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Welcome to the UNI Master’s Program in Psychology

Welcome to the University of Northern Iowa Department of Psychology! We are delighted that you have enrolled in our graduate program, and we will support your efforts to earn your M.A.

The Department of Psychology offers graduate education leading to the Master’s degree in psychology. Our goal is to produce scholars with a broad knowledge of psychology who are actively engaged in empirical research. Our program is informally divided into two emphases. Graduate students may choose one of two emphases:

1. Clinical Science
2. Social

To obtain the M.A. in psychology, students must complete the course requirements of one emphasis and complete a committee-approved M.A. thesis.

How to get information about department policies and procedures

This handbook is designed to provide you with the basic information you need about our program. Please read it carefully. The information in this handbook applies to you and your program and is supplemental to (and supersedes any outdated) information found in the University Catalog or other sources. Feel free to ask faculty members when you have questions concerning program requirements and about your progress in the program. You can also use advanced graduate students as a resource.

Psychology department personnel

Department Head Dr. Adam Butler
Graduate Program Coordinator Dr. Helen Harton
Area (Emphasis) Coordinators Dr. Seth Brown—Clinical Science
Dr. Elizabeth Lefler—Clinical Science Practicum
Dr. Helen Harton—Social
Participant Pool Coordinator Dr. Linda Walsh
SONA System Coordinator Dr. Rob Hitlan

Faculty: The Department of Psychology has 14 graduate faculty members; see Appendix A for a list of these names and research interests.

Support staff: Dorothy Burt and Jan Cornelius
Department facilities and equipment

The Department of Psychology is housed in Bartlett Hall.

**Offices/Keys:** Graduate students share offices in Bartlett Hall. Students are issued an office key, and a key that unlocks Bartlett 1071 and 2060 (graduate resources room and computer lab). Keys can be picked up at the key shop in the physical plant building. Take a photo id when you pick up keys. Keys are returned to the same office at the end of your program of study. Entry to Bartlett Hall (after hours or weekends) is encoded in your student ID card.

**Mail room:** All graduate students have mailboxes in Bartlett 1071. Faculty mailboxes are in Bartlett 1068.

**Telephone:** A telephone is available for graduate student use in Bartlett 1071. The phone is available for local calls related to student work. Dial 9 to get an off-campus line.

**Computers:** There are various computer facilities available for graduate student use. Most of the graduate student offices house a computer. Bartlett 2060 is a 12-seat computer lab that is available 24/7 (although it may be scheduled and unavailable due to classes or research projects-see times posted on door). Graduate students also have full access to computer labs in the library and in other buildings (e.g., Sabin 109).

**Copier:** Graduate students can use the copier in Bartlett 1071 for class or research related work (instructions posted above copier).

**Office Etiquette:** Students should always lock the door to their office when they leave, even if they expect to be back soon. Keys should never be lent out to other people, even friends or undergraduate research assistants. Graduate students are reminded to be considerate of their office mates. For example, if a student likes to listen to music while working, headphones are a good idea.
2. **Helpful websites for information about the department, UNI, and the community**

Cedar Falls, City of
**www.cedarfallstourism.org**

College of Social and Behavioral Sciences (CSBS)
**https://csbs.uni.edu/**
Academic programs, funding and scholarships; community and international engagement

Compliance and Equity Management, Office of
**https://equity.uni.edu/**
Explains UNI policies, including those on sexual harassment and student grievances

Counseling Center, UNI
**https://counseling.uni.edu**
Located at 103 Student Health Center and available to all students. Call 273-2676 for an appointment

Disability Services
**https://uni.edu/resources/disability**
Can determine student’s eligibility for academic accommodations

Email Instructions
**https://it.uni.edu/services/email**
Detailed information about using UNI email

Graduate College
**https://www.grad.uni.edu/**
Thesis deadlines and regulations, graduate student funding, online forms for grad students, and research support

Human participants forms
**https://rsp.uni.edu/irb-forms**
Applications and forms needed for research involving human participants

Human participants policies
**https://rsp.uni.edu/protection-human-research-participants**
Information needed when conducting research with human participants

International Students and Scholars Office
**https://isso.uni.edu/**
Provides services to international students and scholars
LGBT* Center  
https://lgbt.uni.edu/  
Provides services and resources to LGBTQ+ students and allies to the LGBTQ+ community

Military and Veteran Student Services  
https://military.uni.edu/  
Provides services and resources for military members, veterans, and their families

Multicultural Graduate Student Association  
https://cgi.access.uni.edu/cgi-bin/student_orgs/student_orgs.cgi?oid=7292  
Offers helpful information and support for diverse graduate students

Psychology Department  
https://csbs.uni.edu/psych  
Course offerings, graduate program information, links to faculty webpages

Residence, Department of  
https://dor.uni.edu  
On-campus living and dining options

Thesis manual online  
https://www.grad.uni.edu/thesis-dissertation

Waterloo, City of  
www.travelwaterloo.com

Writing Center, UNI  
https://unialc.uni.edu/writing-center  
Located in ITTC 008, offers writing assistance
3. The M.A. Degree

The M.A. program is a 2-year, full-time course of study including two summers. It has a strong empirical orientation and is designed to provide students with (a) skills in research methodology; (b) advanced knowledge of major areas of scientific psychology; and (c) competence in psychological service delivery (for students in the Clinical Science emphasis).

General expectations for graduate students

It is common for students to experience a period of adjustment when making the transition from college to graduate school. There’s a good reason for this: **Expectations for graduate students are substantially higher than those for undergraduates.** Graduate students can expect to put in appreciably more hours of studying, research, and practica than they did as undergraduates. To complete course and thesis requirements in a timely manner, students should be full-time students during the regular semesters and summers.

Graduate students are expected to be active members of the department. This means seeking a well-rounded education by going above and beyond course and thesis requirements. Students should actively participate in department activities, including colloquia, graduate brown bag seminars, and job talks. Students should also develop an active program of research with faculty members that is reflected in publications and presentations at research conferences. Graduate students in the Department of Psychology often make presentations at regional and national conferences such as the Midwestern Psychological Association (MPA), the American Psychological Association (APA), and the American Psychological Society (APS). Talk with your thesis supervisor and/or Area Coordinator about other appropriate venues for your research.

It is also expected that graduate students will become active members of the psychological community. Consider joining APA, APS, MPA, and/or other professional organizations. There are several specialized organizations, such as the Association for the Advancement of Behavior Therapy and the Society for Personality and Social Psychology, which can be helpful to join as well—talk to your Area Coordinator for further information on appropriate societies. Organization newsletters and professional contacts can be a valuable source of information and opportunities for students. There are several excellent student-run organizations, such as the American Psychological Association’s Graduate Student Organization (APAGS) and the American Psychological Society’s Student Caucus, which were developed to provide graduate students with helpful tips, contacts, and funding/grant information.

Clinical science emphasis students are required to purchase liability insurance. This insurance is available through the American Psychological Association—see the instructor for details.

In general, the more time and effort students put into their graduate studies, the more competitive and successful they will be in the job market or in doctoral program admissions. Faculty members are here to help in students’ professional development, so do not hesitate to use them as a resource.
**Course requirements/Evaluation of progress/Application for program approval**

To earn the M.A. in psychology, students must complete the course work required for their selected emphasis. There are many similarities among the emphases (e.g., statistics and other basic courses), but each has its own unique requirements. See Appendices B-C for complete descriptions of course requirements for the Clinical Science and Social programs.

The elective course should be chosen based on discussions with faculty and the Graduate Coordinator. Elective courses should generally be 5000-6000-level courses within the psychology department. Courses outside the department are most appropriate as “extra” courses on the program of study and can only be added to the program of study with approval from the Area Coordinator and Graduate Coordinator. In no case will more than one course outside the department be counted toward a student’s 41-45 hours needed to graduate. Students may not apply more than 3 hours of “individualized” coursework (i.e., research experience or teaching experience) as elective coursework.

Graduate students are expected to maintain a GPA of greater than 3.0 and to earn B or better grades in every class. In graduate school, “average” grades are no longer acceptable. No more than one course grade of C or C+ will be allowed in the student’s program of study, and no grades lower than C may count toward the degree. In some cases, students may have to repeat courses with grades lower than a B- at the discretion of the Area Coordinator and Graduate Coordinator. Talk to your instructors, Area Coordinator, and/or the Graduate Coordinator at the beginning of the semester if you have any questions about grade requirements in a particular course.

To help students proceed through the program in a timely manner, the department has created a **Checklist of Progress Form** (see Appendix E). This checklist is primarily for students’ personal use, but the Graduate Coordinator also uses it to evaluate students’ progress. So that students know how they are doing in, and progressing through, the M.A. program, each student will formally meet with the Graduate Coordinator to obtain feedback at the end of each semester. This time also gives you a chance to talk about any concerns you have about the program or your progress.

**Practica**

Each emphasis has unique practica requirements. See specific requirements below.

**Clinical Science:** Students in the Clinical Science emphasis must complete 3 credit hours of clinical practicum (PSYCH 6408), where they obtain supervised experience working in the capacity of a psychologist-trainee at an appropriate mental health agency/program. See Appendix F for a more detailed description. Students will also complete a 3-credit ethics course.

**Social:** Students in the Social emphasis must complete 6 credit hours of a research practicum. Specifically, students must register for 6 hours of PSYCH 6006 (Research in Psychology) and work collaboratively with a faculty member(s) on a research project that culminates in a conference presentation and/or publication. Students must also attend social area meetings.
The graduate readings course

An important part of first-year course work is the Readings in Psychology course (PSYCH 6285). Students will be registered for one credit hour of Readings in Psychology during their first and second semesters.

The Readings course is designed to help students become better students, psychologists, and researchers. Students meet as a group regularly during the fall semester to hear presentations from faculty members about their research and to learn about professional issues (e.g., time management, statistical and research considerations, presentations) and local resources in psychology. Students should also introduce themselves to at least 3 faculty members whose research interests them and read two or more articles from those persons’ research areas (ask the faculty member for suggested readings). These activities are incorporated in the readings course. After the thesis supervisor has been chosen and has agreed to supervise the student’s thesis, the student should notify the Graduate Coordinator of his/her choice by submitting an “Initial Declaration of Faculty Supervisor” form (see Appendix R, “Designating a Faculty Supervisor”; note that when you have identified thesis committee members as described in the next section, there is a separate form to submit to the Graduate College). The process for changing a thesis supervisor is more complex and is also described in Appendix R, which includes a separate form for that purpose.

The Readings course also introduces students to important works in their area of study. In the fall semester, students will read several of the most important articles (chosen in collaboration with the thesis supervisor) in their area and complete one or more assignments (e.g., a literature review, an annotated bibliography describing the articles, a presentation). These readings will be discussed with the thesis supervisor.

In the spring semester, graduate students will register for the Readings course under the section number of their thesis supervisor, who will direct their readings that semester. As in the fall, students will read several important works in their area of interest, discuss those with the thesis supervisor, and produce one or more assignments. During this semester, two thesis committee members should be identified in collaboration with the thesis supervisor and approached by the student about serving on the thesis committee. Progress on the Master’s thesis should be made as part of the Readings and Methods courses, with the goal of a completed thesis proposal by the end of the second semester.

The M.A. thesis

The M.A. thesis is one of the most important parts of the M.A. degree. As such, the Department of Psychology has high standards for theses. The thesis is an APA-style report of an original empirical study conducted by the student (although the Graduate College formatting requirements differ somewhat from APA style). Examples of successful theses are available in Bartlett 1071.

Important: Guidelines for the M.A. thesis are found in the Graduate College Thesis Manual. An online version of this manual is available at [www.grad.uni.edu/thesis-dissertation](http://www.grad.uni.edu/thesis-dissertation). Students should read this manual carefully and follow all of the guidelines. All significant decisions and events (e.g., proposal meetings) should be coordinated with the thesis supervisor first.

Developing a research idea/selecting a thesis advisor: The Readings in Psychology course is designed to help students develop a thesis topic, first by introducing them to work being done in the department and secondly, by requiring one-on-one work with the thesis
supervisor. Students should work closely with their thesis supervisor to design a study. Specifics such as methods, materials, number of participants, and timeline for data collection, etc., will vary depending on the project. The supervisor should be chosen by the end of October of the student’s first semester.

**Selecting thesis committee members:** Students should consult with their thesis supervisor to select two committee members. Most students select committee members with expertise in areas of research closely related to the thesis topic. At least one of the thesis committee members must be from outside a student’s area of emphasis. Students should ask prospective faculty members to be on their committee, and then inform the Graduate Coordinator of their selections by the end of their second semester in the program. Committee members must be on UNI’s graduate faculty, and at least one of the two must be a graduate faculty member in psychology.

**The thesis proposal:** After a thesis topic has been determined, students must write a thesis proposal. The format of this document varies slightly depending on the individual thesis supervisor and type of thesis, but should contain at a minimum a literature review that puts the study and hypotheses in context (usually requires at least 8-10 pages), specific hypotheses (that follow from the literature review), a detailed method section, a plan of analysis, and APA-style references, with all measures and materials included in an appendix. When the thesis supervisor determines that the proposal is ready to be presented to the committee members (this usually occurs after the student has written and revised several drafts), the student should give each committee member and the graduate coordinator a copy of the proposal and arrange a thesis proposal meeting. To ensure that committee members have adequate time to review the proposal, the student should distribute the proposal approximately 2 weeks before the date of the proposal meeting. Students must have completed their thesis proposal, have it approved by their thesis supervisor, and have a thesis proposal meeting scheduled by early September at the latest. Students are encouraged to have this meeting in the spring or early summer if possible. It is the student’s responsibility to notify the Graduate Coordinator when the proposal meeting has been scheduled and again when it has been successfully completed. It is also the student’s responsibility to schedule a room for the meeting (see Support Staff for room availability).

**The proposal meeting:** At the proposal meeting, the student, the thesis supervisor, and the committee members meet to discuss the thesis study. Procedures for the proposal meeting vary depending on the individual thesis supervisor, but usually involve the student making a short presentation (generally a summary of the purpose, hypotheses, and method), then answering committee members’ questions and discussing various issues that arise. Committee members may require changes in the study. Soon after the proposal meeting, students should make or summarize the changes required by the committee and have all committee members sign the front page of this document, to be given to the Graduate Coordinator, showing their approval of the modified project. A form indicating plans for participant recruitment (*Appendix G*) should also be signed by all committee members and given to Linda Walsh. After the committee has accepted the proposal, the student should obtain Human Participants approval for the study. Sometimes issues will arise during the Human Participants approval process and/or the pretesting of the study which will necessitate changes in the study. These issues should first be discussed with the thesis supervisor, but the committee members should be consulted for their approval of these changes. Committee members should also be kept informed of a student’s progress on the thesis project.
**Human Participants Review Board approval:** As with any research project, students must obtain human participants approval (if human participants are involved) before beginning their thesis study. This may be the case even if the data have been previously collected for a different project that went through the IRB process. Students should work closely with their thesis supervisor to complete the appropriate Human Participants Review form (see Appendix H). Before submitting a proposal to the Institutional Review Board (IRB), students should complete human participants training. There is a discussion of options to complete this at UNI on the webpage at [https://rsp.uni.edu/irb-training](https://rsp.uni.edu/irb-training).

**The thesis:** Students should work with their supervisors to create a final copy of their thesis to be given to their committee members. This document will go through many rounds of revision with the thesis supervisor before he or she deems that it is acceptable for presentation to the committee members. It is the thesis supervisor’s job to determine that the student is ready and able to defend the thesis, and he/she should not allow the student to schedule a meeting until this is the case. As with the thesis proposal meeting, students should distribute the thesis to committee members approximately 2 weeks and in no case less than 1 week, before the defense date so the committee members have adequate time to review it. The date, time, location, and title of the defense must be given to Support Staff to be publicized at least one week before the defense.

**The defense meeting:** At the defense, students present their research to the thesis supervisor, committee members, and other faculty and students from the department. The thesis defense is a more formal event than the thesis proposal meeting (e.g., dress professionally). Students should give a formal presentation (an approximately 20 to 30-minute talk with PowerPoint slides). Afterwards, committee members and other audience members ask questions. Students should bring sufficient copies of the signature page to the defense, but committee members may or may not be ready to sign off on the thesis. Committee members will request changes that need to be made to the thesis before it is accepted. This is generally the case even if a student passes the defense. Students may also receive a “conditional pass” on their defense. In this case, one or more committee members will wait until the requested changes are made and reviewed by them before they sign the signature page. The thesis supervisor will oversee all changes requested by the committee members and make sure that these are completed satisfactorily before he/she will sign the thesis. If the committee members have not yet signed the thesis, the supervisor will determine when the thesis is ready to be re-distributed to the members.

There are actually two stages to passing the defense: one is the oral defense of the project, and the other is the written document. If a student does not initially pass the oral portion of the defense, he/she may be given up to 2 more chances to successfully defend the project at the discretion of the thesis committee. However, no student will be allowed more than a total of 3 chances. If a student does not pass the oral defense on the third try, he/she will not be allowed to graduate with the M.A. in psychology. Committee members will generally also request minor or major changes to the written document. These changes should be made in consultation with the thesis supervisor. Again, care should be taken to complete all changes requested before the document is given back to the committee member(s), as the thesis committee may also refuse to pass a document that does not meet their requirements after 2 additional rounds of revision (beyond the document as originally presented to the thesis committee members).
Final copies of the thesis: Students must follow the guidelines and submission dates in the Graduate College Thesis and Dissertation Manual. Note that the Graduate College guidelines may not be the same as APA style. Please follow the guidelines on pages 14-15 of the Thesis Manual for submitting the final copies of your thesis to the Graduate College. In addition to the Graduate College copies, Psychology requires each student to submit one copy of the complete thesis on cotton bond paper to the Psychology Department secretary. Students will work directly with the bindery to obtain personal copies of the bound thesis. See Appendix Q for a checklist of graduation requirements.

Practical considerations: Please keep practical considerations and limitations on resources in mind as you plan your thesis project. First, remember that faculty members have many responsibilities and may not always be able to get back to you right away. This is especially the case in the summer. Most faculty are not paid in the summer, and so technically they have no UNI duties or responsibilities during that time. Most faculty are willing to work with students over the summer, but the student should not assume that they will have unlimited access to the faculty member. Many faculty leave town or have other obligations (e.g., grant writing, publications) that must be completed during the summer.

Second, it is important to remember the financial limitations of your project. You can apply for up to $500 for thesis-related expenses (which may include travel to a conference to present your research) from the CSBS Dean’s office. However, these funds are not guaranteed and there are currently no other on-campus sources for thesis funding. If you have a project that requires more funding, you should talk to your thesis supervisor about other potential sources or try to redesign the project to cut costs.

Third, there are limited resources available for collecting data. In an active department researchers must be concerned about the cost of their project not only in dollars, but also in terms of the source and number of participants. You may wish to make use of the department Participant Pool, but you should keep in mind that this is a finite resource which must be shared by all faculty and graduate students. During summer, there are very limited sources on-campus for participants.

Finally, there are practical considerations and constraints on graduation given by the Graduate College. Note that you must turn in your completed, signed-off thesis several weeks before the semester ends in order to graduate in that semester. The Graduate College may also have additional (generally formatting) changes that you must make before your thesis is accepted.

You are strongly encouraged to plan ahead and try to finish your thesis as soon as possible, preferably by April or May of your second year. Keep in mind that theses always take longer than expected, and be aware that it can be hard to find a date in the summer that all of your committee members will be available. Finishing the thesis becomes more difficult after you are out of the program and have possibly moved away.

Academic and professional ethics

The purpose of UNI’s graduate program in psychology is to prepare students for professional roles in psychology, whether in counseling, research, teaching, consulting, administration, or other contexts. The professional practice of psychology is guided by the American Psychological Association’s (APA) “Ethical Principles of Psychologists and Code of Conduct” (APA, 2002). Because students in our graduate program are preparing for professional roles in psychology, they are expected to be
knowledgeable about the APA ethical principles and to conform their behavior to the ethical principles and code of conduct in their academic and professional activities (e.g., coursework, research, class, and public presentations and writing, take home or in-class tests, practicum placements). The complete “Ethical Principles” are reprinted in Appendix I. It is the student’s responsibility to consult with faculty members if s/he should have any questions about the “Ethical Principles” or about her/his behavior in relation to the “ethical principles.” Students in UNI’s psychology graduate program are consequently held to a higher standard of professional conduct than is required by the university’s regulations when the APA “Ethical Principles” establishes a higher standard of conduct.

Because the master’s thesis and other written work constitute a substantial portion of the requirements toward the M.A. degree, students must clearly understand that “cheating of any kind on examinations and/or plagiarism of papers or projects is strictly prohibited… A student who is found to have improperly used others’ work must expect to be penalized for such action – even if the argument is made that the action was taken with innocent intention” (quoted material taken from UNI catalog, 2014-16, on the web at catalog.uni.edu/generalinformation/academicregulations). The APA “ethical principles” further state that “psychologists do not present substantial portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally” (article 8.11, p. 1070; APA, 2002). As specified by UNI’s Graduate College’s “Graduate Student Handbook” (copies of which are distributed to all incoming graduate students and a copy of which is available in the Psychology Department office) and by the University catalog, students must expect to be penalized for plagiarism or cheating of any kind. Appendix J provides some examples of proper citations of source materials. However, it is the student’s responsibility to cite reference sources in accordance with the discipline’s, University’s, and course instructor’s/thesis supervisor’s expectations and to seek clarification from the thesis supervisor, course instructor, etc. on what constitutes appropriate citation if there are any questions. Pleading ignorance of proper citation methods or lack of intent to violate accepted standards is/will not be an acceptable defense. It is reiterated that there is no such thing as “accidental plagiarism” on the part of a graduate student.

Beyond ensuring that their own conduct is consistent with the University’s regulations and with the APA “Ethical Principles,” graduate students in the Psychology Department have a responsibility to help uphold professional standards of conduct in the graduate program as a whole. Principle B of the APA “Ethical Principles” states that “Psychologists are concerned about the ethical compliance of their colleagues’ scientific and professional conduct” (p. 1062; APA, 2002). Consistent with Principle B and with articles 1.04 and 1.05 of the “Ethical Principles” regarding the reporting of ethical violations (p. 1063; APA, 2002), graduate students who are aware of ethical violations on the part of other students are expected to report the violations to the Graduate Coordinator, Area Coordinator, or Department Head.

**Procedures for dismissing a student from the Psychology M.A. program**

Students who are thinking about withdrawing from the psychology M.A. program are urged to discuss their concerns with faculty members they choose and with the Graduate Coordinator. The faculty’s and coordinator’s role is to help students make informed decisions. If a student should decide to withdraw from the program, he/she should follow the “Withdrawal Procedure” specified in the 2014-16 UNI catalog: catalog.uni.edu/generalinformation/academicregulations. The University expects graduate students in degree programs to maintain high academic standards. The minimum standards and consequences for unsatisfactory performances are specified in the UNI Catalog catalog.uni.edu/generalinformation/graduateinformation. Note that in some cases, the
Psychology Department has more stringent guidelines, particularly with respect to thesis progress and grades required.

In accordance with the University’s “Departmental Nonacademic Probation and Dismissal Policy Procedures” (described in the Graduate College document grad.uni.edu/nonacademic-discipline and in the University Catalog), the department may ask a student to withdraw from the program for non-academic reasons. These reasons include, but are not limited to: 1) deficiencies in the student’s ability to demonstrate professional conduct; or 2) behavior that is inconsistent with the “Ethical Principles of Psychologists and Code of Conduct” as set forth in the current (2002) APA document. This document is provided in Appendix I of this Handbook and is also available in the department office. Deficiencies in professional conduct include conduct which demonstrates a lack of professional integrity. Because students are often entrusted with individuals’ or organizations’ mental health and well-being and confidential or other sensitive information, it is imperative that they demonstrate the integrity and emotional maturity and stability necessary to form professional relationships with clients, colleagues, or external agencies/organizations. Students who do not demonstrate the ability to form such relationships will be considered deficient in their professional conduct and ability, even if their academic record is satisfactory.

The University’s “Departmental Nonacademic Probation and Dismissal Policy Procedures” (see link above) will be followed in the event that the faculty should have any concerns about a student’s nonacademic conduct or abilities. The following paragraph provides more specific information about the implementation of those policies and procedures in the Department of Psychology, but does not replace or supersede anything published in the University catalog.

In the event that a faculty member or another graduate student should have concerns about a student’s nonacademic conduct or continued matriculation in the program, the faculty member or student should notify the Graduate Coordinator. The Graduate Coordinator will notify the student in writing about the concerns raised about him/her and invite him/her to meet with the Graduate Coordinator to discuss the concerns. The student will be given a reasonable amount of time (e.g., a minimum of 10 school days) in which to respond to the notification and to meet with the Graduate Coordinator. If warranted by the situation, the Graduate Coordinator will attempt to work out remedial steps aimed at helping the student meet expected levels of professional conduct. In some instances, the Graduate Coordinator may ask the Department Head to convene an ad hoc Graduate Retention Committee and appoint three tenured or tenure-track faculty members to serve on this committee, which is charged with reviewing students’ nonacademic conduct and making recommendations to the Graduate Coordinator about students’ continuation in the program, to convene and consider the student’s case. In such a case, the student will be notified in writing about the purpose of the meeting and invited to attend and to provide information. The committee may meet with the faculty member(s), student(s), and/or other professionals directly involved with the student’s situation in its deliberations.

As stated in the University’s “Departmental Nonacademic Probation and Dismissal Policy Procedures,” the student may request a review of the department’s actions by the Graduate College if he/she believes “there has been unfairness or some procedural irregularity concerning probation or dismissal.”
Procedures for dealing with problems with faculty members or others

Hopefully you will not have problems with faculty members or other students in the program, but occasionally these things do occur. Your first step if you have an issue or concern related to an instructor, supervisor, or other faculty member in the department is to try to talk with the faculty member privately and nondefensively about the problem. If this doesn’t work or you don’t feel comfortable doing this, a second step is to talk with the Graduate Coordinator and/or Department Head. You are encouraged to talk with the Graduate Coordinator about any problems you may be having during your end-of-semester meetings, but if something is bothering you, don’t wait until then. Try to take care of the problem as soon as possible. Keep in mind that while the Graduate Coordinator and Department Head will do their best to respect your wishes in terms of reporting the incident, keeping it confidential, etc., there are some cases where they are required by UNI policy to file a formal report (e.g., cases of alleged sexual harassment).
4. Tuition, Financial Aid, Assistantships, and Tuition Scholarships

Tuition, fees, and other charges

Details regarding graduate tuition for the 2017-2018 school year can be found on the UNI website at http://tuition.uni.edu/17-18-graduate-tuition-fees-overview. Note that fees depend on residence status. All fees and policies governing the refund of fees are subject to change by the Iowa Board of Regents.

Financial aid

UNI, through the Financial Aid Office, administers a comprehensive program of financial assistance for students (student loans). The office offers all federal student aid programs as well as a variety of scholarship assistance. For more information, contact the financial aid office:

Financial Aid Office
105 Gilchrist Hall
(319) 273-2700
Fax: (319) 273-6950
http://finaid.uni.edu

Assistantships and tuition scholarships

A limited number of graduate assistantships and tuition scholarships are available to qualified students. Departmental assistantships take two forms—teaching assistantships or research assistantships—and require a minimum number of work hours per week in exchange for financial assistance (see below). No work assignments are associated with the award of a tuition scholarship.

Assistantships and scholarships are independent awards—that is, students could be awarded both, an assistantship only or a tuition scholarship only. Graduate students should complete application forms for assistantships (see Appendix K) or tuition scholarships (see Appendix L) online each year. After reviewing applications, the Graduate Coordinator recommends students for particular awards to the Graduate College on the basis of GPA, GRE scores, and projected ability to complete assistantship assignments successfully. The Graduate College makes the final award decisions. In order to be awarded an assistantship or scholarship, students must meet the following criteria:

1. Admitted on a degree-track basis, either regular admission or provisional admission for reasons other than a deficient grade-point. The student must have a Bachelor’s degree from an accredited institution prior to the beginning of an assistantship or scholarship.

2. GPA of at least 3.00. The student must maintain a 3.00 GPA during the term of the assistantship/scholarship and must continue to make expected progress toward the graduate degree.

3. Enrolled for a minimum of 9 on-campus graduate credit hours in the program of study. Audit, undergraduate, or courses offered through Continuing Education may not be counted.
toward the minimum load. If at any time during the semester the student’s enrollment drops below 9 on-campus graduate program credit hours, the assistantship and/or scholarship will be revoked and, if on a scholarship, the student will be required to pay the entire tuition charges for the semester. Continuing education courses will not be supported by the scholarship.

4. Students are eligible for support for only the normal length of their graduate program (i.e., two academic years).

Because the number of graduate students enrolled in the Department of Psychology who meet the above criteria exceeds the number of available assistantships and scholarships, the department has typically awarded half assistantships or half tuition scholarships to qualified students, but not both.

For a half assistantship the student is expected to work approximately 10 hours per week during the semester as a Research Assistant or as a Teaching Assistant. The Graduate Program Funding Coordinator assigns the student to a faculty supervisor, who is responsible for assigning and supervising the specific work and work hours associated with the assistantship. Students should keep track of hours worked on a Graduate Assistant Log and make the log available for their faculty supervisor (see Appendix M). Non-resident students who are awarded at least a half assistantship will be classified as resident students for the purpose of tuition.

A half scholarship pays for one-half of the in-state tuition for the semester. Students are responsible for the remaining half of the tuition and any applicable fees. As noted above, in cases where an out-of-state student has been awarded a full or half assistantship, his or her tuition is charged at the in-state tuition rate. Consequently, when possible, out-of-state students are given preference for graduate assistantships as opposed to tuition scholarships, whereas the reverse is true for in-state students.

Assistantships are also available from sources outside of the department. The Graduate Program Funding Coordinator keeps students apprised of any such opportunities. However, the Graduate Program Funding Coordinator may not have any control over who is selected for these awards or the work hours or duties associated with such positions.

Very rarely, summer assistantships or scholarships are available. The Graduate Program Funding Coordinator will inform students of such opportunities as they become available.
5. Awards for Graduate Student Research

The Department of Psychology and the University in general support and encourage graduate student research. There are various sources of funding to cover the cost of research and travel to research conferences.

Graduate College Outstanding Master’s Thesis Award: This award is offered to recognize outstanding scholarly work by a graduate student. In the year after a successful defense and completion of the M.A. thesis, a student is eligible to be nominated for the award by the thesis supervisor. A faculty committee selected by the Graduate College reviews each nominated thesis on the following criteria: clarity, scholarship, methodology, significance, and contribution to the field of study. Typically, three prizes are given: A plaque and a cash award of $200 are awarded for first place, $100 for second place, and $50 for third place. The evaluation committee can elect not to make an award. The first place winner will be the university’s nominee in the Distinguished Master’s Thesis Award competition sponsored by the Midwestern Association of Graduate Schools.

CSBS Graduate Research Award: This award, which is given on a one-time basis, is given to assist with expenses related to M.A. thesis research and possibly expenses related to travel to present research at a professional conference. Examples of eligible expenses include: acquisition of assessment instruments and production and mailing costs for questionnaires. It does not cover routine expenses such as photocopying library materials, purchase of books, or costs involved in the production of the actual thesis. The maximum award is $500. Students must complete an application (see Appendix N), which is available in the CSBS Dean’s office and submit a copy to the CSBS Graduate Research Committee (Sabin 319, Mail Code 0403).

Intercollegiate Academic Fund: The Intercollegiate Academic Fund provides money for travel to research conferences. Students need to be presenters to receive funding. There are five deadlines per year and applications must be completed before travel, so students should apply well in advance. Application forms are available in the Office of Vice President for Academic Affairs (Seerley 20) (see Appendix O) or on the UNI website at https://provost.uni.edu/IAF/travel-fund-guidelines-and-application.

6. Suggestions from Current and Former Graduate Students

As mentioned earlier, second-year graduate students can be a valuable source of information for incoming students. Students should feel free to ask questions of any second-year graduate student. In addition, several students have put together a list of suggestions for progressing through the graduate program, applying to Ph.D. programs, and seeking post-graduation employment, as shown in Appendix P.
APPENDIX A

University of Northern Iowa
Department of Psychology Graduate Faculty

Dilbur Arsiwalla, Ph.D. (Auburn University). Dr. Arsiwalla’s teaching interest areas are lifespan development and research methodology, and she believes the hallmark of a good teacher is one who empowers students to be actively engaged in their own learning process. The broad themes of her research program include sleep, psychophysiology, parent-child relationships, child social cognition, and children’s socio-cognitive and emotional development.

Seth Brown, Ph.D. (University of New Mexico) General research interests include severe mental illness (particularly schizophrenia) and health behaviors. Specific research focuses include the experience and consequences of paranoid beliefs and auditory hallucinations. In terms of health behaviors, research focuses on identifying the determinants of physical activity, and understanding self-harm behavior. Applied work involves psychological assessment and treatment.

Adam Butler, Ph.D. (University of Nebraska-Lincoln). Research interests include work-family issues, organizational problem solving and decision making, and organizational change. He is also interested in instructional technology and collaborative learning. Courses currently taught include organizational psychology and introduction to psychology.

Jiuqing Cheng, Ph.D. (Ohio University). Dr. Cheng’s research interests are judgment and decision-making, behavioral economics, mathematical modeling, attitude formation/bias, trait and cognition and policy development.

Seong-In Choi, Ph.D. (Ball State University). Dr. Choi’s research interests include scale development, help-seeking attitudes, counseling process and outcome, multicultural counseling, and mental health issues among underserved populations. Her clinical interests are trauma, depression, cultural adjustment, and family and interpersonal relationships.

Catherine DeSoto, Ph.D. (University of Missouri-Columbia). Research interests include understanding the links between individuals’ behavior and development and their biological characteristics. Specific current research projects attempt to discern the relationship between estrogen levels and the expression of borderline personality characteristics. Past research involved neuroimaging of the visual and motor cortices and research on the development of mathematical learning disabilities.

Michael B. Gasser, Ph.D. (University of Minnesota). Teaching interests include industrial psychology and statistics. Current research interests include the performance of employees in a cross-cultural work setting and how pay expectations are formed and influenced.

Helen C. Harton, Ph.D. (Florida Atlantic University). Teaching interests include social psychology and research methods. Her primary research areas are attitudes and social influence. Specific research projects include the effects of individual attitude changes on group outcomes, the evolution of subcultures, and modern vs. aversive racism. Some of this research has been applied toward relationship attitudes (e.g., relationship satisfaction, jealousy) and attitudes toward immigrants. She is also interested
in dynamical systems approaches to social behavior (especially catastrophe theory) and computer applications for both research and teaching.

**Carolyn Hildebrandt**, Ph.D. (University of California- Berkeley). Dr. Hildebrandt’s research interests include social and moral development, cognitive aspects of musical development, and constructivist methods of teaching and learning. Current research projects include studies of social and biological reasoning in children and adolescents, children's understanding of physical and psychological harm, and children's and adolescents' representations of pitch and rhythm in music.

**Rob Hitlan**, Ph.D. (University of Texas at El Paso). Research interests include the antecedents and consequences of workplace stressors. Two primary areas of interest include social ostracism and harassment including sexual, ethnic, and bystander harassment experiences. Teaching interests include organizational psychology, intergroup relations applied to the workplace, and statistics including structural equation modeling.

**Elizabeth Lefler**, Ph.D. (Oklahoma State University). Research interests include social and moral development, cognitive aspects of musical development, and constructivist methods of teaching and learning. Current research projects include studies of social and biological reasoning in children and adolescents, children's understanding of physical and psychological harm, and children's and adolescents' representations of pitch and rhythm in music.

**Mary Losch**, Ph.D. (University of Iowa). General research interests: attitudes, infant feeding decision-making, health behaviors of mothers during the perinatal period, pregnancy prevention, adolescent risk behaviors, health behavior assessment, and survey research methods. Dr. Losch has a joint appointment as the Director of the Center for Social and Behavioral Research.

**M. Kimberly MacLin**, Ph.D. (University of Nevada-Reno). Her research interests focus on criminal appearance stereotypes, the source of those stereotypes, and how those stereotypes impact memory and decision making in a variety of legal contexts. She regularly teaches Introductory Psychology and Careers in Psychology.

**Nicholas Schwab**, Ph.D. (Univ. of Wyoming). Research interests include how people affect and are affected by our social networks and how these networks develop internal norms that influence numerous psychological processes. Currently exploring the influence social networks have on self-processes and how this interaction between social networks and the self-affect mental and physical health, especially in the context of real and perceived social support.

**Linda L. Walsh**, Ph.D. (University of Chicago). Current teaching interests: biological psychology, drugs and behavior, neuroanatomy and neurology, and introduction to psychology. Research interests include human food preferences and aversions; the role of family, food experience and personality factors in shaping food attitudes/behavior; food neophobia. Additional research interest is drug education/drug knowledge and drug use patterns.

**Jack Yates**, Ph.D. (Johns Hopkins University). Research centers on the nature of conscious thoughts and conscious knowledge. Dr. Yates is interested in conceptions of the physical and social worlds, and has undertaken a series of studies examining conceptions of specific physical, biological, and social situations.
APPENDIX B

University of Northern Iowa M.A. in Psychology
Clinical Science Emphasis

The Clinical Science Emphasis is a research-based course of study primarily designed for students who are interested in clinical psychology and who would like to obtain a master’s degree prior to seeking admission to doctoral programs in clinical, counseling, or school psychology. Some students also decide to work as masters’ level providers of psychological services in clinical or educational settings under appropriate supervision.

A minimum of 41 semester hours and a thesis are required for the M.A. degree. The program is designed to be completed in two full years of study, including two academic years and two summers.

Required Courses:

- PSYCH 6001 Advanced Statistics
- PSYCH 6002 Research Design
- PSYCH 6285 Readings in Psychology
- PSYCH 6299 Thesis Research
- PSYCH 6401 Cognitive Assessment
- PSYCH 6402 Research & Practice of Psychotherapy
- PSYCH 6405 Personality Assessment
- PSYCH 6406 Psychopathology.
- PSYCH 6407 Evidence-Based Treatment
- PSYCH 6409 Clinical Ethics
- PSYCH 6410 Advanced Child Psychopathology and Evidence Based Treatment
- PSYCH 6416 External Clinical Practicum I
- PSYCH 6417 External Clinical Practicum II

One elective course in psychology (sample courses below):

- PSYCH 5102 Drugs and Individual Behavior
- PSYCH 5104 Introduction to Neurology
- PSYCH 5604 Principles of Psychometrics
- PSYCH 6006 Research in Psychology
- PSYCH 6201 Evolution, Brain and Social Behavior
- PSYCH 6202 Social and Cognitive Development
- PSYCH 6203 Personality
- PSYCH 6204 Advanced Social Psychology

Students should consult with faculty members to choose electives that best suit their course of study.
Students opting for the **Clinical Science Emphasis** may do research and theses with any of the graduate faculty in the Department of Psychology. Some faculty who have specific research interests in clinical psychology include:

**Seth Brown**, Ph.D. (University of New Mexico) General research interests include severe mental illness (particularly schizophrenia) and health behaviors. Specific research focuses on the experience and consequences of paranoid beliefs and auditory hallucinations. In terms of health behaviors, research focuses on the identifying the determinants of physical activity, and understanding self-harm behavior.

**Seong-In Choi**, Ph.D. (Ball State University). Dr. Choi’s research interests include scale development, help-seeking attitudes, counseling process and outcome, multicultural counseling, and mental health issues among underserved populations. Her clinical interests are trauma, depression, cultural adjustment, and family and interpersonal relationships.

**Elizabeth Lefler**, Ph.D. (Oklahoma State University) General research interests include Attention-Deficit/Hyperactivity Disorder, early identification and treatment of childhood psychopathology, and gender and ethnicity differences in childhood psychopathology.

Other faculty with interests related to clinical science include **Cathy DeSoto** (estrogen and borderline personality disorder), **Helen Harton** (attitudes, group interactions, peer influence), **Carolyn Hildebrandt** (children’s cognitive development), **Kim MacLin** (psychology and law), and **Nicholas Schwab** (health and applied social psychology).
APPENDIX C

University of Northern Iowa M.A. in Psychology
Social Psychology Emphasis

The Social Psychology Emphasis is a research-based course of study designed for students who are interested in social psychology and would like to obtain a master’s degree prior to seeking admission to Ph.D. programs in social psychology or prior to seeking employment in research-related careers.

A minimum of 45 semester hours and a thesis are required for the M.A. degree. The program is designed to be completed in two full years of study, including two academic years and two summers.

Required Courses:

- PSYCH 5604  Principles of Psychometrics
- PSYCH 5606  Special Topics in Social Psychology
- PSYCH 6001  Advanced Statistics
- PSYCH 6002  Research Design
- PSYCH 6006  Research in Psychology
- PSYCH 6201  Evolution, Brain, and Social Behavior
- PSYCH 6202  Social and Cognitive Development
- PSYCH 6203  Personality
- PSYCH 6204  Advanced Social Psychology
- PSYCH 6205  Advances and Developments in Social Psychology
- PSYCH 6285  Readings in Psychology
- PSYCH 6299  Thesis Research

One elective course in psychology (sample courses below):

- PSYCH 5102  Drugs and Individual Behavior
- PSYCH 5104  Introduction to Neurology
- PSYCH 5404  Psychology of Human Differences
- PSYCH 5505  Cognitive Psychology
- PSYCH 6401  Cognitive Assessment
- PSYCH 6406  Psychopathology
- PSYCH 6410  Advanced Child Psychology and Evidence Based Treatment

Students should consult with faculty members to choose electives that best suit their course of study.
Department of Psychology
Faculty with Social Psychology Interests

Students opting for the Social Psychology Emphasis may do research and theses with any of the graduate faculty in the Department of Psychology. Some faculty who have specific research interests in social psychology include:

Helen C. Harton, Ph.D. (Florida Atlantic University) Primary research areas are attitudes and social influence, particularly using dynamical systems approaches. Specific research projects include how important vs. unimportant attitude change and the implication of those changes for groups and how subcultures emerge within groups of interacting individuals. Another line of research examines the relationship between political orientation and different manifestations of racism. Other research interests include attraction, relationship satisfaction, jealousy, prosocial behavior, cooperative learning, and attitudes toward immigrants.

Mary Losch, Ph.D. (University of Iowa) General research interests include attitudes, infant feeding decision-making, health behaviors of mothers during the perinatal period, pregnancy prevention, adolescent risk behaviors, health behavior assessment, and survey research methods. Dr. Losch has a joint appointment as the Assistant Director of the Center for Social and Behavioral Research.

Kimberly MacLin, Ph.D. (University of Nevada-Reno) Her general research interests are in the situated nature of social cognition. Current research focuses on criminal appearance stereotypes, the source of those stereotypes, and how those stereotypes impact memory and decision making in a variety of legal contexts.

Nicholas Schwab, Ph.D. (University of Wyoming) His general research interests include health behaviors and self-cognition.

Other faculty with interests related to social psychology include Adam Butler (work-family issues and decision-making), Cathy DeSoto (evolutionary psychology, sex differences), Michael Gasser (pay expectations and cross-cultural employment), and Carolyn Hildebrandt (social and cognitive development).
APPENDIX D

Checklist of Progress
In Psychology M.A. Program

At the end of the first semester:
☐ completed at least three 3-hour courses with a GPA of 3.00 or higher
☐ completed a 1-hour readings course with a faculty supervisor designed to identify an area of study for the thesis (a grade of RC is permissible)
☐ chosen a thesis supervisor

At the end of the second semester:
☐ completed three additional 3-hour courses with a cumulative GPA of 3.00 or higher
☐ completed a second 1-hour readings course, preferably with the same faculty supervisor (but not necessarily) to follow-up on the work carried out the first semester (a grade of RC is permissible)
☐ have declared a formal thesis committee, composed of______________________________, Chair
______________________________
______________________________
☐ have an outline of a thesis study designed

At the end of the first summer:
☐ completed the thesis proposal
☐ scheduled a proposal meeting
☐ removed any RC or I grades from transcript

At the end of the third semester:
☐ completed three additional 3-hour courses with a cumulative GPA of 3.00 or higher
☐ had a proposal meeting in which the thesis committee approved the proposed M.A. thesis project
☐ turned in a signed copy of the proposal to the Graduate Coordinator
☐ obtained approval from the UNI Institutional Review Board to collect data
☐ began collection of data for the thesis
☐ completed 3 hours of PSYCH 6299 (Research) with at least a grade of “B” or “RC”

At the end of the fourth semester:
☐ completed three additional 3-hour courses with a cumulative GPA of 3.00 or higher
☐ finished collection of thesis data
☐ completed analysis of thesis data
☐ finished Results and Discussion sections of thesis
☐ completed 3 more hours of PSYCH 6299 (Research) with at least a grade of “B” or “RC”

At the end of the second summer:
☐ defended thesis
☐ finished all thesis corrections
☐ removed all remaining RC or I grades on the transcript
☐ completed all program requirements
APPENDIX E

Practicum Placements for Students in the Clinical Science Emphasis

Students in the Clinical Science emphasis must complete three credit hours of clinical practicum (PSYCH 6416 and 6417). This includes both 1) meetings with a UNI instructor, and 2) 192 hours of supervised experience working as a psychologist-trainee at an appropriate mental health agency/program. Students will earn these three credit hours in their 3rd and 4th semesters.

Prior to the start of their 3rd semester, the student is expected to contact potential practicum sites about available placements. Efforts should be made to match the individual student’s skills, educational needs, interests, and preferences with the needs and preferences of specific sites and/or supervisors. When feasible, students will have a choice from several options regarding their placement. However, the instructor reserves the right to “veto” a student’s choice when it is deemed inappropriate or infeasible given the student’s and/or placement’s needs or interests, and/or the instructor’s ability to supervise or monitor the student’s work at the site closely. Students who wish to complete the practicum at sites other than those offered by the instructor are encouraged to discuss this with the instructor, but the instructor reserves the right to decide whether such alternatives are appropriate for the course.

The following criteria are used to determine whether a potential placement is suitable: 1) appropriate on-site supervision of the student by professional staff; 2) learning opportunities through observing staff work with clients, direct contact with clients, staff meetings, seminars, etc. that are consistent with the professional practice of clinical or school psychology and/or counseling; and 3) the role of the student at the agency is consistent with his/her training and education. Appropriate activities include, but are not limited to: developing behavior-modification programs; intellectual, neuropsychological, and/or personality testing; diagnostic assessments; clinical interviewing; group therapy with another staff member as co-therapist; and individual therapy. Ideally, a placement would provide opportunities for testing, group therapy, and individual therapy.

Sites that have been available in the past include, but are not limited to:

Allen Hospital-UnityPoint Health, Waterloo, Iowa – inpatient and outpatient group therapy programs

Eldora State Training School for Boys, Eldora, Iowa – 12- to 18-year-old adjudicated males

Bremwood Residential Treatment Center, Waverly, Iowa – residential service for children and teens with severe emotional and behavioral problems

Covenant Medical Center’s Rehabilitation Department, Waterloo, Iowa – neuropsychological testing

Family Services League, Waterloo, Iowa – family therapy

Four Oaks, Waterloo, Iowa – a visiting home therapy program
Iowa Medical and Classification Center, Coralville, Iowa – a facility where inmates with special needs are held, or where new inmates go to be assigned to a prison

Kirkwood Community College, Cedar Rapids, Iowa – working with community college students with autism spectrum disorders

Mental Health Institute, Independence, Iowa (separate practica working with children, adolescents, or adults) – a state mental hospital

New Directions, Waterloo, Iowa – outpatient individual and family therapy, and assessment

Pathways, Waterloo, Iowa – services for individuals with substance use problems and other mental and behavioral health issues

Quakerdale Christian Services, throughout Iowa – individual and family therapy

Seeds of Hope, 3 locations in Iowa – comprehensive services for victims of interpersonal violence and sexual assault

UNI Counseling Center, UNI Campus – outpatient individual therapy for UNI students

UNI Speech and Hearing Clinic, UNI campus – neuropsychological evaluations of individuals with language impairments

Waterloo Work Release Facility, Waterloo, Iowa – for individuals sentenced to work release in lieu of prison or upon release from prison
APPENDIX F

Thesis Proposal Participant Form
(to be completed at the proposal meeting and given to Dr. Walsh)

Graduate Student:

Thesis Chair:

Committee Members: 1)
2)

Tentative Thesis Title:

Do you intend to solicit participants using the SONA?

No ________ My data will instead come from:

(This completes this form if you will NOT be using the SONA. Please have form signed below and give to Dr. Walsh)

Yes ________ (please provide the following after the proposal meeting, taking into account the feedback from the thesis committee)

Estimated date of submission to IRB:

Estimated date of data collection:

Please attach your proposal abstract and provide the basics of your design and method as it relates to the use of participants: (Use back if example does not fit your design) (e.g. My participants will include ________ groups of ________ participants each, with a total of ________ participants. I will collect data from each participant ________ (once, twice, or some multiple). Each time we expect it will take a participant about ________ (30, 60, or some multiple) minutes to complete my measures.

Total participant credit hours needed (# of participants X total hours needed per individual):

Signatures of Thesis Committee Members Affirming Above Participant Need:

Chair

Committee Member

Committee Member

Please resubmit this form to Dr. Walsh if there is a significant change in your planned study.
APPENDIX G

Human Participants Review Forms

Links to documents related to Institutional Review Board (IRB) review of research with human participants can be found at the website of the UNI Office of Sponsored Programs: 
http://rsp.uni.edu/protection-human-research-participants

Links to application forms (in PDF and Microsoft Word © format) can be found at 
http://rsp.uni.edu/irb-forms

There are three distinct forms to be used for (a) standard research; (b) survey research; and (c) existing (archival) data.
APPENDIX H

Ethical Principles of Psychologists and Code of Conduct

This can be found on the American Psychological Association website at the URL http://www.apa.org/ethics/code/index.aspx

Students are required to read the various sections of this handbook and the associated documents, and to sign and submit the form which follows.
Department of Psychology
Graduate Student Agreement to
A Professional Code of Conduct

I, _________________________________________ (name of student), have read the sections entitled “Academic and professional ethics” and “Procedures for dismissing a student from the Psychology M.A. program” in the 2015 Psychology Department Graduate Student Handbook, the accompanying appendices, and the relevant sections from the publications and web sites that are referenced in these sections of the Handbook. I affirm that I fully understand the information and that I will abide by the standards set forth in these materials. I understand that it is my responsibility to consult with faculty whenever I may have questions about what constitutes appropriate conduct.

Signed ____________________________________________

Printed Name _______________________________________

Student ID Number ______________________

Date ______________________________________________

Sign and return this form to the Graduate Program Coordinator.
APPENDIX I

Guidelines and Examples for
Proper Citation of References

The following is taken from the Publication Manual of the American Psychological Association, Sixth Edition (APA, 2010).

A website provides examples of how to cite various publications according to the current APA format: http://www.apastyle.org

Guidelines regarding plagiarism:

1. “Quotation marks should be used to indicate the exact words of another” (p. 349; APA, 2001).

2. “Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text” (p. 349; APA, 2001).

3. The principle of plagiarism extends beyond written words to ideas. For example, if another study, an article, etc. served as the impetus for one’s work, the original authors should be given credit. This principle extends to personal communications and is not limited to another’s written work (pp. 349-350; APA, 2001).

4. The APA Publication Manual provides detailed information on, and examples of, the proper format for the citation of sources. A copy of this manual is available in the Psychology Department office. If a student should have questions about the citation of sources, he/she should ask the faculty member assigning or supervising the work.

5. In oral presentations, credit for words and/or ideas should be given to the original authors/source. In the case of direct quotes from another, the speaker should clearly indicate where the quotation begins and ends.

Examples of proper citation of references:

1. Use of quotation marks to indicate the exact words of another:

   Much of Elizabeth Loftus’ recent work focuses on pointing out ways in which repressed memories could be falsified. According to Loftus (1993), “many therapists believe in the authenticity of the recovered memories that they hear from their clients” (p. 523).

The following two illustrations are taken from “Cognitive and Affective Improvement in Brain Dysfunctional Patients Who Achieve Inpatient Rehabilitation Goals” (pp. 77-78; Prigatano & Wong, 1999).
2. Proper citation of paraphrased material:

Survivors of cerebral vascular accident (CVA) and other brain injuries are frequently referred to rehabilitation programs for the purpose of minimizing disability and improving functional outcomes such as activities of daily living (ADL) to facilitate an easier transition to a home environment or a supervised care facility (Galski, Bruno, Zorowitz, & Walker, 1993; Paolucci et al., 1996; Prigatano, Wong, Williams, & Plenge, 1997).

3. Giving credit for another’s ideas:

A recent study (Prigatano et al., 1997) that compared the impact of prescribed versus actual length of stay (LOS) on neurorehabilitation outcome found that ... That study, however, did not address ... The primary purpose of the present investigation, then, was to ... As reported in the earlier study ...

4. Giving credit in oral presentations for direct quotes:

“Loftus, in 1993, stated that quote ‘it is one thing to discover that memory for an actual traumatic event is changed over time but quite another to show that one can inject a whole event into someone’s mind for something that never happened’ end of quote.”

(What appears inside the “ ” refers to what is orally said, what appears inside the ‘ ’ refers to the quotation from Loftus (1993)).

5. Giving credit in oral presentations for paraphrased words and/or for ideas:

“The 2002 UNI Psychology Department Graduate Student Handbook explains that the goal of the program is to prepare students for professional roles. As a result, students are expected to know and abide by the APA’s ethical principles and code of conduct. The Graduate Student Handbook further states that plagiarism and cheating will be considered serious offenses and that lack of knowledge of proper citation formats or lack of intent to plagiarize or cheat will not be acceptable defenses.”
APPENDIX J

University of Northern Iowa
Application for Graduate Assistantship
(Must be full-time graduate student to be eligible)

UID: __________________________
Last (family) Name: __________________________ First (given) Name: __________________________
Email: __________________________ Phone: __________________________ Gender
Correspondence address March to May __________________________ Correspondence address May to August __________________________

Name of Graduate Program/Degree: __________________________
Beginning date of program: __________________________ Undergraduate GPA: __________________________
Target completion date __________________________ Graduate GPA: __________________________
Graduate hours completed __________________________ Post BA GPA: __________________________
(if applicable)

For which semester(s) is this application made: ☐ Fall ☐ Spring Year Year Year
Note: student must re-apply for each academic year

Are you interested in full-time (20 hrs per wk) or half-time (10 hrs per wk) assistantship? ☐ Full ☐ Half

List bachelor level, and higher, honors or awards received or extra-curricular activities involved in: __________________________

Provide 2 references: (name, email address and phone number)

________________________

Skills/Certificates, etc.

Computer/Software __________________________
Research __________________________
Marketing __________________________
Event Planning __________________________
2nd Language __________________________
Other __________________________

Teaching experience. (Provide location(s), subject(s) and dates of each position) __________________________

Do you hold a teaching certificate? ☑ Yes ☐ No If so, provide name of certificate and state issued __________________________

Do you plan to attend UNI full-time until your degree is earned? ☑ Yes ☐ No __________________________

☐ Check box if you have a non-resident spouse attending UNI. (GA spouses receive resident tuition rates)

UNI requests this information for the purpose of considering you for an Assistantship. No persons outside the University are routinely provided this information. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. Responses to all items are required, if applicable. If you fail to provide the required information, the University may not consider your application.
APPENDIX K

University of Northern Iowa
Application for Graduate College Tuition Scholarship
(Must be full-time graduate student to be eligible)

UID: ______________________

Last (family) Name: ______________________  First (given) Name: ______________________

Email: ______________________  Phone: ______________________  Gender: ______________________

Correspondence address March to May: ______________________  Correspondence address May to August: ______________________

Name of Graduate Program/Degree: ______________________

Beginning date of program: _______________  Undergraduate GPA: ______________________
Target completion date: _______________  Graduate GPA: ______________________
Graduate hours completed: _______________  Post BA GPA: ______________________
(if applicable)

For which semester(s) is this application made: □ Fall ___________  □ Spring ___________
Note: student must re-apply for each academic year

Year  Year

List bachelor level, and higher, honors or awards received or extra-curricular activities involved in:
______________________________
______________________________
______________________________

Other support for time period covered by this application:

<table>
<thead>
<tr>
<th>UNI Graduate Assistantship</th>
<th>Applied</th>
<th>Received</th>
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<td>Fellowships-Identify:</td>
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<tr>
<td>Other Scholarships-Identify:</td>
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</table>

Do you plan to attend UNI full-time until your degree is earned?  □ Yes  □ No

UNI requests this information for the purpose of considering you for a Tuition Scholarship. No persons outside the University are routinely provided this information. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. Responses to all items are required, if applicable. If you fail to provide the required information, the University may not consider your application.
APPENDIX L

Graduate Assistant Log
Department Of Psychology - Fall 2017

Fill in the hours you work each day (e.g., 9-11 am, 1-3:30 pm). This log should be made available to your faculty supervisor upon request.

NAME:

SUPERVISOR:

<table>
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<tr>
<th>WEEK OF:</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
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</table>
APPENDIX M

Application for CSBS Graduate Research Award

The form for this award can be picked up in the College of Social & Behavioral Sciences office, 319 Sabin Hall, or is available from the CSBS forms repository on the web at http://csbs.uni.edu/sites/default/files/allfiles/grad.pdf

A copy of the form appears on the next page.
College of Social and Behavioral Sciences
Graduate Research Award Request Form

Students enrolled in any CSBS graduate program (Criminology, Geography, History, Psychology, Public Policy, Sociology, or Women’s Studies with a social or behavioral science emphasis) are eligible to apply for one CSBS Graduate Research Award to assist with expenses related to thesis research (or the major research project for non-thesis programs).

Examples of eligible expenses include: purchase of specialized software; equipment or data sets (which subsequently belong to the College); acquisition of assessment instruments; travel to field sites, archives or collections; production and mailing costs for questionnaires; or other unique research expenses. This program does not cover routine expenses such as photocopying of library materials, purchase of books, or costs involved in the production of the actual thesis or research paper (photocopying, photographs, binding). Travel to conferences and meetings is not an eligible expense under this program.

Students may apply at any time during the academic year, but projects are to be completed within the current budget year, which ends June 15. This form must be completed and all approval signatures obtained in order to apply for funding, and each applicant will receive a letter with the award committee’s determination. Funding is given when the project is completed. Original receipts for expenses must be submitted to the Office of the Dean of the College of Social and Behavioral Sciences no later than June 15. Maximum award is $500. This award is not affiliated with the Graduate College.

Student’s Name ____________________________ Student # ____________________

Local Address___________________________________________ Phone ______________________

Master’s Degree Program ___________________________ [Check one: Thesis ____ Non-thesis ____]

Faculty Advisor ___________________________ Advisor’s Phone ____________________

Title of Thesis or Research Project: ____________________________________________

__________________________________________________________________________

Total amount requested: $______________

Human Subjects Review Approval (if required): _______________________ (Date)

Please attach to this cover sheet the following:

1. A brief summary description of the research project (maximum 1 or 2 paragraphs).
2. An itemized budget, specifying the amount required for each expense category.
3. Expected completion date for use of these funds.

Signature of Student __________________________________________ Date _______________

Signature of CSBS Faculty Advisor ___________________________ Date _______________

Signature of Graduate Coordinator ____________________________ Date _______________

Signature of Department Head/Director _________________________ Date _______________

Direct questions to Dr. Robert Martin (273-2097) or Dr. Sunde Nesbit (273-6776)
Deliver 3 copies of this form to CSBS Graduate Research Committee, 319 Sabin.
APPENDIX N

INTERCOLLEGIATE ACADEMIC FUND REQUESTS

The Intercollegiate Academics Fund provides graduate students with funding to support research, or related travel. Descriptions of the guidelines, forms, and various dates by which submissions are due can be found at the following website: http://provost.uni.edu/iaf Forms are not included here as the currently available materials refer to the previous academic year and may be updated.
APPENDIX O

Suggestions for Progressing Through the M.A. Program,
Getting Into Ph.D. Programs, and Seeking Post-Graduation Employment from Former Graduate Students

**Progressing Through the M.A. Program**

**No one said it would be easy.** Graduate school is different from undergraduate work because it is so specialized and professors’ expectations of you are higher. You are expected to read and retain a great deal of information. You are expected to do the work without a great deal of hand holding: that means you should be motivated to do the work without being told more than once. Usually you are responsible for coming up with topics for papers, and it is up to you to search for resources on your own. The course material is more difficult and more extensive. But the good thing is you chose to be here! You chose this specific field of study! That is why it feels good to learn about it. *I chose this field because I love it. I have a passion for it. I want to learn all I can so graduate school is an exciting time. So no, it is not easy. But it is rewarding.*

**Staying on top of things will help you in the long run.** Many times we find ourselves worrying about all of the work that we have to do. We waste our energy that way. Keeping up on course work eliminates a lot of stress. So, instead of spending energy worrying about all that you have to do, spend it on doing the actual work! Dig in and start. You will probably find that worrying about the work is a lot more taxing than the work itself.

**All of the above really applies to the master’s thesis.** The best advice I can give is to not put off your thesis. During the second year (especially spring semester), so much time and energy are devoted to either finding a job or applying to Ph.D. programs. It becomes difficult to find time to work on the thesis. When the summer of your second year arrives, the thesis, if not completed or close to completion, becomes a barrier for moving on. It also can become difficult to meet with your committee since most faculty members are not on campus during the summer. So it’s best to plan ahead and keep communication open with your committee. Know where they stand and talk with them regularly. Lastly, think of your thesis as being the vegetables at dinner when you were a child. No matter how much you procrastinate, there is no dessert (degree) until you finish the vegetables!!!

**Don’t forget to take care of yourself.** You already know that you feel better and have more energy when you take care of yourself. Exercise; eat right; get enough rest; and take time for family and friends, hobbies, music, and reading (reading for pleasure!). If you are good to yourself you will have the energy to complete all of your scholastic tasks. *Whenever I ignore my personal and social needs I start feeling sorry for myself. When I do that, I don’t have energy for course work either. I really do myself a disservice when I ignore all aspects of life but school - that’s the quickest way to burn out.*

**The key to success in graduate school is finding balance.** It is important to invest time in both school and your personal life. School should be the priority while in graduate school, but do not forget about the personal aspects of your life. As human beings we need to feel connected to other people. *We need to connect with people* and that means keeping up with old relationships and forming new ones during this chapter of life. Go out of your way to form friendships with other
graduate students (first and second year students) since they are going through the experience of graduate school, just like you. Use other graduate students as a resource. Let people be your support system.

It is easy to get so wrapped up in your course work that you forget about other aspects of your life. Remember to study, but also take time to learn about yourself and life in general. Graduate school is a unique experience not available to everyone. So take it all in and enjoy your time at UNI.

Getting Into a Ph.D. Program

First year:
- Get involved in research (volunteer)
- Establish relationships with your professors
- Brainstorm on thesis ideas to narrow your interest
- Read about topics that may interest you and discuss these with professors

First summer:
- Research doctoral programs and select approximately 10 programs that vary in their selection criteria and competitiveness to apply to
- Request applications from the Graduate School AND the department you are interested in
- Request financial aid information
- Think about which professors you would like to write recommendation letters
- Begin a rough draft of your personal statement

Third Semester:
- Provide selected faculty members with all the information necessary for them to write personalized letters of reference for you:
  - Provide a resume
  - Provide an addressed, stamped envelope (addressed to respective programs)
  - Write each reference a thank you card
- Try to send applications AT LEAST two weeks before the deadline
- Make yourself a master checklist of all programs applied to, including:
  - Deadlines
  - All necessary material for a complete application
  - Fees
  - Addresses
  - Contact person(s)
- Request transcripts from undergraduate institution(s) EARLY. Some schools have a slower process than others.

Fourth Semester:
- Be patient
- Avoid making calls to the institutions as your anticipation grows
- Don’t forget to keep working on your thesis while you wait to hear about doctoral programs
- Good Luck!!!
Throughout: KEEP ALL YOUR OLD SYLLABI!!

Seeking Post Graduation Employment

Start the job search early, and be aware of licensure issues/requirements in various areas. For the job search, the various internet sites are generally quite helpful. Government sites have extensive listings, although they are time consuming to search. Link up with prior grads, use the internship connections for job contacts and use your internship to make connections in potential job markets. Develop a good, professional resume that can easily be modified to match the specific requirements of each position. Same thing with the cover letter. If possible, have both professional and academic (professor) references, and try to keep the resume to two pages. Show volunteer experiences that are related. Always send thank you cards after an interview. Even if you are in the middle of writing the thesis and are about ready to pull your hair out, act ultra-professional when the call from a potential employer comes. First impressions last.

Thanks to: Angela Dennis, Kelly Fredericks, Matt Majeski, Angela Pierce, Valorie Spivey, and Chad Wetterneck for their contributions to this Appendix.
APPENDIX P

GRADUATION CHECKLIST

1. Check with Graduate Coordinator about incomplete grades or student requests that need to be submitted.

2. Have preview meeting with Graduate College.

3. Complete Application for Graduation (available online at the UNI Registrar’s website).


5. Make changes required by committee and obtain signatures.

6. Turn in one copy on good paper to Graduate College for formatting corrections.

7. Pay for two copies on good paper for Graduate College at Cashiers window and take receipt and copies to the Graduate College.

8. Give one copy on good paper to the Psychology Department secretary. This copy will be bound for the department’s use.

9. For personal copies, go to the following website for instructions on thesis submission, payment and delivery of bound copies. http://IowaRegents.thesisondemand.com
**APPENDIX Q**

**Designating A Faculty Supervisor**

Although students in our program work with many individual faculty members, none of those will play as central a role in your studies as your thesis supervisor. Eventually, of course, that's the person who will direct your thesis. However, before you begin formal work on your thesis, you'll be working with a supervisor (who may or may not end up being your thesis advisor) who will direct individualized coursework in which you read about research, practice skills as a researcher, and design your thesis proposal. Obviously it's important that you settle on a particular supervisor fairly soon in your program, so we require that you determine who that will be during your first semester.

**Choosing a supervisor**

Potentially almost any faculty member in the department can serve as your thesis supervisor (technically, thesis supervisors have to be members of the Graduate Faculty, and be acceptable to your Area Coordinator and to the Graduate Program Coordinator; most importantly, he or she has to be willing to work with you--and of course, you have to be willing to work with him or her). Faculty supervisors do not need to teach courses related to your Area, or even to be active researchers in the topic you plan to study--although those are both generally good indications that a particular person might make a logical choice for you. You can find out information about faculty research and teaching interests in a variety of ways. These topics are discussed on the Department's website, and will be considered in your readings course your first semester in the program. Other students may help you get a sense of what it's like to work with particular faculty; and your Area Coordinator will be happy to point you toward specific faculty who would be logical choices for your interests.

You owe it to yourself to explore research possibilities with a variety of faculty members. Even if you are starting the program intending to work with a particular person, you'll want to discuss research options with several professors before making a formal commitment (keep in mind there are often opportunities to work individually with faculty without him or her serving as your official supervisor). Actually most students start their first semester without a specific topic or supervisor in mind. The readings course that you take your first semester provides a formal mechanism for you to discuss potential projects with several professors whose work you find interesting, although you are encouraged to discuss options informally with as many professors as possible.

By the end of October your first semester, you need to make a formal arrangement to work under the supervision of one professor, with the expectation that he or she will eventually chair your thesis. There's a form (“Initial Declaration of Faculty Supervisor Form”, below) which you and your chosen supervisor must sign and submit to the Graduate Program Coordinator, no later than October 31.

There is a separate form to designate your thesis supervisor (Chair), as well as the names of the other faculty members who have agreed to serve on your thesis committee. When you know their names, you should complete the “Thesis Committee Approval Form” (an image is included below). You should print out the original form on the web and have it signed by your Chair, and the Graduate Coordinator, before submitting it to the Psychology department secretary.

Changing supervisors

Generally you'll work with the same person as supervisor throughout your program. It's rather unusual for students to switch supervisors, but that may become necessary if your interests drastically change, if your work style doesn't match your supervisor's well, or for other reasons. You should discuss matters with your current supervisor and with your Area Coordinator or the Graduate Coordinator before you make a firm decision. Changing from one supervisor to another is likely to be a little trickier than just identifying a new person to work with--typically there will be some "loose ends" to wrap up. In particular, it's your obligation (a) to let your current supervisor know as soon as you've made a decision, and (b) to make sure both of you understand what you still need to complete any ongoing coursework (your current supervisor will still have to report a grade, after all). You should both sign a written statement specifying what's required.

As your thesis research progresses, changing supervisors becomes even more challenging. If you decide to switch after you have presented your thesis proposal, you need to make sure that all other faculty on your committee are willing to continue as members. In addition, if your future research (thesis or otherwise) may involve data that have already been collected, you will need to make sure that your first supervisor agrees with your right to refer to that data (the usual rule of thumb is that if you have successfully defended your thesis your claim to the data is firm). But this is an issue you need to discuss--in some cases professors may feel that you will forfeit access to their data if you sever your connection with their research program.

Because shifting supervisors poses unique challenges, we have a specific form for that purpose (“Change of Faculty Supervisor Form”, included below). It should be signed by you, your current supervisor, and your proposed supervisor. The form is then submitted to the Graduate Coordinator. Although you can start working with your new supervisor as soon as your change of supervisor form is approved, due to the need for your original supervisor to report grades for current coursework, it won't become official until the end of the current semester (if one is ongoing). You will also need to submit a revised copy of the Graduate College’s “Thesis Committee Approval Form”.

Note that the process described here refers to situations where your desire to change supervisors doesn't involve faculty or student violations of formal University policies. Your rights to freedom from harassment and other potentially grievable concerns are outlined in documents you can access on the Graduate College's website at [https://www.grad.uni.edu/graduate-policies](https://www.grad.uni.edu/graduate-policies). Your obligations to comply with ethics policies are outlined at [http://www.uni.edu/policies/301](http://www.uni.edu/policies/301).

You may also want to refer to the section of this handbook addressing conflicts with faculty ("Procedures for dealing with problems with faculty members or others").
M.A. in Psychology
Initial Declaration of Faculty Supervisor Form

Instructions to student: This form is used when you first choose a faculty supervisor. By October 31 of the first semester of your program, you must make arrangements with a particular faculty member to supervise coursework associated with your thesis. Sign this sheet, obtain the supervisor's signature, and submit it to the Graduate Coordinator, who will inform your Area Coordinator and place it in your file.

Student Name (printed):______________________________

Signature:______________________________

Date:_____________

Program Area (Circle): Clinical Science
Social
Individualized Study

Faculty Supervisor's Name:______________________________

Signature:______________________________

Date:_____________
**M.A. in Psychology**  
**Change of Faculty Supervisor Form**

**Instructions to student:** This form is used to switch faculty supervisors if you have previously filed a "Designation of Faculty Supervisor" form. You must sign this sheet, obtain the signatures of your current supervisor and your new supervisor, and submit it to the Graduate Program Coordinator, who will inform your Area Coordinator and place it in your file. Your current supervisor remains responsible for reporting grades for any incomplete coursework or research (ongoing or from a previous semester). If you file this form during a semester, the change will become official only at the end of that semester.

Student Name (printed): ________________________________

Signature: ________________________________

Date: ____________

Program Area (Circle):  
- Clinical Science  
- Social  
- Individualized Study

Pending coursework:  
Indicate any research or readings courses taken under your current supervisor's direction, the semesters you took them, and the grade you received:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Hours</th>
<th>Grade</th>
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If you have not yet received a final grade for any courses you list, your current supervisor must report the final grade when it can be determined. You and your current supervisor should construct a written description of remaining work you must complete and deadlines for that completion.

Current Faculty Supervisor's Name: ________________________________

Signature: ________________________________  Date: ____________

New Faculty Supervisor's Name: ________________________________

Signature: ________________________________  Date: ____________
THESIS COMMITTEE APPROVAL FORM

Available at this website:

http://www.grad.uni.edu/thesis-dissertation-forms

The approval form should be filled in online and then printed out for signatures. Hand-written forms will not be accepted by the Graduate College. The approval form will soon be entirely electronic sometime during fall semester 2017.