annual review.

During the second academic year, students are expected to complete the majority of their remaining non-research credits (i.e., prescribed electives and advanced topics). By the end of the second academic year, full time students should have no more than 6 hours of the required non-research credits remaining. It is anticipated that many students will complete all of the required organized courses by the end of their second academic year. Having completed fewer than 24 credits of non-research courses by the end of the second year may be ruled inadequate progress during the annual review.

For most students, the third academic year will consist primarily of doctoral dissertation credits. Progress towards completion of the doctoral dissertation will be included when considering

progress towards completion of coursework requirements. The department realizes that some doctoral projects may require more than the minimum 12 hours of required dissertation credit. However, students are warned that repeated enrollment in dissertation credits beyond the required 12 hours will need to be justified during the annual review. This justification must include a description of the state of the project from the student and dissertation committee chair (typically one's faculty advisor), the obstacles contributing to the delay, and a plan for completing the dissertation in a timely fashion. Failure to submit the justification will be viewed as evidence of inadequate progress during the annual review. Failure to complete the dissertation within 12 hours beyond the required number will most likely be judged a failure of progress and may carry disciplinary action.

D. Continuous Enrollment / Leaves of Absence

University regulations require that all doctoral students be continuously enrolled unless permission for a leave of absence has been obtained in advance. To meet this requirement, the student must be officially enrolled in doctoral level classes by the twelfth (12th) class day of the semester each Fall and Spring of each academic year. This must occur each year until the time of the student's graduation.

Summer enrollment is strongly encouraged in the Psychology program, and certain forms of funding awarded by the program require enrollment during summer as well. Because many students intend to make use of university facilities (e.g., collect and analyze data) or faculty time (e.g., consult with their advisor on the design or implementation of a research project) over summer, they should plan to enroll for doctoral research hours. If a student has been admitted to candidacy for the doctoral degree, registration in the dissertation course or the equivalent is required. The only alternative to continuous registration is a leave of absence.

Students enrolled in a doctoral program may apply for a leave of absence for one Fall or Spring semester when events such as active military service, illness or injury, pregnancy, or the need to provide care for a family member prevent active participation in the degree program. If the student has not yet been admitted to candidacy for the doctoral degree, this request must be approved in advance of the leave by the PhD GAR. If the student has been admitted to candidacy, the application must be approved in advance by the doctoral program coordinator, the Graduate Associate Dean of COLFA, and the Dean of the Graduate School. A leave of absence is required for Fall and Spring semesters. Under no circumstances may a leave of absence be applied retroactively.

While on a leave of absence, the student will not receive student funding from his or her program. Leaves of absence may also affect the student's ability to receive financial aid or loans and/or to defer payments on loans. Students should contact the Office of Financial Aid with questions regarding financial aid or loan status.

A student returning from a leave of absence must enroll for the following Fall or Spring semester or provide a written request for a leave of absence extension. Only one extension per leave is allowed. At no time may the student be on leave for more than one year. A student who does not register, receive approval for a leave of absence, or receive approval for a leave extension by the 12th class day will be dropped from the program (see graduateschool.utsa.edu). The student will not be permitted to return to the university without applying for readmission to the graduate program and paying all relevant application fees. Readmission is not automatic; the program admissions committee may choose to deny admission of any dropped student.

E. Professional and Ethical Conduct

All students, faculty, and staff have a right to be treated with courtesy and respect. To this end, students are expected to behave professionally and ethically at all times (as are faculty and staff). Repeated acts of disrespect or incivility towards students, faculty, or staff will be viewed negatively during the annual review process. Serious breaches of professionalism and ethics may result in punitive actions, including dismissal from the program.

A number of university and professional organization guidelines pertain to ethical behavior. Among these are the university's policy on academic integrity and university honor code (pertaining to class behavior), the American Psychological Association's guidelines (pertaining to treatment of patients and human subjects, intellectual property, and publication guidelines), and federal regulations set by the Office of Human Research Protections in the department of Health and Human Services (legally binding codes pertaining to treatment of human subjects). Students should become familiar with each of these. Because professional and ethical norms – including interpretation of APA guidelines – vary somewhat by research area, students should also discuss relevant norms with their faculty advisor.

When in doubt about an action or how to interpret ethical or professional guidelines, consider these five principles:

Beneficence and nonmaleficence: Strive to benefit others and avoid causing them harm.

Fidelity and responsibility: Be trustworthy and mindful of your duties to others.

Integrity: Promote accuracy and truthfulness; do not steal, cheat, or misrepresent.

Justice: All persons are entitled to fair treatment.

Respect for rights and dignity: All persons are entitled to certain rights, have worth, and deserve to be treated as such.

F. Departmental Citizenship

Both faculty and students have a responsibility to maintain collegial relationships and to handle any disputes that arise in a professional manner. Should disputes arise, students should first attempt to resolve the problem by an honest and open discussion with the faculty member

involved. Faculty have an obligation to be responsive to such discussions and to exert every effort to resolve problems fairly. If you cannot resolve the matter in this way, consult with your advisor. If you are still dissatisfied, or if the initial problem arose with your advisor, then please bring the problem to the attention of the PhD GAR who will also discuss the issue with the faculty member in question if you request that he/she do so.

Although professional, ethical, and collegial behaviors are important, they are only part of departmental citizenship. Unlike bachelor's programs, doctoral programs involve more than just taking classes. Students are being groomed to be members of a profession. Much of this happens informally and outside of the classroom. Part of this is accomplished through the advisor-advisee relationship. However, it is also accomplished through interaction with other faculty, students, and staff, through attending colloquia and talks given by outside speakers, and even by interacting with undergraduates in a teacher-student capacity. The department frequently invites speakers to present on campus and organizes a small number of social gatherings each semester. Announcements for such events are posted around the department one or two weeks in advance and typically announced over email and in graduate classes. Students are expected to regularly attend these events. Some researchers or clusters of researchers also have informal journal clubs. Although these are less publicized, students are encouraged to seek out such opportunities and, assuming a relevant group is found, attend regularly.

G. Evaluation of Progress

The departmental faculty regularly evaluates student performance and progress. All students are evaluated at the end of each academic year. Evaluations are based on an assessment of the student's progress towards completing research and coursework requirements as well as professional and ethical behavior.

Formal evaluation is done by the entire faculty of the department. Input from faculty who have taught, advised, or otherwise supervised students are considered particularly valuable sources of information for this process. Hence it is important that there be free communication between the student and these faculty members so that the student is not taken by surprise when evaluations are reported. It is important for students to make sure that they understand how their work is being received.

The evaluation process will lead to one of three categories of student status: good standing, warning, or probation. Most students are expected to progress through the program in good standing, indicating faculty are pleased with the student's performance in all three areas. Warning is intended to convey that the student's performance is deficient in some respect and continued deficiency risks being placed on probation. Probation is intended to inform the student of more serious deficiencies such as those that may culminate in being dropped from the

program if not rectified or if additional problems occur. Students placed on warning or probation will be informed of the reasons for that action and what they must do to return to good standing.

Note that neither warning nor probation carries any penalty in and of themselves, although students must maintain good standing to remain eligible for funding. Warning and probation status are a formal way to inform the students that they are not meeting expectations and provide guidance on ways the student may improve performance to successfully complete the program. Warning is not a prerequisite to probation, nor is probation a prerequisite to dismissal. Violations judged as serious by the faculty may lead a student to be placed on probation without warning. Especially serious violations (e.g., a serious ethical breach) may result in a student being dropped from the program without having first been placed on probation. However, this is expected to be rare. Students placed on probation will remain on probation until the next regular review, at which point the faculty will determine whether the concerns have been addressed and whether the student should be returned to good standing, remain on probation, or be dismissed. In the case of a dismissal recommendation, the student will be provided an opportunity for a hearing with the program faculty prior to the formulation of any recommendation to drop the student from the program.

The following describes the faculty's expectations for student performance and progress for full-time students admitted without conditions, and the deficiencies that may lead to warning or probationary status. Students admitted with conditions should consider Year 1 the first calendar year after completion of any requirements. Students having taken a leave of absence should adjust the calendar accordingly.

1. Departmental forms. Interim Program of Study and Milestones forms must be submitted by the second month of enrollment in the doctoral program. These forms must be updated each year at the start of fall semester and have a plausible sequence of courses and research activities. Students must also submit an updated *cv* by August 1 of every year after entering the program. A final Program of Study form will be submitted to the Graduate School in the last semester before graduation. Failure to submit the form each year may lead to warning status. Repeated failure will result in warning or probationary status.
2. Research. The faculty expects students to show definitive progress towards the goal of preparation for and completion of a dissertation project. The milestones below are what students should reasonably expect to complete each year to stay on track to complete the degree in their third year. Minor shortfalls will typically result in warning status, while more serious shortfalls will result in probation.

Year 1: By the end of August of the first year, students should show evidence of involvement in research activities in one or more laboratory groups within the program. This evidence should include a description (non-binding) of the intended dissertation topic. Lack

of an intended topic will result in a warning. If combined with lack of evidence of other research activities, students may be placed on probation.

Year 2: By the end of August of the second year, students should have completed their qualifying exam, defended their dissertation proposal, and have initiated data collection on their dissertation project. Failure to have initiated data collection may result in warning status. Failure to have completed the qualifying exam or proposal defense will result in probation.

Year 3: By May of the third year, students should have completed, defended, and deposited the final product of their dissertation project. Students not completing and defending by August of the third year will be placed on warning status and required to submit a plan for completion of their remaining work. This plan must be formulated in consultation with the chair of the student's dissertation committee. If no plan is submitted or the plan is inadequate, the student may be placed on probation.

3. Coursework. Each year, full-time students are expected to be enrolled in 9 credit hours each Fall and Spring semester and strongly encouraged to be enrolled for 3 hours during the Summer. All students are expected to complete each course with a B- or better. A grade below a B- in any course is likely to place the student on "warning" status. A semester GPA of less than 3.0 will result in probation and, if the student is already on probation, may result in dismissal as per university regulations.

Year 1: By the end of Spring semester of the first post-master's year, students are expected to have satisfactorily completed the three core courses (Multivariate Statistics, Advanced Research Design, and Military Health Psychology) and at least one other non-research course (i.e., an Advanced Topics or Elective). Minor shortfalls will result in a warning. More serious shortfalls may result in probation or dismissal.

Year 2: By the end of the Spring semester of the second post-master's year, students should have satisfactorily completed at least five non-research courses beyond the core (e.g., three Advanced Topics and both Electives).

Year 3: By the end of the Spring semester of the third post-master's year, students should have completed all non-research credits (the three core courses, four Advanced Topics, and two Electives).

4. Professional and Ethical Behavior / Departmental Citizenship. Each year, the core faculty will poll those who have taught, advised, supervised, or otherwise had frequent interaction with students for input on how these students have comported themselves in classroom, research, and other professional settings. Students are expected to receive ratings of at least "adequate" in each category. Reports of occasional problem behavior (e.g., occasional disrespect or incivility to other students or faculty member) are unlikely to result in disciplinary action. Reports of minor but frequent misbehavior or a single incident of a more serious breach, especially if coming from multiple faculty members, are likely to lead to

warning or probation. More serious or widespread incidents may result in a recommendation of immediate dismissal.

VII. Advancing to Doctoral Candidacy

Admission to the doctoral program does not confer doctoral candidate status. Prior to advancing to candidacy, a student must complete qualifying exams, an oral defense of the dissertation proposal, and all required coursework except for the 12 credit hours of dissertation. Only after satisfactorily completing all of the above can the student apply for advancement to candidacy.

A. The Qualifying Exam

Prior to proposing a dissertation project, students must pass the qualifying exam. The exam is based on material covered in the three core courses, two advanced topics or prescribed electives, and doctoral research conducted with the advisor. Students have two options for completing the qualifying exam: a comprehensive review of the literature (Option 1) or a one day written exam (Option 2). Both options will be graded by a committee consisting of the advisor and at least two other faculty members. Both options allow for only two total attempts at passing. Full time students admitted unconditionally should be prepared by the end of Fall of Year 2 to complete the qualifying exam at the earliest and are required to complete the exam by the end of Summer of Year 2 at the latest. Written exams are offered in January, May, and August. See Figure 1 on p. 25 for a summary of the timeline.

The components of both options will ensure that (1) the student has sufficient grasp of the theoretical and methodological fundamentals of the chosen dissertation research area; (2) the student has knowledge of both quantitative and qualitative methods of research as appropriate to the chosen dissertation research area; and (3) the student has the ability to exchange ideas and information with collaborating research faculty members.

Option 1: Comprehensive Literature Review. This should be written in the style of a critical review such as those published in *Psychological Bulletin* or *Psychological Review*. (See <http://www.apa.org/pubs/journals/bul/> for details.) A minimum of 20 pages of text and a maximum of 50 pages excluding tables, figures, appendices, title page, abstract and references is expected. The paper will review the literature in an area related to the expected dissertation topic and will include critique of research design and analysis, thus addressing material covered in Multivariate Statistics, Advanced Research Design, the advanced topics/electives courses and doctoral research. Although advisors are expected to provide guidance and feedback on drafts regarding organization, clarity, and gaps in the review, students will write the paper independently. The paper must be submitted to the exam committee for review by January 5 of the second year or earlier, if permitted by the advisor. All committee members will grade the paper within two weeks on a 0 – 4 scale where 0 is a nonresponsive answer, 1 is a clear fail, 2 is a fail, 2.5 is a borderline pass, 3 is a pass, and 4 is an honors pass. In the event that the committee

average is less than 2.5, students may make revisions as requested and resubmit the paper within one month of receiving feedback. Alternatively, students may opt to complete the one day written exam when it is next offered. Submitting a revision will count as the second attempt at the exam. Should the revision also receive an average grade of less than 2.5, the qualifying exam will be considered failed.

To select Option 1, students are required to submit the Intent to Complete Option 1 form by May 1 of Year 1. The form should be signed by the student and the advisor. The exam should be submitted to the committee by January 5 of Year 2. **If the paper is not submitted by January 5 of Year 2, students must complete the one day exam (Option 2)** by August of Year 2 at the latest. We expect that students and advisors will know at least one month in advance of the January 5 deadline whether the paper will be completed and may therefore complete Option 2 instead. Submission of the Intent to Complete Option 1 form is nonbinding. In other words, students who submit the form may later decide to complete the written exam without penalty.

Option 2: One Day Written Exam. The first part of the written exam will be written by the student's advisor and will cover content related to the student's primary research area. One or more questions will be asked and students will be given three hours to respond to the closed book exam. The advisor and one additional faculty member will grade this portion of the exam. The second part of the written exam assesses the student's ability to respond appropriately to typical research problems, theoretical issues, or practical problems in the areas of statistical analysis, research design, measurement, and psychological theory and research reflected in their content courses. This portion of the exam is written and evaluated by faculty who teach the required and core courses in the program and will consist of a three hour closed book exam. Students will be required to answer questions about Multivariate Statistics and Research Design for one hour each. For the third hour, students will be able to choose: they will respond to question(s) related to the Military Health Psychology course OR one of their two designated Advanced Topics courses.

Option 2 exams are scheduled during the week prior to the first week of classes of each semester. **Students must submit a written request to the PhD GAR at least four weeks before the date of the scheduled exam.** Therefore, students who had planned to complete Option 1 and know by December 5 of Year 2 that they will not complete the paper on time should plan to take the written exam in January of Year 2. The written exam may instead be taken in June of Year 2 but must be successfully completed by August to avoid being placed on probation. To facilitate assembly of questions, this request must include (1) a copy of the student's program of study form, including a description of the student's specialization and (2) a list of the courses with instructors the student took to satisfy the degree requirements, with courses to be included on the exam marked as such. Courses included on the exam must have been passed with a grade of B- or better.

The written exam, as a whole, is evaluated on a pass/fail basis. Faculty have the option of allowing a student who fails the exam one semester to make up the exam or a portion of it at the next regularly scheduled opportunity. Therefore, students will have a maximum of two attempts to complete the written exam.

B. Grant Proposal

The grant proposal may be submitted at any time but the student cannot be admitted to candidacy prior to submitting the grant proposal to the PhD GAR. Although no specific format is required for the grant proposal, it is strongly recommended that the student follow the format used by agencies commonly funding projects in the student's intended area (e.g., NSF, NIH, DoD). Not only does this provide valuable experience in the preparation of a formal grant proposal, it may also result in the student being able to apply for external funding to support the proposed dissertation research. Proposals should outline the student's topic of study, review the relevant literature, propose specific methods and measures for conducting the study, provide a rationale for why the proposal is likely to advance our knowledge, and describe and explain the plan for data analyses. The grant proposal must be approved by the student's advisor and PhD GAR.

C. Dissertation

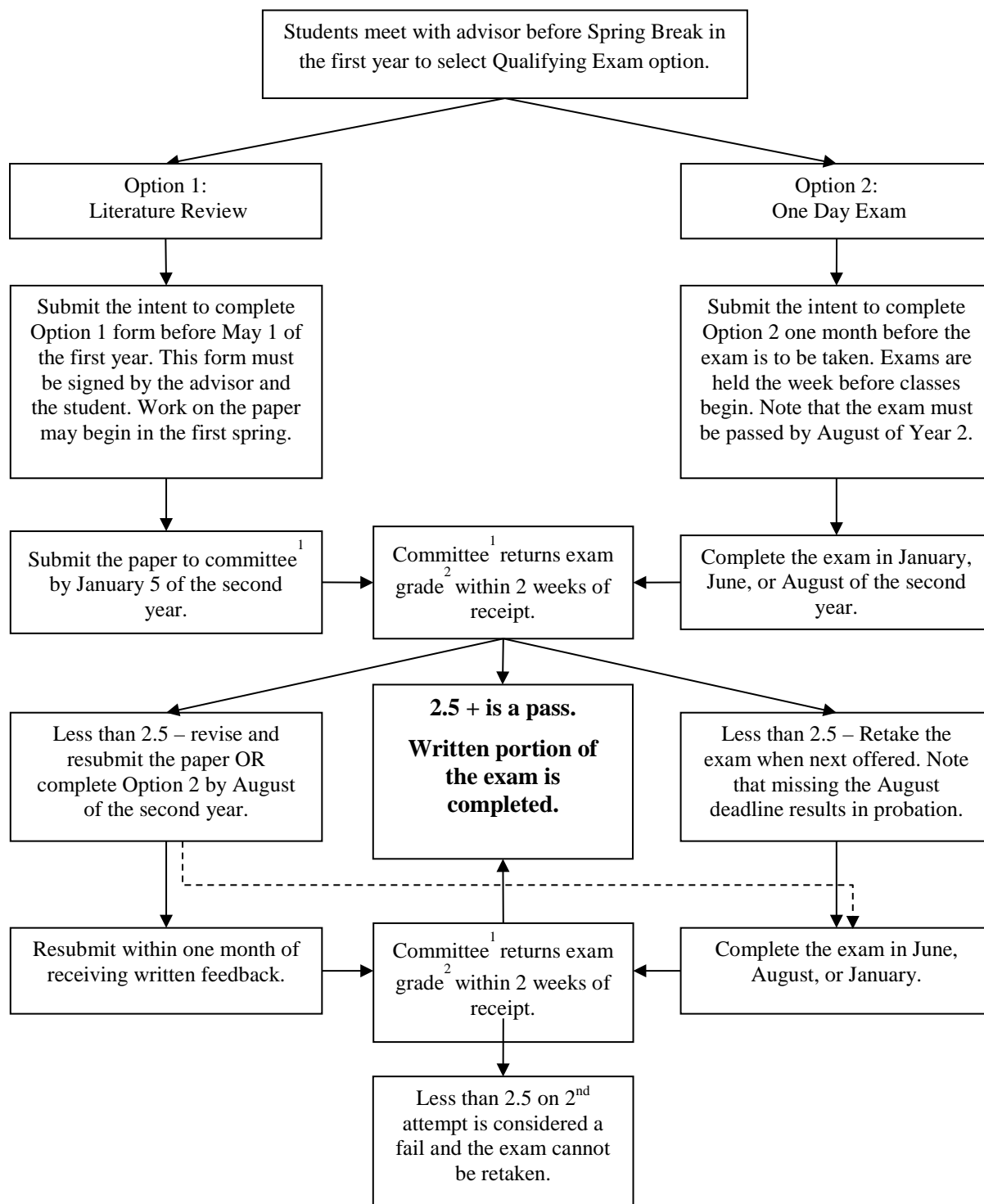
Within one semester of the successful completion of the qualifying exam, the student is expected to submit a dissertation prospectus for review by his or her dissertation committee. In addition to the written proposal, the student will be required to have a formal dissertation prospectus meeting. When combined with the written proposal, the formal prospectus meeting satisfies university requirements for a qualifying exam including both a written and an oral component. The student will present the written proposal to his or her dissertation committee *two weeks* prior to the formal prospectus meeting. At the prospectus meeting, the student will defend the proposal and answer questions both about the proposed project and the relation of the research to the discipline. By university rule, **the initial presentation is open to the public** – students and faculty members not associated with the project are permitted to attend. Following the initial presentation, the doctoral committee will typically choose to enter closed session (i.e., those not associated with the project will be asked to leave) to ask additional questions of the student. After the questioning, the student will be asked to leave the room while the committee deliberates. Upon completion of deliberation, the committee will decide whether to: (1) accept the proposal as submitted, (2) accept the proposal but require that some specific changes be made (this outcome may or may not include a requirement that the student submit a revised proposal or an addendum to the original proposal), or (3) reject the proposal and require a new submission. In order to be acceptable, the proposal must describe original research within the student's area of expertise that seems likely to make a contribution to scientific knowledge in the field. The project described should be the student's own conception and be substantially the student's own design. The committee may reject a proposal if, in its judgment, the proposal itself is seriously

deficient in conceptualization or research design, or if the student showed an inadequate understanding of the proposed research and its implications during the meeting.

An approved proposal **does not** represent a commitment by the committee to grant the student the PhD degree if the research is carried out. The student remains responsible for addressing questions and criticisms raised in the proposal meeting, to carry out the research with proper attention to methodological and analytic details not specified in the proposal, to adapt the research if necessary to take into account unanticipated results, and to carefully consider the implications and interpretation of the results obtained. The committee (and especially the student's advisor) will be available to provide assistance and advice during the project, but the PhD requires that dissertation research be carried out independently. Final intellectual responsibility for the research rests with **the student**, not with the committee or advisor.

Students will assemble dissertation committees in consultation with their faculty advisor and the program coordinator. Committees will consist of four members, with at least three members from the program Core Faculty. It is strongly recommended that dissertation committees include at least one member in a related area from outside of the Core or Support Faculty. All regulations pertaining to the number of faculty who must be present for the oral components of the dissertation process will be the same as university regulations. Students wishing to include individuals who are not only from outside of the *program* but from outside of the *university* are advised that the program must receive special permission from the Graduate School before allowing this. The process for credentialing such individuals typically takes one to two months, and students will need to adjust the timeline for submitting paperwork / proposing / defending accordingly. Awarding of the degree is based on the unanimous approval of the Dissertation Committee and the acceptance of the Graduate School.

Figure 1. Summary of qualifying exam options.



¹The committee for Option 1 consists of the advisor and two psychology faculty members or approved others. The committee for Option 2 consists of all faculty who have written exam questions.

²Grades are on the following scale: 0 (nonresponsive), 1 (clear fail, response is incorrect or contains fatal errors), 2 (fail, response contains multiple errors), 2.5 (borderline pass, response contains errors or lacks information), 3 (pass, response contains minor errors), 4 (honors pass, response is factually correct and complete).

VIII. Example of Full Time Degree Plan:

Year, Semester	Hours	Course Number and Title
Year 1, Fall	3	PSY 7003 Multivariate Statistics
	3	PSY 71x3 Advanced Topics seminar
	3	PSY 7023 Military Health Psychology
Year 1, Spring	3	PSY 7013 Advanced Research Design
	3	PSY 71x3 Advanced Topics seminar
	3	PSY 6513 Psychology Research Internship
Year 1, Summer	3	PSY 7913 Doctoral Research
Year 2, Fall	3	PSY 71x3 Advanced Topics seminar
	3	DEM 7233 Applied Forecasting Methods OR other Elective
	3	PSY 7913 Doctoral Research
End of Year 2 Fall		Complete Qualifying Exam
Year 2, Spring	3	PSY 71x3 Advanced Topics seminar
	3	STAT 6853 Categorical Data Analysis OR other Elective
	3	PSY 7913 Doctoral Research
End of Year 2 Spring		Dissertation Proposal Meeting
Year 2, Summer	3	PSY 7923 Doctoral Dissertation
Year 3, Fall	6	PSY 7926 Doctoral Dissertation
Year 3, Spring	3	PSY 7923 Doctoral Dissertation
	51 Total	

IX. Summary of PhD Program Deadlines for Full Time Unconditionally Admitted Students

	Deadline for Completion
First Year	
Milestones Agreement form	October 31
Interim Program of Study form	October 31
Submitted Intent to Complete Option 1 Form (if applicable)	May 1
Completed the following courses with B- or better:	May 15
Multivariate Statistics	
Military Health	
Advanced Research Design	
Advanced Topics or elective course	
Submit updated cv	August 1
Brief description of dissertation topic submitted to GAR	August 31
Second Year	
Milestones Agreement form – updated	October 31
Interim Program of Study form – updated	October 31
Submitted Option 1 Exam (if applicable)	January 5
Completed the following courses with B- or better:	May 15
Three Advanced Topics courses	
Two elective courses	
Doctoral research	
Submit updated cv	August 1
Passed qualifying exam (Option 1 or 2)	August 31
Dissertation proposed	August 31
Third Year	
Interim Program of Study form – updated	October 31
Milestones Agreement form – updated	October 31
Completed four Advanced Topics courses with B- or better	May 30
Submit updated cv	August 1
Defend and deposit dissertation	August 31

Note that failing to meet these deadlines will result in being placed on warning or probation. You will be able to and should complete many requirements well in advance of the required deadline.

X. List of Departmental and University forms

(please use fillable forms available on Rowdyspace)

Annually:

- Milestones Agreement
- Interim Program of Study

Qualifying Exams:

- One of the following must be completed:
 - o Intent to Complete Option 1 form (due May 1 of Year 1 if applicable)
 - o Request to sit for Option 2 Written Qualifying Exam (due one month before scheduled exam dates – this is not a form but a memo from the student)
- Grant Proposal Approval

Dissertation Proposal (all of these are signed by your entire committee):

- Appointment of Doctoral Dissertation Committee (GS form)
 - o Must be submitted and approved by Graduate School BEFORE proposal.
- Completion of the Qualifying Exam (GS form)
 - o The oral proposal is the third component of our qualifying exams and is submitted if your committee does not require a second proposal meeting.
- Dissertation Proposal Approval Form (GS form)
 - o Your advisor may opt to retain this until you make any required revisions.

Doctoral Candidacy

- Final Program of Study (signed by department, college, and GS)
- Application for Candidacy (GS form)
 - o Cannot be submitted until required coursework is completed and dissertation proposal has been approved; signed by dissertation committee.

Dissertation Defense:

- Certification of Completion (GS form)
 - o Signed by entire committee.

Some notes about the forms:

Every form will require your advisor's signature.

Most forms require the GAR's signature.

You should complete the Dissertation Committee Appointment paperwork at least one month before you intend to propose. If you plan to include a member who is not on faculty at UTSA, you will have to submit a request and copy of the cv to the GAR at least **three months** in advance of your proposal. The department, Graduate Council, and Graduate School have to vote to appoint that person as a Special Member of the Graduate Faculty and that process takes time.

Psychology Milestones Agreement Form

This form is provided to inform students about the academic milestones that they will be expected to reach in order to earn their PhD degree as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising

The PhD Graduate Advisor of Record is currently Dr. Rebecca Weston. Advising includes the following elements that are designed to ensure that students remain in good academic standing and make satisfactory progress through the program. The PhD GAR is responsible for the following:

- Ensuring that annual reviews between student and advisor and/or supervising committee occur. The results of this review will be included in the program's annual doctoral progress report.
- Providing suggestions on course selection.
- Reviewing the student's Degree Plan to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary.
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements.

Each student is initially assigned an advisor whose interests are as similar as possible to those expressed by the student and who is available to serve as an advisor. These assignments are made during the admissions process in consultation with potential advisors. The faculty advisor will serve as the student's major professor and mentor. Students are not required to work with a given advisor and advisors are not required to work with students who do not meet their expectations. Students are allowed to initiate changes with the consent of the PhD GAR *and* agreement in writing of the potential new advisor. When an advisor dismisses an advisee, the advisor must provide the PhD GAR with written documentation as to the reason, and the department will attempt to assist the student find a new advisor. Faculty advisors are responsible for providing the following:

- Suggestions on course selection.
- Assistance in understanding the requirements for successful completion of dissertation.
- Assistance in assembling a dissertation committee.
- Experiences and information that will optimize the student's career opportunities and success.
- Guidance with ongoing research.
- Guidance in planning professional progress and achieving necessary milestones (including progress towards the degree).
- Opportunities for and assistance with professional publications and conference presentations.
- Letters of reference required for professional opportunities (assuming satisfactory performance by the student).

Requirements for all full time students in the Psychology Doctoral Program

Milestone	Expected Time of Achievement
Submit Interim Program of Study form to PhD GAR	Second month of enrollment
Review of student's progress with Psychology Department faculty	Annually
Core courses, three Advanced Topics courses and two Prescribed Electives successfully completed	May of Year 2
Successful completion of written qualifying exam	August of Year 2
Dissertation Committee appointed and approved by Graduate School	December of Year 2
Dissertation proposal completed and approved	December of Year 2
Student admitted to doctoral candidacy	December of Year 2
Research protocols and/or IRB approval (as applicable)	March of Year 3
Dissertation completed, successfully defended, and approved by Committee	Before the deadline for dissertation defense in Year 3
Student completes and files all paperwork required for graduation	Before the deadline for dissertation defense in Year 3
Dissertation accepted by Graduate School	Before the deadline for dissertation completion in Year 3
Exit interview completed and submitted to SED	By the end of Year 3

Degree Completion Checklist for Students

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

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

 Student's Signature

 Date

 Advisor's Signature

 Date

Interim Program of Study for PhD in Psychology

Student Name _____ Student ID @ _____

Date Admitted to Program _____ Catalog Year _____ Advisor _____

The following courses are required for the degree:

Discipline and Number	Credit Hours	Grade (if taken)	When Completed or Planned to be Completed
CORE COURSES (9 hours required)			
PSY 7003 Multivariate Statistical Analysis	3		
PSY 7013 Advanced Research Design	3		
PSY 7023 Military Health Psychology	3		
ADVANCED SEMINAR TOPICS (12 hours required)			
PSY 7103 Advanced Topics in Biopsychology	3		
PSY 7113 Advanced Topics in Clinical Psychology	3		
PSY 7123 Advanced Topics in Applied Social Psychology	3		
PSY 7133 Advanced Topics in Applied Cognitive Psychology	3		
PSY 7143 Advanced Topics in Diversity and Health Disparities	3		
PRESCRIBED ELECTIVES (6 hours required)			
PSY 7203 Grant Development	3		
PSY 7213 Program Evaluation	3		
DEM 7233 Forecasting	3		
STAT 5413 Nonparametric Statistics	3		
STAT 5253 Time Series Analysis	3		
STAT 6113 Bayesian Statistics	3		
STAT 6853 Categorical Data Analysis	3		
RESEARCH and/or INTERNSHIP (9 hours required)			
PSY 6513 Psychology Research Internship	3		
PSY 6513 Psychology Research Internship	3		
PSY 6513 Psychology Research Internship	3		
PSY 7911-6 Doctoral Research	3		
PSY 7911-6 Doctoral Research	3		
PSY 7911-6 Doctoral Research	3		
DISSERTATION RESEARCH (12 hours required)			
PSY 7921-6 Doctoral Dissertation	3		
PSY 7921-6 Doctoral Dissertation	3		
PSY 7921-6 Doctoral Dissertation	3		
PSY 7921-6 Doctoral Dissertation	3		

Total _____ (Minimum of 48 hours of courses with B or above.)

Upon completion of the above requirements, in addition to meeting the University-wide requirements for all Doctoral degrees, the above named student has satisfied all requirements for Doctor of Philosophy in Psychology.

Supervising Professor (*signature*) _____ Date _____

Graduate Advisor of Record (*signature*) _____ Date _____

Doctoral Program Committee Chair (*signature*) _____ Date _____

Dean of College (*signature*) _____ Date _____

Dean of the Graduate School (*signature*) _____ Date _____

INSERT OPTION 1 REQUEST FOM HERE

The University of Texas at San Antonio
One UTSA Circle | San Antonio, Texas 78249

GRANT PROPOSAL APPROVAL FORM

STUDENT INFORMATION

Name

Student ID

Department

College

PROPOSAL INFORMATION

Title

Submitted:

Yes No

Where would/did you submit:

Potential Funding Agency

Potential Budget

I certify that the proposal is the work of the student: _____
Advisor's Signature

DOCTORAL PROGRAM COMMITTEE ACTION

Doctoral Program Committee Review Date: _____

Doctoral Program Committee Chair

Department Chair

Attachments: Grant Proposal

The University of Texas at San Antonio
One UTSA Circle | San Antonio, Texas 78249

APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE

Please Choose One: New appointment of committee Change of committee member(s)

STUDENT INFORMATION

Submit at least a month in advance of your proposal

Name _____ myUTSA ID _____

Department _____ College _____ Date _____

Proposed Dissertation Committee:

			Graduate Faculty	If Applicable Membership Approved
_____	Advisor's name here	<small>unless s/he is not a core faculty member</small>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Chair, Signature</i>	<i>Print Name</i>	<i>Department</i>		
_____	<small>Faculty member who agrees to be on your committee</small>	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Member, Signature</i>	<i>Print Name</i>	<i>Department</i>		
_____	<small>Faculty member who agrees to be on your committee</small>	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Member, Signature</i>	<i>Print Name</i>	<i>Department</i>		
_____	<small>Faculty member who agrees to be on your committee</small>	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Member, Signature</i>	<i>Print Name</i>	<i>Department</i>		
_____	NOT REQUIRED	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Outside Member, Signature</i>	<i>Print Name</i>	<i>Department</i>		
_____	Advisor's name here	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Supervising Professor, Signature</i>	<i>Print Name</i>	<i>Department</i>		

DOCTORAL PROGRAM COMMITTEE RECOMMENDATIONS

We recommend that the Dissertation Committee be approved We do not recommend that the Dissertation Committee be approved

_____	Advisor's name here	_____
<i>Department Ph.D. Advisor, Signature</i>	<i>Print Name</i>	<i>Date</i>
_____	GAR's name here	_____
<i>Chair, Doctoral Program Committee, Signature</i>	<i>Print Name</i>	<i>Date</i>
_____	_____	_____
<i>Department Chair, Signature</i>	<i>Print Name</i>	<i>Date</i>
_____	_____	_____
<i>Associate Dean of the College, Signature</i>	<i>Print Name</i>	<i>Date</i>

THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Deny the request.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan

_____ *Date*

The University of Texas at San Antonio

One UTSA Circle | San Antonio, Texas 78249

COMPLETION OF THE QUALIFYING EXAM

Completion of the Qualifying Exam for the Doctor of TO BE SIGNED AT DISSERTATION PROPOSAL

STUDENT INFORMATION

Name Degree Program myUTSA ID

UTSA ACADEMIC RECORD:

Semester of entry into program (semester/year): _____

Total number of semester hours completed: _____ Cumulative GPA: _____

All required courses completed: Yes No

Passed Qualifying Exam: Written: quals date Oral: dissertation proposal date
Date Date

SIGNATURES OF QUALIFYING EXAM COMMITTEE

_____ Exam Committee Chair, Signature	_____ Advisor's signature Print Name	_____ unless s/he is not core Date
_____ Exam Committee, Signature	_____ Dissertation committee member Print Name	_____ signs when they agree you do not have to re-propose Date
_____ Exam Committee, Signature	_____ Dissertation committee member Print Name	_____ signs when they agree you do not have to re-propose Date
_____ Exam Committee, Signature	_____ Dissertation committee member Print Name	_____ signs when they agree you do not have to re-propose Date

SUPERVISING PROFESSOR

Supervising Professor, Signature

Advisor's name here
Print Name

Date

DEPARTMENT

_____ Department Ph.D. Advisor, Signature	_____ Advisor's name here too Print Name	_____ Date
_____ Chair, Doctoral Program Committee, Signature	_____ GAR's name here Print Name	_____ Date
_____ Department Chair, Signature	_____ Print Name	_____ Date

COLLEGE

Associate Dean of the College, Signature

Print Name

Date

THE GRADUATE SCHOOL

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan

Date

The University of Texas at San Antonio
One UTSA Circle | San Antonio, Texas 78249

DISSERTATION PROPOSAL APPROVAL FORM

STUDENT INFORMATION

SUBMITTED AFTER ADVISOR APPROVES OF REQUIRED CHANGES TO PROPOSAL

BUT YOU MAY COLLECT SIGNATURES AT PROPOSAL MEETING

Name myUTSA ID

Department College

Title of Dissertation Proposal

DISSERTATION COMMITTEE MEMBERS

<hr/> <i>Chair, Signature</i>	<u>Advisor's name here</u> <i>Print Name</i>	<u>unless s/he is not core</u> <i>Department</i>
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<hr/> <i>Member, Signature</i>	<hr/> <i>Print Name</i>	<hr/> <i>Department</i>
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<hr/> <i>Member, Signature</i>	<hr/> <i>Print Name</i>	<hr/> <i>Department</i>
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<hr/> <i>Member, Signature</i>	<hr/> <i>Print Name</i>	<hr/> <i>Department</i>
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<hr/> <i>Outside Member, Signature</i>	<u>NOT REQUIRED</u> <i>Print Name</i>	<hr/> <i>Department</i>
--	--	-------------------------

DOCTORAL PROGRAM COMMITTEE ACTION

Doctoral Program Committee Review Date: proposal date

<hr/> <i>Doctoral Program Committee Chair, Signature</i>	<u>GAR's name here</u> <i>Print Name</i>
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<hr/> <i>Department Chair, Signature</i>	<u>Department chair here</u> <i>Print Name</i>
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<hr/> <i>Associate Dean of the College, Signature</i>	<hr/> <i>Print Name</i>
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THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Disapprove Dissertation Proposal.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan Date

Attachments:

- 1] Dissertation Proposal

The University of Texas at San Antonio

One UTSA Circle | San Antonio, Texas 78249

APPLICATION FOR CANDIDACY FOR THE DOCTORAL DEGREE

STUDENT INFORMATION

TO BE COMPLETED AFTER SUBMITTING DISSERTATION PROPOSAL APPROVAL

Name _____ myUTSA ID _____

Anticipated Graduation Date _____ Degree Sought _____ Program of Study _____

Title of Dissertation (Subject to Change) _____

Signature _____ Date _____

- Level of English proficiency is satisfactory
 Program of Study is satisfactory
 Scholarship to date is satisfactory
 Qualifying exam administered

Supervising Professor for Dissertation, Signature Advisor's name here unless s/he is not core
Print Name Date

Dissertation Committee Member, Signature Print Name Date

Dissertation Committee Member, Signature Print Name Date

Dissertation Committee Member, Signature Print Name Date

Dissertation Committee Member, Signature Print Name Date

Outside Examiner, Signature NOT REQUIRED Date
Print Name

Supervising Professor, Signature If different from advisor Date
Print Name

DOCTORAL PROGRAM COMMITTEE RECOMMENDATIONS

Based upon this student's performance to date and the attached Program of Study:

- We recommend that the student be advanced to candidacy
 We do not recommend advancement to candidacy at this time

Chair, Doctoral Program Committee, Signature GAR's name here Date
Print Name

Department Chair, Signature Department chair Date
Print Name

Associate Dean of the College, Signature Print Name Date

THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Deny Candidacy.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan Date

The University of Texas at San Antonio

One UTSA Circle | San Antonio, Texas 78249

CERTIFICATION OF COMPLETION OF DISSERTATION REQUIREMENTS FOR DOCTORAL DEGREE

TO: Registrar

This is to certify that the student named below has completed all requirements for the dissertation associated with the degree indicated and that the dissertation has been filed with this office.

STUDENT INFORMATION

SUBMITTED AFTER YOU HAVE MADE ALL REQUIRED CHANGES TO DISSERTATION

BUT YOU MAY COLLECT SIGNATURES AT DEFENSE IF ALLOWED

Name _____

myUTSA ID _____

Dissertation Title (as it is to be listed on the student's official records) _____

Semester hours of credit to be awarded for dissertation: _____

Grade to be awarded for dissertation credit: _____

Date dissertation approved by committee: _____

Degree to which dissertation applies (Ph.D., Ed.D, area and concentration): _____

DISSERTATION COMMITTEE MEMBERS

_____	Advisor's name here	_____ unless s/he isn't core
<i>Chair, Signature</i>	<i>Print Name</i>	<i>Date</i>

_____	_____	_____
<i>Member, Signature</i>	<i>Print Name</i>	<i>Date</i>

_____	_____	_____
<i>Member, Signature</i>	<i>Print Name</i>	<i>Date</i>

_____	_____	_____
<i>Member, Signature</i>	<i>Print Name</i>	<i>Date</i>

_____	NOT REQUIRED	_____
<i>Outside Member, Signature</i>	<i>Print Name</i>	<i>Date</i>

DEPARTMENT

_____	Department chair here	_____
<i>Department Chair, Signature</i>	<i>Print Name</i>	<i>Date</i>

COLLEGE

_____	_____	_____
<i>Associate Dean of the College, Signature</i>	<i>Print Name</i>	<i>Date</i>

THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Deny the request.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan

Date

OFFICE OF THE REGISTRAR

A] Credit and grade entered on student's record? _____ B] Dissertation title entered on student's record? _____

C] Graduation check updated? _____ D] Student notified? _____ E] Notes _____

LEAVE OF ABSENCE REQUEST FOR DOCTORAL STUDENTS

Students enrolled in a doctoral program may apply for a leave of absence each term (Fall or Spring), not to exceed one year, when events such as illness or injury, active military service, or the need to provide care for a family member prevent active participation in the degree program. If the student has not yet been admitted to candidacy for the doctoral degree, this request must be approved in advance of the leave by the graduate advisor. If the student has been admitted to candidacy, the application must be approved in advance by the graduate advisor and the graduate Associate Dean of the college, and Dean of the Graduate School. A leave of absence is required for Fall and Spring semesters (and/or Summer if doctoral program mandates Summer enrollment). Under no circumstances may a leave of absence be applied retroactively.

A leave of absence will prevent the student from receiving student funding from his or her program and may affect ability to receive financial aid or loans and/or to defer payments on loans. Students should contact the Office of Financial Aid with questions regarding financial aid or loan status.

A student returning from a leave of absence must enroll for the following Fall or Spring semester or provide a written request for a leave of absence extension (a leave of absence may not exceed one year throughout the student's degree program). A student who does not register or who does not secure an approved leave of absence extension will be considered to have withdrawn and will be dropped from the program.

Time for Submission: A Leave of Absence request should be submitted no later than or during the semester prior to the requested leave. In the event that this is not possible, the request should be submitted as soon as the student is aware that he or she will not be able to register for any given semester.

Procedure for Submission: Fill out form, secure appropriate signatures from the Graduate Advisor and the Graduate Associate Dean of the College, and submit the original signed form to your college along with the following documents:

- *Student's specifications on why a Leave of Absence is needed*
- *Supporting letters (if applicable)*

STUDENT INFORMATION

_____		_____	
<i>Name</i>		<i>myUTSA ID</i>	
_____		_____	
<i>Street Address</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>
_____		_____	
<i>Email Address</i>		<i>Phone Number</i>	
_____		_____	
<i>Degree/Program</i>		<i>College</i>	

International Student? Yes No

NOTE: International students must inform International Programs office prior to leave of absence.

Have you previously been granted a leave of absence at UTSA? Yes No If yes, dates:

Date Admitted to Program:

LEAVE OF ABSENCE PERIOD REQUESTED

***Please attach a letter detailing your reason for requesting leave.**

Leave of Absence Requested: _____ to _____ Plan to Return: _____
If you have an extenuating circumstance, please see the Leave of Absence Extension request form.

Student Signature

Date

APPROVALS

Dissertation Studies Committee Chair or Doctoral Advisor, Signature *Print Name* _____ Approve Disapprove
Date

Program Director (if applicable), Signature *Print Name* _____ Approve Disapprove
Date

Department Chair, Signature *Print Name* _____ Approve Disapprove
Date

Associate Dean, Signature *Print Name* _____ Approve Disapprove
Date

THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Deny the request.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan

Date

The University of Texas at San Antonio

One UTSA Circle | San Antonio, Texas 78249

LEAVE OF ABSENCE REQUEST FOR DOCTORAL STUDENTS

Doctoral students may apply for a leave of absence extension. The total time for a leave of absence may not exceed one year throughout the degree program. Students must currently be on an approved Leave of Absence in order to request an extension. Under no circumstance may a leave of absence be applied retroactively.

STUDENT INFORMATION

Name myUTSA ID

Street Address City State Zip Code

Email Address Phone Number

Degree/Program College

Date Admitted to Program: _____
(Semester/Year)

International Student? Yes No

NOTE: International students must inform International Programs office prior to leave of absence.

REQUEST LEAVE OF ABSENCE TO BE EXTENDED

***Please attach a letter specifying why you need an extension for your current leave of absence.**

Original Request: _____ to _____

Request Extension: _____ to _____

Plan to Return: _____

Student Signature Date

APPROVALS

Dissertation Studies Committee Chair or Doctoral Advisor, Signature Print Name Date Approve Disapprove

Program Director (if applicable), Signature Print Name Date Approve Disapprove

Department Chair, Signature Print Name Date Approve Disapprove

Associate Dean, Signature Print Name Date Approve Disapprove

THE GRADUATE SCHOOL

Based on the College's recommendation, I hereby Approve Deny the request.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flannagan Date

The University of Texas at San Antonio
One UTSA Circle | San Antonio, Texas 78249

VOLUNTARY WITHDRAWAL FROM A GRADUATE DEGREE PROGRAM

This form should be completed only if you wish to withdraw permanently from a graduate degree program. Once this request is approved, you must reapply and be readmitted to the University of Texas at San Antonio if you wish to resume your graduate enrollment.

Please note: This form does not withdraw you from your course(s) for this or any semester. If you wish to withdraw from your courses for this semester *only*, please contact the Registrar's Office.

This is not the Leave of Absence form.

STUDENT INFORMATION

Name myUTSA ID

Street Address City State Zip Code

Email Address Phone Number

International Student? Yes No

NOTE: International students must contact the Office of International Programs. Withdrawal may affect visa status.

VOLUNTARY WITHDRAWAL FROM GRADUATE DEGREE PROGRAM

College: _____ Degree: _____

Program: _____

Reason for Withdrawal: _____

Effective (Date): _____ Semester and Year: _____

I am voluntarily withdrawing from the graduate degree program listed above.

Student Signature Date