

MASTER'S PROGRAM
GRADUATE STUDENT HANDBOOK
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NORTH CAROLINA WILMINGTON
2017-18

General [academic regulations and procedures](#) are set by the [Graduate School](#).

Specific requirements, policies, and practices of the Master of Arts in Psychology are described in this handbook.

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Psychology Terminal Master's Graduate-Student Handbook

1. Department of Psychology

1.1. Overview

The University of North Carolina Wilmington's [Department of Psychology](#) exists within the College Arts and Sciences. The department has 34 full-time faculty members and four staff. Our undergraduate program incorporates best practices put forth in the American Psychological Association's Principles for Quality Undergraduate Education in Psychology. The department offers a Bachelor of Arts degree and a minor as well as two interdisciplinary minors: Neuroscience and Applied Behavior Analysis and Developmental Disabilities. Our graduate program offers a Master of Arts degree in one of three concentrations: Psychological Science with the goal of preparing students for doctoral study, Applied Behavior Analysis (ABA) with the goal of preparing students to practice as Licensed Psychological Associates and Board Certified Behavior Analysts, and Co-occurring Substance Use and Mental Health Disorders (COSUD) with goal of preparing students to practice as Licensed Psychological Associates and Licensed Clinical Addictions Specialists [no cohort in this concentration for 2017-18]. The department also has a PhD clinical program in ABA and COSUD concentrations.

1.2. Values

The Psychology Department faculty represents and embraces a diverse range of interests and specializations within the discipline. We are a natural science, social science and a health-services profession – advancing the field in areas ranging from basic brain, behavioral and developmental processes, to understanding the cultural effects on behavior, to developing and evaluating treatments for chronic psychological and behavioral disorders. We conduct and disseminate human and non-human research in both laboratory and applied settings. We not only provide training for specific pursuits within our own field (researchers, health-service providers, teachers), but we also provide critical instruction to those pursuing careers in numerous other disciplines (education, nursing, medicine, social work, business, law). Within this broad range of pursuits, we aspire to certain core values that connect us as a faculty and a traditional liberal arts major. As a department we value:

- The primacy of the scientific approach as a means of understanding human behavior, cognition and emotion.
- Psychological literacy among our students, achieved through active, engaged applied learning experiences in the classroom and the laboratory that go beyond content and lead to the development of data analytic skills, critical thinking skills, information literacy, as well as oral and written communication skills.
- Faculty members as engaged teachers, sound scientists, and role models of the intellectually involved person that support and advance intellectual inquiry.
- Pursuit of scientific research as both a teaching tool and a practice that advances the field of psychology and improves quality of life.

- The scientist-practitioner model as a means to translate basic science into clinical application and train individuals to address the challenges within the scope of psychological science.
- Transparent and high standards for faculty and students, ensuring we provide the environment, resources and training required to meet these standards.
- An open, supportive and collegial environment that celebrates diversity in all its forms and promotes global citizenship, integrity and ethical behavior.

1.3. Mission

The Department of Psychology supports the UNCW and CAS missions by advancing the scientific discipline of psychology through the synergistic relationship between teaching, research, and service. We are dedicated to excellence in our primary purpose - preparing students to become psychologically literate citizens with the skills necessary to flourish and engage in life activities that serve to advance scientific knowledge, solve problems and actively engage in efforts to improve our communities and beyond. We accomplish this purpose by utilizing best practices in science education, close instructional contact and research training with experts in a variety of fields of psychology, conducting and disseminating cutting-edge scientific research, and fostering engagement in applied learning/service opportunities that connect students with the larger community beyond the classroom.

1.4. Vision

As a leader within the CAS and UNCW, the community and profession, the Department of Psychology seeks to advance the science and professional practice of psychology and its benefits by disseminating the knowledge we create, promoting our discipline and training our students as partners in advancing scientific knowledge and developing innovative solutions to important life problems both locally and globally. We aim to cultivate ethical individuals who have a well-developed capacity for synthesizing information, are strong critical thinkers and communicators, and respect and enhance diverse people, cultures and perspectives. We believe these skills are necessary for students to pursue a life of intellectual curiosity, to create flourishing in oneself and others, to contribute to the betterment of society, and compete in a rapidly shifting and complex workplace.

1.5. Graduate Terminal Master's Program

The Department of Psychology at UNCW offers a program leading to the Master of Arts in Psychology. The specific goals of the program are to emphasize the scientific methods and principles common to all fields of psychology. General academic [regulations and procedures](#) are set by the [Graduate School](#).

Specific requirements and policies of the Master of Arts in Psychology are described in this handbook. There are three concentrations.

- A. **Psychological Science:** The major goal is to prepare students for entry into doctoral programs in applied or experimental psychology;
- B. **Applied Behavior Analysis (ABA):** The focus is on preparing students to practice applied behavior analysis and psychology and to prepare them for the North Carolina Psychological Associate Licensure Examination and examination for Board Certification as a Behavior Analyst.
- C. **Co-Occurring Substance Use and Mental Health Disorders (COSUD).** The focus is on preparing students to assess and treat co-occurring psychological and substance use problems and to prepare students for the North Carolina Psychological Associate Licensure Examination as well as examination by the North Carolina Substance Abuse Professional Certification Board for licensure as a Clinical Addictions Specialist.

NOTE: There is no cohort in the COSUD terminal Master's program in 2017-18, and thus specific information about that concentration will not be included in this handbook.

2. Personnel: Faculty Roles

2.1. Department Chair: Julian Keith, PhD

- A. The Chair of the department appoints the Graduate Coordinator (GC) and oversees the workings of the department. The Chair schedules classes and works with the GC on faculty research mentor matches, funding, grievances, appeals, etc. Some forms require the Chair's signature.

2.2. Graduate Coordinator: Christine Hughes, PhD

- A. The GC oversees the graduate program and coordinates the application process, formalizes faculty research mentor matches, determines tuition remissions and residency issues, and assigns and supervises teaching assistants within the department. The GC signs all forms related to assistantships, tuition remissions, comprehensive exams, defenses, and travel.
- B. The GC is the academic advisor for all graduate students and helps students with determining courses to take, course substitutions, etc. As academic advisor, the GC assures that all students have completed the requirements of the degree for graduation, thus the GC should be informed of any withdraws or changes in course schedules. In the case of grade appeals or other concerns about courses, the graduate student should discuss matters with the GC.
- C. The GC also helps facilitate students' progress through the program and will help the student work with their faculty research mentor. If issues arise, the student should consult the GC. The GC will work with the student and the research mentor to resolve any issues.

2.3. ABA Clinical Training Coordinator: Melanie Bachmeyer, PhD

- A. The clinical training coordinator (CTC) develops practicum and internship opportunities for students in the ABA concentration, arrange interviews at sites, match students to sites, register students for internship hours, and oversee evaluations of students and required forms. Any question about practicum and internship should be directed to the concentration CTC. Students should not seek out sites on their own; if they are interested in a particular site, they must talk with the CTC first.

2.4. Graduate-Steering Committee

- A. The Graduate-Steering Committee (GSC) is a committee consisting of faculty members and chaired by the GC. The GSC determines graduate policy and requests from students with respect to policies (e.g., transfer credits, changing concentrations, course substitutions, etc.).

2.5. Faculty Research Mentor

- A. Each graduate student must have a faculty research mentor throughout their time in the program. This is the faculty member with whom a student was matched. Students cannot change mentors, but see Section 9 below.
- B. The primary role of the mentor is to provide and supervise research in their lab on topics within their range of expertise. They help students choose a thesis topic and to design the procedure. The mentor works with their students on writing and editing their thesis.
- C. The mentor also serves a role as general advisor and should be consulted with respect to not only research, but also courses, academic progress, conferences, assistantships, future endeavors, etc.
- D. The mentor also assists their student's selection of a Graduate Advisory Committee.

2.6. Graduate-Advisory Committee

- A. The student's committee consists of the research mentor as Chair and at least two other graduate faculty members. At least two of the three members must be from Psychology; one member can be from another department. If the student has a minor field of study, at least one member of the student's committee must represent the program of the minor. Graduate Faculty with ad hoc status or adjunct status at UNCW and faculty from another campus or institution may be added as an unofficial fourth member, if appropriate, but may not chair the committee.
- B. The committee should be chosen to provide the student with additional expertise in designing and carrying out their thesis research.
- C. In consultation with their research mentor, the student asks faculty members to be on their committee and then completes the [Thesis Committee Appointment](#) form and submits it to the GC. This should be done by early in the student's second semester.

- D. It is very important that the committee be chosen carefully and that the student maintains close contact with each member throughout their degree program. It is especially important that the student keeps them informed of the student's progress in research and writing the thesis. For example, because the committee must approve the thesis prospectus, it is risky to begin running subjects without consulting them.
- E. The committee will be present at the oral defense of the thesis prospectus (end of 1st year) and of the thesis (end of 2nd year).
- F. The committee also writes questions and grades answers on the student's comprehensive exam (i.e., article review).

3. General Requirements for the Master of Arts at UNCW

- 3.1. The Psychological Science Concentration requires 34 semester hr of graduate study and the ABA Concentration requires 52 hr. At least one-third of the hours required for each program must be earned at UNCW. Students in each concentration (see below under **Courses**) take general courses related to the field of psychology overall and specific courses related to their specialty.
- 3.2. A maximum of 12 semester hours of graduate credit may be transferred from another regionally accredited institution in partial fulfillment of the total hours required for any graduate degree. Under no circumstances will more than two-thirds of the hours required for a graduate degree be accepted. Grades earned on transferred work must be equivalent to B or better. Transferred credit will be accepted by the Graduate School only upon recommendation of the GC. Students must first submit a request for transfer and for course substitution to the GC. The student must present a syllabus and reading list from each course. The GC will consult the current and former instructors of the course to determine if the requested course meets the requirements of the course at UNCW. The GC also will consult with members of the GSC and the Chair. Online course are not transferable nor are graduate courses taken while the student was an undergraduate. The request will be forwarded to the Graduate School only if approved by the GC. A currently enrolled graduate student must receive permission to take and transfer the course before the course begins.
- 3.3. All deficiencies must be remedied before graduation. Undergraduate courses taken to make up deficiencies will not count toward the hours required for the graduate degree.
- 3.4. A student must complete a written comprehensive examination, acceptable to the department committee, based on their prior course work. The comprehensive examination is normally taken during their final semester in residence.
- 3.5. Before graduation, the student must present a successful oral defense of their thesis and a written thesis, both deemed acceptable by their faculty committee.
- 3.6. A student must complete an approved course of study within 5 years of the date of their first semester of graduate study. If they don't finish within 5 years (end of July of their 5th year), then they will be dismissed from the program and the Graduate School unless they request and receive approval to continue (see Retention policy below).

4. Deadlines & Progress

4.1. Responsibility

- A. There are many deadlines each semester for which students are responsible. They should familiarize themselves with the deadlines at the beginning of each semester. Please note that failure to meet a deadline could prevent a student from graduating on time.
 - i. The GC usually sends at least 1 email at the beginning of each semester in which various deadlines and responsibilities are outlined. Please read these emails carefully and keep them for future reference.
- B. Students should familiarize themselves with the course, thesis, and comprehensive-exam requirements and make note of when each should be completed.

4.2. Graduate School

- A. The graduate school establishes [deadlines for registration, graduation application, submission of theses, etc.](#)

4.3. Department

- A. There are deadlines for submission of Assistantship Agreements, verification of reading the handbook, scholarships, thesis-committee formation, TA requests for the following semester, etc. The deadlines occur throughout the year and will be communicated via email and/or in person.
- B. There is a typical course sequence that has been designed to insure that students' progress through the program within the designated timeframe. Students need to be aware of their progress and what will happen if they withdraw from a course/
- C. Students should discuss their progress with their faculty research mentor and the GC at least once a semester.
- D. Failure to meet these deadlines and/or not follow the typical course and research sequence may mean that a student will not be line for an assistantship, travel money, a scholarship, etc. and/or may not graduate on time.

4.4. Research Mentor

- A. Each student is strongly encouraged to meet with their faculty research advisor regularly and to establish expectations for each semester. Included in these expectations would be establishing deadlines for thesis work, such as, reading and summarizing articles, outlining an introduction, etc.
- B. Repeated failure to meet or postponement of established deadlines may result in a student not progressing in the program on time. Thus, they may be considered to be not in good academic standing. This type of behavior also does not reflect well on professional development or likelihood of success in the future.
- C. Each student should discuss with their faculty research advisor how feedback on prospectus and thesis writing will take place and under what timeframe.

5. Courses

5.1. Required Courses for All Students

A. Research Sequence

- i. PSY [579](#) & [580](#) Advanced Research Practicum I and II (1 hr each)
- ii. PSY [555](#) Quantitative Analysis in Psychology I (4 hr)
- iii. PSY [589](#) Advanced Research Methods in Psychology (3 hr) OR PSY [515](#) Small n Experimental Design (for ABA students) (3 hr)
- iv. PSY [599](#) Thesis (6 hr spread across at least two semesters)
 - Must have completed all other research courses

B. Core Courses: (see concentration requirements below):

- i. PSY [510](#) Cognitive and Developmental Psychology (3 hr)
- ii. PSY [517](#) Learning and Behavior Analysis (3 hr)
- iii. PSY [520](#) Developmental Psychology (3 hr)
- iv. PSY [556](#) Advanced Physiological Psychology (3 hr)
- v. PSY [565](#) Personality and Social Psychology (3 hr)

5.2. Course Requirements for Concentrations

A. Psychological Science Concentration

- i. 4 of the 5 Core Courses
- ii. Psy [557](#) Quantitative Methods in Psychology II (4 hr)
- iii. One 3-hr graduate course elective approved by the GC.

B. ABA Concentration

- i. 3 Core Courses: PSY [517](#), PSY [520](#), and PSY [556](#)
- ii. PSY [518](#) Applied Behavior Analysis: Behavior Reduction (3 hr)
- iii. PSY [519](#) Conceptual Issues in Behavior Analysis (3 hr)
- iv. PSY [521](#) Applied Behavior Analysis: Skill Acquisition (3 hr)
- v. PSY [522](#) Adv. Topics in ABA (3 hr: 1 hour taken 3 times)
- vi. PSY [547](#) Advanced Psychopathology (3 hr)
- vii. PSY [550](#) Evidence-based Psychotherapies (3 hr)
- viii. PSY [552](#) Cultural, Ethical, and Legal Issues in Mental Health (3 hr)
- ix. PSY [593](#) Clinical Practicum: Applied Behavior Analysis (2 hr)
- x. PSY [596](#) Applied Behavior Analysis Implementation, Considerations, and Management (2 hr)
- xi. PSY [597](#) Internship in Psychology & ABA (3 hr across 2-3 semesters)

5.3. Restrictions

- A. Students must be accepted into Graduate School before they can take can graduate-level courses. Under exceptional circumstances (e.g., for licensure requirements), a student may take 1 or 2 courses. To do so, they must write a request to the GC, and the GC will confer with the instructor of the course, the GSC, and the Graduate School.
- B. Some courses are open only to students who have been accepted into a clinical concentration.
- C. Some courses are cross-listed in the undergraduate catalog (e.g. 545). Such cross-listed courses may be taken by advanced undergraduates as well as graduate students. Professors in these courses may impose special requirements on graduate students taking these courses.

6. Full-Time Status

6.1. Fall/Spring Semesters

- A. A student must be enrolled for a minimum of 9 hr or
- B. If a student has a 20-hr assistantship, they must be enrolled in at least 5 hr or
- C. If a student has a 10-19 hr assistantship, they must be enrolled in at least 7 hr or
- D. A student is enrolled in at least 1 hr of internship (PSY 597) or thesis (PSY 599) or of PSY [600](#) Continuous Enrollment in Psychology

6.2. Summer Semesters

- A. A student must be enrolled for a minimum of 4 hr across all summer sessions or
- B. A student is enrolled in at least 1 hr of internship (PSY 597) or thesis (PSY 599) or of PSY 600 Continuous Enrollment in Psychology

7. Grading, Retention, Good Standing, Evaluations, and Records

7.1. Grading

- A. Most PSY graduate courses are graded on an A-C (2-4 pt) scale. Some professors use the +/- grades as well.

Grade	Quality Points	
A	4.00	Excellence
A-	3.67	
B+	3.33	
B	3.00	Completely Satisfactory
B-	2.67	
C+	2.33	
C	2	Minimally Acceptable
F	0	Failure

- B. Internship (PSY 597) and thesis (PSY 599) hours are graded on a Satisfactory/Unsatisfactory (S/U) scale.
- C. Incomplete (I) grades are given only if the instructor determines that exceptional circumstances warrant extending the time the student will be allowed to complete the course work. The instructor may set the maximum allowable period for completion of the course work, up to 1 year from the end of the semester in which the course was taken. If the time allowed is less than 1 year, the student must be notified in writing of the deadline with copies to the GC and the Dean of the Graduate School. In all cases, if the student does not complete the requirements by the end of the deadline, the incomplete grade becomes an F.

7.2. Academic Probation

- A. If a student falls below a 3.0 GPA at any time, they will go on academic probation and have either three subsequent courses or 9 hr to bring the GPA up to at least a 3.0.

7.3. Grade Appeals

- A. A student considering an appeal on a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, discriminatory, arbitrary, or capricious academic evaluation by a faculty member is a violation of a student's rights and is the only valid ground for a final course grade appeal.
- B. Within 30 days of the issuance of the grade in dispute, the student should first talk with the instructor involved to attempt a resolution. If no resolution occurs, the student should talk with the GC about the grade. The [grade-appeal process](#) will then continue as outlined in the Graduate Catalogue.
- C. If a student is appealing a grade that will result in their dismissal, they cannot register for any other courses.
- D. A student cannot use this process to appeal a grade involving student academic dishonesty.

7.4. 5-year Completion Requirements

- A. A student has until July (end of Summer Session II) of their 5th year to complete all requirements of the degree.
- B. To request an extension of their program beyond 5 years, the student must:
 - i. talk with the GC,
 - ii. write a formal request to the GSC explaining their request, and
 - iii. have their faculty research mentor write a letter of support of their request; that is, their faculty research mentor must be willing to continue mentoring the student beyond the 5 years.

- C. The GSC will discuss and vote on the extension request. If the GSC votes to extend the student's program beyond 5 years, then the student may formally request the extension from the Graduate School.

7.5. Good Academic Standing

- A. Good standing indicates that a student is making satisfactory progress toward the completion of the degree. If a student is not in good standing, it may affect their eligibility for departmental or university resources and the ability to continue in the program or take certain courses.
- B. To remain in good standing, a student must:
 - i. have a graduate faculty research-mentor match in the Psychology Department,
 - ii. have an overall GPA of 3.0,
 - iii. have no grades of incomplete, and
 - iv. have successfully defended their thesis prospectus and have grades in PSY 579 and 580.
- C. A student who is not in good standing:
 - i. may not register for practicum (PSY 596), internship (PSY 597) or thesis (PSY 599) hours,
 - ii. may not take their comprehensive exams,
 - iii. is not eligible for travel funds from the department or the Graduate School,
 - iv. is not eligible for any scholarships or awards, and
 - v. may have their TA hours reduced.

7.6. Dismissal from Program and Graduate School

- A. A student will be dismissed from the program and the Graduate School if:
 - i. they receive 3 grades of C, a grade of F, or a grade of U,
 - ii. their match with their research mentor dissolves and they cannot find another faculty research mentor in the Psychology department, or
 - iii. if they take longer than 5 years to complete their degree and the GSC votes to deny an extension of their program.
- B. A student may be dismissed from the program and the Graduate School if their behavior does not reflect positively upon the program, department, UNCW, or the psychology profession. Continuation in the program is dependent upon the maintenance of appropriate professional behaviors that are consistent with the [UNCW Code of Student Conduct](#) and the American Psychological Association (see [Ethical Principles of Psychologists and Code of Conduct](#)). A student may be dismissed from the program for any of the following:
 - i. any characteristics that would, in the judgment of the faculty, make the student unsuited to engage in a career in the specialization in psychology for which he/she is preparing,
 - ii. conduct unbecoming a professional psychologist,
 - iii. failure to comply with departmental, college, and university regulations or procedures
 - iv. failure to comply with ethical conduct of research, or
 - v. academic dishonesty.

7.7. Advising

- A. The GC is the academic advisor for all graduate students.
- B. Each student shall meet at least once per academic year with the GC to review their standing and progress toward their degree.
- C. Any withdraws or changes in course schedules should be reported to the GC by the student as soon as possible.

7.8. Evaluations

- A. Students receive numerous types of feedback regarding their progress in the graduate program. Faculty members are responsible for assuring that students are well trained in the science of psychology and competent to work with the public. Although students will receive a narrative review at the end of each year (or earlier if needed), we hope they do not wait until a formal evaluation procedure has occurred to obtain frank and honest feedback about their progress. It always is possible to request a meeting with one's primary research mentor or the GC to discuss professional performance and program expectations.
- B. At the end of each year, students will submit an annual report of their activities, accomplishments, curricular plans, and long term and short term academic and professional goals. Students will receive an invitation to submit the information via RedCap, or another program, in early April. The faculty will integrate this information into the annual performance review and use it in tailoring professional development and plans toward program completion.

7.9. Student Records

- A. Each student's academic records are accessible via Seanet. Some records are maintained in the Graduate School and/or in the GC's office.
- B. In addition, students will be sent copies of their annual evaluations and practicum evaluations, if applicable. These records will be maintained by the GC and/or the CTC.
- C. Students should keep copies of their syllabi and readings lists from each class for future use when applying to other graduate programs, applying for certifications, etc.

8. Switching Concentrations

- 8.1. If a student wishes to switch concentrations within the program, they must first talk with their research mentor, then with the GC.
- 8.2. The student should write a letter of explanation as to why they want to switch concentrations and how it would benefit them in their future career. The research mentor also writes a letter, usually in support of the student's switch.
- 8.3. If the switch involves switching to the ABA clinical concentration, the student would submit their request first to the respective CTC. The CTC would confer with the Clinical Graduate Faculty. There are two main issues with switching to one of the

clinical concentrations: clinical readiness and availability of practicum/internship sites. If the CTC and Clinical Graduate Faculty approve the switch, they would write a letter of support to the Graduate-Steering Committee.

- 8.4. The letters would be forwarded to the Graduate-Steering Committee for discussion and a vote.
- 8.5. Students may appeal a decision by the Graduate-Steering Committee by requesting a hearing before a panel drawn by the Department Chair, from the Psychology Graduate Faculty. The decision of the Psychology Graduate Faculty panel is final.
- 8.6. Students who switch concentrations are responsible for all requirements of that concentration. Students should be aware that switching concentrations may increase their time to graduation.

9. Dissolution of a Research-Mentor Match

- 9.1. Changes in research mentors are made only in extraordinary circumstances. The first priority is to have the match remain intact.
- 9.2. If the relationship between a research mentor and a student deteriorates, the mentor and/or student may wish to dissolve the match. They must first talk with the GC. The GC will discuss the situation with each person individually and with the Chair. Then, if appropriate, the GC will arrange a meeting with both parties. At this meeting, the GC will attempt to mediate a resolution between the mentor and student.
- 9.3. The student and mentor should avoid discussing the situation with other students and other faculty.
- 9.4. If a resolution cannot be arranged, then the match will be dissolved, and the student must find a new research mentor to remain in the program. The GC will help facilitate that search.
- 9.5. If a student cannot find a new research-mentor match, then they will have to withdraw from the program.

10. Research

10.1. Expectations

- A. Although course work is important, research and the resultant thesis are unique experiences of graduate study. Consequently the design of a realistic and well-defined empirical research project should be considered the highest priority of a student in the program. Directed research optimally can provide a student with an opportunity to make a contribution to the field of psychology, and perhaps most important, to learn firsthand the objectives, hypotheses, methods, data analyses, and interpretations used in research. Because graduate students often lack experience in conducting research, it is important that their thesis advisor take an active role as teacher and advisor in the design and completion of their research.
- B. It is expected that students will work on research, including their prospectus and thesis documents, throughout the year, including school breaks, holidays, and summer. Students who don't work on their prospectus/thesis during breaks, holidays, and summer may not be able to graduate on time.

- C. Students in both concentrations, but especially the PSYS concentration, will likely participate in more projects than just their own thesis project. They are expected to contribute to all projects seriously and ethically.

10.2. Research Ethics

- A. All students and faculty who conduct research at UNCW must complete online ethical courses. Students should talk with their faculty research mentor about the specific courses that are required for their lab. The courses and other information about compliance issues can be found through the [Office of Sponsored Programs and Research Compliance \(SPARC\)](#).
- B. Students must complete the required courses **before** they begin working on research and should complete them as soon as possible in their first semester.
- C. Students must adhere to established and approved research protocols while conducting research. Failure to do so will result in disciplinary action and possible dismissal from the program.

10.3. Research Requirements

- A. Year 1
 - i. Written thesis prospectus (proposal)
 - ii. Oral defense of prospectus
- B. Year 2
 - i. Written thesis
 - ii. Public oral presentation and oral defense of thesis

11. Thesis Prospectus

11.1. Psy 579

- A. Students should begin working on their thesis topic and prospectus in the Fall of their 1st year when they are enrolled in PSY 579. This work could involve reading relevant articles, writing summaries, outlining an introduction, learning relevant research skills in the lab, etc. Each student is encouraged to establish meetings with their research mentor and discuss expectations and responsibilities for the semester.
- B. The grade in PSY 579 will be based on the work that the student completes during the Fall semester; the faculty research mentor communicates the grade to the GC for recording.

11.2. Psy 580

- A. Students will work closely with their research mentor to develop a thesis topic and on writing the prospectus. The written prospectus should be completed by the end of the Spring semester in the student's 1st year when they are enrolled in PSY 580.

- B. The grade in PSY 580 will be based on the work the student completes on their prospectus during the Spring semester; the faculty mentor communicates the grade to the GC after the student has defended their prospectus.
- i. If a student has not successfully completed and defended their prospectus by time that grades are due in the Spring semester, the student will receive a grade of Incomplete (I), which will be converted to the appropriate grade once the student has successfully completed and defended their prospectus. After 1 year (i.e., end of the following Spring semester), the I grade will automatically convert to an F, and the student will be dismissed from the program and the Graduate School.
 - Only under extenuating circumstances will the I grade be extended. If a student believes that they have extenuating circumstances that has made it difficult to complete their prospectus, they should talk with the GC well before the end of the semester.
 - ii. A student with an I in PSY 580 is not in good standing and may not register for PSY 593, 596, 597, or 599.
 - A student may register for PSY 599 in the Fall semester of their 2nd year only if they have defended their prospectus by the end of the drop/add period for that semester.
 - If a student does not take any PSY 599 hours in the Fall semester of their 2nd year, they will have to take at least 1 hr in the Summer of the following year as they cannot take more than 5 hr of PSY 599 in any one semester.
 - iii. Students in the ABA concentration must successfully defend their prospectus no later than by the end of the second full week of November of their 2nd year in order to register for the practicum courses (PSY 593 and 596) in the following Spring semester as interviews for practicum placement will take place at the end of November/early December. The exact date in any given year will be communicated to the student by the CTC.

11.3. Written Prospectus

A. Components

- i. Introduction
 - Review of the pertinent literature, which logically leads to the need for the current study.
- ii. Method
 - Narrative description of how the student proposes to conduct the study. This should include a description of subjects, apparatus/materials, specific tests, location, procedure, etc. Specific sections will be determined by the nature of the project in consultation with the student's research mentor.
 - This section should be written in future tense.
- iii. Potential results/analyses
 - Based on the reviewed literature, questions asked, proposed procedure, etc., the student should describe potential results from the study. This description also should include a description of the analyses and interpretations that will take place.

- This section should be written in future tense.
- iv. References
 - List of literature cited in prospectus. All cited literature must be in the references, and all literature in the references must be cited in the document. That is, it is not a bibliography.
- B. Format
 - i. The prospectus should be written in APA (6th ed.) format.
- C. Drafts/Revisions
 - i. Students will work closely with their research mentor on writing the prospectus and should expect to write several drafts before the final version is finished. Students should consult with their research mentor about how feedback on drafts and the timeframe of feedback will work.
 - ii. Because of the numerous drafts, students should start writing their prospectus as early as they can during their 1st year.

11.4. Oral Prospectus Defense

- A. When a student's research mentor agrees that the written prospectus is in defensible form, the student will arrange a meeting with their committee for the oral defense. Defenses typically take 1.5-2 hr, but can be longer.
- B. The student is responsible for determining a time at which all committee members can attend and for reserving the room and for bringing the prospectus-defense form to the defense.
- C. The student must distribute a copy of the prospectus to the committee members at least 1 week before the defense. The student should ask each committee member if they prefer an electronic or paper copy of the prospectus. If the member prefers a paper copy, it is the student's responsibility to provide one, unless the faculty members say no.
- D. A defense may be cancelled if the committee, after reading the document, feels that the student is not ready to defend.
- E. The student should prepare a 30-40 min PowerPoint presentation of their prospectus. The presentation is given to the committee at the beginning of the defense.
- F. Typically, after the presentation, the committee will ask questions about the especially about the design, analyses, etc. This is a good time to receive input from the committee members about the best way to proceed.
- G. When the committee has finished asking questions, the student will be excused from the room, and the committee will discuss the defense and decide whether the student has passed or failed.
 - i. If the student fails, the committee will determine appropriate remediation and if/when a second defense will take place.
- H. The student is asked to return to the room, and the result of the defense is communicated immediately. The committee signs the [Prospectus Defense Form](#), and the student gives the form to the GC.

- I. Committee members will give/email edits to the prospectus document. It is expected that the student will incorporate these edits and suggestions into the thesis document.

12. Thesis

12.1. PSY 599

- A. Students must take a total of 6 hr of PSY 599, usually taken during the Fall and Spring semesters of their 2nd year; students can take a maximum of 5 hr of PSY 599 in one semester. A student must be registered during any semester in which they are working on their thesis, and are required to be registered in the term they graduate regardless of whether it is the Summer, Fall, or Spring semester. Students who have completed all course work requirements, but are still not finished with the thesis (or comprehensive exam), may be allowed to enroll in PSY 600 Continuous Enrollment in Psychology for up to 3 terms. Extension beyond three semesters requires approval of the GC and the Graduate School.
- B. Registration for Psy 599 is **not** done through Seanet. It is done by completing the [Graduate Student Registration Form](#).

12.2. Components of Thesis

- A. Introduction
 - i. The student revises and adds to, if necessary, the introduction from the prospectus.
- B. Method
 - i. The prospectus **Method** section is revised to reflect what actually happened during the project
 - ii. This section is now written in past tense.
- C. Results
 - i. Narrative description of results including relevant statistical analyses, tables, and/or figures.
 - ii. Tables and/or figures are included with the **Results** section – not at the end of the paper.
- D. Discussion
 - i. A brief summary of the results followed by interpretation and explanation of findings, description of relation to previous research, limitations of present research, and future directions, etc.
- E. References
 - i. List of literature cited in prospectus. All cited literature must be in the references, and all literature in the references must be cited in the document. That is, it is not a bibliography.

12.3. Drafts/Revisions

- A. As with the prospectus, a student can expect to write several drafts of the thesis before getting approval for the defense from their committee. Students should

consult with their research mentor about how feedback on drafts and the timeframe of feedback will work.

12.4. Format

- A. The thesis should be written in APA (6th ed.) format.
- B. The Graduate School has a [format and guide for theses](#).
- C. By the deadline for the semester in which a student is going to graduate, (see here for [specific dates per semester](#)), a student must submit a complete draft of their thesis to the Graduate School in electronic format for format approval. The thesis format approval sheet, signed by the research mentor, needs to be attached. These forms are available to download from the Graduate School website. If the thesis is written in APA format, then APA format should be written in the box on the form beside “Other.”

12.5. Public Presentation and Oral Defense

- A. There must be 6 months between defense of a student’s prospectus and their thesis.
- B. When a student receives approval from the Graduate School, they will arrange a meeting with their committee for the oral defense. Defenses typically take 1.5-2 hr, but can be longer.
- C. The student is responsible for determining a time at which all committee members can attend and for reserving the room for bringing the thesis-defense form (1 copy) and the thesis-assessment form (a copy for each member of the committee).
- D. Defenses should be planned no later than 2 weeks before the graduation requirement date for the semester to give time to make any last corrections to the written draft required by the committee.
- E. The student must distribute a copy of the prospectus to the committee members at least 1 week before the defense. The student should ask each committee member if they prefer an electronic or paper copy of the prospectus. If the member prefers a paper copy, it is the student’s responsibility to provide one, unless the faculty members say no.
- F. A defense may be cancelled if the committee, after reading the document, feels that the student is not ready to defend.
- G. In order to celebrate accomplishments, the Psychology Department requires a public defense. This means that at least several days before the scheduled defense the student should announce the time, place, date and title. Public announcement to the University Community means hanging flyers in the Teaching Laboratory Building and in other buildings around campus (e.g. the Student Union, other science departments) and announcing the presentation in the University Media. Please encourage all faculty and students to attend.
 - i. Please note that all students are strongly encouraged to attend other thesis defenses. Students can learn about their research and how to present a good defense, and can support their colleagues.

- H. The student should prepare a 30-45 min PowerPoint presentation of their thesis for a public audience. The presentation is given to the audience at the beginning of the defense.
- I. At the end of the presentation, the general audience is allowed to ask questions. After which, they will be excused, and the committee will ask questions.
- J. When the committee has finished asking questions, the student will be excused from the room, and the committee will discuss the defense and decide whether the student has passed or failed.
 - i. If the student fails, the committee will determine appropriate remediation and if/when a second defense will take place.
- K. The student is asked to return to the room, and the result of the defense is communicated immediately. The committee signs the [Thesis Defense Form](#), and the student gives the form to the GC. The committee members are responsible for submitting the thesis-assessment form to the GC.
- L. Committee members will give/email edits to the thesis document. It is expected that the student will incorporate these edits and suggestions into the final document.

12.6. Final Thesis Submission

- A. After a student passes their defense, they complete final edits on the document. The thesis committee is responsible for seeing that all recommended changes are incorporated into the thesis. When all the committee members are satisfied with the written document, they will sign the title page.
 - i. The title page has a specific format, which must be followed.
- B. The student should submit the signed title page to the GC, who will make a scanned copy to send to the Graduate School. The original will remain in the student's folder.
- C. The student submits the thesis electronically to the Graduate School along with the completed [Submission Form](#).

13. Comprehensive Examination

13.1. General Requirements

- A. Each student must pass a written comprehensive examination, usually taken in the last semester in which the student is in residence. A student must be in good standing and have an overall GPA of 3.0 in order to take the exam. If a student does not pass the examination on the first attempt, the Graduate School requires a 3-month delay before a second examination can be administered. The examination can be re-taken only once, except under special compelling circumstances. If a student feels that this is the case, they must petition the UNCW Graduate Council to ask for a second re-take.

13.2. Exam Dates

- A. Students are encouraged to complete the examination as early as is feasible in the semester before or the semester in which they intend to graduate.
- B. Students should consult with their faculty research mentor about a time to complete the article review. Remediation of some answers may be required, so the student should make sure that they have left enough time in the semester before graduation to finish the examination.
- C. Students in the ABA concentration will complete a multiple-choice exam based on the certification exam during final exams of their 2nd Spring semester. The exact date will be determined by the CTC.

13.3. Psychological Science Concentration

- A. The comprehensive examination for students in the Psychological Science Concentration will consist of a review of a research article selected by the student's mentor who will also develop a set of questions. The article and a set of questions will be approved by the other members of the student's committee.
- B. The mentor sends the exam to the student via email or Blackboard (or another method determined by the mentor) with instructions.
- C. The student has 48 hr to complete the exam and return it to their mentor. The student may use books, article, notes, online resources, etc., but may not consult anyone else (other than their mentor) about the exam.
- D. The student returns their answers via email or Blackboard (or another method determined by the mentor) no more than 48 hr after receiving the questions.
- E. The mentor will distribute the student's answers to their committee. The committee will grade each answer on a pass/fail basis and provide feedback to the mentor. Feedback should be given within 2 weeks of receiving the answers.
- F. The mentor will communicate the results of the exam to the student.
- G. If remediation is required, the mentor will discuss this with the student. Sometimes remediation requires the committee to re-grade questions.
- H. Once the student has passed the examination, they will obtain signatures of their committee on the [Results of Comprehensive Exam](#) form and submit it to the GC.

13.4. ABA Concentration

- A. Multiple-choice exam
 - i. A 75 question multiple-choice exam, modeled after the BACB certification exam, will be given during the final-exam period of PSY 522 in the Spring of the student's 2nd year.
 - ii. The exam will be administered by a Behavior-Analysis faculty member.
 - iii. The student will have 2 hr to complete the exam.
 - iv. The exam will be graded and the student, the research mentor, and the GC will be notified of the student's results by the individual administering the exam. The student may arrange a meeting with the BA faculty member to go over the exam.

- v. A score of 80% is required to pass this exam. The mentor will arrange remedial action if necessary. (Note: The passing score is current practice, but it is subject to change based upon our experiences with the test.)

B. Research-article Review

- i. The student's research mentor will select an appropriate article that is related to the student's thesis work, but is not an article that they have read and will also develop a set of questions. The article and a set of questions will be approved by the other members of the student's committee. A pool of articles and related questions will be compiled, from which an advisor may choose if desired.
- ii. The student has 48 hr to complete the exam and return it to their mentor. The student may use books, article, notes, online resources, etc., but may not consult anyone else (other than their mentor) about the exam.
- iii. The student returns their answers via email or Blackboard (or another method determined by the mentor) no more than 48 hr after receiving the questions.
- iv. The mentor will distribute the student's answers to their committee. The committee will grade each answer on a pass/fail basis and provide feedback to the mentor. Feedback should be given within 2 weeks of receiving the answers.
- v. The mentor will communicate the results of the exam to the student.
- vi. If remediation is required, the mentor will discuss this with the student. Sometimes remediation requires the committee to re-grade questions.
- vii. Once the student has passed the examination, they will obtain signatures of their committee on the [Results of Comprehensive Exam](#) form and submit it to the GC

14. Clinical Practicum and Internship Experiences

14.1. Sites

- A. Sites are UNCW approved sites at which students can obtain necessary experiences and supervision. The university and the site have a practicum/internship contract. Students cannot determine their own practicum sites. If a student has a suggestion for a future site, they should discuss this with the CTC.
- B. Some placements provide the students with a small stipend, but this is not guaranteed by all sites. The internship placement may be unpaid.
- C. Location
 - i. Practicum sites are local or within driving-commuting distance. Internship sites are local, regional, and statewide.
 - ii. Students are expected to arrange their own transportation to the site.

14.2. Prerequisites

- A. Restricted to being in the ABA concentration.
- B. Students must be in good standing to register for the practicum and internship courses.
- C. Students must have defended their prospectus by mid-November.

- D. Students must have received at least a B- in all prerequisite courses.
- E. Graduate faculty who teach the clinical training courses meet at least once a semester to review students' clinical training progress and make recommendations regarding their deficiencies or readiness for clinical experience. Students must have the approval of these faculty members before they will be allowed to register for and begin practicum or internship experience.
- F. Students may be required to complete a criminal background check or a drug test before they begin to work at the site.
 - i. It is expected that the student's alcohol and drug use will be in compliance with the policies and expectations of the agency, the UNCW code of conduct, and the standards of ethics and professional conduct of the American Psychological Association. If not, the student may not be recommended for clinical placement by the UNCW faculty or he/she might be terminated from the placement prematurely
- G. Liability insurance is required and is a separate fee that will be added to the student's account.

14.3. Dates

- A. Students should report to the practicum and internship sites according to the agency calendar, not the academic calendar. Academic breaks and holidays may or may not be observed by the agency (e.g., Spring Break at UNCW is still a work week at most agencies).
- B. Students must comply with any additional requirements specified by the agency of their practicum or internship.

14.4. Evaluation

- A. Students will receive a midterm and final evaluation from the site supervisors. These evaluations will be given to the student and the CTC and kept in the student's records.

14.5. Practicum Course: PSY 593

- A. Dates
 - i. Students typically take the practicum course in the Spring semester of their 2nd year.
- B. Prerequisites
 - i. Defense of the prospectus by mid-November.
 - ii. At least a B- in all prerequisite courses.
 - ABA: PSY 515, 517, 518, 519, 521, 552
- C. Matching
 - i. Students may have to complete an interview in late November/early December with practicum sites.
 - ii. Feedback and evaluation is conveyed to the respective CTC, who determines the matches between students and sites based on specific student's interests, needed experiences, and suitability for the site.
- D. Requirements

- i. Students typically work 8-10 hr/week at the practicum site.
 - ii. Students need to document and keep track of their hours as practicum hours.
- E. Grading
- i. Students will receive a letter grade of A-F or I depending on their work during the semester.

14.6. Internship Course: PSY 597

A. Prerequisites

- i. Completion of all requirements of their practicum course.
- ii. Successful defense of their thesis prior to beginning internship.
- iii. Discussion with and approval of the CTC.
- iv. Recommendation and approval by the graduate clinical faculty.

B. Matching

- i. Typically, students complete an interview in the Spring semester before starting internship with several sites.
- ii. Sites provide feedback about each interviewee to the CTC after the interview.
- iii. Based on the feedback, preferences, and knowledge of a student's skill level, deficiencies, experiences, etc., the CTC matches each student with a site.

C. Requirements

- i. Students must complete a total of 1000 hr of clinical experience at the internship site.
- ii. Students work no more than 40 hr/week, thus, the internship will take 6 months (1000 hr/40 hr = 25 weeks = 125 days).
- iii. There are specific requirements for the BACB certification. Students will learn about these requirements during practicum. It is the responsibility of the student to make sure that all of these requirements are met.
- iv. Students need to document and keep track of their hours as internship hours will be used as hours for BACB certification and LPA licensure.
- v. Students must complete an evaluation/reflection of the internship experience at the end of their internship and submit it to their respective CTC.

D. Registration and Insurance

- i. Students must be enrolled in at least 1 hr of PSY 597 each semester.
- ii. To register for these courses, students must work with the CTC to complete and sign the registration form. This form also requires the CTC and GC signatures before submitting it to the Graduate School. This is not done online.
- iii. If a student has not defended their thesis before the beginning of the semester, they may still register for internship as long as a defense date has been set (verified by the faculty research mentor) before the CTC-designated date. For example, Summer session typically starts in mid-May, so a student could register for 1 thesis hr in the summer, but not defend their thesis until the end of May/beginning of June. If a student has not defended their thesis by the CTC-designated date, then they will have to withdraw and wait to start their internship in the next semester.

- iv. Students must be preregistered for the next semester (as soon as is possible) to maintain the liability insurance across academic breaks. For example, students must be preregistered for the Fall before the end of Summer to insure that they are covered by the insurance during the period between the end of Summer and the beginning of the Fall semester. This also applies to the period between the end of the Fall and beginning of the Spring semester. Students are responsible for making sure that they are registered appropriately.
 - v. If students are continuing in internship during the next semester, they will be given a grade of Incomplete until the next semester has started and the CTC has received feedback from the supervisor(s) at the site.
 - vi. Students, who are progressing on time, need to start their internship by early June (exact date determined by CTC) in order to complete 25 weeks by the end of the Fall semester and graduate in December. If students start later than early June, they will not be able to complete all of the hours in time. Students cannot plan on working more than fulltime in order to accrue all their hours by December.
 - vii. Students, who start in early June, enroll in 1 hr in the Full Summer session and 2 hr in the Fall semester. Students who start later will spread their 3 hr across the remaining semesters making sure that they are registered for at least 1 hr whenever they are on internship. For example, they could register for 2 hr in the fall and 1 hr in the Spring (and graduate in May).
 - viii. Students typically cannot start their internship during breaks between semesters, before the beginning of a semester, as they will not be covered by liability insurance. For example, a student cannot start internship in August before the Fall semester starts or in December/early January before the Spring semester starts; they have to wait until the beginning of the semester. Rarely, under extenuating circumstances, the CTC may petition the university to have a student start before the beginning of a semester, but this requires a formal request the Office of Risk Management as they have to obtain liability insurance for the student. This also will require the student to pay for extra insurance.
 - ix. If a student has already received credit for 3 hr of internship, but requires more time on the site to accrue hours, they should talk to the CTC as soon as possible and well in advance of the next semester to arrange for registration and insurance.
- E. Students will receive a letter grade of U/S or I depending on their work during the semester. The final grade in the last semester of internship will not be submitted until all required documents are received.

15. Admission to Candidacy and Application for Graduation

- 15.1. Students apply for admission to candidacy at the time of application for the degree. To be eligible for graduation each student must apply for a specific graduation on or before the deadline shown in the [Calendar of Events](#).
- 15.2. A graduation application fee is added to the student's account when the degree application is submitted.

- 15.3. If a student has already applied for candidacy and for the degree, but fails to meet a deadline for a particular graduation, they must let the GC know as soon as they know so the GC can contact the Graduate School to specify a new graduation date.

16. Graduation

- 16.1. Commencement exercises take place in May and in December.
 - A. Students, who complete all their degree requirements between the end of the Fall and the end of the Spring semesters, will graduate in May and can participate in the May commencement exercises.
 - B. Students who complete all their degree requirements between the end of the Spring and the end of Summer semesters will graduate in July and can participate in the December commencement exercises
 - C. Students who complete all their degree requirements between the end of Summer and the end of the Fall semesters, can participate in the December commencement exercises
- 16.2. All degree requirements must be satisfied and deadlines met (including the deadline for submitting a final copy of the thesis) in order to participate in commencement.
- 16.3. Commencement includes both a UNCW ceremony and a smaller departmental ceremony. Master's graduates are honored at the department ceremony by having their thesis titles read and by being "hooded" by their mentors. Students must wear academic regalia.
- 16.4. Degrees are conferred approximately 1 month after graduation; that is, a student's transcript will not say degree awarded for approximately 1 month. If a student needs the transcript to state degree awarded for licensure or certification reasons, they should talk to the GC.

17. Student Conduct

17.1. Honor Code

- A. Students should familiarize themselves with the UNCW [Academic Honor Code](#).
- B. Standards of ethics of the American Psychological Association and other professional societies apply to all academic work of faculty and students, including thesis preparation, classroom performance and internship and practicum experience.
- C. Particular care should be taken to avoid plagiarism (see APA Publication Manual for definition and appropriate attribution style).
- D. Violations of the Honor Code will be reported to the Dean of Students and can result in failing a course, which would mean dismissal from the program and the Graduate School.

17.2. Criminal Activity and the Use and Misuse of Alcohol and Drugs

- A. Psychology graduate students may be engaged in a variety of research and clinical activities that involve community agencies, schools, individual members of the

public, and/or research involving controlled substances. It is expected that the student's alcohol and drug use is in compliance with the policies and expectations of the agency, the [UNCW Code of Student Life](#), and the [American Psychological Association's Ethical Principles for Psychologists and Code of Conduct](#).

- B. Collaborating agencies reserve the right to require drug tests and/or criminal background checks prior to accepting a student researcher, intern, or practicum student. Criminal background checks for students are now required by UNCW before registering for internship. This is done online, at the student's expense. Contact the CTC.

17.3. Teaching-Assistant Behavior

- A. Policies and resources for TAs can be found in a [Graduate Assistants Manual](#). [this document is a little out of date with respect to names and some things, but it still has good information.]
- B. Students, who are TAs for undergraduate classes, should familiarize themselves with the policies involving harassment, discrimination, and retaliation and inappropriate relationships with students.
- C. The university does not condone amorous relationships between students and employees. Teaching assistants, in their official capacity in the university, should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. In two types of situations, university prohibition and punishment of amorous relationship is deemed necessary:
 - i. when the employee is responsible for evaluating or supervising the affected student or
 - ii. when the student is a minor, as defined by North Carolina law.
- D. If a student feels like a relationship is beginning or feels that there has been any indication of such by an undergraduate, they should immediately talk to their immediate supervisor (i.e., faculty instructor, research mentor) and the GC.
- E. TAs should be careful of the use of social media and distribution of personal information with undergraduates.

17.4. Social Media

- A. Use of social media such as Facebook, Instagram, LinkedIN, blogs, etc. has become widespread and an increasing part of our lives and that of students, research subjects, and patients/clients. Private and professional use of these technologies raises professional and possible ethical issues. Student must present themselves professionally, represent your qualifications accurately, maintain student and employee privacy, do not intentionally or inadvertently connect personal opinions with the university or program.
- B. Students should never post any material about a faculty member, another student, particularly from a class for which they are the TA, research subject, or client/patient even when de-identified. It also is not appropriate to post any material about coursework (e.g., exams), your research lab (unless granted permission by your research mentor), or practicum/internship sites.

- C. In addition, it is NOT appropriate to conduct online searches about students, subjects, or patients/clients to learn about them, as this is an invasion of their privacy and puts you in an investigative rather than a supervisory or therapeutic role. In contrast, you can assume and it is appropriate that students, research subjects, or patients/clients may google you for personal information. Some sites (i.e., LinkedIn) are specifically for sharing professional information about yourself as you develop a career path. You are reminded to consider and use the appropriate privacy setting for keeping family and personal information from the general public. It is not appropriate to befriend or otherwise communicate through social media with a student in your class, a client, or past client, and this policy should be sensitively explained to them if they were to make such a request.

17.5. ABA Students' Behavior on Practicum and Internship

- A. ABA students are expected to abide by the [APA Ethical Principles of Psychologists and Code of Conduct](#), the [North Carolina Psychology Practice Act](#), and [the BACB Professional and Ethical Compliance Code](#). The principles and values articulated by these documents are the core of ethical psychological practice. Graduate students are expected to abide by these principles in their research and clinical training activities and be mindful of them in their activities as pre-professional practitioners and as representatives of UNCW's Psychology Department. Students are further expected to be mindful of abiding by these principles in their personal interactions. These include social media posts, for example, as well as nonprofessional disclosure of clinical information to friends or relatives. These principles and values embody satisfactory progress in coursework and in research, but also encompass a wide variety of skill sets necessary for the health and safety of clients, fellow students, faculty and staff and the many different types of healthcare professionals involved in professional delivery of clinical services.
- B. In order to be admitted to be admitted to practicum and internship, and obtain a graduate degree, students must be able to show good emotional health and communication skills as well as a commitment to diversity. Sound mental health allows students to execute appropriate clinical judgment and practice when interacting with clients, clients' family members, faculty and staff, supervisors and other health care professionals. Students must communicate with integrity, empathy, maturity, and with respect. These are essential characteristics for effective practice with individuals in often very difficult life circumstances. Graduate students must maintain their emotional health while also performing well in their academic, clinical training, teaching and research roles. In all these roles they must be open to mentoring, accepting constructive feedback and changing their behavior and practice in response to this feedback.
- C. Graduate students must have the ability to formulate questions and listen empathically to clients of very diverse backgrounds. They must be able to set aside their own concerns to listen empathically and they must deliver psychoeducation and treatment at a level appropriate to the clients' sociocultural background and insight. Essential to good client care is using the same characteristics in communication with clients' families, fellow students, faculty, staff, clinical and

research supervisors. Students must be aware of their own potential attitudes, stereotypes, and prejudices in communication with others and be receptive to feedback by others' regarding such attitudes and beliefs. Students should be aware of not only what they say to others, but the body language they use in communication.

17.6. Student Emotional Health and Support

- A. A significant part of maintaining good emotional health during graduate school and clinical training is the ability to take responsibility for one's own behavior. Students must be open to constructive criticism from, faculty, fellow graduate students in supervisory roles, research advisors, and clinical supervisors. They must be able to manage their emotions in a variety of professional settings, reflect on their own strengths and areas for development, and work collaboratively with others who may display a range of opinions very different than their own. Students must be able to work constructively in teams, developing tolerance and respect for diverse viewpoints.
- B. Graduate students must also learn how to appropriately advocate for their own needs in order to have the resources and build the networks that will allow them to be successful in graduate school and in their careers. These skill sets require a high level of mental stamina and excellent time management as students maintain high levels of functioning in multiple roles, each of which is a challenge in itself.
- C. While these tasks might seem daunting, UNCW offers an array of support structures to help students achieve the professional standards expected of them. Graduate students each have faculty mentors to guide them in balancing coursework and research expectations. ABA students are placed in practica suited to their level of experience and the CTC meets with faculty to determine whether the student is ready for such placement or whether they require remediation to be successful.

17.7. UNCW Disability Resource Center

- A. UNCW is committed to creating an environment respectful of diversity and offering the promise of educational opportunity to all. The [UNCW Disability Resource Center](#) is responsible for ensuring that individuals with disabilities have access to reasonable accommodations and services. Registration with the Office is required if the individual wishes to access reasonable accommodations. The office is located in DePaolo Hall, and is open Monday through Friday, 8:00 a.m. – 5:00 p.m.

17.8. Unprofessional Behavior and Continuance in the Program

- A. Students should be mindful that they always represent their lab, the program, the department, and the university while on and off campus. Behavior that reflects badly on any of these entities is considered unprofessional.

- B. If there are concerns regarding student performance in academic achievement, ethical behavior, emotional health, communication skills, clinical skill acquisition, or other professional behavior, in accordance with the APA Ethical Standards and other policies (see above), the student will first be informed of the difficulty by the faculty/staff member, research, or clinical supervisor who has observed the concern. The GC may be involved in the meeting. Written documentation will be made at this meeting and appropriate remediation resources will be offered to the student, along with a timeline for remediation. In addition, the GC will be made aware of the remediation plan.
- C. If that remediation plan is not successful during the time period delineated in the meeting with the student, the GC will schedule a conference with the student. The Department Chair, the CTC, and other relevant faculty may participate in this conference. Written records will be maintained for these meetings, and a recommendation for continuance or termination will be noted. If there is a recommendation for continuance, a second remediation plan may be developed.
- D. A recommendation for continuance must stipulate requirements through which the student could complete his/her graduate program and include a timeframe. If the recommendation is for termination of the student from the program, no recommendation or remediation or timeline will be offered and the student will be dismissed from the program.
- E. Students may appeal a termination decision by requesting a hearing before a panel drawn by the Department Chair, from the Psychology Graduate Faculty. The decision of the Psychology Graduate Faculty panel is final.

18. General Departmental and University Services

18.1. Building Security

- A. The doors of the building will lock at night and on weekends/holidays.
- B. No doors should ever be propped open. If a student sees a door propped open or sees someone propping a door open, they should close it and notify UNCW Police if the person refuses to close the door.
- C. Students should not let anyone in the building or into any secure area that they don't recognize as a faculty or staff member or fellow student. If someone tries to get into the building or a secure area, the UNCW Police should be notified.
- D. Students should not lend other students their card to get into the building.
- E. The last person to leave a room needs to ensure that all equipment is turned off and that the room is secure. Students should close doors of offices and classrooms if they see them open at night.
- F. Many times graduate students work late at night in the building. Students should maintain knowledge of who else is there and be careful about leaving the building alone after dark. UNCW Police can be called as an escort at night.
- G. Students should be prepared to deal with emergencies; students should be aware of the closest fire alarms, extinguishers, first aid kit, etc. If an emergency occurs at any time, students should call 911.

18.2. Computers

- A. The computer equipment in the graduate student office and in other offices is for the use of graduate students and faculty only. Please follow posted instructions.
- B. A student must log on to the computer using their UNCW username and password and log out when finished. A student should not log on to a computer for another student.
- C. The University policy is that downloading inappropriate material onto our computers is cause for disciplinary action. If a student finds such material on a departmental computer, they should inform the GC. If computers in the Graduate-Student office aren't working, the appropriate graduate student should be informed.

18.3. Department Keys and ID Access

A. Keys

- i. Students will receive their individual mailbox keys at the Departmental Orientation in August.
- ii. Students should ask their faculty research mentor about required keys for their lab. If a key is required, then the student should talk to the main office, to sign out a key.
- iii. Upon completion of the degree, or if the student withdraws from the university or takes a leave of absence, all keys must be returned to the Department Office.

B. Card Access

- i. All graduate students will be granted 24-hr building access via their One Card.
- ii. Students should ask their faculty research mentor about required access to other areas in the building. The research mentor will notify the main office about need for access.
- iii. If a student's One Card fails to work, they should contact the main office as soon as possible. If a student's card fails to work on the weekend, the student should contact UNCW Police 910-962-2222.
- iv. If a student loses their card, they should de-activate their card immediately and contact the One Card office.

18.4. Departmental Staff

- A. Each staff member has her/his own set of duties and responsibilities. Some of these pertain to helping you (e.g., reserving a room for a review session or a defense, getting card access, keys, ordering supplies, etc.). But they are not your personal staff and should not be asked to make your personal copies, deliver items around campus for you, etc.

18.5. Email

- A. Every student at UNCW has an e-mail account. It should be activated as soon as possible and kept active throughout the time here.

- i. Email address is username@uncw.edu (i.e., abc1234@uncw.edu)
- B. A student's email account is the official way that faculty, staff, and the university will contact students. That is, we will not sent emails to outside (e.g., Gmail, Hotmail, etc.) accounts. Thus, students need to check their email frequently. "I didn't see that email" or "I didn't check my email" are not valid excuses. Students should acknowledge receipt of emails immediately and reply to content from faculty, staff, and offices on campus.
- C. Passwords expire every 90 days.
- D. Email message size limit (including attachments) is 25 MB.
- E. A student may not send a message to more than 500 recipients.
- F. Email can be accessed through [mySeaport](#) or directly at <http://mail.uncw.edu>.

18.6. Graduate Student Association (GSA) & Psychology Graduate Student Association (PGSA)

- A. The [Graduate Student Association](#) on the UNCW campus is a very active group representing all the graduate students on campus. Its purpose is to provide opportunities for graduate students to meet and share interests, provide financial aid for research related travel expenses, bring stimulating guest speakers to campus, and other activities the group wishes to pursue.
- B. PGSA is a student organization just for psychology graduate students. The organization is allotted funds to purchase needed equipment or for other activities related to the educational mission of the University. There are a minimum of two meetings per year, and office include president, Vice President, Treasurer, Secretary, and Event Coordinator.

18.7. Library Services

- A. Randall Library provides many services for students and faculty researching the literature. The library subscribes to many full text journals online. If the article or resource is not available online or physically in the library, then they will try to locate it through Interlibrary loan. The psychology department has a personal librarian through Randall library. The library website also offers a chat feature that allows students to ask questions to a librarian online.
- B. The Library has an information office and also conducts small workshops to help students learn all about their services and how to access them. Please make use of this information.

18.8. Mail Service

- A. Each Graduate Student has a mailbox in the Psychology Department mailroom. Students should check their mailbox regularly. Also, students may receive outside mail, in care of the department. The address is:
 - STUDENT'S NAME
 - Department of Psychology

- UNC Wilmington
- 601 S. College Rd.
- Wilmington, NC 28403-5612

18.9. Office Suite

A. A Graduate Student Office Area has been designated in the Teaching Laboratory building (TL 2009). A primary purpose of the room is to allow teaching assistants to meet with students, to provide access to computers, and to provide a study area. Noise and distractions should be minimized; the room should be kept clean.

18.10. Personal Information

A. The GC needs to maintain a list of current information about each student, including phone number, address, emergency contacts, and their degree information. It is the student's responsibility to keep this information up to date. If a student moves, changes their phone number or other information, please notify the GC.

18.11. Poster Printing

A. The department will print a poster for presentation at a conference. Students should email the poster to Sonya Kelley in the main office. Please send the poster to her at least 2 days before you need the poster; otherwise, she may not be able to print it.

18.12. Student Representation on the Graduate Steering Committee

A. A graduate student representative will be selected by the graduate students to serve as a non-voting member of the Graduate Steering Committee. The Representative is invited to attend Steering Committee meetings and will receive an agenda in advance of each meeting. The Student Representative would be excused from portions of meetings when confidential matters are discussed.

18.13. Telephone Service

A. The department cannot provide phones for graduate students; however, office phones can be used for local calls if appropriate. Messages received by the office staff will be left in the student's department mailbox.

18.14. Travel

- A. In the course of graduate study at UNCW, students will very likely attend a professional or academic conference that will require travel. To obtain travel funding, a student must be in good academic standing.
- B. Very limited travel funds are available for graduate students who are presenting research at conventions and professional meetings. Travel funds are limited in

amount and will be awarded first to students who are authors on convention presentations.

- C. The Graduate School and the Graduate Student Association offer travel grants that can assist graduate students with their travel expenses for academically related travel. The Graduate School offers a \$750.00 travel grant and the Graduate Student Association (GSA) offers a \$250.00 travel grant. Grants cannot be combined and used together towards the same conference's travel expenses and you can only apply for one award per academic year. In order to qualify for the GSA travel grant, you must be a GSA member and have attended at least one GSA meeting before applying for travel funds. The following are the travel grant application form links (see attached) and the contact person information for the two travel grants:

Graduate School:

<http://uncw.edu/gradschool/currentstudents/forms.html>

For further information about the Graduate School travel award, please contact:

Nancy Holland
Executive Assistant
Graduate School
James Hall, Room 210
hollandn@uncw.edu
910-962-4117

Graduate Student Association:

<http://student.uncw.edu/org/gsa/formpolicies.html>

For further information about the Graduate Student Association travel award, please contact:

Carly Ellen Hagg
Treasurer
Graduate Student Association
ceh2100@uncw.edu
gsa@uncw.edu

- D. Once a travel grant is awarded, students receive an award letter email from the Graduate School or the GSA. The Psychology department's Administrative Associate, Rosemary Schmitt, is copied on the award email also and will help process the travel award. Ms. Schmitt sits at the department's reception desk as you enter the department office in TL, Room 2004. Ms. Schmitt will send student travelers an email with a travel worksheet (see attached) to fill out and return to her either by email or a hard copy. Students must pay for the initial costs of traveling and then be reimbursed for those costs after traveling.

- E. Once the department's student travel worksheet is completed, Ms. Schmitt will enter travel dates and estimated costs from the worksheet into the online travel system and that information will go through an electronic approval routing (approvals to be given by the student, the Graduate Coordinator, the Chair, etc.). Student travelers receive an email with a link to follow to approve their travel. Once approvals are given, step one of the two step process of travel reimbursement is complete. Step one must be completed before traveling.
- F. There is a pre-paid airfare option available that can draw upon travel grants funds to pay for airfare which can save out of pocket expense for airfare before traveling. Maupin Travel (919-821-2146), a University approved travel agency, in Durham, NC, can make flight arrangements for students which will be paid using travel grant funds. Using the University approved travel agency is the only way to secure pre-paid airfare using your travel grant funds. If the pre-paid airfare option is chosen, Ms. Schmitt must be made aware of this as soon as possible as there is a limited time period before the airfare cost quote from the travel agency expires.
- G. Step two of the reimbursement process begins after travel and returning from the conference trip. Ms. Schmitt will need the student's original conference badge, all original receipts and the credit cards that were used towards payment of expenses to make a copy of the card (all credit card information is blackened out except for the student's name and the last four digits of the credit card number to secure the credit card information). Food receipts do not have to be kept because there is a fixed food per diem of \$41.00 per day. Once students turn in their conference badge, receipts and credit card information, Ms. Schmitt will enter the travel expenses into the online travel system and a travel approval email will be generated with a link to approve the travel reimbursement for the final approval needed.
- H. Travel reimbursement will take generally from one to two weeks to be processed by the University Business Office and will be generated by either direct deposit (if the student works on campus) or with a paper check delivered to the student's department mailbox. All reimbursement checks are generated on Wednesday by the Business Office and checks or direct deposits are available two days later on the following Friday.
- I. If you have any questions or need any student travel assistance, please contact Rosemary Schmitt at schmitt@uncw.edu or 910-962-7467 or stop by her desk in the Psychology department office in TL, Room 2004.

18.15. Use of Equipment

- A. Most of the equipment, including computers, in the research and teaching laboratories and offices is university-owned (this means it is owned by the State of North Carolina). Students may not take a piece of equipment off the premises without written permission from the faculty member to whom it is assigned and the Department Chair.
- B. Usually equipment is assigned to a particular faculty member for use in specific courses or research projects. Often this equipment requires considerable skill and care during use to avoid damage. Damage may be costly to repair and repairs may require time, during which the equipment is unusable. Therefore, students should never use a piece of equipment without first requesting its use from the faculty member to whom it is assigned. This includes computers, video cameras, etc. If unsure what can be used, the student should consult with their research mentor or the GC.
- C. If a piece of equipment is needed for a student's work, it may be available. The student should consult with their research mentor.
- D. The Department budget does not allow for students to use Department copy machine to make copies related to their own course work or to print theses, etc.

18.16. Use of Rooms and Testing Material

- A. If a student needs to reserve a room, for research, a review session, a defense, etc., please ask Rosemary Schmitt in the main office staff.

18.17. Use of University Services

- A. If a student is registered, they are entitled to use University Services, including, but not limited to, the Recreation Center (summer fee), the Library, the University Student Union, the Game Room, University Computers, etc. Graduate Students who were registered in the spring semester are treated as though they are registered in the summer semesters (even if they are not registered). The assumption is that the graduate student is working on research during the summer.

19. Workload and Financial Aid

19.1. Workload Expectations

- A. It is the expectation that students pursue their degree as a fulltime student, and that their coursework, research, etc. is their first priority.
- B. A fulltime assistantship is 20 hr/week. Students should not be working more than that. If offered more hours from another source on campus, any currently held assistantships will be modified to accommodate the increase in hours such that the student works a maximum of 20 hr/week.
- C. If a student chooses to work more than 20 hr/week – perhaps with a job off campus – they should be aware that their time to graduation may be affected.

19.2. Teaching Assistantships (TAs)

- A. The department offers a limited number of TAs. Selection for these assistantships is based on an evaluation of undergraduate academic records, recommendations, experience and other relevant criteria.
- B. TAs vary from 5-20 hr Teaching assistantships vary from full-time (20 hours per week) to part-time (5 hours per week). Duties are assigned by the GC in consultation with the Department Chair.
- C. TAs are expected to be on campus at the beginning of the academic year, which is the week before classes begin to help the faculty members prepare for class. They are expected to remain on campus until after final grades are posted so they can assist with these duties as well. Late arrivals and early departures or absences during the semester require the permission of the GC.
- D. TA renewal is contingent upon satisfactory progress in meeting the degree requirements during the 1st year, as well as satisfactory performance of the assigned TA duties. The GC and Chair will review TA assignments each year to determine if a student is not eligible to continue. The Steering Committee will consider written appeals if the TA is not renewed for the 2nd year. Their decision is final. Further, all renewals are contingent upon funding being provided by the University. Departmental funding for TAs is for a maximum of 2 years.
- E. If a student was not awarded a TA in their first semester, they may still be considered for one as funding becomes available. Generally, after their first semester, the students without funding who have the highest GPA in their UNCW Graduate Program get the highest priority.

19.3. Graduate Assistantships (GAs)

- A. These are also awarded by the University, but the duties, financial arrangements, and length of the award may vary, as well as the qualifications considered. GAs are available through offices on campus. Applications for GAs are due throughout the year. Students are notified by the Graduate School and/or the GC.

19.4. Research Assistantships (RAs)

- A. Research Assistantships are offered by the psychology or other departments through individual faculty members who have funds available from research grants and contracts. Stipends are generally the same as for TAs. Duties will be assigned by the professor administering the particular research project. The duration of the stipend depends on the particular faculty member's grant.

19.5. Out-of-State-Tuition Remissions

- A. If a student was classified as an out-of-state student in their 1st year, they must pay out-of-state tuition. A limited number of out-of-state tuition remissions are available to the department each year. These remissions pay for 25-100% of a

student's out-of-state portion of their tuition; the student is responsible for the in-state tuition and fees.

- B. The remissions are awarded on a competitive basis. If more funding becomes available, we will award them to out-of-state students who are currently paying full tuition.
- C. It is important to note that the department awards these remissions for 1 year only. During the 1st year at UNCW, students are expected to establish residency (see below for procedures).
- D. Establishing North Carolina Residency for Tuition Purposes
 - i. In order to pay in-state tuition, a student must establish North Carolina residency. Under North Carolina law, legal residence means more than simply living in the state. More specifically, it means establishing a domicile (permanent home of indefinite duration) as opposed to a temporary residence incident to enrollment in a college, university or technical institute in North Carolina. As a starting point, if a student has living parents, the state presumes the student's domicile is with them. Instead, a student can establish their own domicile if a legal residence in North Carolina can be demonstrated. Marriage to a resident does not necessarily establish a student as a resident, nor does it prevent a student from becoming a resident, if the spouse resides legally in another state.
 - ii. A student wishing to become a legal resident of North Carolina for tuition purposes must demonstrate intent to make North Carolina their permanent dwelling place by performing residentiary acts. These actions must be undertaken immediately because there is a 12 month waiting period to establish a residence.
 - iii. Here are some acts a student should perform in August when they first arrive:
 - obtain a North Carolina driver's license (or NC Identification Card, if the student doesn't drive),
 - convert their automobile registration to NC, change the license plate, and pay NC property tax on the vehicle,
 - register to vote in NC, and vote in the next election,
 - list personal property at the New Hanover County Tax Office for taxation,
 - convert banking, club memberships, etc. to their new NC address, and
 - next year, file a federal and state income taxes as a North Carolina resident.
 - Note that this list assumes that parents do not list the student as a dependent on their tax return.
 - iv. [Residency applications](#) should be completed by the time a student has lived in NC for 12 months and no later than the end of July.
 - v. Before submitting the application, the student should consult with the GC.

19.6. Loans, Scholarships, Research Grants and Work Study

- A. Besides TA/GA/RAs, state and federal loan and work study programs are available for qualified graduate students. Specific information concerning details, applications, changes, and additions may be obtained from the [Financial Aid Office](#).

- B. A number of university scholarships are available on a competitive basis. In addition, there may be specialized scholarships for students working in a particular area, such as ABA. They should contact the GC about the availability of these scholarships and their eligibility.
- C. Students also can discuss research-grant possibilities with their research mentor and the UNCW [Office of Sponsored Programs](#).

20. Health Insurance

- 20.1. All students must have current health insurance and submit [proof](#).
- 20.2. If students don't have coverage, they must purchase health insurance from [Student Blue](#) (Blue Cross and Blue Shield).
- 20.3. Students have access to the [Abrons Student Health Center](#) in DePaolo Hall.

Full-time Faculty and Staff Information

Melanie H. Bachmeyer	Associate Professor & ABA Clinical Training Coordinator	2-2948	bachmeyerm
Katherine E. M. Bruce	Professor & Director of Honors College	2-3374	bruce
Thomas Cariveau	Assistant Professor	2-	cariveaut
Caroline Clements	Professor	2-4297	clementsc
Dale J. Cohen	Professor	2-3917	cohend
Karen A. Daniels	Associate Professor	2-3377	danielsk
Alissa Dark-Freudeman	Associate Professor	2-4057	freudemana
Wendy Donlin Washington	Associate Professor & Undergraduate Coordinator	2-2453	donlinw
Graciela Espinosa-Hernandez	Associate Professor	2-4057	hernandezm
Mark Galizio	Professor	2-3813	galizio
Robert L. Hakan	Associate Professor	2-3375	hakanr
Christine E. Hughes	Professor and Graduate Coordinator	2-7795	hughesc
Anne Hungerford	Associate Professor	2-7586	hungerforda
Lee A. Jackson, Jr.	Professor	2-3376	jacksonl
Julian R. Keith	Professor and Chair	2-3378	keithj
Rachel A. Kohman	Associate Professor	2-3494	kohmanr
Len B. Lecci	Professor	2-7262	leccil
Shanhong Luo	Professor	2-7904	luos
Sally J. MacKain	Professor	2-3732	mackains
Bryan Myers	Professor	2-3636	myersb
Jennifer Myers	Lecturer	2-3393	myersjg
Simone Nguyen	Professor	2-7731	nguyens
Nora E. Noel	Professor	2-4044	noeln
Kate B. Nooner	Associate Professor	2-2104	noonerk
William H. Overman	Professor	2-3379	overmanw
Carol A. Pilgrim	Professor	2-3288	pilgrimc
Raymond C. Pitts	Professor	2-7293	pittsr
Richard S. Pond	Associate Professor	2-3372	pondr
Antonio E. Puente	Professor	2-3812	puente
D. Kim Sawrey	Associate Professor	2-3091	sawrey
Jeffrey P. Toth	Associate Professor	2-3213	tothj
Carole M. Van Camp	Associate Professor	2-3377	vancampc
Department Staff			
Sonya Kelly	Administrative Specialist	2-4298	kellys
Kevin Ebrahimzadeh	Lab Technician	2-7843	ebrahimzadehk
Patricia Schimberg	Administrative Associate	2-3370	schimbergp
Rosemary Schmitt	Administrative Associate	2-7467	schmitt