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The Social Psychology Graduate Program began in the fall of 1972. Currently the program is staffed by sixteen faculty members and enrolls approximately 25 students at any one time, resulting in a very favorable student/faculty ratio.

The goal of the program is to provide a setting in which students can grow toward mature roles as researchers, teachers, and consultants in basic and applied areas of social psychology. The faculty members currently conduct research on both basic/traditional and applied issues, and emphasize experimental, quasi-experimental, and quantitative methodologies. The substantive interests of the faculty and students in the program are diverse and are described below as well as on the department's website (<http://www.asu.edu/clas/psych/people/faculty/>). Students combine continuous involvement in research with a series of courses designed to provide broad substantive knowledge, as well as methodological and quantitative expertise. The program's intent is to advance basic knowledge in psychology and apply that knowledge to society. We also endeavor to make continuing contributions to our discipline through the achievements of the program's graduates.

### *The Program and its Faculty*

Since its beginnings in 1973, the Social Psychology Program at ASU has quadrupled in size and is now widely recognized as among the best such programs in the country. How do we account for this success?

Although there are several specific answers to that question, probably the best is that the faculty and students of the ASU Social Psychology Program have been a highly productive group over the years, both in research at the national and international level and in teaching at the university level.

This productivity has been facilitated by two main factors. The first is that the group is coherent and cordial. Its members value one another's work and enjoy collaborating on research projects. It is common for faculty to publish jointly, and it is almost invariably the case that, when a faculty member produces an article or book chapter, at least one student from the Program is a coauthor. One indication of the group's solidarity is that, although there have been numerous close calls, the Program has never lost a faculty member to a rival university. Even when tempted by the strong recruitment efforts of other highly prestigious universities and psychology departments, our social psychologists have always decided to stay at ASU.

The second reason for the growth and stature of social psychology here has been the dialogue between traditional theoretical/academic perspectives on social psychology and the view that social psychology can be profitably applied to social problems, business, health, the family, and the like. Many of the faculty combine social psychological theory with direct application to societal issues. Accordingly, the Program has developed an international reputation for providing a dual emphasis in these complementary arenas of theoretical and applied work.

To understand how this dual emphasis influences the activities of the Social Psychology Program faculty members, a look at their current research and teaching interests is in order, beginning with the most senior individuals through those who have more recently joined the group:

The first social psychologist of the current ASU faculty, **John Reich**, received his Ph.D. at the University of Colorado. His theoretical interests include the study of attribution processes, which he

has pursued into such applied areas as stress and spousal interaction processes in chronic illness populations such as rheumatoid - and osteo-arthritis patients, and the coping strategies employed by the elderly to deal with the stresses of aging. This interest in the effect of stress has evolved into analyzing person/situation interaction processes surrounding perceived control. John has published numerous articles and books on applied social psychology, and has developed a highly regarded undergraduate course in Applied Social Psychology.

Next to join the faculty was **Sanford Braver** (Ph.D., University of Michigan). Sandy has moved his long-standing theoretical interest in bargaining and conflict resolution into the applied social psychology domain. For the last 20 years, he has been exploring the social psychology of families. Researched originally with two large grants from the National Institute for Child Health and Human Development, Sandy now has a grant from the National Institute of Mental Health to explore the meanings family members attach to one another and the impact this has on children undergoing the adolescent transition. The author of *Divorced Dads: Shattering the Myth*, Sandy is a sought-after consultant at the interface of psychology and family law. He is also affiliated with the Department's Prevention Research Center (PRC), under which he has two more large grants that explore issues of taking social psychological interventions and principles into the wider community. This applied avenue also piques his methodological and quantitative curiosity, and he has been developing research design and statistical methods, especially those emphasizing external validity, for such problems. Sandy's teaching interests revolve around graduate and undergraduate statistics and methods courses and the Senior Honors Seminar.

**Robert Cialdini** came to ASU in 1971 after getting his Ph.D. at the University of North Carolina and spending a post-doctoral year at Columbia University. His interests in persuasion and social influence have continued over the years, manifesting recently in a focus on consumer psychology, which he makes a large part of his graduate and undergraduate courses in Interpersonal Influence. Bob's interest in the influence process is also evident in his projects currently underway to investigate the factors that incline people to behave according to the norms of the society (e.g., to preserve the natural environment), and that incline people toward altruistic action. In addition to many articles in the field's top research journals, Bob is author of *Influence: Science and Practice*, author of a chapter on social influence in the newest edition of the *Handbook of Social Psychology*, and co-author with ASU colleagues Doug Kenrick and Steve Neuberg of *Social Psychology: Unraveling the Mystery*. He has received the Distinguished Scientific Achievement Award from the Society of Consumer Psychology, the Donald T. Campbell Award for Distinguished Contributions in Social Psychology from the Society for Personality and Social Psychology, and the inaugural Peitho Award for Distinguished Contributions to the Study of Social Influence.

After a four year stint at Montana State University, **Douglas Kenrick** returned to ASU, where he had received his Ph.D. Doug's main research interests involve the application of evolutionary models to social cognition, interpersonal behavior, and the emergence of cultural norms. In line with models of differential parental investment, several studies have indicated that women and men have different standards for short-term mates, but more similar standards for long-term mates. In line with life history models, other studies have examined lifespan changes in men's and women's preferences in mates, and have uncovered some interesting universals in mate choice (such as preferences linked to fertility cues in women). Another line of research has examined how fundamental social motivations (e.g., concerns about physical safety, or mating desires) influence basic cognitive processes. Other applications have examined how such processes apply to social behaviors such as social influence and self-presentation. Doug's research has appeared in a wide range of journals and books, including *Psychological Review*, *Behavioral and Brain Sciences*, *Advances in Experimental Social Psychology*, *Handbook of Evolutionary Psychology*, *Journal of Personality and Social Psychology*, and the *Handbook of Social Psychology*. Along with Mark Schaller and Jeff Simpson, he edited *Evolutionary Social Psychology*, and with Steve Neuberg and Bob Cialdini, co-authored *Social Psychology: Unraveling the Mystery*, now headed into its fourth edition.

**Stephen West** (Ph.D., University of Texas) came to ASU in 1981 after several years on the faculty of Florida State University. Steve immediately gained a reputation as a sought-after teacher of graduate level classes in advanced statistics and methodology and as a researcher of preventive interventions in the areas of health, mental health, and substance abuse. Steve also has an active interest in personality. He served as editor of the *Journal of Personality*, and edited special issues of this journal on *Methodological Developments in Personality Research*, *Long-Term Stability and Change in Personality*, and *Consensus, Self-Other Agreement, and Accuracy in Judgments of Personality*. He is editor of *Psychological Methods* and is coauthor of several methods and statistics chapters and texts (many with Leona Aiken, described below). In 1997, he was the recipient of ASU's Outstanding Graduate Mentor Award, in 2000 he received the Henry A. Murray Award for lifetime contributions to the study of lives from the Society for Personality and Social Psychology, and in 2006 he received the Jacob Cohen award for outstanding teaching and mentoring from the American Psychological Association, Division 5 (evaluation, methods, and statistics).

**Nancy Felipe Russo** (Ph.D., Cornell University) came to the Social Psychology Program in 1993 after spending nine years as Director of the ASU Women's Studies Program. She is involved in a variety of research projects related to gender, health, and achievement, including examination of the mental health implications of violence against women, with special attention to implications of that information for mental health, law, and public policy. Nancy's national reputation is reflected in her election to the Presidency of APA's Division of the Psychology of Women and appointment to numerous Committees and Task Forces, including the APA Task Forces on Women in Academe, Women in Science and Technology, and Male Violence against Women, among others. She is former editor of the *Psychology of Women Quarterly* and current editor of the *American Journal of Orthopsychiatry: Interdisciplinary Approaches to Mental Health and Social Justice*. The 1992 winner of ASU's Faculty Achievement Award, she was the 1996 recipient of APA's Award for Distinguished Contributions to Research in the Public Interest, and in 2003 won the Distinguished International Psychologist Award from APA's Division of International Psychology. She is active in APA's Society for Ethnic Minority and Cross-Cultural Psychology, and is on the Board of Governors of the Arizona Arts, Sciences, and Technology Academy. In 2006, Nancy became the Director of ASU's new Center for Academic Institutional and Cultural Change, a presidential initiative aimed at improving outcomes for academic women through research, education, and leadership development.

**Leona Aiken** (Ph.D., Purdue University) is a member of the social psychology program and also chairs the Ph.D. concentration in quantitative psychology in our department. She maintains a dual research program in health psychology and quantitative methods. Her current research focuses on health protective and health risk behavior in women across the lifespan, including mammography screening and postmenopausal hormone therapy in mature women, and risky sexual behavior, calcium consumption, and sun protection against skin cancer in young women. She integrates this work with her work in quantitative methods, in the application of statistical models to uncover mediational processes in health related interventions. Leona is former president of APA's Division 5 (Evaluation, Measurement, and Statistics) and of Western Psychological Association, and is president-elect of the Society for Multivariate Experimental Psychology. She is associate editor of the *American Psychologist*, and serves of the editorial boards of *Psychological Methods* and *Multivariate Behavioral Research*. She is co-author (with Stephen West) of *Multiple Regression: Testing and Interpreting Interactions*, and of the current edition of the classic text in multiple regression, *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences* by Cohen, Cohen, West, and Aiken. Leona received the 1997 ASU Alumni Teaching Award, the 1999-2000 College of Liberal Arts and Sciences Distinguished Teaching Award, and the 2001 inaugural Distinguished Teaching/Mentoring Award from Division 5 of APA.

**Steven Neuberg** (Ph.D., Carnegie-Mellon University) integrates social-cognitive and evolutionary approaches in his research on social values and stigma, stereotyping and prejudice, motivation and cognition, prosocial behavior, and romantic attraction. He has published his work in the top scientific

journals of the field and his research is supported by grants from the National Institute of Mental Health and Army Research Institute. He has served on NIH/NIMH grant review panels, was Associate Editor of the *Journal of Experimental Social Psychology*, and serves on multiple editorial boards. Steve's teaching responsibilities include the honors section of the undergraduate Social Psychology course, undergraduate classes and graduate seminars on prejudice, and the proseminar in social psychology. With colleagues Doug Kenrick and Bob Cialdini, he co-authored *Social Psychology: Unraveling the Mystery*. Steve is a founding member of ASU's interdisciplinary Center for Social Dynamics and Complexity, and an affiliate of ASU's Center for the Study of Religion and Conflict. Steve is a Fellow of the APA and the APS, and has received the 1996 College of Liberal Arts and Sciences Outstanding Teaching Award, the 1999-2000 Barrett Honors College Outstanding Honors Disciplinary Faculty Award, was a finalist for the 2002 Parents Association Professor of the Year, and has been identified multiple times in *Who's Who Among America's Teachers*. Steve is currently Director of the Social Psychology Program.

**Delia Saenz** came to us from a faculty position at Notre Dame, where she spent three years after earning her Ph.D. from Princeton University in 1987. Delia's research focuses on tokenism, intergroup processes, acculturation, social identity and family dynamics, and incorporates both experimental and field methodology. Her work on tokenism is often cited for its innovation and contribution to the understanding of diversity in work groups. Delia is Director of the Intergroup Relations Center (IRC) at Arizona State University, and is currently the principal investigator of *Diversification and the Academy—Post-Grutter*, a project funded by the Ford Foundation that focuses on experiences of women of color faculty in higher education. She is also a co-PI on grants from the National Institutes of Mental Health focused on predictors of success in Mexican American family and youth (*Culture, Context, and Mexican American Mental Health; Effects and Meaning of Fathers for Adolescents*), and co-PI on a project funded by the Ford Foundation that examines 'difficult dialogues' as a pedagogical tool for teaching about religion and conflict. Delia received the inaugural Kenneth and Mamie Clark Award from the American Psychological Association of Graduate Students, the Outstanding Faculty Award from the College of Liberal Arts and Sciences Alumni Association, and, more recently, the 2005 Excellence in Education Award from the Ronald McDonald House Charities National Scholarship Program. Her teaching portfolio includes courses on "Diversity in Contemporary Society" and "Research on the Mexican and Mexican American Family."

**Craig Nagoshi** (Ph.D., University of Hawaii) came to us after spending two years on the staff of the National Institute on Drug Abuse Addiction Research Center and three years before that as a post-doctoral fellow at the Institute for Behavioral Genetics at the University of Colorado. Craig's research interests focus on bases and correlates of religiosity/spirituality, and on the individual differences and social/situational factors determining alcohol use, effects, and problems. He teaches courses on Statistics, Personality, History of Psychology, the Psychology of Addictions, and Behavioral Genetics.

**David MacKinnon** (Ph.D., University of California, Los Angeles) joined us in 1990 after four years on the faculty of the University of Southern California School of Medicine. Dave's major areas of research interest lie in quantitative methods, substance abuse, and health psychology. His quantitative and methodological strengths make him a distinguished evaluation researcher—an area that fits well with the applied social psychology side of our Program. He is the principal investigator on several federal grants which support his research on the effects of alcohol and substance abuse prevention programs and on the benefits of product warning labels. One of his most active funded areas of research is the investigation of mediation relations, particularly as they are applied to determine how treatment and prevention programs achieve their effects. These mediation analyses suggest that social processes such as peer norms are critical ingredients of successful treatment and prevention programming.

**George Knight** (Ph.D., University of California, Riverside) came to the ASU Psychology Department from a faculty position at the University of Arizona. George's primary research interests include the acculturation and enculturation of Mexican American families and the associated mental health

outcomes associated with these adaptations to the mainstream and ethnic cultures; cross-ethnic and cross-race measurement equivalence, in particular among measures of family relations, parenting, and mental health; and social development, including the acquisition of cooperative-competitive, prosocial, and aggressive behavioral styles. He is also currently co-site director of the Research on Pathways to Desistence project which is a multi-site prospective investigation of serious juvenile offenders. George's research has consistently appeared in the leading journals. He is currently on the editorial board for the *Journal of Research on Adolescence*, has co-edited a special issue of the *Hispanic Journal of Behavioral Sciences*, and has served on the editorial boards of the *Personality and Social Psychology Bulletin*, *Review of Personality and Social Psychology (Vol.15)*, *Child Development*, and *the Merrill-Palmer Quarterly*. George's teaching responsibilities include the Psychology Department's honors thesis seminar, the honors section of introductory statistical methods, and graduate courses in multiple regression and meta-analysis.

**Michael Saks** looks for ways to use the knowledge and methods of psychology to improve the legal system. He has a joint appointment in the ASU College of Law. After receiving his Ph.D. from the Ohio State University social psychology program, he taught at Boston College. During a sabbatical, Michael earned a law degree from Yale Law School, and soon after began teaching in law schools. Before coming to ASU he held an endowed chair in law and psychology at the University of Iowa. His work has won several awards, among them APA's award for Distinguished Contributions to Psychology in the Public Interest, and has been cited in a number of judicial decisions, including some by the U.S. Supreme Court. Michael's research currently focuses on the law's use of science, forensic science, the psychology of evidence law, and the behavior of the trial system.

**Linda Demaine** received her J.D. from the University of Arizona and her Ph.D. in Social Psychology from Arizona State University. Her primary appointment is in the ASU College of Law. Before coming to ASU, Linda was a behavioral scientist and policy analyst at RAND, where she led and participated in diverse projects, including an analysis of biotechnology patents and the strategic use of deception and other psychological principles in defense of critical computer networks. Linda has held an American Psychological Association Congressional Fellowship, through which she worked with the Senate Judiciary Committee on FBI and Department of Justice oversight, judicial nominations, and legislation. She has also held an American Psychological Association Science Policy Fellowship, working with the Central Intelligence Agency's Behavioral Sciences Unit on issues involving cross-cultural persuasion. Linda's research interests include the empirical analysis of law, legal procedure, and legal decision making; the application of legal and psychological perspectives to social issues; ethical, legal, and social issues deriving from advances in technology; and information campaigns and persuasion. She leads ASU's new Law and Psychology Graduate Program, a formal collaboration between between the Psychology Department and the College of Law that offers qualified students an opportunity to pursue both the J.D. and the Ph.D. in psychology in an accelerated timeframe. The Program's website is located at: <http://www.asu.edu/jointprograms/lawpsych/program.htm>.

**Adam Cohen** joined the social area in 2006. He received the Ph.D. in psychology from the University of Pennsylvania, and held post-doctoral positions at the Duke University Medical Center and the Institute of Personality and Social Research at the University of California, Berkeley. He has had faculty positions at Dickinson College and Philadelphia University. Adam's major areas of interest are in cultural and evolutionary psychology, especially as they apply to religion. His work has focused on moral judgment, forgiveness, identity, and motivation, and has been published in top-tier journals such as the *Journal of Personality and Social Psychology*, *Personality and Social Psychology Review*, and *Journal of Personality*. Adam currently has a grant from the Metanexus Institute to study culture and concepts of God.

**Michelle "Lani" Shiota** joined the social area faculty in 2006 after completing doctoral and NIH-funded post-doctoral work at the University of California, Berkeley. Lani's research takes a multi-method approach to the study of positive emotion and emotion regulation, integrating

psychophysiology, behavioral, cognitive, narrative, and self-report measures. Specific interests include exploring differentiation among multiple, distinct positive emotions; positive emotion and social bonding; the role of positive emotion in emotion regulation; and short- and long-term cardiovascular aspects of emotion regulation. In addition to recent publications in *Emotion* and *Cognition and Emotion*, Lani is the co-author with Jim Kalat of the textbook *Emotion*, published by Thompson Wadsworth. After offering highly-rated undergraduate courses in Introductory Psychology, Social Psychology, and Statistics for the Behavioral Sciences at UC Berkeley and the University of San Francisco, Lani is currently teaching graduate and undergraduate seminars in Emotion at ASU, and will be teaching the core graduate methods course.

Virginia Kwan received her Ph.D. in psychology from the University of California, Berkeley, and has left her faculty position at Princeton University to join ASU and the social psychology program. Virginia's major research interests revolve around the broad content areas of social-perception processes, which she studies on three levels: (a) self-perception, (b) group perception, and (c) perceptions of nonhuman agents. She has developed a research program that examines social perception using multiple methods, multiple cultures, and multiple species. Her research is funded by the National Science Foundation, and has appeared in the top theoretical and empirical journals in psychology, including *Psychological Review*, *Journal of Personality and Social Psychology*, *Journal of Personality*, *Journal of Experimental Social Psychology*, *Social Cognition*, *Self and Identity*, and *Experimental Brain Research*. Virginia's accomplishments have been recognized by a number of awards and honors, including Psychological Science's Rising Star (2007), Fellow of the Center for Advanced Study in the Behavioral Sciences (2004-2005), the Best Article published in the *Journal of Research in Personality* (2002), and the SPSP Theoretical Innovation Prize (2002), and she is the recent recipient of an Inaugural Sage Young Scholars Award. We are very excited to have Virginia join us.

### *Research Activities*

As revealed above, each faculty member in the Social Psychology Graduate Program conducts programmatic research in substantive areas of inquiry, including altruism, social influence, interpersonal attraction, health psychology, social cognition, stereotyping and prejudice, social stigma, alcohol and drug use, emotions, culture, religion, divorce, coping and stress, group processes, cooperation and competition, relationships, aggression, gender and the psychology of women, women's health, psychology and the law, and program evaluation. In addition, some faculty members are conducting research on topics with a more methodological/statistical focus including interactions in multiple regression, time series designs and analyses, and structural equations and causal modeling. Immediately upon entering the graduate program, students become involved in research in one or more of these areas under supervision of the faculty. However, students can and should shape the research activities of faculty by bringing to the program interests developed independently. The research activities in the program tend to be highly collaborative and interactive, making for an exciting and stimulating intellectual environment.

### *Training Emphases*

The program has a broad view concerning the role of research in contemporary society. In general, the Social Psychology program follows a dual-track model, with the student actively involved in laboratory-based experimental social psychological training, applied social psychological training, or both. Unlike many social psychology programs, we have developed an emphasis on applied social psychology to complement the traditional emphasis on experimental research of a theory-testing nature. For example, a number of social program students and faculty work and study with the Prevention Research Center, one of five centers in the U.S. funded by the National Institute of Mental Health researching "at risk" populations. Students graduating from the program are thus equipped for employment in either academic or applied settings. The choice as to whether to concentrate on one or both tracks resides with the student, of course, and the student's curriculum and research experiences are developed and continuously adjusted, if necessary, in consultation with program faculty.

### *Related Areas*

Students and faculty in Social Psychology often work collaboratively with, and take courses from, faculty in allied areas in the department. Primary among these are the community psychology faculty

In the initial year of residence, students take the first course of the Social Psychology Proseminar Series, a Current Topics in Social Psychology seminar, and quantitative and methodology courses. Also, immediately upon entering the program, students become involved in one or more research programs, working with faculty members. These research affiliations are flexible and it is expected that students will participate in research with several faculty members while completing the doctoral program.

In the second year, students take the second course in the Social Psychology Proseminar series, continue to develop their statistical knowledge and skills, and complete and defend an independent research project to be reported as a Masters thesis in passing for the M.A. degree. In the second and third year of a student's residence he/she is also expected to enroll in the advanced courses available in the Social Psychology Program. In addition, students are required during their time in the program to take two courses in other areas of psychology, and are encouraged to begin enrolling in other relevant courses within the Department and across the University.

In the third year, students concentrate much of their effort on the development of a major area paper. Currently, three options for this project exist. One option is to review and integrate a substantive topic in social psychology. This paper follows the model of articles in *Psychological Bulletin*, *Psychological Review*, or *Personality and Social Psychology Review*. A second option is to prepare a grant proposal—often a predoctoral fellowship application—for a major federal agency or private foundation. Such proposals may be for a program of basic or applied research. The third option is to perform and report a meta-analysis, a quantitative technique for distilling major findings from existing literature. When the paper has been completed and accepted by the faculty, it becomes the basis for an oral exam that focuses in part on the content defined by the paper and in part on the student's level of preparation within other topics in social psychology and related topics across the entire discipline (“comprehensives”). The examination normally occurs toward the end of the student's third year, and within one year of successfully defending the Masters thesis. Upon defending this examination, the student is advanced to Ph.D. candidacy.

The fourth and often fifth years of enrollment in the graduate program is devoted to continuing research projects and the doctoral dissertation. The student may also acquire teaching experience and undertake additional coursework. The program offers a graduate teaching seminar that includes supervised teaching experience that students may take after earning their masters degree. The curriculum outlined here is supplemented by a bi-weekly informal research meeting in which all members of the program participate. The whole social psychology group meets in the evening at a faculty member's home to share ideas about research projects in the formative stages of development. The seminar is highly interactive and lively, providing useful feedback while offering a training ground for young critics.

### *Facilities*

The Department of Psychology has excellent research facilities housed in two adjacent buildings, Psychology Main and Psychology North. The Social Psychology Program has access to suites of interconnected rooms for research use, and members have access to multi-purpose research rooms. Videotape and audio equipment are also available.

Graduate students in the Department of Psychology have access to a variety of technological resources. LCD projectors, audiovisual equipment, high-speed wireless internet access and state-of-the-art printing, faxing and copying equipment are readily available for student use. Psychology Main houses our Statistics Computing Laboratory, containing over 25 computers loaded with a variety of computational software. In addition, the University provides access to 24-hour computing labs, mainframe computing, large format poster printing, and audiovisual production facilities.

Thousands of research participants are available each semester. The vast majority of students in the introductory psychology class participate in research. A survey instrument assessing a wide range of psychological/personality variables is administered to the introductory students at the first of each semester, so researchers are able to obtain background information on subjects prior to their participation in research. In addition, the Phoenix metropolitan area provides access to richly diverse applied settings.

Finally, the Department maintains a Graduate Reading Collection in a large, comfortably furnished reference room. The collection includes core works in social psychology and maintains subscriptions to the core social psychology journals. Access to full text psychology journals is online available without charge through ASU's University Libraries.

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## **ARIZONA STATE UNIVERSITY SOCIAL PSYCHOLOGY GRADUATE PROGRAM DOCTORAL CURRICULUM**

Students in Social Psychology ordinarily receive coursework training in four distinguishable areas:

### **1. Social Psychology**

*REQUIRED COURSES:* Students are required to take the following four courses:  
PSY 550 and 551, Advanced Social Psychology (Proseminar series)  
PSY 591, Current Topics in Social Psychology

*REQUIRED ELECTIVES:* Students will ordinarily take at least 2 additional content courses in social psychology from among those courses and seminars offered by the social psychology faculty.

### **2. Quantitative/Methods**

*REQUIRED COURSES:* Students are required to take the following three courses:  
PSY 530 and 531, ANOVA and MCR Statistics  
PSY 600, Design of Experiments in Social Psychology

*REQUIRED ELECTIVES:* Students will ordinarily take at least 3 additional graduate level courses in quantitative and methodological areas related to social psychological research to improve their technical skills. These courses may be taught by Department faculty or, with the approval of the program, be offered by related departments on campus.

*HIGHLY RECOMMENDED:* PSY 555, Quasi-Experimental Designs for Research

### **3. Psychological Foundations**

*REQUIRED ELECTIVES:* Students will take at least 2 courses in the developmental, biological, cognitive, or clinical bases of human behavior that will enable the student to bring a broader perspective to creative scholarship. These courses, from at least two of the bases of behavior mentioned above, are taught by Psychology Department faculty and must be approved by the program.

### **4. Research Activities**

Students are required to develop competence in one or more substantive areas of research and theory, in which the student attempts to make unique scholarly contributions. This is typically achieved by (1) involvement in the ongoing research programs of one or more mentors, for which the student receives academic credit through the Supervised Research courses, such as PSY 592, 692 and 792; (2) Master's Thesis (PSY 599) and Dissertation (PSY 799) work; and (3) passing the comprehensive requirement.

The three sets of required electives stated above should be regarded as default assumptions, and are viewed as appropriate for the typical social psychology student in the program. Individual needs and goals may vary from this typical pattern, and exceptions and substitutions may be proposed to the program. Only under unusual circumstances will petitions be approved that attempt to make substitutions for the eight required courses listed above. Advisors should be consulted before enrolling in courses that are intended to meet breadth requirements.

### **PROGRESS REPORTS**

All students submit progress reports and self-evaluations to the program each year. This document describes progress towards meeting the student's curricular goals as well as updating his/her research agenda. It proposes any modifications to the earlier curricular plan, together with justification for these changes. It identifies short-term plans for the next year that fit with the student's longer term training goals. This document is used by the program faculty as its basis for providing evaluative and, if needed, corrective feedback each year.

## SAMPLE CURRICULUM SEQUENCE

### Year 1

#### *Fall Semester*

PSY 551 Advanced Social Psychology  
PSY 530 ANOVA Statistics  
PSY 591a Current Topics in Social  
PSY 592 Research

#### *Spring Semester*

PSY 531 Mult. Corr & Regr. Statistics  
PSY 600 Experimental Design  
Research  
Social Psychology Recommended  
Elective  
PSY 592 Research

### Year 2

#### *Fall Semester*

PSY 550 Advanced Social Psychology  
PSY 532 Multivariate Statistics  
PSY 599 Thesis Research (3-6 hrs)

#### *Spring Semester*

Psychology Core Required Elective  
Q & M Required Elective  
PSY 599 Thesis Research (3-6 hours)  
*Master's Degree awarded*

### Year 3

#### *Fall Semester*

Social Psychology Required Elective  
Q&M Required Elective  
PSY 792 Research (3-6 hrs)

#### *Spring Semester*

Psychology Core Required Elective  
PSY 792 Research (3-9 hours)  
*Comprehensive Examination*

### Years 4 & 5

#### *Fall Semester*

Elective  
PSY 792 Research (9 hours)  
Dissertation Prospectus

#### *Spring Semester*

Elective  
PSY 799 Dissertation (9 hrs)  
*Ph.D. awarded*

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## **POLICY ON SATISFACTORY PERFORMANCE**

The annual evaluation process is designed to ensure that program expectations are clear and students know exactly what they need to do to succeed. Students are rarely dismissed from our program. However, in keeping with the requirements of the university and the psychology department, the program has established a policy on satisfactory performance that protects the rights of students while clearly setting out program requirements.

Students are expected to maintain high standards in the quality of their work and progress in a timely fashion according to an approved program of study designed to meet their individualized training goals.

As specified in the psychology department handbook, although no formula for an overall evaluation exists, poor or substandard performance in any single area will be a matter for substantial concern, and probation or dismissal are possible outcomes. If a training area wishes to recommend probation or dismissal, the area head will forward that recommendation to the Director of Graduate Studies.

Recommendations for probation or dismissal may also be made at times other than the annual evaluation. If a student is placed on probation, the written notification will describe the conditions necessary for ending the probationary period, including time limits and requirements. Students have 10 working days to appeal this recommendation in writing to the Director of Graduate Studies.

### **Dismissal Criteria:**

Some categories of possible causes for probation or dismissal are:

1. deception or falsification of statements in the admissions application;
2. unauthorized periods of absence from the graduate program;
3. seriously compromising the relations of the Department with the public;
4. breaches of ethical judgment or professional responsibility;
5. breaches of academic or scientific honesty (e.g., plagiarism, falsification of research data);
6. serious instances of personality or character traits or behaviors inappropriate for the professional roles for which the student is attempting to prepare him/herself;
7. serious misuse of departmental or university facilities;
8. failure to pass the speak test in English after three years;
9. Lack of satisfactory academic progress.

Lack of satisfactory academic progress includes performance in coursework, research, and the development of relevant professional competencies (e.g., quantitative skills, teaching). These dimensions include:

- a) failure to complete required coursework in a timely manner according to program requirements
- b) failure to maintain a 3.0 GPA
- c) poor performance in research
- d) poor performance in professional activities (e.g., teaching or research assistantship performance)
- d) failure to complete program milestones in a timely fashion.

With regard to timing, as described above, ideally the typical student's program of study will take five years for completion. In recognition of the fact that the program enrolls students who have both basic and applied interests that may require specialized training experiences involving additional coursework, who may be pursuing joint degrees in law and psychology, or who experience time-consuming community-based research, the program allows for some flexibility in milestone timing for students who are otherwise exhibiting excellence in other areas of performance.

Such flexibility will reflect negotiations with the student's academic advisor. The program faculty shall monitor student progress towards training goals. The student's annual evaluation will include specific feedback about what the student is expected to do to stay on track with regard to milestone timing, and students who do not meet timing expectations will be put on probation. After a year of probationary status, progress will be considered unsatisfactory if expectations continue to be unmet.

The program specifies the following time frames as the outside limits for accomplishing program milestones:

We distinguish four circumstances, for students who enter the program with a bachelor's degree (I), for students who enter the program with a master's degree (II), for students jointly pursuing law and psychology degrees with a bachelor's degree (III), and for students jointly pursuing law and psychology degrees with a master's degree (IV).

I. To be considered as making satisfactory progress, students who enter the Social Psychology Program with a bachelor's degree must:

- successfully defend their Masters within three years;
- complete and defend the comprehensive examination within two years following completion of the Masters oral defense; and
- complete and defend the dissertation within two years following completion of the comprehensive examination.

II. To be considered as making satisfactory progress, students who enter the Social Psychology Ph.D. program with a master's degree must:

- complete and defend the comprehensive examination within four years, and
- complete and defend the dissertation within two years following completion of the comprehensive examination.

III. To be considered as making satisfactory progress, students who enter the joint Law and Psychology Program seeking a Social Psychology Ph.D. with a bachelor's degree must:

- successfully defend their Masters within four years (their first year in the program being devoted to studies in the law school)
- complete and defend the comprehensive examination within three years following completion of the Masters oral defense; and
- complete and defend the dissertation within two years following completion of the comprehensive examination.

IV. To be considered as making satisfactory progress, students who enter the joint Law and Psychology Program seeking a Social Psychology Ph.D. with a master's degree must:

- complete and defend the comprehensive examination within five years (their first year in the program being devoted to studies in the law school); and
- complete and defend the dissertation within two years following completion of the comprehensive examination.