Interdisciplinary Ph.D. Program in Social Psychology
University of Nevada, Reno
Program Handbook

TABLE OF CONTENTS

I. Mission Statement .................................................. 2
II. Program Overview .................................................. 3

III. Program Features .................................................. 6
IV. History of Social Psychology at UNR ............................ 10

V. Program Requirements ............................................. 12
VI. Optional MA in Social Psychology ............................... 24

VII. Research Paper Requirements .................................. 26
VIII. Standard Schedule without the MA ......................... 29
IX. Standard Schedule with the MA ............................... 31
X. Academic Standards ................................................ 33

XI. Program Themes .................................................... 35
XII. Additional Policies ................................................ 38

XIII. Faculty Members ................................................. 41

1
I. Mission Statement

The Interdisciplinary Ph.D. Program in Social Psychology is founded on a vision of social psychology as the core discipline of human affairs. It represents an integration of psychological and sociological scholarship with a bio-psycho-social foundation, grounded in culture and gender, to form an interdisciplinary, contextualized perspective for the investigation of personal and social life. Our scholarship integrates the study of individuals, the small groups in which they interact, and the context of larger systems and organizations within which they exist. The mission of our doctoral program is to advance scientific knowledge of social psychological structures and processes, and to do so through scholarly study, training of PhD students, and dissemination of our knowledge in both scientific and applied communities. We are deeply committed to the guidance and instruction of graduate students as both junior colleagues and advanced students.

NOTE: For information on program issues beyond those addressed in this handbook check our website: http://www.unr.edu/social-psychology
II. Program Overview

The Interdisciplinary Ph.D. Program in Social Psychology has existed at UNR for over forty-five years. The interdisciplinary committee that operates this program awards a Regents-approved Ph.D. degree in Social Psychology. The structure and curriculum of the Program were revised in the early 1990’s, resulting in an updated curriculum and an expansion of its faculty to include members from a variety of departments and colleges. Curriculum and program processes are regularly reviewed. The Program is administered by a Ph.D. Committee comprised of 19 core faculty members with backgrounds in social psychology, psychology and sociology from the Departments of Psychology, Sociology, Human Development and Family Studies, Criminal Justice, Management, Communication Studies, the School of Community Health Sciences and the University of Nevada Cooperative Extension. Similar to all interdisciplinary graduate programs at the University of Nevada that involve faculty from more than one college, the Social Psychology Program is an autonomous unit, located independent of its participating departments, and it reports to the Graduate School.

The Program also includes Adjunct faculty members (i.e., faculty eligible to supervise second year research projects and serve as members or co-chairs of dissertation committees but cannot chair dissertation committees) are social psychologists with doctoral degrees. Adjunct faculty work in research positions at universities and organizations, such as the National Council of Juvenile and Family Court Judges, the Center for the Application of Substance Abuse Technology, and the Center for Research Design and Analysis. Descriptions for each of these Centers can be found on our program website. Emeritus professors from Psychology and Management also contribute to the program. The present Director of the Program is from the Department of Sociology with doctoral training in both Psychology and Sociology.

The Program has approximately 40 students actively pursuing their PhD degrees; and it has awarded over 125 degrees since its inception (for information on alumni and careers see the program website). The Program curriculum has core classes in theory, methods, and statistics as well as a variety of substantive seminars. It emphasizes early involvement in research through several mechanisms, including first year research proposal development and a second
year research project. Entering students are required to have a background in psychology, sociology, and research methods/statistics or to meet any deficit by taking background classes in these areas as determined by the student’s advisor and the Program Director. Details of the curriculum are given in a later section of this handbook. Time to completion of the degree typically ranges between 4 and 6 years depending on the student’s circumstances. The Graduate School requirement is that all work toward attainment of the Ph.D. needs to be completed by the end of the student’s 8th year. For exceptions to this policy see the UNR catalog and then contact the Graduate School with any remaining questions.

Research interests of the faculty range widely, from social cognition, attribution and attitudes to the study of bureaucracies, law, culture, and social movements. Areas of specialization by the Program faculty include Social Psychology and Health, Social Psychology and Organizations, Social Psychology and Law/Justice, and Social and Personal Relationships. Many students and faculty have interests at the intersections of these areas, such as health and justice.

Program faculty are very active in social psychology, serving on the editorial boards of a variety of international scholarly journals and in leadership roles within professional organizations. They also maintain an active engagement with international colleagues in the areas of health, law, organizations, and relationships. Areas of interest for individual faculty and students can be found on the Program website. Examples of areas of study include:

Intergroup relations and social networks
Health, well-being, & health policy
Law and justice
Gender
Culture
Religion
Attitudes
Inequality
Stress, stigma and stereotyping
Collective behavior
Social identity
Adolescence
Language and discourse
Social psychology of education
Socialization
Interpersonal and family relationships
Political psychology
Bureaucracies and organizations
Social support
Interpersonal communication
Social psychology of grief and loss
Emotion
Risk and resilience
Technology (e.g., social media, cyberbullying, use of drones in natural disasters)
Research methodologies and social statistical approaches

The Program is enhanced by the presence of the two Judicial Colleges at UNR and by the research facilitation provided by the Grant Sawyer Center for Justice Studies, the Sanford Center for Aging, the Center for Partnership Evaluation in the Division of Health Sciences, and the Center for Research Design and Analysis. The Program operates a computer lab and has its own experimental and survey research laboratories on site.

Graduates of the Program are employed in a variety of capacities. Some are professors who teach and conduct research at research universities or liberal arts colleges, whereas others have full-time research positions both in the public and private sectors. Some of our graduates have had successful consulting businesses while others combine consulting with university employment. Recent graduates also work in technology and social media corporations. In short, there are many career possibilities to choose from with advanced graduate training in interdisciplinary social psychology. Information on our alumni and their employment sites can be found on the Program website.
III. Program Features

**Interdisciplinary Focus:** As one of the oldest social psychology programs in the country, the Interdisciplinary Ph.D. Program in Social Psychology at the University of Nevada, Reno is unique in providing students with a wide range of perspectives in the field of social psychology. The Program integrates psychological social psychology and sociological social psychology to form an interdisciplinary, contextualized perspective. Students are exposed to quantitative, experimental and qualitative approaches to social research, helping them choose the appropriate methods for their own research endeavors. In addition, there are opportunities to develop skills in a range of statistical programs (e.g., SPSS, Stata, M-Plus, and R) and software packages. This comprehensive approach prepares students to successfully conduct meaningful research and to have engaging careers in both academic and applied settings. Our major areas of specialization are: Social psychology and health; Personal and social relationships; Social psychology and law; and Organizational behavior. Within these areas, social psychological scholarship is considered with attention to the contexts of gender and culture. Students can choose an area of specialization, focus on scholarship that integrates two or more of the specializations, or work in other social psychological domains. A unique aspect of the program is an additional emphasis on the integration of the social psychology of health and law/justice. Students also work on research in other topics for which faculty hold expertise.

**Mentoring:** The faculty of the Interdisciplinary PhD Program are dedicated to the training and mentoring of graduate students. The Program ensures that students have a chance to collaborate with faculty who share their interests. Students enter the program with an initial faculty advisor in their area of interest who, together with the Program Director, guides the student through the first year. By the end of the first year (earlier when possible), students develop a mentoring relationship with a faculty member of the Program (the initial advisor or another faculty member) who advises them as they progress toward their degree. The faculty mentor can be the student's research supervisor for the second year research project and later dissertation, but need not be; and mentors can be changed. Due to the interdisciplinary nature of the program and student research interests, students have opportunities to work on a range of projects in conjunction with one or more faculty members. All students have a primary research supervisor who chairs the dissertation and provides guidance.
Financial Commitment to Students: The faculty encourages doctoral students to benefit from an educational and research experience that allows them to devote their full-time efforts to scholarly development. Therefore, the Program’s goal is to assist all students in finding full-time (20 hours/week) support and tuition assistance. Through research assistantships, fellowships, teaching assistantships and participation in research grants, the Program has been successful in funding first year students. In addition, students in their second year and beyond who are making adequate progress toward degree completion (and seeking support) have maintained funding throughout completion of the degree. Although state and national economic conditions can impact the availability of funding for graduate education, we will continue assisting students in their pursuit of assistantships, fellowships, grants, and other support for the pursuit of their doctoral education.

In July 2015, the University’s minimum monthly stipend for graduate assistantships will be $1,650. Students also receive tuition benefits such that (in the academic year ending May 2015) for each credit (which, without an assistantship would cost $264 at in-state tuition rates) they currently pay $60.96 per credit or $1,097.28 per year (for 2 semesters totaling 18 credits). For graduate assistants out of state tuition fees are waived, in 2014 a cost savings of $13,910. The most current breakdown of fees for graduate assistants can be found at the Graduate School: [http://www.unr.edu/grad/tuition-and-fees](http://www.unr.edu/grad/tuition-and-fees). Graduate assistantships also provide health insurance coverage. The Program places a high priority and commitment to seeking and maintaining support for students whenever possible and has been successful in those endeavors.

Encouragement of Professional Involvement and Achievement: Students are encouraged to engage in scholarly research, often in collaboration with faculty, to present research at professional meetings, and to publish in reviewed journals and volumes. The Social Psychology PhD Program and the UNR Graduate Student Association facilitate professional development through financial support of student travel and research. Students are encouraged to seek other support as well, such as research project and/or conference travel assistance provided by professional organizations.
**Optional MA in Social Psychology:** Students who have been admitted to the Ph.D. program may opt to graduate with an MA in Social Psychology upon completion of a prescribed 32 credits in the doctoral program. Most of these credits (24) may also be applied to the Ph.D. This degree is solely available to students accepted into the doctoral program, en route to their Ph.D. No students are admitted for a Master’s degree. Paperwork for completion of the MA en route is completed during the student’s second year in the program.

**WRGP/WICHE Program Member:** The Interdisciplinary PhD Program in Social Psychology at UNR is the only social psychology doctoral program that has been chosen as a member of the Western Regional Graduate Program/Western Interstate Commission of Higher Education. Students admitted to the program from the 14 participating western states are eligible for enrollment under the WRGP/WICHE program. To find out more about WRGP, its associated benefits, and a list of participating states visit their website at: http://wiche.edu/sep/wrgp/.

**Unique Research Opportunities:** Students who have obtained strong research methodological and statistical skills may have opportunities to hold graduate research assistantship positions with research centers and institutions that have close working relationships with the Social Psychology Program. In addition to scholarly activity with their advisor they may be mentored in these assistantships by social psychologists working in applied research areas. These positions provide additional research skill development in areas such as data management and analysis of “big data,” telephone and Internet survey methods, program evaluation, focus groups, scale and item construction and analysis, grant proposal writing and budget development, publication and report writing, as well as opportunities to develop skills in providing statistical consulting. Such opportunities are currently available with the Grant Sawyer Center for Justice Studies, Center for Research Design and Analysis, Sanford Center for Aging, Nevada Cooperative Extension, Washoe County School District Office of Accountability and Research, and the National Council of Juvenile and Family Court Judges.

The presence of the National Judicial College and the National Council of Juvenile and Family
Court Judges provides opportunities for students to conduct research with sitting judges. A functioning courtroom on campus allows for the observation of court activity, as well as providing a real-world environment for creating and filming courtroom scenarios.

**Research Infrastructure:** In addition to experiences with our participating departments, Program faculty provide research opportunities for students through collaborative research projects with colleagues in the University’s medical school, nursing, mechanical engineering, and computer science, as well as on national research projects. Our computer lab includes a range of software for conducting surveys, experiments, bio-feedback studies, analyzing qualitative scholarship, and computing analyses. Students utilize Survey Monkey and Qualtrics programs. Social Psychology also operates an interdisciplinary subject recruitment pool through its online SONA system that is available to instructors and researchers from a wide range of departments on campus. [https://unr-socialresearch.sona-systems.com/](https://unr-socialresearch.sona-systems.com/)

**Nevada Research Opportunities:** Nevada provides unique opportunities for social psychology research. The state is primarily urban but covers a vast geographic area, thus including isolated rural communities as well as 24-hour work environments in the entertaining, gaming and warehouse industries. Northern Nevada is home to many technology and social media firms with ties to the Silicon Valley. Its open spaces provide testing for self-driving vehicles, and it is one of only six states approved by the FAA for the use/testing of unmanned aircraft systems (drones). At a cultural level, the state is home to several Native American tribes and reservations, and it includes one of the largest percentages of Hispanic and Latino population. Reno’s proximity to San Francisco and Sacramento results in a sizeable undergraduate student body from Northern California as well as Nevada.
IV. History of Social Psychology and Presence at UNR

A. The Discipline

Social Psychology is the core discipline of human personal and social existence. It places human existence within a hierarchical framework, examining the nature and influence of societal, cultural and situational contexts on the actions, feelings and thoughts of people. The discipline focuses on patterns of interaction between people, and on the thoughts, feelings and actions of individuals as they are affected by and affect the social world.

As a discipline, Social Psychology had its formal beginning in this country, but rapidly spread after World War II to Western Europe and Great Britain, and it now is as active and established there as in the U.S. In the last few decades, it also has been established in several Asian universities.

Social Psychology is an empirical science, and historically has generated a wide range of investigative procedures that since have been widely adopted for more general use. These include the sample survey, participant observation research, attitude tests and scales, and a variety of experimental techniques. Over the years, the discipline has experienced a significant increase in the sophistication of experimental design and methodologies relied upon in research.

Practical applications have long been a part of social psychological research endeavors, ranging from changing dietary habits during World War II, to the post-war bombing survey, to understanding the social processes of industrial production, and more recently including very active expansion into medicine (psychoneuroimmunology; behavioral medicine, social inequalities in health) and other health areas, environmental protection, political processes, terrorism, and the judicial system.

Adequate understanding of social psychological structures and processes requires thorough training in both psychology and sociology, as well as in a variety of qualitative and quantitative methods. However, the understanding of human processes that emerges is neither
psychological nor sociological; it is truly social psychological--a unique and emergent conception.

B. History of the Program at UNR

The first student was admitted to doctoral study in Social Psychology at UNR in 1962, and the first PhDs were awarded to four students in 1967. The Program was authorized by the Regents to award an Interdisciplinary Ph.D. earlier that same year, and has continued to award the Ph.D. in Social Psychology since then. To present, the Program has awarded 125 Ph.D. degrees; most of our graduates hold faculty positions throughout the country, although some are employed in research positions at state agencies and private corporations. Others are employed at universities in Europe and Asia.

The Program was constructed in 1963-64 by Professors Carl Backman, Paul Secord and Gerald Ginsburg, and was modeled after a similar program at the University of Michigan, where Dr. Ginsburg had been trained. The Program was explicitly interdisciplinary from its inception, and has continued to be so. Program faculty have ties with colleagues and institutions elsewhere around the world, including England, Spain, Scotland, the Netherlands, Australia, Russia, Japan and other former Soviet countries. This, too, has produced considerable collaborative research and several sabbatical and shorter visits in both directions. The international ties and experience of Program faculty provide an important perspective in the Social Psychology Program at UNR.
V. Program Requirements

The curriculum of the Program extends over a minimum of four years and includes multiple requirements that fall in the following order:

A. a core theory component
B. a methodological component
C. a qualifying exam
D. selection of a research advisor
E. a research paper requirement
F. advanced seminars
G. breadth requirement
H. formation of a dissertation committee
I. first committee meeting
J. a comprehensive exam
K. dissertation research
L. Timeline for Requirements H through K
   (See Note on Deficit Coursework, p. 23, as relates to students entering with deficits in psychology or sociology course background)

A. The Core Theory component, Soc-Psych 739 and 740, Advanced Social Psychology I and II, is a two-semester sequence required of all first-year students. It is team-taught by the social psychology faculty and typically includes the following topics:

Collective behavior; culture; deviance and social control; emotion; general theory; health psychology; organizational behavior; language and discourse; law and justice studies; legitimation of social inequality; personal relationships; religion; small groups and group decision processes; personality; social support; gender; social networks and power; self and identity; attributions; social cognition and attitudes; and socialization.

B. The Methodological Component consists of six courses (3 methods and 3 statistics). The first course in the methodology area is a psychometrics and scaling course (PSY 724, Applied Research Methodology II) taken during fall semester of the first year. During the second
semester there is a one-semester team-taught overview of the major methods of the discipline and it is taken by all first-year students in the spring of their first year (SOC 718 or PSY 718, Research Methods in Social Psychology). The third is a pro-seminar in Survey Research Methods (SOC 737), normally taken in the second or third year dependent upon when it is offered (in a two year rotation). In addition, students are required to take three semesters of graduate statistics. The first statistics class (PSY 706, Intermediate Statistics I) is offered during Fall of the first year; and the second statistics course which focuses on regression, structural equations, and linear models (PSY 707, Intermediate Statistics II) is typically taken during Spring of the first year. The third statistics course in which students enroll is selected from among the advanced statistics courses that are offered by the Program. Choices include SOC 731 (Advanced Design & Data Analysis), SOC 764 (Special Topics in Social Psychology: Structural Equation Modeling), or other opportunities that will be announced by the program director. In the case of a course not being available, the Program Director will inform students as to the specific course in which they should enroll. Although 3 statistics courses are required for the PhD, students are strongly encouraged to use other social psychology statistical offerings as some of their required program seminars in order to best prepare for careers in either academia or applied research settings. Where appropriate for career goals, students can work with their advisors to determine other appropriate coursework available.

C. The **Qualifying Examination** is given at the end of the first year within one month of the end of the spring semester. The qualifying exam, taken after the completion of the first year's coursework, is viewed by the committee as serving two purposes. As the name implies, it is an evaluative measure of qualification for continuation into the more advanced coursework and research demands of the Interdisciplinary PhD Program in Social Psychology. To that effect, it assumes the student can demonstrate evidence of ability to master the theory, methods, and major concepts of an interdisciplinary social psychological approach. In addition, the committee views the exam as a diagnostic tool. Therefore, in cases where students have demonstrated an acceptable level of overall exam performance to continue in the PhD program, the committee will share information with students on specific areas where they seem to need some additional work in order to meet program expectations. As part of this diagnostic
function exam results are used to establish a second year plan for mastering skills or substantive areas in need of improvement for students who will continue in the program, via targeted areas of second year coursework and/or the second year research project. The program director may establish this prescribed plan of action in consultation with the student’s advisor and second year teaching faculty.

Students must have satisfactorily completed all of the first-year program requirements (with a GPA of 3.0) before taking the qualifying exam. Students who do not meet these requirements may not sit the exam. If students repeat coursework and then meet all requirements they may take the exam at its next offering, but they should be aware that the exam will be based on what was taught in courses during the current academic year and that this content may differ from course content of previous years. (The Academic Standing section of this Handbook further discusses situations in which the student has not met the Graduate School’s minimum required GPA for continuing in a graduate program.) This exam is a synthesizing and integrative written exam, covering the materials presented during 718, 739 and 740 of the first year. The qualifying exam is offered only once to each student and it is necessary to pass this exam in order to move into the second year of the PhD Program. The qualifying exam is take-home, and is typically administered in two 27-hour segments with one day off in-between. The exam is graded by the qualifying exam committee, although they can seek additional input from other Social Psychology faculty members when deemed appropriate. Following the examination committee’s reading of papers, the Program Director meets individually with each student to discuss results and progress. Students who are passing the overall exam (at a PhD level) but failed specific questions may be required to rewrite their responses to those particular questions. Students who pass the overall exam, but have an inadequate response on a question may be expected to produce a timely rewrite, in order to adequately answer that question, and demonstrate mastery of material and skills necessary for successful completion of the doctoral program. If there are rewrites assigned, the committee may choose to evaluate the rewrites before a pass/no pass decision is recorded.

A student’s overall exam results will be in one of three categories. “PhD Pass” is awarded to an exam that meets the level of mastery required to continue in the PhD program. A “MA
“Pass” is awarded for a lower level of performance, deemed sufficient for successful work at the Master’s degree level, but insufficient for the PhD. The MA Pass allows the student to move into a track for completing a terminal Masters of Arts degree in Social Psychology. Students in the terminal MA degree track may not sit the qual exam a second time, such as at the end of their second year. Students in a terminal MA degree track are not eligible to return to the PhD. Students in the MA degree track may experience funding deprioritization and funding differences from those in the PhD track. A “Nonpass/Fail” indicates that the student’s performance was insufficient for demonstrating the mastery needed to complete either the PhD or MA degree. Students with an exam in the “Nonpass” category may not continue in the program. During the individual meeting the Program Director will discuss the exam result and the course of action available to each student.

The qualifying exam may not be taken a second time and there is no appeal process for the exam. If a student has extenuating circumstances or those requiring accommodation they need to be discussed with the Program Director at least five days before the exam begins. Circumstances that arise less than five days before the exam or during the exam need to be reported to the Director immediately. Extenuating circumstances reported at the end of the exam, or later, will not be considered. Additional written information on the process of the qualifying exam is provided to each student before the exam takes place and opportunities are provided for discussion and clarification of process.

Any clarifications or modifications that the faculty makes to the Qualifying Exam policy will be announced to students and added to this handbook.

D. Students must select a Research Advisor from the Program faculty prior to the beginning of the fall semester of their second year of study. The research advisor must agree, in writing, to serve as the student’s primary advisor for the second year project and potential dissertation committee chair. Students are encouraged to select their Research Advisor during their first year in the Program in order to effectively move ahead with developing a draft of their proposal for the second year research project as part of their SOC 718 coursework, although students who do not have a second year project area identified may write a proposal for another
research project.

E. The **Research Paper Requirement** entails three consecutive semesters of supervised research, typically at the start of students’ second year, during which students complete an empirical research paper under faculty supervision (for further detail, see p. 26). If a student is interested in conducting a study using secondary data and its analysis they may do so for either the 2nd year project or the dissertation but not both. In either the 2nd year research project or the dissertation the student is expected to engage in all phases of a research project, from conceptualization and data gathering through analysis and write-up. This requirement is designed to best prepare students with skills needed in their careers. Students are not required to use secondary data analysis for either the 2nd year project or the dissertation, or they may use it for other projects conducted during their doctoral program.

To fulfill the research paper requirement that student must develop and submit or present a product, such as a manuscript submitted to a journal or a conference presentation. Students are also expected to present some aspect of their second year research project at the Program’s brownbag research series.

F. Students also are required to take either one or two **Advanced Seminars** per term during their second and third years, as offered by Social Psychology Program faculty. Among the seminars taken must be SOC 722 (Attitudes), SOC 737 (Survey Methods), and at least one advanced statistics course offered by the Program.

G. A subcommittee of faculty and students was convened to review and make recommendations regarding the existing **Breadth Requirement**. The decision was made that, consistent with the interdisciplinary nature of the program, and in line with social psychology programs at other institutions that were reviewed by the subcommittee, some form of breadth requirement should remain. The faculty voted on changes to the Breadth Requirement proposed by that subcommittee. Those changes are required for students admitted for fall 2015. Students already admitted to the Program have the option of using the previous breadth policy or the new one. In either case, breadth courses do not count toward meeting social psychology content
coursework and are not reported on the University’s Doctoral Program of Study form. An email to the Program Director from the student’s advisor (and confirmed by the student) should identify the 2 Breadth courses the student will be taking and the justification for their selection. Upon approval this information will be added to the student’s file.

New Breadth Policy: The Breadth Requirement consists of two courses, outside of social psychology content area, which typically help prepare students for their dissertation or career path. Breadth courses are identified by the student in consultation with their advisor. Breadth courses may be taught by any professor but cannot be included in the social psychology content/seminars. In other words, no course can count as a breadth for one student and a social psychology seminar/content for another student. Breadth courses also may not duplicate existing requirements for the PhD program in social psychology. Students frequently meet their breadth requirements with additional statistics or research methods courses taught by other programs. Proficiency in a foreign language is strongly recommended; however, there are no foreign language requirements of any sort to meet breadth or other degree requirements. Foreign language can only fulfill breadth requirement if it is a graduate level course and meets the criteria for a breadth course (i.e., helps prepare a student for dissertation or career plans). In some cases students who completed a Master’s degree before entering the PhD may be able to use courses from the MA/MS to meet the breadth requirement. To meet the breadth requirement these previous courses must meet all of the usual criteria: 1) they may not be social psychology courses or social psychological content, 2) they may not be used as substitutions for social psychology coursework in the PhD program, 3) they must be helpful in either the dissertation or the student’s career goals (doctoral students may be better able to identify dissertation/career goals later in their program; thus, they may prefer to take breadth courses at they prepare for the dissertation). If methods or statistics courses from the MA/MS are used to meet the breadth requirement they may not duplicate courses that exist in the PhD program and they may not be below the level of what students will be taking in the PhD program (e.g., introductory and intermediate general statistics courses could not meet a breadth requirement).

If students attend a summer workshop/seminar at another institution (such as the ICPSR or Kansas/U Conn/Stanford statistical training) they can (with the approval of their social
psychology faculty advisor) register for 701 (Directed Readings) credits at UNR, complete a product for the supervisor of that 701 and use it to meet a breadth requirement. To receive 3 credits of 701 the hours of attendance and product development need to be consistent with that of a 3 credit course at this University (that is, 45 hours of course/lecture/workshop attendance plus 90 hours of out of class time in product development, or some combination of these two areas). Breadth requirement course credits are in addition to the total regular program credit requirements and they are not included on the UNR Program of Study form.

Old Breadth Policy: The Program requires all students to acquire a fluency in a Foreign Language. In order to demonstrate fluency in a foreign language, students must successfully complete (or have completed) a 4th semester (undergraduate level) of a language sequence or demonstrate their competency at that level on a language test. In some instances, with the permission of one’s advisor and the Program director, a student may be excused from the foreign language requirement but must instead satisfy a breadth requirement. In order to satisfy the breadth requirement, student may take two additional courses in a discipline or on a topic outside of social psychology. The substitution of these two related courses outside Social Psychology, and related to the area of scholarly interest and the intellectual development of the student, will then satisfy the language requirement. This substitution requires the written permission of the student's advisor and approval of the Program Director. If a student has completed coursework in a foreign language that is near, but below, the 4th semester level the Program Director may combine foreign language coursework and 1 breadth class in order to meet the program requirements. Breadth requirement course credits are in addition to the total regular program credit requirements and they are not reported on the University’s Doctoral Program of Study form.

H. **Formation of a Dissertation Committee:** Students should secure the participation of five faculty members on their Dissertation Committee no later than the first month of classes of their third year of study. When inviting faculty to serve on their dissertation committees, students must clearly explain that the faculty role on the committee will also include participation in the development, administration, and assessment of the student’s comprehensive exam (see below). The dissertation committee must consist of at least five
members, minimum of three of whom must be Program faculty, including the dissertation chair. Social Psychology Adjunct Faculty may service as a dissertation committee member from the Program or as a co-chair of the dissertation but they may not serve as the sole chair of the committee. All dissertation committee members need to have Graduate Faculty Status (see the UNR Graduate School website for details on committee composition and a list of current graduate faculty). The fourth committee member should be a faculty member from a department in a field related to the dissertation topic. They bring some area of expertise relevant to the dissertation. The fifth committee member must have Graduate Faculty Status but not be a member of the social psychology program; this person’s role is as a representative of the UNR Graduate School, sometimes called a ‘university-at-large’ member or ‘graduate school representative.’ A primary role of the graduate school representative is to assure compliance with Graduate School regulations and procedures. They should be in a related area or bring some relevant understanding of the method or topic of the dissertation.

Students may request the appointment of a committee member from the faculty of another university or from a relevant discipline or profession, providing the prospective member has achieved a record of distinction. Faculty from another university may not serve in the “graduate school representative” role (that is, they may be the 4th member, but not the 5th). To consider having a committee member from another university, students need to work closely with their advisor, the Program Director, and the UNR Graduate School. For further information on the role of the committee members, please see the university catalog or the Graduate School website: [http://www.unr.edu/grad/about/graduate-faculty/becoming-graduatefaculty](http://www.unr.edu/grad/about/graduate-faculty/becoming-graduate-faculty). Students may have more than 5 members but are cautioned to consider increased potential for issues with scheduling meetings that can arise as committee size increases.

The committee must meet at least once in the Fall semester of the student’s third year to complete the student’s Program of Study form and to begin planning for the student’s comprehensive examination (see category I. below). The Program of Study form lists all the courses and other credits that the student has taken and plans to take to satisfy the requirements of the Ph.D. degree (deficit courses and breadth courses are not included on the program of study form). The form also includes the names of the dissertation committee members and a
tentative title for the dissertation. Bear in mind that the program of study form can, and often is, modified before a student completes the actual program of study for the degree. Nonetheless, it is necessary to complete the paperwork to be in compliance with Graduate School requirements, to demonstrate timely progress toward attainment of the degree, to plan ahead and be well prepared. The program of study form can be downloaded from the Graduate School webpage at: http://www.unr.edu/grad/forms The form needs to include 48 credits of coursework (and that 48 credits includes up to 9 credits of second year project), 1 credit of comprehensive examination, and 24 credits of dissertation (with dissertation credits listed on a single line with a lump sum of 24, rather than broken out by each semester). In some cases it is not possible to know what courses will be offered in future semesters. Nonetheless, students should make educated projections and fill out their forms in a manner that reflects how they plan to complete their Ph.D. degree, including their dissertation credits. If there is a change in committee membership or the courses proposed on the original program of study form, a Change in Program of Study form is also available from the Graduate School website. Deficit courses and breadth courses are not included on the Program of Study form. Instead, they are reported by the student’s advisor in an email to the Program Director.

Note: If a student is interested in conducting a study using secondary data and its analysis they may do so for either the 2nd year project or the dissertation but not both. In either the 2nd year research project or the dissertation the student is expected to engage in all phases of a research project, from conceptualization and data gathering through analysis and write-up. This requirement is designed to best prepare students with skills needed in their careers. Students are not required to use secondary data analysis for either the 2nd year project or the dissertation, or they may use it for other projects conducted during their doctoral program.

I. **First Committee Meeting:** Students should plan to meet with their dissertation committee at the beginning of the fall of their third year of study to develop a plan for the design of and preparation for the comprehensive exam. The student should bring a completed Program of Study form to this meeting and obtain the signatures of his or her dissertation committee. Students also typically bring their current vita to the meeting. Prior to the committee meeting they may disseminate to the committee members a brief summary of their research interest,
specifically as related to the forthcoming dissertation (typically this pre-proposal is 4 to 8 pages in length but may differ in format depending on the adviser’s expectations), and a reading list (with readings grouped under 5 or 6 subheadings of substantive, theory and methods topics) of materials proposed for the comprehensive examination. Committee members may add or subtract materials from that list both before and during the first committee meeting or arrange to share additional references with the student following the meeting.

J. The **Comprehensive Exam** is developed by the student's dissertation committee and is typically given in late spring of the third year of study but no later than September of the fourth year. Students must satisfactorily complete all of the program requirements set forth in the first three years prior to taking the comprehensive exam. The comprehensive exam will be geared to the student's specific areas of interest but will also reflect the field of social psychology, to the satisfaction of the student's dissertation committee and advisor. Students may retake the comprehensive examination one time on the recommendation of the dissertation committee and advisor. The comprehensive exam includes a written component and an oral component. The graduate student must bring a prepared Doctoral Degree Admission to Candidacy/Comprehensive Examination Report form to the oral examination to be completed by the dissertation committee. This form may be downloaded from the Graduate School web page. The comprehensive exam will typically consist of a take-home exam written over a 5 day period (i.e., one week), followed by a two-hour oral exam two weeks after the submission of the written portion. Any exceptions to this timing must be requested in advance of the normal deadline, clearly justify the deviation in timing, specify the alternative timing to be followed, and be approved in writing by the Program Director, dissertation chair, and the members of the student’s dissertation committee.

K. **Dissertation Research: Prospectus Meeting:** Each student will arrange with the dissertation committee and adviser a time to review and evaluate the student's dissertation proposal for discussion and ultimately, for the approval of the committee. More than one meeting may be required to obtain committee approval of the proposal. The first meeting to discuss the dissertation proposal should occur no later than at the beginning of the fall semester of the 4th year, following the comprehensive exams.
**Dissertation Dissemination:** All students are required to defend their dissertations in an oral examination before their dissertation committee. As a matter of courtesy, committee members should receive the final version of the dissertation at least two weeks before the date of the dissertation defense. Dissemination of the defense document to the committee members should only take place after the draft has been approved by the dissertation chair.

**Dissertation Defense:** All students must meet with their dissertation committees for a period of at least two hours to defend the final draft of their dissertation, once the draft has been approved by their dissertation chair. Students must bring to this meeting: a prepared Doctoral Degree Notice of Completion which may be downloaded from the Graduate School web page. Before the committee members sign the document they may ask the student to make changes in the final draft. Once signatures are obtained the completed form should be returned to the Graduate School. Students must file the final copy of their dissertation with the Graduate School approximately one week before the end of the semester in which they plan to graduate. Check with the Graduate School for the exact date. Students should also check with the Graduate School website with regard to electronic options for submission of the final dissertation document. Instructions for the necessary format of your dissertation and other required steps in the submission process are available on the Graduate School website. Following Graduate School submission policy is the responsibility of the student.

**Graduation:** Students must formally apply to graduate and must do so very early in the semester that they intend to graduate, typically by the last day of late registration for the semester. See the Graduate School website for the specific deadline.

**L. Timeline for Committee Formation through Dissertation Completion**

The following timeline is based on Graduate School and Program expectations. Students should seek to stick to this time table as closely as possible, although many students need a little more time to complete all degree requirements. Faculty members recognize that extenuating circumstances may result in delays, but they encourage students to keep delays to a minimum. Students should also be aware that substantial delays in progress may impact the
appeal of their applications for some employers. Please see the Graduate School website for policies related to degree completion that exceeds 8 years.

**Recommended Timeline:**

* September 3rd year: Secure dissertation committee
* Fall 3rd year: Complete PhD Program of Study form, confirm with adviser, and secure committee signatures (Student may request that the Program Director review form for accuracy before committee signs)
* Fall 3rd year: 1st committee meeting. Reviews CV, research interest (brief pre-proposal), and reading list for comprehensive exam
* Between late spring 3rd year and Sept. 4th year: Complete written and oral comprehensive exam
* Fall 4th year: Dissertation prospectus meeting
* Between spring 4th year and spring 5th year: Dissertation defense

**Note: Deficit Coursework:**

Graduate programs often specify background coursework that students are expected to bring in order to successfully proceed through their graduate degree. Students who choose to enter a graduate program in a field that differs from their earlier training often enter with deficits. For example, a student entering a graduate science or engineering program may have several deficits to complete in calculus or foundational science courses. By definition, a deficit course is expected to be background and, as such, cannot meet a program requirement (i.e., it cannot be counted as fulfilling a required doctoral seminar or credits toward graduation). The interdisciplinary social psychology program application indicates that students are expected to have background in psychology, sociology, and research methods/statistics. Some of our students enter with background in both sociology and psychology courses, but some students enter with background in either psychology or sociology. If admitted with a deficit, the student needs to complete a background course in order to fill the deficit. The deficit may be completed in the summer before the student enters the program or after the student arrives at UNR while working on the PhD degree. Please see details on completing deficit coursework during the optional MA or PhD degrees (sections VI – p. 24, VIII- p. 29, and IX – p. 31 of this handbook).
VI. Optional Master’s Degree in Social Psychology*

* The MA in Social Psychology is OPTIONAL to students enrolled in the Ph.D. Program.
* Degree is the terminal MA for students whose qualifying exam score is a “MA Pass.”
* Students are not admitted to the MA Program per se, but are only admitted to the Ph.D. Program.

Requirements for the MA in Social Psychology

* Total number of credits required: 32
* Total number of credits that may be applied toward the Ph.D.: 24

First Year (18 credits): (Courses are cross listed. Please use the relevant prefix each semester).

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>SOC/PSY 739, Advanced Soc Psy I (3)</td>
<td>SOC/PSY 740, Advanced Soc Psy II (3)</td>
</tr>
<tr>
<td>PSY 706, Intermediate Statistics (3)</td>
<td>SOC 718, Research Methods in Social Psychology (3)</td>
</tr>
<tr>
<td>PSY 724, Applied Res Methods (3)</td>
<td>PSY 707, Intermediate Stats II (3)</td>
</tr>
</tbody>
</table>

**Summer** Qualifying Exam (1 credit)

Please note that although you take the exam in June, you actually register for the credit during the following fall semester. See the Program Director as to the correct course for which to register. Therefore, you may be enrolled in a total of 10 to 11 credits during fall of your second year.

Second Year (14 credits from the 18 credits taken this year apply to the MA. Remainder apply to the PhD) The following order of seminars and supervised research is suggested but not mandatory.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Supervised Research*</td>
<td>Seminar (3)</td>
</tr>
<tr>
<td>SOC 737, Survey Res Met**</td>
<td>Seminar (3)</td>
</tr>
</tbody>
</table>

Courses you should transfer from the MA into the PhD: Transfer all the first year courses (18 credits), 737, and 3 credits of supervised research for a total of 24 credits because all of these are required for the Ph.D. degree.

Forms to fill out to Graduate with the MA: An instructional email is sent by the Program Director during mid-Fall of the second year detailing how to complete the MA Program of Study form (check the form submission deadline on the Graduate School website). You only list the 32 credits used for the MA on this program of study. Do not list the other courses you are taking in the 2nd year including those that will be later used in the PhD program of study. In addition, you must formally apply to graduate and you must do so very early in the
semester that you intend to graduate with the MA, typically by the last day of late registration for the semester. See the Graduate School website again for the specific deadline. You also need to fill out and submit a Master’s Degree Notice of Completion form, which is also available on the Graduate School website.

* Students should enroll in Supervised Research/Graduate Research with their advisor, using the course number provided, as it may be in conjunction with faculty member’s home department. Typically, this is SOC 702, PSY 752, HDFS 752, CRJ 702, CHS 792, etc.

** If SOC 737 is not offered in your second year, it may be possible to substitute an alternative course to meet the requirements of the MA in Social Psychology degree. An announcement on how to handle this situation will be included in written instructions from the Program Director on how to complete the MA Program of Study form.

* Note.—**Deficit coursework:** Admissions criteria for the PhD specify that a background is needed in psychology, sociology and research methods/statistics. If an applicant does not possess the required background they are considered to have a deficit. If an applicant with a deficit is admitted they must complete their deficits in addition to fulfilling PhD program requirements. Students with insufficient background in Psychology will take an additional Psychology course (typically during the second year), chosen in conjunction with their advisor and the Program Director (e.g., if at UNR, PSY 635 – Personality or other theory course). Students with insufficient background in Sociology will take a graduate theory course in Sociology, generally SOC 711 or 710. Graduate level deficit coursework taken after admission to the PhD program is considered preparatory and may not be applied to the PhD degree. Deficit coursework is not included on the PhD Program of Study. It does not count toward the 48 credits of required doctoral coursework. If a student decides to obtain the optional MA degree en route to the PhD they may use graduate deficit coursework to meet the requirements for the MA but that deficit coursework cannot be transferred into the PhD program. The Graduate School allows up to 24 credits of the 32 credits in the en route MA to count toward the PhD. Deficit coursework used in the MA degree would be among the 8 credits in the MA that are not counted toward the PhD.
VII. Research Paper Requirements (2nd year project)

The research paper requirement (also known as the 2nd year research project) is intended to get students actively engaged in the research process from their early days in the program, creating a pattern of scholarly activity that continues throughout their time in the program, and resulting in substantial research productivity. It provides an early opportunity to develop and hone skills needed for a career in research. Students who enter the program with an MA thesis will benefit from having multiple research experiences of increasing difficulty, and they may not substitute their MA thesis for the 2nd year research project.

Students are admitted to the program with an initial adviser who facilitates the student’s research area. They may continue to work with that faculty member on their second year project or work with another faculty member. By the end of the spring semester of the first year in the Program, each student must choose a faculty member who agrees to serve as their general advisor, as well as to serve as the supervisor of their research paper. The student works closely with this faculty member during the duration of the 2nd year research project. Students are encouraged to establish this research relationship earlier, during their first semester, in order to begin development of the second year research project as the proposal they submit during SOC 718 (spring of the first year).

The research paper may derive from the faculty’s ongoing research program or be freely negotiated between faculty and student. The work is expected to be collaborative. That is, the student should play a major role in the negotiated project that includes preparation of a written proposal, initiative in securing/collecting data, and responsibility for analyzing the data and drafting a report. These activities are expected to be under the supervision of the faculty advisor. Students who choose to analyze existing datasets (secondary data analysis) may do so for either their 2nd year research project or their dissertation, but not for both projects.

The research paper requirement includes an oral presentation of the results of the project by the student to an appropriate audience. Ideally the project will result in a presentation at a professional meeting and/or a publication. Students are also encouraged to practice their presentation before the professional meeting by sharing their findings at one of the brown bag
luncheons sponsored by the program. The order of authorship should be discussed in advance of the project. All publications and presentations resulting from this project should follow APA guidelines of authorship, with the student and faculty member receiving appropriate authorship and reflecting the relative contribution of the student and advisor.

Students typically complete their research papers under the supervision of their research advisor via three continuous semesters of supervised research, beginning in either spring of their first year or the Fall of their second year. Thus, they should typically complete their research paper no later than the end of the fall semester of their third year, but they may finish by the end of the second year. Exceptions may be made to their deadline but must be approved by the student’s advisor and the Program Director. Students should check with their advisor as to the appropriate course number under which to register, as it may be in the home department of that faculty member (SOC 702, PSY 752, HDFS 752, CRJ 702, CHS 792, etc.). Check with the faculty member or that department to obtain permission (MyNevada access) for enrolling in the course.

**Suggested Timeline for Supervised Research**

**Spring of 1st year:** when possible, students should consider using the research proposal requirement for SOC 718 to develop an initial proposal for the 2nd year research project. The student’s faculty research advisor should be included in conversations regarding the development of the proposal.

**Project Progress:**

**Semester 1 (usually Fall of year 2):** finalize proposal; prepare human subjects application

**Semester 2 (usually Spring of year 2):** collect or secure data and begin data analysis

**Semester 3 (usually Fall of year 3):** complete data analysis, write paper, and submit for presentation at a professional meeting or for publication. Present an aspect of the
project at the Program’s brownbag research series

* Up to 9 credits of 2nd year research project (Graduate Research, e.g., SOC 702, PSY 752, etc.) may be counted in the 48 credits of coursework needed for the PhD.

* Students who complete the 2nd year research project in less than 3 semesters are not required to register for Graduate Research course credits after its completion. For example: Instead of 9 credits of research, if they complete the project in 2 semesters after 6 credits of Graduate Research, they may select another social psychology seminar of 3 credits (taking the place of the remaining 3 credits of Graduate Research) in order to still arrive at the required 48 credits of coursework that the Graduate School requires for the PhD.

Note: Students who are completing the MA along the way to the PhD will generally enroll in a total of 10 credits of second year research paper (1 credit in summer or 4 credits during one semester). Those completing the PhD without the MA will have a total of 9 credits of second year research paper. This additional credit is to enable the MA students to arrive at the necessary total of 32 credits for the MA degree:

(9 classes X 3 credits + 1 credit qualifying exam + 4 credits research = 32).
VIII. Standard Schedule for Ph.D. without MA in Social Psychology

Credits to graduate: Minimum of 74:

* 48 credits of graduate course work, 30 credits of which must be 700-level or above. Nine credits of course work may be the 9 credits of supervised research taken to fulfill the research paper requirement;
* 24 credits of dissertation research (students may take more than 24 but only 24 can be counted toward the degree)
* 2 credits of exams, 1 for the qualifying exam and 1 for the comprehensive exam (only the comp exam credit is included on the PhD Program of Study form)

<table>
<thead>
<tr>
<th>Fall, first year</th>
<th>Spring, first year</th>
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<tbody>
<tr>
<td>PSY 706 (Statistics)</td>
<td>* PSY 707 (Statistics, Papa)</td>
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<tr>
<td>PSY 724 (Assessment, W. Follette)</td>
<td>SOC/PSY 740 (Soc Psychology Core II)</td>
</tr>
<tr>
<td>SOC/PSY 739 (Social Psychology Core I)</td>
<td>SOC/PSY 718 (Research Meth Social Psy)</td>
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</tbody>
</table>

* Check with the Program Director as to the appropriate statistics course for spring semester

June, First Year

Qualifying Exam (1 credit) Please note that although you take the exam in June, you actually register for the credit during the following fall semester. See the Program Director as to the correct course for which to register. Therefore, you will be enrolled in a total of 10 credits during fall of your second year.

<table>
<thead>
<tr>
<th>Fall, second year*</th>
<th>Spring, second year</th>
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<tbody>
<tr>
<td>Soc Psy Adv Statistics Seminar ** (3)</td>
<td>Supervised Research</td>
</tr>
<tr>
<td>700-level Social Psych Seminar *** (3)</td>
<td>Soc 737 (Survey Res. Methods)** (3)</td>
</tr>
<tr>
<td>Supervised Research**** (3)</td>
<td>700-level Social Psych Seminar (3)</td>
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</tbody>
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<tr>
<th>Fall, third year</th>
<th>Spring, third year</th>
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</thead>
<tbody>
<tr>
<td>Supervised Research (3)</td>
<td>700-level Social Psych Seminar (3)</td>
</tr>
<tr>
<td>SOC 722 (Attitudes) Seminar ** (3)</td>
<td>799-Dissertation (Prospectus planning) (6)</td>
</tr>
<tr>
<td>700-level Social Psych Seminar (3)</td>
<td>Comprehensive Exam taken near end of semester (but enroll in 795 for Fall 4th year)</td>
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<tr>
<td>Dissertation committee meets</td>
<td></td>
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</table>

* credits of supervised research taken to fulfill the research paper requirement;
<table>
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<tr>
<th>Fall, fourth year</th>
<th>Spring, fourth year</th>
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</thead>
<tbody>
<tr>
<td>Comprehensive Exam</td>
<td>(1 credit) 799 Dissertation</td>
</tr>
<tr>
<td>799 Dissertation</td>
<td>(9 credits)</td>
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</tbody>
</table>

* Note.—**Deficit coursework:** Admissions criteria for the PhD specify that a background is needed in psychology, sociology and research methods/statistics. If an applicant does not possess the required background they are considered to have a deficit. If an applicant with a deficit is admitted they must complete their deficits in addition to fulfilling PhD program requirements. Students with insufficient background in Psychology will take an additional Psychology course, during the second year, chosen in conjunction with their advisor and the Program Director (e.g., if at UNR, PSY 635 – Personality or a theory course). Students with insufficient background in Sociology will take a graduate theory course in Sociology, generally SOC 711 or 710. Graduate level deficit coursework taken after admission to the PhD program is considered preparatory and may not be applied to the PhD degree. Deficit coursework is not included on the PhD Program of Study. A deficit does not count toward the 48 credits of required doctoral coursework.

-- Breadth Requirement: Students may need to take additional credits to satisfy the breadth requirement (see pages 17-18).

**Survey Research Methods (SOC 737), Attitudes (SOC 722), and advanced data analysis courses (SOC 731 and 764) are each offered either the 2nd or 3rd year of the student’s program.

***Students are expected to enroll in social psychology seminars when they are offered during the summer.

***** Students should enroll in Supervised Research/Graduate Research with their advisor, using the course number provided, as it may be in conjunction with faculty member’s home department. Typically, this is SOC 702, PSY 752, HDFS 752, CRJ 702, CHS 792, etc.
IX. Standard Schedule for Ph.D. with the MA in Social Psychology

Credits to graduate: Minimum of 82:

* 32 credits of graduate coursework for the MA, 24 credits of which may transfer to the Ph.D. (see specific requirements for the MA degree on page 22)
* An additional 24 credits of course work
* Note that at least 30 credits of the 48 credits of graduate course work must be 700-level or above. Nine credits of course work may be the 9 credits of supervised research taken to fulfill the research paper requirement
* 24 credits of dissertation research (students may take more than 24 but only 24 can be counted toward the degree. Also see federal regulations for the impact of excess credits on financial aid eligibility)
* 2 credits of exams, 1 for the qualifying exam and 1 for the comprehensive exam (only the 1 credit for comp exam is included on the Doctoral Program of Study form)

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<tr>
<td>(3)</td>
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</tbody>
</table>

* Check with the Program Director as to the appropriate statistics course for spring semester

June, First Year

Qualifying Exam (1 credit) Please note that although you take the exam in June, you actually register for the credit during the following fall semester. See the Program Director as to the correct course for which to register. Therefore, you may be enrolled in a total of 11 credits during fall of your second year.

Fall, second year*

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<tbody>
<tr>
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<tr>
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<td>700-level Social Psych Seminar</td>
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Spring, second year

700-level Social Psych Seminar

Fall, third year

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<tr>
<th>Fall, third year</th>
<th>Spring, third year</th>
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</thead>
<tbody>
<tr>
<td>Supervised Research</td>
<td>700-level Social Psych Seminar</td>
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<tr>
<td>(3)</td>
<td>(3)</td>
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<tr>
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<td>700-level Social Psych Seminar</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
</tr>
<tr>
<td>700-level Social Psych Seminar</td>
<td>799-Dissertation (Prospectus planning)</td>
</tr>
<tr>
<td>(3)</td>
<td>(3)</td>
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</tbody>
</table>

Dissertation committee meets

Comprehensive Exam near end of semester (but enroll in 795 for Fall 4th year)
### Fall, fourth year

- Comprehensive Exam (1)
- 700-level Social Psych Seminar (3)
- 799 Dissertation (6)

### Spring, fourth year

- 799 Dissertation (6)
- 700-level Social Psych Seminar (3)

### Fall, fifth year

- 799 Dissertation (9)

(The example program above shows 84 credits total as it is based on courses of 3 credits each.)

*Note.—**Deficit coursework:** Admissions criteria for the PhD specify that a background is needed in psychology, sociology and research methods/statistics. If an applicant does not possess the required background they are considered to have a deficit. If an applicant with a deficit is admitted they must complete their deficits in addition to fulfilling PhD program requirements. Students with insufficient background in Psychology will take an additional Psychology course, during the second year, chosen in conjunction with their advisor and the Program Director (e.g., if at UNR, PSY 635 – Personality or a theory course). Students with insufficient background in Sociology will take a graduate theory course in Sociology, generally SOC 711 or 710. Graduate level deficit coursework taken after admission to the PhD program is considered preparatory and may not be applied to the PhD degree. Deficit coursework is not included on the PhD Program of Study. It does not count toward the 48 credits of required doctoral coursework. If a student decides to obtain the optional MA degree en route to the PhD they may use graduate deficit coursework to meet the requirements for the MA but that deficit coursework cannot be transferred into the PhD program. The Graduate School allows up to 24 credits of the 32 credits in the en route MA to count toward the PhD. Deficit coursework used in the MA degree would be among the 8 credits in the MA that are not counted toward the PhD.

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**Breadth Requirement:** Students may need to take additional credits to satisfy the language or breadth requirement (see page 17-18).

**Survey Research Methods (SOC 737), Attitudes (SOC 722), and advanced statistical courses (SOC 731 and 764) are offered either the 2nd or 3rd year of the student’s program.**

**Students are expected to enroll in social psychology seminars when they are offered during the summer.**

**** Students should enroll in Supervised Research/Graduate Research with their advisor, using the course number provided, as it may be in conjunction with faculty member’s home department. Typically, this is SOC 702, PSY 752, HDFS 752, CRJ 702, CHS 792, etc.
X. Academic Standards

Graduate School Standards – the Criteria for Academic Probation

The Graduate School requires that students meet specific academic standards. Students whose overall GPA drops below 3.0 are placed on probation. Graduate students placed on probation are not eligible for appointments as teaching or research assistants. Students have one semester to raise their GPA to 3.0 and avoid losing graduate standing. If a graduate student’s overall graduate GPA remains below 3.0 for two consecutive semesters, that student is dropped from graduate standing. Such a student may take courses under the category “Graduate Special” but they are no longer considered graduate students in the Social Psychology Program. In order to be reconsidered as Ph.D. students in social psychology, they must raise their graduate GPA to 3.0 using their “Graduate Special” courses and then may re-apply to the Program at the next February 1st deadline. Only 9 credits of graduate special coursework may be transferred toward the Ph.D., degree, subject to approval by the Program. Students should consult with the Program Director for advice when signing up for courses if they are interested in potentially transferring those courses for credit toward Program requirements.

Standards Specific to the Interdisciplinary Ph.D. Program in Social Psychology Program

The standards set by the Graduate School are considered minimum standards; the Program reserves the right to set higher standards for Ph.D. students. For core classes (Soc-Psy 706, 707, 718, 739, 740, 724, 722, 737) a grade below “B-” indicates that the student must take the class again and receive a grade of B- or above.

Appeals

Students may formally appeal a decision made of the Social Psychology Program regarding their academic status by writing a letter to the committee outlining their position within 10 days of a challenged decision. The Graduate School provides an appeal process that the student may follow. All decisions on appeals are final.
Normal Progress:

Students should recognize that it is their responsibility to complete the course work, exams and other requirements of the program in a timely manner.

**Students should refer to the Graduate School section of the University Catalog for further clarification of requirements for completion of the Ph.D.

NOTE: For additional information on program issues beyond those addressed in this handbook, please check the upcoming Frequently Asked Questions section of our website.
XI. Program Themes

The Program faculty contribute to four thematic areas as discussed below. Students may choose research projects that utilize one or more of these themes, or they may engage in social psychological scholarship in other aspects of the discipline.

**For the most current information on faculty research interests please see individual faculty webpages on the program website:  http://www.unr.edu/social-psychology

SOCIAL PSYCHOLOGY AND HEALTH

Faculty of the Interdisciplinary PhD in Social Psychology program are actively engaged in research that assesses human health and well-being from a social-psychological perspective. Their areas of interest span a broad range, including the influence of psychological and social processes on physiology, doctor/patient interaction, stigma and health, violence against women, religious participation and health, grief surrounding mass tragedies, and the social-psychological processes behind social inequalities in health.

SOCIAL AND PERSONAL RELATIONSHIPS

One of the research foci of the Interdisciplinary PhD in Social Psychology program is Social Psychology and Relationships. Faculty research interests in this area of emphasis focus on research issues related to the development, maintenance and dissolution of human relationships. Topics span a broad range of issues looking at relationships within friendship, communication, dating, intimacies, social networks, sexualities, marriage, and family contexts as well as different life stages. Specific issues of concern include: the interface among gender, socialization and relationships; adolescent relationship perceptions; marital or relationship commitment; relationships and health; and cultural differences in relationship formation and dynamics.
SOCIAL PSYCHOLOGY AND LAW/JUSTICE

The social psychology and law specialization consists of advanced courses, seminars, directed research, and opportunities for practica in justice system settings. These courses build on the core courses and advanced seminars that comprise the Ph.D. program in social psychology. Social Psychology and law program faculty offer a seminar that covers the area of scholarship in social psychology, and law, usually taken by students in their second or third year of study. Advanced seminars are offered on jury behavior and other specialized topics in areas of law, social justice, and criminal justice. Appropriate courses in related departments are also taken by our students, such as constitutional law and jurisprudence, which are offered by the political science department.

The Grant Sawyer Center for Justice Studies, a research center on the campus, directed by a social psychology faculty member, affords students an opportunity for assistantships and research on justice issues. Projects at the Center have included studies of grand jurors; decisions by district attorneys to seek the death penalty in eligible cases; program evaluation research in justice-related settings; the use of scientific evidence in court; and other areas. Faculty and graduate students in the specialization attend colloquia and lectures at the Center presented by University faculty and visiting scholars, and also find resources at the Center for their individual research.

The National Judicial College and the National Council of Juvenile and Family Court Judges are located on the campus of the University of Nevada, Reno. These unique justice establishments afford research opportunities for graduate students in the Social Psychology and Law specialization.

SOCIAL PSYCHOLOGY AND ORGANIZATIONS

Some members of the Social Psychology Ph.D. faculty study human behavior in organizations and related applied settings, such as management consulting. Our work is simultaneously research-oriented and theory-driven. The theory is rooted in Social Psychology,
but is informed as well by other social sciences such as economics, government policy-making, and legal processes. Broad areas of investigation include current issues in industrial/organizational psychology, organizational behavior and theory, organizational consulting, leadership, social psychology and educational institutions, and human resource management. Courses recently made available to program students include organizational behavior, and topics such as ethical behavior in organizations, organization development and consulting, women and organizations, job stress and coping, and technological diffusion and development.
XII. Additional Policies

**Social Psychology Policy on Overloads**

The faculty of the Interdisciplinary Social Psychology PhD Program support efforts that enable students to make adequate timely progress toward their degree completion and to obtain the range of knowledge, skills and experiences necessary for their professional development (e.g., developing research, grant-writing, teaching, publishing and presenting their research). Consistent with these goals we value the availability of .5 FTE (20 hours per week) graduate assistantships or fellowships whenever possible. We recognize that while overloads (such as additional assistantships or LOA teaching positions) may provide further development, overloads also slow down a student’s progress toward degree completion. The amount of progress toward degree completion lost, as compared to the amount of additional development gained, generally declines substantially for students who utilize overloads across a large number of semesters. It is our goal to encourage effective progress, scholarly productivity, and timely completion by discouraging nonessential overloads.

Therefore, it is the policy of the faculty to scrutinize overload requests very closely, particularly for students beginning their fifth year or above, before determining whether they warrant approval. First year students are not eligible for overloads, as is the case for second year students except under rare and extraordinary circumstances. For all requests for overload the student’s advisor (with support from the current employer) must make a case and provide adequate justification for each overload request to the program director. Determination will be based on evidence that all of the following exist: (1) the overload will not unduly hinder the student’s academic progress (productivity and movement toward degree completion); (2) the overload will provide essential elements of professional development that do not already sufficiently exist (e.g., the first or second opportunity to teach a course); (3) the student is distinctly qualified and therefore essential to the position, as opposed to another graduate student who does not have 20 hours of funding, and (4) there is no way to reallocate an equivalent portion of the student’s existing position (i.e., to offset the overload activity) to another graduate student who does not have 20 hours of funding. In cases where an overload is granted, the university’s overload
request form must be approved by the advisor, current employer, employer of the overload, and
the program director (as evidenced by their signatures).
Consistent with Graduate School concerns about employment off-campus for students already on
an assistantship (http://www.unr.edu/grad/assist/grad_assist.asp), at the time social psychology
students (who hold graduate assistantships) are considering seeking additional employment at
another college or employment site, they are expected to discuss the matter with their advisor
and director in order to assess the impact of additional employment on their progress toward
degree completion and ultimate career goals.

This policy was approved by the Social Psychology faculty and took effect in August 2011.

IMPORTANT INFORMATION:

* Currently, UNR policy indicates part-time faculty (LOAs) who teach a course are entitled to a
university fee waiver for the same number of total credits they are teaching. Check with the
department in which you are teaching to determine how to obtain this waiver.

* Per the UNR Graduate Assistantship Handbook, all students (including international students)
can work up to 40 hours during summer, winter, and spring breaks. The university’s overload
form is not required for summer break. The Human Resources Office suggests it be used for
winter and spring breaks to clarify that the work is separate from the student’s usual semester-
based employment commitment. Social psychology students who are considering working more
than 20 hours per week during these periods are expected to discuss such plans, in advance, with
their adviser and all employers so as to ascertain its impact on academic progress.

* Students who hold a 10 hour assistantship (.25 FTE) are eligible to teach a 3 credit course as an
LOA (part-time faculty), without reaching an overload situation as such courses are equivalent to
.1875 FTE.

* Students who hold a 10 hour assistantship and are considering teaching two 3 credit courses
(.625 FTE total) need overload approval.
* The Graduate School defines a full workload for students as .50 FTE and anything beyond this level is considered an overload. The maximum overload the university allows students to hold during fall and spring academic periods is .25 FTE, resulting in an overall maximum of .75 FTE.

* FTE = Full Time Equivalent. A .5 FTE is half of a full time (40-hours per week) equivalent position.

If the University and Graduate School determine that the Affordable Care Act warrants changes to its overload policy for graduate assistants they will announce those changes.

**University Residency Requirement for Doctoral Students**

UNR doctoral students are required to fulfill a residency requirement (see Program of Study Requirements/Instructions form). This consists of 2 consecutive semesters (fall/spring or spring/fall) of at least nine (9) graduate credits each. However, students on 20 hour per week graduate assistantships are required to only complete 2 consecutive semesters of six (6) credits each semester (fall/spring or spring/fall) if they are completing the residency requirement while they are employed in those assistantships.

**University Time to Degree Completion**

All requirements for the doctoral program, excluding prerequisite graduate course work or masters degrees, must be completed within a period of 8 years immediately preceding the granting of the degree (see Program of Study Requirements/Instructions form).
XIII. Social Psychology Faculty Members

*For more information on faculty interests and background, please check our web page:

http://www.unr.edu/social-psychology

Core Faculty

Melissa Burnham. Associate Professor, Human Development and Family Studies (Ph. D., University of California, Davis)

Daniel Cook. Associate Professor, School of Community Health Sciences (Ph.D., City University of New York)

Deborah Davis. Professor, Dept. of Psychology (Ph.D., The Ohio State University)

Paul Devereux. Associate Professor, School of Community Health Sciences (Ph.D., University of Nevada, Reno)

Marta Elliott. Professor, Dept. of Sociology (Ph.D., Johns Hopkins University)

Mariah Evans. Professor, Dept. of Sociology (Ph.D., University of Chicago)

William Evans. Professor, Human Development and Family Studies; Adolescent Development State Specialist, Nevada Cooperative Extension (Ph.D., University of California, Los Angeles)

Justin Hepler. Assistant Professor, Dept. of Psychology and Social Psychology Program (Ph.D., University of Illinois Urbana-Champaign)

Gwen Hullman. Associate Professor, Dept. of Communication Studies (Ph.D., Kent State University)

Markus Kemmelmeier. Professor, Dept. of Sociology and Social Psychology Program (Ph.D., University of Michigan)

Matthew Leone. Associate Professor, Dept. of Criminal Justice. (Ph.D., University of California, Irvine)

Monica Miller. Associate Professor, Dept. of Criminal Justice and Social Psychology Program. (J.D., University of Nebraska College of Law; Ph.D., University of Nebraska-Lincoln)

Colleen Murray. Director of the Interdisciplinary PhD Program in Social Psychology; Professor, Dept. of Sociology (Ph.D., The Ohio State University)
Anthony Papa. Associate Professor, Dept. of Psychology (Ph.D., Columbia University)

Clayton Peoples. Associate Professor, Dept. of Sociology (Ph.D., The Ohio State University)

James T. Richardson. Foundation Professor, Dept. of Sociology; Director of the Judicial Studies Program; (J.D., Nevada School of Law, Old College; Ph.D., Washington State University)

Yvonne Stedham. Professor, Dept. of Management (Ph.D., University of Kansas, Lawrence)

Mary White Stewart. Professor, Dept. of Sociology; Director, School of Social Research and Justice Studies (Ph.D., University of Nevada)

Judith A. Sugar. Professor, School of Public Health (Ph.D., York University, Toronto, Canada)

Daniel Weigel. Professor, Cooperative Extension, Human Development and Family Studies (Ph.D., University of Nevada, Reno)

**Emeritus Faculty** (not currently accepting new students)

Carl Backman. Emeritus Professor, Dept. of Sociology (Ph.D., Indiana University) *

Deborah Ballard-Reisch. Emeritus Professor, School of Public Health (Ph.D., Bowling Green University)

Ronald Dillehay. Emeritus Professor, Dept. of Psychology and Past Director, Grant Sawyer Center for Justice Studies (Ph.D., University of California, Berkeley)

Gerald Ginsburg. Emeritus Professor of Social Psychology and Dept. of Psychology (Ph.D., University of Michigan)

Laurie Larwood. Emeritus Professor, Dept. of Managerial Sciences (Ph.D., Tulane University)

* deceased

**Adjunct Faculty**

Adjunct faculty hold PhDs in Social Psychology and are eligible to supervise second year research projects and serve on dissertations as either a program committee member or co-chair,
but cannot serve as sole committee chair.

Veronica Dahir. Director, Center for Research Design and Analysis. University of Nevada, Reno

Sophia Gatowski. Director, Systems Change Solutions, Inc.

Joyce Hartje. Evaluation Research Manager, Center for the Application of Substance Abuse Technology. University of Nevada, Reno

Paul LaMarca. Chief School Performance Officer, Dept. of Accountability and Research. Washoe County School District

Shawn Marsh. Chief Program Officer Juvenile Law, National Council of Juvenile and Family Court Judges

Mara Merlino. Associate Professor of Psychology and Sociology, Kentucky State University

Alicia Summers, Program Director, Research and Evaluation, National Council of Juvenile and Family Court Judges