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Applied Social and Cultural Psychology (ASCP) Program  
Ph.D. Student Handbook

**FALL 2023**

**Table of Contents**

**Introduction to the Handbook 2**

**Welcome letter from the Program Director 3**

**Florida International University 4**

General 4

Diversity, Equity, & Inclusion 4

**The University Graduate School (UGS)** **5**

Message from the UGS Dean 5

UGS Forms 6

UGS Doctoral Annual Student Evaluation and Mentoring Plan 10

**The Department of Psychology** **12**

Commitment to Diversity, Equity and Inclusion 12

Black Anti-Racism Statement 13

**The Applied Social and Cultural Psychology (ASCP) Program** **14**

Faculty 14

Annual Benchmarks of Progress 16

ASCP Curriculum 19

ASCP MS Project 21

ASCP Qualifying Exams 22

ASCP Dissertation Project 24

ASCP Professional Development Goals 25

Graduate Funding 26

**Appendix** **28**

UGS Forms and Deadlines 2022-2023 28

Awarding of Master’s Degree 30

ASCP Course Map and Benchmarks for 2023 Cohort 31

ASCP Courses for Cohorts Entering in Fall of Odd Years 33

ASCP Courses for Cohorts Entering in Fall of Even Years 34

Qualifying Exam Rubric 35

**Introduction to the Handbook**

The Doctor of Philosophy in Psychology with a major in Applied Social and Cultural Psychology prepares students to work in a variety of settings to understand and transform the systems in which humans interact. Students will engage in advanced training in the application of social and cultural psychological theories and methods to address real-world problems, and to promote optimal life outcomes for diverse populations. Areas of research can include gender-based violence, reproductive justice, homelessness and poverty, minority stress, acculturation, global health, mental health, and discrimination in educational, workplace, and community settings, and more.

This handbook is intended to aid you in your transition into our program, the Department of Psychology, and broader academic community. You should use this as a guide while planning your academic career in the ASCP Program, as it is organized according to the major programmatic milestones you will encounter while a student with us.

Further, this handbook is intended to inform ASCP Program graduate students and faculty about basic policies and procedures. However, it does not cover all University regulations governing graduate education at FIU. Rather, it should be treated as a supplement to the *Graduate School Catalog,* ([http://catalog.fiu.edu](https://case.fiu.edu/psychology/phd-in-applied-social-and-cultural-psychology/program/index.html)) and *Theses and Dissertations Guidelines* ([https://gradschool.fiu.edu/thesis-dissertation/](https://research.fiu.edu/irb/training-requirements/)). Like all graduate programs at FIU, the graduate program in ASCP Program operates within the Department of Psychology’s administrative structure established by the University Graduate School (UGS). Thus, it is the responsibility of all faculty and graduate students to familiarize themselves with the relevant UGS policies.

Although every effort is made to provide accurate and current information in this handbook, the ASCP Program, Department of Psychology, and University Graduate School reserves the right to change statements in the handbook concerning policies, curricula, or other matters. Students enrolled in the graduate program agree to comply with the Department’s rules and regulations and to accommodate any changes necessary.

**Last updated:** August 11, 2023

Program Director: Dr. Asia A. Eaton ([aeaton@fiu.edu](mailto:aeaton@fiu.edu))

Interim Program Directors 2023-2024: Dr. Stacy Frazier ([slfrazi@fiu.edu](mailto:slfrazi@fiu.edu))

Original Author: Dr. Dionne Stephens, April 2015

**Welcome letter from the Program Director**

Welcome to the Applied Social and Cultural Psychology (ASCP) Program in Florida International University’s (FIU) Department of Psychology!

We are thrilled to begin our journey together in research, practice, advocacy, service, and fun! You were selected for this program based on a host of factors we are confident will support your success, from creativity to leadership skills to academic preparedness to contributions to diversity. *You belong here!* Our job as faculty is to help you leverage your strengths to achieve your most ambitious and personalized career goals, while supporting your health and well-being. Each of us, Dionne, Maureen, Stacy, and I, are unified in our commitment to centering you in this program, in appreciation of your unique needs and contributions.

This program began as a farfetched fantasy amongst the ASCP faculty members- one that had depth and breadth and wings- but no clear path towards success. We talked about and worked on our “dream” program casually over many years, and always with tremendous energy and enthusiasm, but with limited faith that it would ever materialize. To be able to welcome you into this program, where we are committed to public psychology and to the application of social and cultural psychology to address real-world problems and promote social justice, means more to us than words can say. It represents years of effort and hope, as well as the culmination of our most inspired and exciting scholarly ideas. We sincerely believe this program, established in 2022, has the potential to inspire a new vision of what psychological science and training can look like at the national level.

The next several years are likely to come with intense highs and lows for you, as you experience intellectual and practical challenges that require you to expand and re-envision your self-concept, skill set, social networks, and more. We hope we will grow closer during these times, and that you will increasingly look to us as personal and professional resources. While we may not be able to provide solutions in every situation, we are always able to problem-solve, listen, and connect you to resources. You never know what we might have experienced with other students, or on our own, that can be usefully brought to bear on your situation. Don’t hesitate to seek us out!

As faculty, we have our own strengths, quirks, and areas for growth. So do you. If we move forward together with appreciation for each other’s unique expertise and social location, humility, and respect, we will collectively thrive, while advancing scholarship, practice, and social justice in the area of social and cultural psychology.

Thank you for bringing your full self to our program, and we look forward to collaborating and learning with you.

Dr. Asia Eaton

**Florida International University**

## General

FIU is Miami's public research university. Offering bachelor's, master's, and doctoral degrees, both on campus and fully online, FIU is worlds ahead in its service to the academic and local community.

Designated as a top-tier research institution (R1), FIU emphasizes research as a major component in the university's mission. The Herbert Wertheim College of Medicine and the Knight Foundation School of Computing and Information Sciences' Discovery Lab, are just two of many colleges, schools, and centers that actively enhance the university's ability to set new standards through research initiatives.

For over four decades, FIU has positioned itself as one of South Florida's anchor institutions by solving some of the greatest challenges of our time. We are dedicated to enriching the lives of the local and global community. With a student body of nearly 54,000, we are among the top 10 largest universities in the nation and have collectively graduated more than 200,000 alumni, 115,000 of whom live and work in South Florida.

## See more at: [https://www.fiu.edu/](https://my.fiu.edu/)

## 

## Diversity, Equity, & Inclusion

Florida International University is committed to provide the highest quality educational and employment experience to its students, faculty, and staff in a nurturing and supportive environment. In doing so, the institution is committed to ensuring that instruction and services are delivered in a manner that is reflective and supportive of diversity as it relates to gender, socioeconomic status, race, ethnicity, physical and mental ability, nationality, military status, sexual orientation, spirituality, and cultural identity.

We commit ourselves to building an academic community whose members represent and embrace diverse cultures, backgrounds and life experiences that reflect the multicultural nature of South Florida and our global society. Our goal is to build an intellectually vibrant climate that sustains the inclusiveness and engagement of our diverse community.

We encourage and expect the entire FIU community to model these values and to commit to recruiting, retaining, and supporting students, faculty, and staff who reflect the diversity of our global society.

See more at: [https://dei.fiu.edu/](https://gradschool.fiu.edu/calendar-deadlines/)

**The University Graduate School (UGS)**

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#### **Message from the UGS Dean, Dr. Andres Gil**

Dear Graduate Students:

We welcome you to explore the many offerings of our graduate programs here at FIU.  FIU has the highest Carnegie Research Classification, “Research I: Highest Research Activity.”  The reputation of a research university is based in large part by the quality of its graduate faculty.  However, graduate students are also key contributors to the University’s reputation and active contributors to the University’s intellectual and creative environment. Through its graduate faculty members, FIU offers graduate programs of the highest quality.

The Graduate Catalog provides information and resources to those interested in graduate education programs at FIU, including the full range of programs and courses available.  We offer a wide range of graduate programs to satisfy virtually every personal or professional pursuit.  We have over 120 graduate degree programs including an extensive array of doctoral, master’s and graduate-level certificate programs.  Florida International University is a young, vibrant and diverse university with a graduate population of over 8,000 students and an overall enrollment of over 54,000 students.  We have an active Graduate Student Association and other avenues for graduate involvement on campus through the University Graduate School and other student services offices.

At FIU, we take pride in designing graduate programs that prepare our students to be future leaders in their fields and knowledge creators.  Our graduate faculty are worlds ahead scholars producing new discoveries to solve the challenges facing our nation and the world. Our focus on research-integrated graduate curricula, and the rich cultural diversity of our campus and South Florida, provide the graduate students with the most exciting and dynamic learning environment at FIU.

FIU also offers excellent infrastructure for cutting-edge graduate work. We have modern, well-equipped laboratories, and ample computer facilities and support. We also boast one of the largest libraries in the State University System. All of this is available to our graduate students to help them achieve their goals in a timely manner and obtain the postgraduate appointments they desire.  We also have excellent professional training and development opportunities designed to prepare the graduate students to be successful in their chosen careers.

We are glad you have chosen to be a part of our rich academic culture, and we are committed to providing you with the most stimulating learning environment.

**UGS Forms**

**An excellent checklist for ALL relevant forms en route to the Ph.D. can be found here:** [**https://gradschool.fiu.edu/online-dissertation-milestones/**](https://gradschool.fiu.edu/online-dissertation-milestones/)

There are numerous forms you must complete for your graduate degree. These serve to document completed milestones along the path to graduation. Below we outline briefly what forms are needed and when; you’ll access them through myFIU. Consult with your Major Professor within the ASCP Program when preparing to complete these. An example map with deadlines can be found in **Appendix A** of this handbook (“UGS Forms and Deadlines from 2022-2023”).

**(1) M.S. Project Forms**

To receive your M.S. along the way to your Ph.D., you must have completed all M.S. courses (with a grade of B or above) and your M.S. project, along with relevant forms. Below is a list of items you will need to apply for the awarding of the Master’s. Please email all forms below to both Dr. Shannon Pruden, sdick@fiu.edu (the Psychology Department’s Graduate Program Director) and [psygrad@fiu.edu](https://gradschool.fiu.edu/calendar-deadlines/). Importantly, students are required to use DocuSign to obtain committee member signatures for various forms, but once they have obtained these, please send the packet of documents to sdick@fiu.edu via email for review and signature (and as always copy [psygrad@fiu.edu](https://case.fiu.edu/about/resources/current-students/graduate-students/dddf-nonstem-application-instructions.pdf)). Docusign is available to FIU students at [https://docusign.fiu.edu/](https://dei.fiu.edu/).

TIMELINE: All paperwork must be submitted by the add/drop date in the semester in which the student would like to graduate – GPD will communicate the exact date. *It is early in the semester.*

REQUIRED DOCUMENTS:

1. Memo from ASCP Program Director stating student successfully completed requirements for awarding of master’s degree
2. Unofficial transcript to confirm completion of coursework for master’s (students should track course completions online through their Panther Degree Audit (PDA) which corresponds to the university course catalog for the year they entered the program). However, students may be grandfathered into a later, more updated catalogue year.
3. Copy of student’s master’s research paper
4. CASE rubrics completed by the student’s committee sent to sdick@fiu.edu and [psygrad@fiu.edu](https://gradschool.fiu.edu/students/funding/). For rubrics visit: <https://case.fiu.edu/psychology/resources/_assets/graduate-student-rubrics.pdf>

OPTIONAL, BUT HIGHLY SUGGESTED: Turnitin originality report with first page reflecting title of the MS project, name of major professor and first page of similarity report. Available at [https://ecampus.fiu.edu/students-turnitin](https://gradschool.fiu.edu/facultystaff/). Note, the ASCP program does not promote the use of AI in student work or publications. All work produced by students is expected to be original.

**(2) Dissertation Forms**

As of Monday, May 23, 2022, all dissertation milestone forms will be managed online at <https://gradschool.fiu.edu/online-dissertation-milestones/>.

Forms

* Establishment of Dissertation Committee
* Doctoral Candidacy
* Defense of Dissertation Proposal
* Oral defense of Dissertation
* Submission of Electronic Dissertation final document (ETD)

Below is a description of the forms you will need for various stages of completion of the Ph.D.

**Establishment of Dissertation Committee**

TIMELINE: Students should file within the first 2 semesters of training.

OTHER REQUIRED DOCUMENTS:

¨ Form filled and signed by student and committee; note, major professor must have Dissertation Advisor Status (DAS); committee members must have Graduate Faculty (GF) status; students can check this at <https://gradschool.fiu.edu/facultystaff/#facultylist>).

¨ Proof of current enrollment in 9 credits (copy of current course schedule)

¨ Summary of expected contributions and relevant expertise of all committee members (2 pages maximum)

**Form D-1R***Appointment of Revised Dissertation Committee*

This form is used when you make any changes to your dissertation committee. Both the individuals leaving and joining are going to have to sign this form: <https://gradschool.fiu.edu/wp-content/uploads/2023/06/Revised-Dissertation-Committee-Instructions-and-Form-06152023.pdf>

**Doctoral Candidacy**

To ensure you can immediately start taking dissertation hours and stay on track, you should submit this form via DocuSign as soon as you pass qualifying exams. This form must be submitted to UGS by no later than *five business days before the first day of classes*. Candidacy forms must be on file and approved by UGS by the first day of classes for a student to register for dissertation credits.

TIMELINE: Must be submitted to GPD at least 2-3 weeks before beginning of the semester in which student is requesting to enroll in dissertation credits – GPD will communicate exact date; students will complete at minimum 5 semesters of dissertation credit

OTHER REQUIRED DOCUMENTS:

¨ Form filled and signed by student and major professor (including list of coursework completed and date student passed qualifying/comprehensive exam requirement).

¨ Program Director Memo stating student completed requirements to advance to candidacy.

¨ Copy of unofficial transcript to confirm completion of all credits but dissertation credits

¨ Copy of your qualifying portfolio

**Defense of Dissertation Proposal**This form is to be signed by all your committee members after they have read your proposal and agree that you have a viable dissertation research project. This form must be completed at least 3 semesters before your anticipated graduation semester.

REQUIRED DOCUMENTS:

¨ Defense of Dissertation Proposal form filled and signed by student and committee via DocuSign <https://docusign.fiu.edu>).

¨ Proof of current enrollment in 3 dissertation credits (copy of current course schedule)

¨ Abbreviated dissertation proposal (maximum of 5 pages, title and reference pages are not included in maximum; please see proposal guidelines at (<https://gradschool.fiu.edu/documents/Proposal_Guidelines.pdf>)

¨ Copy of CITI Responsible Conduct of Research certificate (we just need certificate, not completion report with scores)

¨ Copy of IRB (human subjects) or IACUC (animal research) approval letter for the research project on which the dissertation is based. Must select “yes” to question 4.4 Student Research Project on IRB (question 3.3 on IACUC IRB) and students should attach a copy of the 5-page proposal to IRB.

¨ CASE rubrics completed by the dissertation committee must be sent to sdick@fiu.edu and psygrad@fiu.edu. For rubrics visit: <https://case.fiu.edu/psychology/resources/_assets/graduate-student-rubrics.pdf>

**Oral defense of Dissertation** This form must be submitted to UGS 3 weeks before the date of the defense or by the UGS deadline (whichever date is the earliest). We say technically because your final dissertation must be reviewed by your committee, who must all sign this form-, then the Department of Psychology Graduate direction- who must sign this form - and finally the College of Arts & Sciences Graduate Dean- who must sign this form- *before it goes to UGS*. Given each will want to review your dissertation two weeks before the next person required to review it, you must have your dissertation ready at least two months prior to the UGS deadline.

TIMELINE: **Must be submitted to GPD no later than 5 WEEKS BEFORE dissertation defense;** please pay attention to CASE, UGS and graduation filing deadlines; (<https://gradschool.fiu.edu/calendar-deadlines/#doctoral>)

REQUIRED DOCUMENTS:

¨ Oral Defense form filled and signed by student and committee via DocuSign <https://docusign.fiu.edu>).

¨ Proof of current enrollment in 3 dissertation credits (copy of current course schedule)

¨ Electronic copy of dissertation (formatted according to UGS requirements <https://gradschool.fiu.edu/thesis-dissertation/#formatting>)

¨ Electronic copy of one-page dissertation defense announcement <https://gradschool.fiu.edu/documents/SampleDefenseAnnouncement.pdf>

Please also send electronic copy of dissertation defense announcement to UGS as

a word document [ugs@fiu.edu](https://gradschool.fiu.edu/calendar-deadlines/)

REQUIRED FOR CASE: Turnitin originality report with first page reflecting title of dissertation, name of major professor and first page of similarity report. Note, the ASCP program does not promote the use of AI in student work or publications. All work produced by students is expected to be original. ¨ If Turnitin report is high (>25%) please have your major professor complete the memo below on their letterhead.

Memo

To Dean Brian Raue:

This memo certifies that this dissertation constitutes original work and

writing by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Any high similarity scores reported by Turnitin reflect the student’s

own published work in either journal outlets and other publications.

Thank you,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Major Professor Signature Date

**Submission of Electronic Dissertation final document (casually referred to as ETD form)**

*Approval of defense, dissertation, and electronic submission of dissertation.*

Doctoral students must submit this form via DocuSign to complete their dissertation requirements. Your signature on this form gives FIU non-exclusive license to archive and distribute the electronic work and to post your dissertations to ProQuest’s ETD and subject databases (free service). The Review and Acceptance section requires signatures from the student, major professor(s), committee members, Graduate Program Director or Department Chair, Dean of College or School, and Dean of University Graduate School.

TIMELINE: GPD will communicate deadline but you should anticipate it will be 5 weeks before the posted UGS deadline (<https://gradschool.fiu.edu/calendar-deadlines/#doctoral>)

OTHER REQUIRED DOCUMENTS:

¨ ETD form filled and signed by student and committee via DocuSign <https://docusign.fiu.edu>).

¨ Final electronic copy of dissertation that was defended and approved by committee and had been approved by UGS for formatting (formatted according to UGS requirements <https://gradschool.fiu.edu/thesis-dissertation/#formatting>)

¨ Certificate of Completion from Survey of Earned Doctorate (<https://sed-ncses.org/>)

¨ A full version of your curriculum vitae

¨ Copyright release from publishers (if any or part of dissertation has been published)

¨ CASE rubrics completed by dissertation committee must be sent to sdick@fiu.edu (the Psychology Department Graduate Director) and psygrad@fiu.edu For rubrics visit: <https://case.fiu.edu/psychology/resources/_assets/graduate-student-rubrics.pdf>

**UGS Doctoral Annual Student Evaluation and Mentoring Plan**

All graduate students in the Department of Psychology and FIU will be evaluated annually for their performance and progress. Each student will prepare and submit information regarding completed coursework, research productivity, teaching, and professional service experience. Students then will receive developmental feedback from their Major Professor and project/ dissertation committee after the evaluation meeting.

Annual evaluations are due to the Department of Psychology Graduate Director by the end of each Spring semester; the exact date will be announced each spring. This means that all paperwork must be reviewed, evaluated, and discussed in a committee meeting by the first week of May; the exact date will be announced each spring semester. Students will not be able to register for classes or continue with their assistantship duties if their annual evaluation is submitted after the deadline. Only once the annual evaluation has been recorded into the University Graduate School System will students be allowed to receive their assistantship assignment, stipend, and access to courses.

Students who have an approved Oral Defense of Dissertation form on file and are expected to graduate during the spring semester prior to the deadline are exempt from filing the form.

The procedures for the annual evaluation are outlined as follows:

**1.** Graduate students submit an annual progress report and other required documents to their Major Professor. The annual evaluation form information can be accessed via myFIU, and more information is located on the University Graduate School website:

<https://gradschool.fiu.edu/students/doctoral-annual-student-evaluation/>

**2.** Each student will be evaluated initially by their Major Professor, and then by both the Major Professor and project/ dissertation committee members. Meetings to review the annual evaluation can be held anytime during spring semester and must occur annually within a 12-month period in compliance with UGS deadlines. This means if your committee meets for another reason during the spring semester you should add time to that meeting to complete the annual evaluation.

**3.** The Major Professor is responsible for completion of the evaluation, providing information to the project/ dissertation committee members, and making recommendations regarding your progress.

***Satisfactory students are:***

a) completing required hours of coursework per semester, before advancing to candidacy, with mostly A’s and no grade lower than B in each course. After advancing to candidacy, students should be done with course work and completing only 3 hours of dissertation credit (PSY 7980) per semester.

b) completing programmatic milestones in a timely manner (e.g., MS project, oral exams, and dissertation proposal, research project development, etc.).

c) engaged in appropriate scholarly activities for their stage in the Ph.D. program (e.g., attending conferences, giving presentations, producing publications, working on their project/dissertation proposal or their actual project/dissertation, applying for grants and awards, etc.).

d) performing their TA, GA, or RA role in a satisfactory manner, and/ or performing their instructor role in a satisfactory manner.

e) demonstrating professionalism across all areas of student and scholarly conduct; other criteria the faculty may feel is appropriate to assess for a given student.

***Unsatisfactory students are****:*

a) to some extent falling short on one or more of the above criteria.

b) provided a plan for remediation for the student as well as a timeline on which the plan will be assessed.

c) subject to dismissal after receiving two unsatisfactory annual evaluations in a row, and/or after failing comprehensive exams.

Dismissal would be recommended by the graduate faculty if you are falling short in significant ways despite previous remediation OR there is a transgression that is serious enough to warrant dismissal without a plan for remediation first being put into place. For example, in the ASCP program we value a culture of equity and inclusion, as exemplified via behaviors that do not demean or ostracize others. The ASCP faculty reserve the right to counsel out students who exhibit persistent discriminatory, exclusionary, or demeaning behaviors towards professors or classmates.

**4.** Upon receiving the MS project/ dissertation committee’s approval, the Major Professor will provide the Department of Psychology Graduate Director the written summary for each of their student’s annual evaluations. For areas that need improvement, suggestions for the course of actions are also included.

**5.** Decisions about assistantships will be based on your annual evaluation performance. An assistantship may not be awarded to you if you are not making clear progress toward the requirements for graduation or fail to perform tasks associated with the assistantship. Every effort will be made to inform you about funding for the following year before the end of spring semester.

**The Department of Psychology**

Through teaching, engagement, and cutting-edge discoveries, we're preparing the next generation of researchers and educators. With strong curricula and research, we've gained national prominence for our outstanding faculty and programs. We are committed to actively promoting diversity, equity and inclusion as a professional and moral imperative at the individual, group and system levels as we honor the APA code of ethics, particularly the principles of “justice” and “respect for people’s rights and dignity,” and embrace FIU’s commitment to fostering a climate of inclusion within a diverse community. We further pledge to work with students in an ongoing manner to translate these commitments into action, and to routinely evaluate their outcomes. Read the Commitment to Diversity, Equity and Inclusion and Black Anti-Racism below. Find resources here for supporting Graduate Student Health and Wellness: <https://fiudit-my.sharepoint.com/personal/csoul002_fiu_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fcsoul002%5Ffiu%5Fedu%2FDocuments%2FFIU%20GSH%26W%2FPUBLIC%2DWellness%20Rex&ga=1>

**Commitment to Diversity, Equity and Inclusion** (as of 12/27/2021)

The Department of Psychology commits to actively promoting diversity, equity, and inclusion as a professional and moral imperative at the individual, group, and system-levels as we honor the APA code of ethics, in particular the principles of “justice” and “respect for people’s rights and dignity,” and embrace FIU’s commitment to foster a climate of inclusion within a diverse community. We further pledge to working with students in an ongoing manner to translate these commitments into action and routinely evaluate their outcomes.

DEI as professional and moral imperative: Psychological science seeks to understand human development, social behavior, cognition, biology, and mental health in our local communities and across the globe. Advancing knowledge on these complex phenomena requires diverse perspectives and approaches that appreciate and center the social justice and human welfare implications of our work. Diversity, Equity, and Inclusion (DEI) at all levels of scientific inquiry is urgent and critical for enhancing the validity and value of psychological science for public benefit. Hence, we commit to embracing DEI explicitly and intentionally in every element of research (e.g., sampling, methods, measures, analyses, interpretation), teaching (e.g., decolonizing syllabi, creating inclusive classrooms) and service (e.g., distributing service equitably, serving all stakeholders), with ongoing consideration for the broader impacts of these choices.

Actively promote DEI at all levels: The Psychology Department embraces cultural, individual, and identity differences, and enables equal access of all members to the “processes, procedures, and services” of psychology. Working to create a department whose climate and culture support diverse perspectives, especially underrepresented and marginalized perspectives, enhances not only our science, but our interactions with the public we serve. We actively strive to build a community where students, staff and scholars from all backgrounds feel that they belong, are seen and heard, and can contribute. This includes admissions criteria and processes that consider applicants holistically; curricula that use a multicultural approach; recruitment efforts that increase diversity at the level of graduate students, post-docs, and faculty, with particular attention to racial/ethnic diversity; and advancement and leadership opportunities that support the personal and professional flourishing of BIPOC (Black, Indigenous and people of color) and underrepresented and marginalized students and faculty by attending to their unique needs, strengths, and experiences.

Accountability: First, we are indebted to the Black Psychology doctoral students who wrote and delivered the “Call to Action Addressing Systemic Racism in the FIU Psychology Department” on July 15, 2020. This call has spurred multi-level efforts at transforming the racial climate of the department, including the creation of the Diversity Committee, and without it we likely would have continued to operate in ways that subtly and overtly harmed Black students and other students of color. We will take increasing responsibility for our history as we continue to learn and improve. Second, we acknowledge that every member of the department is responsible for the urgent and ongoing work of improving the diversity, equity, and inclusion of the department. As such, we have amended the departmental bylaws so that every committee in the department is now charged with biannually reporting their progress and outcomes relevant to the department’s diversity goals. To further integrate diversity goals across the department, a member of the Diversity Committee will be present at all Executive Committee meetings. Third, we commit to eliciting and integrating feedback, especially from marginalized students, into all our efforts, and have devised multiple ways to do this, including but not limited to the formation of student-faculty workgroups and an anonymous comments box for students with diversity-

related concerns. Fourth, we commit to ongoing assessment of the racial climate in the department, which we will follow with systematic and timely action.

**Black Anti-Racism Statement** (as of 12/27/2021)

We denounce White supremacy and recognize that structural racism diminishes educational and economic opportunity, and impacts scientific pursuits, public health and safety, and society overall. Notably, the history of Black Americans, and the ongoing oppression and inequities that persist, make their experiences within and outside of academia distinct from other marginalized groups.

Within FIU’s Department of Psychology, Black students and faculty have been underrepresented, overburdened, and under-supported. We seek to improve our collective understanding of systemic oppression and our department's history and role in perpetuating unjust systems, as necessary first steps towards preventing future harm. We commit to continually assess and address the unique experiences of Black students, staff and faculty, and to engage in education, training, clinical care, and research that are racially and socially conscious by acknowledging the disparities, resilience, and strengths among Black populations in science and beyond.

We strive towards being anti-racist citizens, scholars, educators, colleagues, and mentors, whose combined efforts cultivate an anti-racist and inclusive department where Black students and faculty are valued and respected as individual scholars for their professional contributions, including those related to identity and race. As a community and department, we commit to creating spaces where Black students, staff, and faculty feel comfortable and heard, and are supported to thrive and flourish personally and professionally. We recognize that accomplishing this means that all members of our community must continually recommit ourselves to anti-racist efforts and action

See more at: <https://case.fiu.edu/psychology/resources/dei-statement-021921-cta.pdf>

**The Applied Social and Cultural Psychology (ASCP) Program**

**Faculty**

**Dr. Asia Eaton**

Dr. Asia Eaton is a feminist social psychologist and Professor of Psychology at FIU. She directs the Power, Women, and Relationships (PWR) Lab, which explores how gender intersects with identities such as race, sexual orientation, age, and class to affect individuals access to and experience with power. Intersectionality theory, sexual scripting, and social role theory feature prominently in our research, along with other theories relevant to privilege and oppression. In our quantitative (e.g., experimental, longitudinal, cross-sectional), qualitative (e.g., focus groups, interviews, PhotoVoice), and mixed methods work, we aim to be persistently reflective in terms of our social location, privilege, and biases, and are deliberate about collaborating with cultural insiders on projects involving marginalized groups. Our work is also community-partnered and translational, engaging social and cultural psychological theories and methods to address real-world social problems in collaboration with local, state and national organizations and institutions. For example, since 2016 Asia has also served as Head of Research for Cyber Civil Rights Initiative (CCRI), which is working to understand and end the epidemic of image-based sexual abuse in the U.S. 

**Dr. Stacy Frazier**

Dr. Stacy Frazier directs a federally-funded program of community-engaged, mixed method research to strengthen service systems and support care extenders, specifically after school providers, school personnel, and early intervention specialists. Care extenders have not formally received training in mental health, but their roles and responsibilities require mental health knowledge, and their work and relationships with youth are mental health promoting. Their effectiveness to promote positive health and education trajectories for minoritized and marginalized youth relies on professional development. Hence, her studies examine tiered and technology-facilitated models of workforce support focused on leveraging teachable moments during natural education, service, and recreation routines. Dr. Frazier seeks to center and amplify the voices of providers serving Black and Hispanic communities that have been underserved by systemic inequities in care and underrepresented in psychological science. Altogether, her work builds on individual and cultural strengths, responds to the needs, and respects the priorities, resources, and constraints of youth service systems. 

**Dr. Maureen Kenny**

Dr. Kenny’s training includes years of providing direct clinical care to abused children and their families. She has published extensively in the area of child maltreatment, with a specific focus on child sexual abuse, prevention and treatment and minority populations. Her work also addresses the issue of compliance with mandatory reporting of child maltreatment among professionals. Dr. Kenny is a licensed clinical psychologist, qualified supervisor in Florida and a Nationally Certified Counselor. Dr. Kenny is a Fellow of the American Psychological Association, Division 37: Society for Child and Family Policy and Practice. Dr. Kenny’s research seeks to examine prevention strategies for childhood sexual abuse, which involve an ecological approach. Dr. Kenny’s work examines broader sexuality education in schools and family attitudes toward sexual discussions, particularly among minority families. Compliance with mandatory child abuse laws is another foci of Dr. Kenny’s work as she seeks to educate professionals and understand the barriers to compliance. Finally, commercial sexual exploitation of youth has been a recent focus for Dr. Kenny’s research as she examines pathways into and out of exploitation, including the role of survivor mentors.

**Dr. Dionne Stephens**

Dr. Stephens became a faculty member at Florida International University after earning her doctorate in Human Development from The University of Georgia- Athens. Her research examines the influence of cultural beliefs and experiences on various sexual health outcomes. The specific research questions she explores focus on socio-historical factors shaping marginalized populations’ sexual health processes, with emphasis on gender and ethnic/ racial identity development.

With an ultimate goal of reducing health disparities, Dr. Stephens work both validates and centers the experiences of the populations she studies. Her program of research has examined such issues as cultures’ influence on sexually risk taking, gender based violence, and sexual messaging across popular culture contexts. The relevance of gender and racial/ ethnic identity is also central to these explorations. Dr. Stephens primarily uses qualitative approaches for this community based work. In recognition of her work, Dr. Stephens has received numerous mentoring, research and service awards.

**Annual Benchmarks of Progress**

Progression through the ASCP program involves early and ongoing exposure to research opportunities in your lab, your program, and the department, followed by intense direct “hands on,” student-led research under the guidance of a faculty research mentor and a project/dissertation committee. A student’s progress toward the completion of the doctoral requirements is gauged by the attainment of specific benchmarks of program progress in each year of the program, as follows. Course maps with benchmarks can be found in **Appendix A**.

**Year 1**The first year of graduate work is designed to provide students with a breadth of knowledge in the field of social and cultural psychology through a focused, intensive coverage of theories, findings, methods, and applications. Students will begin their statistics course sequence, complete other required content courses (see required coursework) and begin to develop their graduate level research knowledge for use in subsequent years.

In Year 1, students will submit their Establishment of Dissertation Committee form (typically this committee will also review the Masters Project). Depending on the nature and data for the MS project, students may draft a project proposal, submit an IRB application, or seek funding, and all students are encouraged to use class opportunities and assignments to make progress on their project. Students also will begin working toward their ASCP portfolio (e.g., diversity statement).

**Year 2**   
In the second year of the program, students will focus more on their selected areas/courses of specialization and complete their second year of required classes. For example, a student may elect at this point to pursue a specific graduate certificate or minor (e.g., a certificate in Women’s and Gender Studies or a Quantitative Minor), which requires intentional selection of specific additional classes.  
  
Tasks students are expected to complete include receiving approval of their MS project from their committee, and progress toward portfolio requirements. The second year is also a time students may become involved in secondary research projects or papers with other mentors or students.

**Year 3**   
Students in their third year will typically participate in select advanced seminars specific to their areas of research, and in some cases, complete qualifying exam requirements during the first semester. Qualifying exams must be completed no later than the spring semester of the third year to ensure students are on track to graduate in a timely manner. A significant amount of student's time during this year is devoted to writing and research that leads toward the development of their dissertation, including seeking funding for dissertation work. Secondary collaborations with other mentors or students are also encouraged, as are continued scholarship dissemination efforts (e.g., conference presentations and publications).

**Year 4 & 5**  
In their final years of the program, students are expected to complete their dissertation research, and grow their career path and efforts towards obtaining post-Ph.D. employment.

**Mentorship**

**You & Your Major Professor**

When students enter the ASCP program, they have already been accepted to work under the mentorship of at least one ASCP faculty member. This faculty member serves as the incoming student’s Major Professor (also known as the Project/ Dissertation Committee Chairperson or Faculty Advisor/Mentor). They will provide guidance regarding the students’ educational experience, sign necessary forms, answer questions about the program, policies, and address other issues as they arise. The Major Professor will also be responsible for conducting their student’s annual review, which is required of graduate students at FIU. It is important that students establish a mutually-agreed upon working pattern and relationship with their Major Professor early on. Meeting frequently with their Major Professor will help ease students’ transition into the graduate program and graduate culture in general.

For your dissertation, your Major Professor must have a specialized academic competence in your chosen research area, be a core member of the ASCP faculty, be tenured or tenure-earning, and hold Dissertation Advisor Status.

**Changing Major Professors**

As incoming graduate students have at least one faculty mentor identified prior to entering our graduate program, the relationship between you and your Major Professor is somewhat created for you prior to joining the program. However, there are situations where the need to change Major Professors may arise. This can be initiated by either the student or the Major Professor. Ideally, the need for such a change can be identified and implemented early in the student’s graduate career. Please keep in mind that having a major professor is a privilege, not a right. Nonetheless, a student requires mentorship to advance in their Ph.D. studies.

Prior to considering changing your Major Professor you are encouraged to:

1. Try to work through differences with your Major Professor before you make a final decision.
2. Seek advice from other faculty members and peers to assess your needs and determine whether a different Major Professor would be good for you, particularly if you are attempting to change advisers towards the final phase of your graduate program.
3. Approach another faculty member about being a Major Professor for you. You cannot change to another Major Professor unless they are a core faculty member in the ASCP Program and agree to mentor you.
4. Remain professional always. Focus discussions on your research interests, training needs, and career goals, and your personal wellness.
5. Practice diplomatic ways to express to your Major Professor why you are considering a change.
6. Discuss and arrange a timeframe for completing any remaining work with your current Major Professor before the change takes place.
7. Complete or update any paperwork that contains information about your adviser, e.g., MS project, comprehensive exam or dissertation committee forms.

If you choose to change your Major Professor, it must be justified to UGS through a D1-R revision form. The outgoing and incoming Major Professor must agree to be removed or added. Committee changes must be approved by the Graduate Program Director, Graduate Dean in the College of Arts & Sciences, and Dean of the University Graduate School. Changing your major advisor may affect the source of your funding (e.g., you may move from a GA to a TA line), but funding for your studies is still guaranteed per your admission letter, and not dependent on your advisor, so long as you are meeting program benchmarks and expectations.

**Selecting your Dissertation Committee**

Selection of your Dissertation Committee should be completed by the end of your first year. This committee’s role is to assist with the planning of your program of study, advise on the research skills required for completing your dissertation work, approve the subject for the dissertation, approve the completed dissertation, and approve the defense of your research. All Dissertation Committee member selection decisions should be made in consultation with your Major Professor.

**Who can serve on your Dissertation Committee?**

Dissertation committees must have a minimum of four members of the Graduate Faculty at FIU. Three must come from the Department of Psychology, with a minimum of two being core faculty members from the ASCP Program. Further, all dissertation committees must include one FIU graduate faculty member from outside of the Department of Psychology. Additional committee members including affiliated faculty from outside the University, may participate on the committee provided they have Graduate Faculty standing at FIU or are recommended by the academic unit and approved by the Dean of the University Graduate School.

When you have composed your advisory committee, complete the Establishment of Dissertation Committee form. All members of the committee will sign this form via DocuSign, and it will route to the Department of Psychology’s Graduate Program Director.

If you wish to have someone outside the university serve as your fifth committee member, they must sign the Non-FIU Commitment Form. This must be submitted along with your committee form.

**Changing Dissertation Committee members**

The composition of the dissertation committee may be changed if a committee member is no longer available to participate or if the student or chair of the committee believes there are valid reasons to add or replace a committee member. The committee change must be justified and all outgoing and incoming members must agree to be removed or added. Committee changes must be approved by the committee chair, Graduate Program Director, and the Graduate Dean in the College of Arts & Sciences. Committee changes must also be approved by the Dean of the University Graduate School.

**ASCP Curriculum**

ASCP students complete course requirements designed to facilitate a thorough grounding in research, theory, and methods in applied social and cultural psychology. Students admitted to the program are expected to be actively involved in research at all times.

Students must complete at least 75 semester hours beyond the Bachelor’s degree to be awarded the Ph.D. degree in Psychology with a specialization in ASCP. Sixty credits are needed to fulfill Pre-Candidacy requirements. This means that prior to taking qualifying exams, students must have completed the required program courses totaling 60 credits. An additional fifteen hours of dissertation credits are required after advancement to Candidacy. The Pre-Candidacy courses may be taken within the ASCP program of the psychology department or in cognate areas as determined by the student’s faculty advisor and MS Project /dissertation committee.

In some instances, students who already have taken a graduate level research methods or statistics course prior to beginning the ASCP program may not be required to take all the courses listed in the curriculum. To be considered for a transfer of credits and the substitution of a graduate class for one already taken, you must submit official transcripts and the related course syllabi. These will be submitted to the Graduate Program Director, who will ask the instructor(s) for that class at FIU to determine the suitability of the transfer.

A detailed outline of the course requirements is provided in **Appendix A** (see Course Maps). This document can be a useful guide for planning courses, identifying remaining requirements, and documenting progress toward degree completion. See also the required courses: <https://case.fiu.edu/psychology/phd-in-applied-social-and-cultural-psychology/program/index.html>

**Curriculum Content Areas**

The pre-dissertation program of study for all ASCP graduate students includes five sections: common core courses, ASCP content courses, breadth requirements, electives, and supervised research.

**Department Common Core Courses (9 credits)**

The ASCP program requires that students take 3 core statistics classes. In addition to providing you with fundamental statistics knowledge, students from across the department are required to take these classes, so they serve as an opportunity for building relationships with colleagues across programs.

**ASCP Content Courses (12 credits)**

You are expected to develop a deep understanding of theories, findings, and methods in applied social and cultural psychology through specific coursework in social and cross-cultural research, the dissemination and implementation of research, and more.

CLP 5007: Psychological Clinical Science I: Historical Perspectives and Current Controversies

CLP 6530: Dissemination and Implementation of Research

SOP 5058: Proseminar in Social Psychology

SOP 5316: Theories and Methods of Cross-Cultural Research

**Breadth Requirements (9 credits)**

Students are expected to develop an understanding of identity, social justice, and psychological methods through selecting one class in each of these areas. Additional classes in lieu of these may be substituted pending approval of the ASCP program director.

**Identity (choose 1)**

DEP 6046: Cross Cultural Perspectives of Emerging & Established Adulthood

WST 5936: Women and Leadership

**Social Justice (choose 1)**

CYP 6766: The Psychology of Cross Cultural Sensitization in a Multicultural Context

SOP 5726: Proseminar on the Psychology of Stereotyping, Prejudice & Discrimination

**Methods (choose 1)**

CYP 6526: Psychological Methods of Program Evaluation

PSY 5930: Qualitative Research Methods in Psychology

**Electives (15 credits)**

Fifteen additional elective classes, to be approved by the ASCP program director, may serve to support a student’s minor or graduate certificate, or efforts towards scholarly specialization or cross-disciplinary work. At this time, we strongly recommend the following elective classes:

CYP 6936: Current Issues In Community Psychology

PSY 6076: Professional & Personal Development for Doctoral Students

**Supervised Research (15 credits)**

Students are required to maintain an active, supervised program of research using these credits in summers and to supplement other semesters towards the second and third year of study. This supervised research is intended to be used towards the student’s M.S. project.

**Dissertation Research (15 credits)**

In order to graduate, students will complete at a minimum 5 semesters of dissertation credit, with 3 credits per semester. Students can begin enrolling in dissertation credits after having passed qualifying exams and completed all coursework.

**ASCP MS Project**

The M.S. project in the ASCP program must include an empirical study. The primary focus of a project lies in the conceptualization, collection, analysis, and interpretation of data.

### Course Registration

Students working on their Master’s Project should register for Supervised Research Credits (PSY 5918). They ***should not register*** for Master’s Thesis Credits. Supervised Research Credits indicate that the student is working on their research with the support of their advisor and committee members.

### Deadlines

The deadline to complete the Master's Project is three weeks before the deadline to submit paperwork to the graduate school for graduation. Students must submit the manuscript to their committee (same as dissertation committee) at least four weeks before the deadline. Committee members are expected to review and return the document to the student, with comments, within two weeks of receipt. To be considered for graduation that semester, the final document and faculty advisor memo (see *Signatures* below) must be submitted to the Graduate Director, at the latest, three weeks prior to the deadline of the University Graduate School.

### Signatures

Memo from ASCP Program Director stating student successfully completed requirements for awarding of master’s degree. This memo should be turned in, along with the empirical paper and CASE rubric, to the Director of Graduate Studies in Psychology. See also **Appendix A** (“Awarding of Master’s Degree”) and the “M.S. Project Forms” section of this handbook.

**ASCP Qualifying Exams**

After completing the M.S. requirements, and in order to ascend to doctoral candidacy, Ph.D. students in the ASCP program need to pass a program-level comprehensive examination. This examination is typically completed by the second semester of the third year of the Ph.D. program, and involves the following components:

**1. An additional paper for publication (separate from your M.S. Project)**

a. This may be a review or empirical paper, possibly expanded from a class assignment

b. The paper must be delivered to the 3 faculty members on the exam committee at least one month prior to the oral exam (see point 3 below)

c. The paper must be approved by all 3 faculty members one week prior to the oral exam

**2. A small portfolio of research materials (*N* = 3 or more)**

These three documents can be the three additional ASCP requirements:

1. Diversity Statement
2. Public Psychology paper (which can be the MS Project or the additional paper above),
3. Public communication(s). Public communications may include white papers, policy briefs, infographics, videos, OpEds, press releases, community presentations/workshops, etc. These public communication materials may be based on the student’s M.S. project, the additional paper, or on another project led by the student.

**3. An oral examination (typically scheduled toward end of 3rd year spring)**

a. This oral exam will involve an exam committee of 3 ASCP core program faculty

b. Questions specific to the ASCP competencies will be asked (see below), in reference to the above two items (the publishable paper and the portfolio of research materials)

c. The exam will last approximately 1-1.5 hours (but will be scheduled for 2)

**The 5 core competencies for the ASCP program include:**

1. **Identity**; the social construction of identity
2. **Social Justice**; research and practice aimed at addressing issues of social importance and social inequalities
3. **Methods**; culturally-appropriate quantitative, qualitative, and mixed methods, including community-based and/or participatory action research
4. **Community**; community dissemination, engagement, translation, partnership, transportability of research
5. **Ethics**; ethical principles pertaining to research design, data collection and analysis, maintenance, and dissemination

These competencies will be evaluated during the Oral Exam using the rubric in **Appendix A** (“Qualifying Exam Rubric”).

Summer quals are available only under special circumstances, and need the approval of all members of the ASCP program. Students must contact the ASCP Program Director to confirm they are eligible to sit for qualifying exams, and to confirm the exact day the exam will be held. Further, it is the student’s responsibility to ***notify the ASCP Program Director that they plan to take the exam at least 6 weeks prior to the scheduled date***.

### Passing and Failing Qualifying Exams

Passing qualifying exams is a benchmark that determines the degree of mastery required to advance to candidacy and successfully complete a doctoral dissertation. Students must pass the qualifying exam with a grade of 2 or above on each section of the exam (see the “Qualifying Exam Rubric” in **Appendix A**).

In the event that a student fails 3 or more of the core competencies (i.e., scores below 2), they will have an opportunity to retake the exam one more time the following semester. Failing 2 or fewer core competencies will likely result in a remediation plan, such as completing essay-style questions addressing the missed areas, to be submitted within six weeks from the exam results.

Failure on qualifying exams will be indicated in the student’s annual evaluation form.  Any student who fails the retake of the qualifying exam will be dismissed from the doctoral training program. After passing the qualifying exam, a graduate student advances to candidacy and is eligible to begin dissertation research. See below regarding procedures for advancing to candidacy.

**ASCP Dissertation Project**

**Proposal**

***Dissertation Proposal***

A dissertation is a formal and systematic discourse or treatise advancing an original research question. Each doctoral degree student must submit a proposal to his/her dissertation committee. The dissertation proposal must be a formal statement of the research plan and shall be appropriately referenced and conform to academic standards of writing in the field of psychology.

Before approval of the dissertation proposal, all students must complete a Responsible Conduct of Research Certification. Students are responsible for completing all necessary CITI training. See [IRB Training Requirements – Research (fiu.edu)](https://gradschool.fiu.edu/online-dissertation-milestones/) Those students participating in projects that involve human subjects must participate in required training and obtain relevant committee approvals, i.e., approval from the Institutional Review Board for the use of human subjects. (Note: most students will have completed IRB training requirements earlier in their training, for their Masters project or to contribute to research with their mentor).

Following approval of the dissertation proposal by the committee chair and committee members, the proposal must be submitted for approvals by the Department of Psychology Graduate Program Director, and Dean of Graduate Studies.

***Dissertation Defense***  
Upon completion of a dissertation, the degree candidate will submit to the Dean of the University Graduate School a request for dissertation defense. This request must be approved by the committee chairperson, all other members of the committee and the Dean of Graduate Studies. This defense announcement is an invitation to members of the University community to observe and participate in the defense, thus the defense must be held on a business day during the regular term.

The defense must occur at the time, date and place of the announcement and all committee members must be in attendance. The defense announcement must be posted at least one week prior to the defense and will include at least the following information:

* concise one page description of the dissertation
* dissertation title
* student's name
* dissertation committee chairperson's name
* School or College, and department
* date, time, and place of the defense

Following the successful defense, as determined by a majority vote of the student's dissertation committee, the dissertation is forwarded to University Graduate School for their approval. All dissertations submitted in partial fulfillment of requirements of doctoral degrees must conform to University guidelines.

**ASCP Professional Development Goals and Expectations**

Scholarship can be demonstrated through accomplishments in publishing and presenting research, teaching, service to the department and the field, and outreach. Our faculty members are committed to helping graduate students become competent professionals who are competitive for positions in the nation's best institutions, inside and outside of the academy. We do this by providing students with a wide range of academic and professional development activities as they prepare to be future scholars and professionals.

The psychology department advises graduate students to use the ASCP-specific course maps and benchmarks (**see Appendix**) and lab-specific professional development maps to help them prepare for their careers after earning their degree. It is important that students gain professional development skills sequentially. Trying to learn how to write a publishable research paper, submit a poster, and joining a professional organization in your final two years in the program will not work! Students should be involved in all aspects of professional development from their first day in the program.

The ASCP program does not promote the use of AI in student work or publications. All work produced by students is expected to be original.

**Graduate Funding**

**Assistantships**

The ASCP Program provides Assistantships to qualified students on a competitive basis. Graduate assistants may teach, conduct research, or have other responsibilities that contribute to the student's professional development. GAs are classified as Graduate Assistants (GAs), Teaching Assistants (TAs), or Research Assistants (RAs). All assistantships are provided with a 12-month stipend, tuition waiver, and health insurance coverage.

Typically, students are awarded assistantships upon entering the program. Assistantship funding decisions are based on the quality of each graduate student's application and the availability of GA/TA/RA lines at that time. Assistantships are not available to non-degree seeking students or students admitted on a conditional admission basis. Students should let their potential faculty mentor know as early as possible that they are interested in receiving assistantship support if they are accepted into the program.

**UGS Fellowships**

Prospective students should also examine the prestigious internal graduate fellowships from UGS available to fund your Ph.D. tuition and provide you a stipend. For details about what is required for these UGS fellowship applications, please see: <https://gradschool.fiu.edu/students/funding/fellowships/>

In addition, UGS maintains a list of short term awards, one time scholarships/fellowships (e.g., the Delores Auzenne Fellowship), and travel funding.

* The purpose of the **Presidential Fellowship** is to attract top-quality graduate students into doctoral degree programs at Florida International University. Students are awarded these Fellowships based on their potential to become outstanding scholars and future leaders in their disciplines. (Prospective students only, department-nominated)
* The College of Arts, Sciences, and Education **Dean’s Distinguished Doctoral Fellowship** (DDDF) program provides 2-years of support for selected fellows. The College recognizes that academic excellence at the undergraduate level is not the only indication of a potentially successful graduate student. Thus, experiences that demonstrate characteristics of resilience, self-awareness, creativity, perseverance in achieving goals, and leadership will be considered during the evaluation process. Applicants will also be evaluated on their ability and desire to collaborate in a diverse and inclusive working environment. (Prospective students only)
* The **Inclusion Fellowship** was created to encourage promising undergraduate and MS underrepresented minority students, people with disabilities, and women in programs where female enrollment at FIU is less than 30%, to pursue a Ph.D. degree. (Prospective students only)
* The UGS **Veteran’s Fellowship** was created to provide support to student veterans to pursue their doctoral education at FIU (Prospective students only)

**External Fellowships**

In addition to graduate assistantships and internal fellowships, some students are funded by external fellowships (such as NSF graduate fellowships), training grants, TA or GA positions outside the psychology department, and other sources. Information about these opportunities can be found on the UGS Fellowships Information page as well. It is important to note that funding for these external fellowships is limited and very competitive. To be considered for specific awards, it is critical to submit a complete application prior to the stated deadline.

**Outside Employment**

According to UGS, domestic students may now seek outside FIU employment. This will not apply to international students, as there are restrictions related to outside employment for international students. Requests for outside employment require a formal petition process and approval by a student’s major professor (primary mentor), by Director of Graduate Studies, by CASE academic dean, and by UGS dean. The CASE academic dean and UGS dean will not consider requests for outside employment from students who are not in good standing and are not making progress towards their degree. In addition, they are scrutinizing the type of employment/job duties as they want to see student’s applying for positions that utilize skills obtained during graduate training (e.g., data analysis) or positions that provide opportunities for additional professional development or additional training related to student’s graduate training and/or career goals.

Going forward, please use this form create a formal petition: <https://docs.google.com/document/d/19a6FipBCfjejimXu7NXjGUi2GS2UpiTm/edit?usp=sharing&ouid=114955977790514411545&rtpof=true&sd=true>. Students will need to show evidence that they are making good progress towards degree completion and that the outside employment will not delay their time to complete the degree. You will send the signed petition directly to the Psychology Graduate Program Director and copy psygrad@fiu.edu. I would also caution limiting number of hours requested to approximately 10 per week as this is what the CASE academic dean is comfortable approving. If you would like to seek more than 10 hours per week, please consult with your primary mentor before reaching out to the Graduate Program Director of Psychology to discuss.

**Appendix A.**

**UGS Forms and Deadlines from 2022-2023**

|  |  |  |
| --- | --- | --- |
| **Form** | **Requirements** | **Deadline** |
| Establishment of Dissertation Committee Form | 1. Form filled and signed by student and committee (major professor must have DAS status; committee members must have GF status; students can check this at [https://gradschool.fiu.edu/facultystaff/#facultylist](https://my.fiu.edu/#facultylist)). 2. Proof of current enrollment (copy of current course schedule). 3. Summary of expected contributions and relevant expertise of all committee members (2 pages maximum). | Accepted anytime.  NOTE: students should file within the first 2 semesters of training. |
| Doctoral Candidacy Form | 1. Form filled and signed by student and major professor (including list of coursework completed and date student passed qualifying/comprehensive exam requirement). 2. Memo from Program Director stating student successfully completed requirements to advance to candidacy. 3. Student panther degree audit/unofficial transcript to confirm completion of all credits but dissertation credits. 4. If applicable, a copy of student’s qualifying paper(s) (e.g., publication; grant submission; qualifying paper such as chapter) – this will vary depending on the program you are in as some programs do not have a paper requirement but an exam requirement. | NOTE: Must be submitted to GPD at least 2 weeks before beginning of the semester in which the student is requesting to enroll in dissertation credits; students will complete at a minimum 5 semesters of dissertation credit**.** |
| Defense of Dissertation Proposal Form | 1. Form filled and signed by student and committee. 2. Proof of current enrollment in dissertation credits (copy of current course schedule). 3. Abbreviated dissertation proposal (maximum of 5 pages, title and reference pages are not included in maximum; please see proposal guidelines at <https://gradschool.fiu.edu/documents/Proposal_Guidelines.pdf> )  . 4. Copy of CITI Responsible Conduct of Research certificate (we just need certificate, not completion report with scores). 5. Copy of IRB (human subjects) or IACUC (animal research) approval letter for the research project on which dissertation is based. | NOTE: Must be submitted at minimum 3 semesters before expected defense of dissertation. |
| Oral defense of Dissertation Form | 1. Form filled and signed by student and committee. 2. Final electronic copy of dissertation that was defended and approved by committee and had been approved by UGS for formatting (formatted according to UGS requirements). | NOTE: Must be submitted to GPD no later than 5 weeks before dissertation defense; please pay attention to CASE, UGS and graduation filing deadlines;  <https://gradschool.fiu.edu/calendar-deadlines/#doctoral> |
| Submission of Electronic Dissertation final document (casually, ETD) | 1. ETD form filled and signed by student and committee. 2. Final electronic copy of dissertation that was defended and approved by committee and had been approved by UGS for formatting (formatted according to UGS requirements). 3. CASE rubrics completed by the dissertation committee. | NOTE: Please pay attention to all deadlines for dissertation documents including EDT (<https://gradschool.fiu.edu/calendar-deadlines/#doctoral> |

**Awarding of Master’s Degree**

|  |  |
| --- | --- |
| **Requirements** | **Deadline** |
| 1. Memo from Program Director stating student successfully completed requirements for awarding of master’s degree 2. Student panther degree audit/unofficial transcript to confirm completion of coursework for master’s (students should track requirements by looking at the university course catalog for the year they entered the program: e.g., <https://catalog.fiu.edu/2022_2023/graduate/College_of_Arts_Sciences_and_Education/GD_Psychology.pdf> ). However, students may be grandfathered into a later, more updated catalogue year. 3. Copy of student’s master’s project 4. CASE rubrics completed by master’s committee members 5. OPTIONAL, BUT HIGHLY SUGGESTED: Turnitin originality report with first page reflecting title of project/thesis, name of major professor and first page of similarity report. |  |

***Note:*** Students submit paperwork directly to the Psychology Department Graduate Program Director (Dr. Shannon Pruden, [sdick@fiu.edu](https://gradschool.fiu.edu/students/funding/fellowships/)). To have the master’s degree posted to the student’s transcript in the same semester they would need to send all paperwork by the date to sign up to graduate.

For Fall 2022, for example, the date to apply for graduation was September 11th, so students would need to send all MS paperwork before then. If they do not make this deadline, the master’s degree will post in spring.

**ASCP Course Map and Benchmarks for 2023 Cohort**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** |  | **Fall** | **Spring** | **Summer** |
| 1  (2023-  2024) | **Classes** | PSY 5939 Special Topics in Psychology: Quantitative Methods I (3 credits)  DEP 6046: Cross Cultural Perspectives of Emerging & Established Adulthood  CYP 6936: Current Issues in Community Psychology (3 credits) | PSY 5939 Special Topics in Psychology: Quantitative Methods II (3 credits)  SOP 5316: Theories and Methods of Cross-Cultural Research (3 credits)  PSY 5930: Qualitative Research Methods in Psychology (3 credits) | PSY 6076: Professional & Personal Development for Doctoral Students (3 credits)  PSY 5918: Supervised Research (3 credits)\* |
| **Other** | *Public communication materials* | *Public communication materials*  **Submit Establishment of Dissertation Committee Form** |  |
| 2  (2024-2025) | **Classes** | PSY 5246C: Multivariate Analysis in Applied Psychological Research (3 credits)  CLP 5007: Psychological Clinical Science I: Historical Perspectives and Current Controversies (3 credits)  SOP 5058: Proseminar in Social Psychology (3 credits) | WST 5936: Women & Leadership (3 credits)  CYP 6766: The Psychology of Crosscultural Sensitization in a Multicultural Context   (3 credits)  CLP 6530: Dissemination and Implementation of Research (3 credits) | PSY 5918: Supervised Research (6 credits)\* |
| **Other** |  | *Diversity statement* | *Diversity statement*  **Submit MS paperwork with graduation deadlines** |
| 3  (2025-  2026) | **Classes** | Electives (6 credits)  PSY 5918: Supervised Research (3 credits)\* | PSY 5918: Supervised Research (9 credits)\* | PSY 5918: Supervised Research (6 credits)\* |
| **Other** |  | *Comprehensive exams*  **Submit Doctoral Candidacy Form (submit before next semester)** | **Submit Defense of Dissertation Proposal Form** |
| 4  (2026-  2027) | **Classes** | PSY 7980: Dissertation (3 credits) | PSY 7980: Dissertation (3 credits) | PSY 7980: Dissertation (3 credits) |
| **Other** |  |  |  |
| 5  (2027-  2028) | **Classes** | PSY 7980: Dissertation (3 credits) | PSY 7980: Dissertation (3 credits) |  |
| **Other** |  | *Dissertation Defense*  **Submit Oral defense of Dissertation Form**  **Submit Electronic Dissertation final document (ETD)** |  |

\*Supervised research syllabi and materials (PSY 5918) must meet the following minimum requirements and be approved by the ASCP faculty:

1. Use of social and cultural psychology theories to understand and address social problems (this doesn’t have to be every reading- just some)
2. The inclusion of feminist/anti-racist/indigenous/liberationist/multicultural frameworks (this doesn’t have to be every reading- just some)
3. A diversity of authors and participant samples

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course 1 | Course 2 | Course 3 | Milestone (complete by end of semester) |
| Fall Year 1 | PSY 5939: Quantitative Methods 1 | SOP 5058: Proseminar in Social Psychology | CYP 6936: Current Community Psych |  |
| Spring Year 1 | PSY 5939: Quantitative Methods 2 | PSY 5930: Qual Research Methods | WST 5936: Women & Leadership |  |
| Summer Year 1 | PSY 6076: Prof & Personal Dev (3 credits) | PSY 5918: Supervised Research (3 credits) |  |  |
| Fall Year 2 | PSY 5246C: Multivariate Analysis | CLP 5007: Psych Clinical Science | DEP 6046: Emerging & Established Adulthood |  |
| Spring Year 2 | CLP 6530: Historical Persp & Controversies | SOP 5316: Cultural Theories & Methods | CYP 6766: Cross Cultural Sensitization |  |
| Summer Year 2 | PSY 5918: Supervised Research (6 credits) |  |  | MS Manuscript submitted for Publication |
| Fall Year 3 |  |  |  | Qualifying Exam Manuscript Oral Defense |
| Spring Year 3 |  |  |  | Dissertation Proposal Oral Defense |
| Summer Year 3 | PSY 7980: Dissertation (3 credits) |  |  | Enter Doctoral Candidacy |
| Fall Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Spring Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Summer Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Fall Year 5 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Spring Year 5 | PSY 7980: Dissertation (3 credits) |  |  | Dissertation Oral Defense |

**ASCP COURSES FOR COHORTS ENTERING IN FALL OF ODD YEARS (2025, 2027)**

ASCP Content Courses (Required)

Department Common Core Courses (Required)

Both ASCP Content & Department Common Core Course (Required)

ASCP Breadth Courses

Electives/ Supervised Research

Open for other class options

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Course 1 | Course 2 | Course 3 | Milestone (achieve by end of semester) |
| Fall Year 1 | PSY 5939: Quantitative Methods I | SOP 5058: Proseminar in Social Psychology | DEP 6046: Emerging & Established Adulthood |  |
| Spring Year 1 | PSY 5939: Quantitative Methods 2 | SOP 5316: Cultural Theories & Methods | CYP 6766: Cross Cultural Sensitization |  |
| Summer Year 1 | PSY 6076: Prof & Personal Dev (3 credits) | PSY 5918: Supervised Research (3 credits) |  |  |
| Fall Year 2 | PSY 5246C: Multivariate Analysis | CLP 5007: Psych Clinical Science | CYP 6936: Current Community Psych |  |
| Spring Year 2 | CLP 6530: Historical Persp & Controversies | PSY 5930: Qual Research Methods | WST 5936: Women & Leadership |  |
| Summer Year 2 | PSY 5918: Supervised Research (3 credits) |  |  | MS Manuscript submitted for Publication |
| Fall Year 3 |  |  |  | Qualifying Exam Manuscript Oral Defense |
| Spring Year 3 |  |  |  | Dissertation Proposal Oral Defense |
| Summer Year 3 | PSY 7980: Dissertation (3 credits) |  |  | Enter Doctoral Candidacy |
| Fall Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Spring Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Summer Year 4 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Fall Year 5 | PSY 7980: Dissertation (3 credits) |  |  |  |
| Spring Year 5 | PSY 7980: Dissertation (3 credits) |  |  | Dissertation Oral Defense |

**ASCP COURSES FOR COHORTS ENTERING IN FALL OF EVEN YEARS (2024, 2026, 2028)**

ASCP Content Courses (Required)

Department Common Core Courses (Required)

Both ASCP Content & Department Common Core Course (Required)

ASCP Breadth Courses

Electives/ Supervised Research

Open for other class options

**Qualifying Exam Rubric**

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_        Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Students in the ASCP program in the department of Psychology will undergo an oral qualifying exam to assess ASCP competencies. The exam committee is expected to ask questions relevant to the (a) **additional paper for publication** and (b) the **portfolio of research materials** to evaluate the competencies. Using the scoring rubric below, each dissertation committee member must evaluate the student on each of the following five competencies. The student must score an average of 2.0 or higher on each competency to pass the qualifying exam. The completed evaluation form must be submitted to the graduate program director.

*Scoring Rubric:*

(0) Does Not Meet Expectations

(1) Partially Meets Expectations

(2) Meets Expectations

(3) Exceeds Expectations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Qualifying Exam Committee member | Competency 1: **Identity**  The social construction of identity; contextual and developmental influences | Competency 2: **Social Justice** Research and practice aimed at addressing issues of social importance and social inequalities | Competency 3:  **Methods**  Culturally-appropriate quantitative, qualitative, and mixed methods, including community-based and/or participatory action research | Competency 4: **Community** Community dissemination, engagement, translation, partnership, transportability of research | Competency 5:  **Ethics**  Ethical principles pertaining to research design, data collection and analysis, maintenance, and dissemination |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
|  | Mean score: | Mean score: | Mean score: | Mean score: | Mean score: |