

Department of Psychology University of Memphis



Graduate Programs Orientation

August 18, 2021



This Session

□ Dr. Randy Floyd, Department Chair

□ *Welcome to the Department*



□ Dr. Robert Cohen
Graduate Coordinator

□ *General Information*



□ Dr. Melloni Cook and
Dr. Helen Sable
Associate Chairs

□ *Ethics and Standards*



Congratulations and
Welcome!

We're glad you're here!



Randy G. Floyd

Department Chair

Fall 2021

Contact me at rgfloyd@memphis.edu

Why Psychology in Memphis?

- APA-accredited and NASP-approved graduate programs
- Expert, nationally and internationally recognized faculty
- Graduate student empowerment and engagement
- Committed advisors/mentors and individual attention
- Balance of research and practice
- Large, multi-racial undergraduate population
- Money for travel, research, and support of graduate assistants
- Accessible campus and plenty of space in building
- Striving to improve diversity, equity, and inclusion
- Increasing transparency and communication
- Multi-level involvement (including
more than 800 undergraduate majors in Psychology)
with opportunities to teach, mentor, and supervise

Where We Are Entering the Fall

- It's been a rough past year.
 - Losses
 - Transitions
- We are returning to in-person instruction, in earnest, for first time since March 2020.
 - New student graduate orientation was offered remotely last year.
 - Almost all department meetings, student milestone meetings, and professional development meetings were offered remotely.
 - Only three PSYC courses (of ~150 courses) on the UM campus taught in-person in 2020-2021 academic year.
 - Some faculty and student advisees/mentees have not met each other in person in more than a year—or at all.
- Most meetings will remain remote.
- I assume all faculty are fully vaccinated.
- We are all striving to improve but no one is at their best.

Rise in COVID-19 Cases— Mostly the Delta Variant Among Those Unvaccinated

COVID-19

Coronavirus disease

Shelby County, TN

Overview

Statistics

Testing

Symptoms

Prevention

Coping

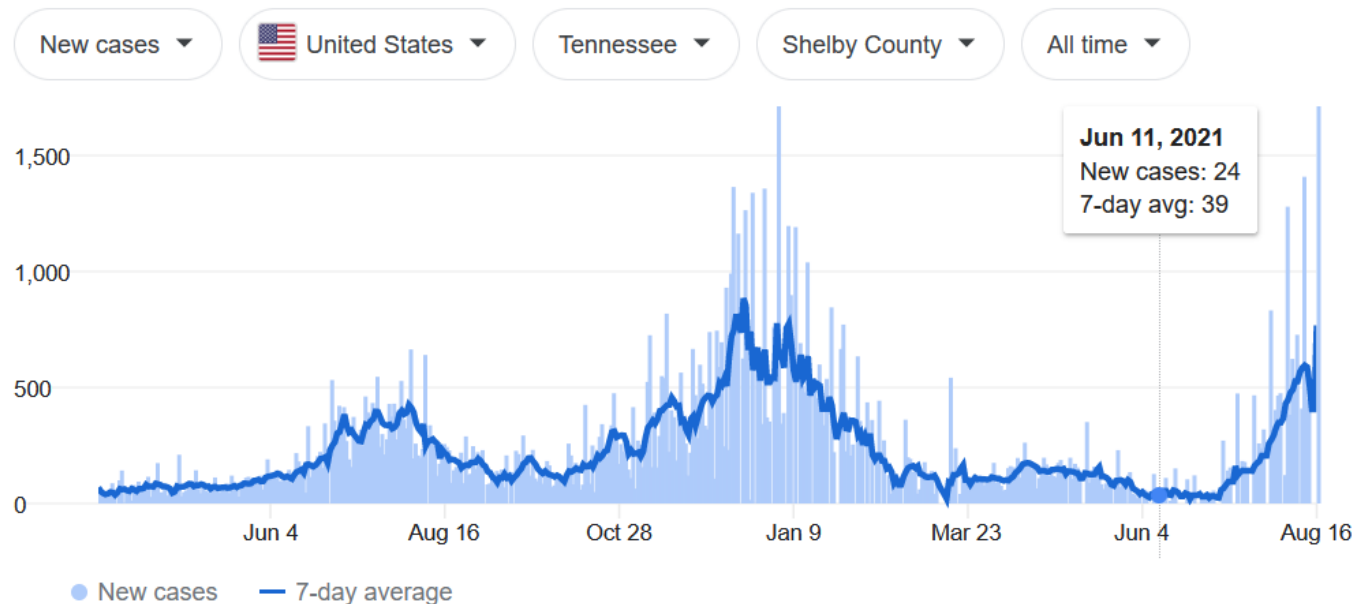
News

Treatments

Statistics

New cases and deaths

From [The New York Times](#) · Last updated: 1 day ago



Each day shows new cases reported since the previous day · [About this data](#)

Aug 16, 2021
New cases: 2,941
7-day avg: 768

[REVIEW COVID-19 INFO & CAMPUS UPDATES >](#)



CORONAVIRUS UPDATES

[Guidelines](#)

[Info For...](#)

[Vaccine](#)

[Testing](#)

[Case Report](#)

[Mask Data](#)

[Communications](#)

[FAQs](#)

[Resources](#)

[HEERF Reporting](#)



CAMPUS UPDATES & GUIDELINES

Learn more about campus plans and guidelines related to COVID-19

Tigers Together

Every Tiger has a role to play in protecting our campus community and preventing the spread of COVID-19. Explore this site to see what UofM is doing and learn how you can do your part.



Get Vaccinated

Get vaccinated and help bring Tigers back together safely.

[LEARN MORE >](#)



Wear a Mask

Masks are required indoors and where social distancing isn't possible.

[READ THE GUIDELINES >](#)



If You Feel Sick

What to do if you experience symptoms or have been exposed to COVID-19.

[TESTING CENTER >](#)



Self-Report

If you test positive, you must report your results to the Dean of Students or HR.

[VIEW INSTRUCTIONS >](#)

Current Status

Fall 2021

Health & Wellness

Key Resources

The UofM Campus is OPEN.

- The following actions and policies are in place effective July 28. All updates will be posted to this site.
- Masks are required to be worn by all persons while indoors and in places where maintaining appropriate social distancing is not possible.
- The University has 100% of our staff back to a regular on-campus schedule.
- As we plan for a full return to campus, all students, faculty and staff are strongly encouraged to receive the COVID-19 vaccine.



Student Health & Wellness



COVID-19 Testing

Complimentary COVID-19 testing is available on campus. Testing information is available [here](#).

Notification Requirements

If a UofM student tests positive for COVID-19 or comes in close contact with a positive individual, the student must contact the Dean of Students Office at deanofstudents@memphis.edu. Staff will guide the student through University protocols and provide any available resources. If students have questions regarding this protocol, they can email at deanofstudents@memphis.edu or call 901.678.2187.



COVID-19 Vaccine

Vaccinations are strongly encouraged for faculty, staff and students as we plan to return to campus for the fall semester. [Learn more about the benefits of getting the vaccine, FAQs and where you can get your vaccination >](#)



Student Health Center Appointments

Students may contact Student Health Services at studenthealth@memphis.edu or 901.678.2287 with questions or concerns about coronavirus symptoms. To protect the campus community and student health and wellness, the Student Health Center is providing virtual and in-person appointments for patients. Visit [My Patient Portal](#) to schedule an appointment, or call 901.678.2287. [Learn more about scheduling an appointment >](#)



Counseling Center

To protect the campus community and student health and wellness, the Counseling Center is currently offering consultation via teletherapy appointments. If you need crisis assistance, please call 901.504.6442 or 901.468.3633 during business hours (8:00 AM to 4:30 PM). If you are experiencing a crisis emergency after hours please call 901.678.HELP (4357). [Learn more at memphis.edu/counseling](https://www.memphis.edu/counseling).



YourHealth Helpline

In an effort to support our students, faculty and staff, the Loewenberg College of Nursing has established a designated email helpline to submit questions. The email is staffed by experienced nursing and public health faculty who will respond to any COVID-19-related questions you may have. It is our goal to make sure you have the correct information that you need during this time. To submit your question to the helpline, please email yourhealth@memphis.edu.

Are there additional resources to help with accessibility for students with disabilities?

[Disability Resources for Students](#) and the [Center for Teaching and Learning](#) provide resources and support for faculty teaching online courses to ensure those courses are accessible to all students. Any student who has a disability-related barrier to participation in online learning should contact Disability Resources for Students at 901.678.2880 or drs@memphis.edu.

How **NOT** to Wear a Mask



“The Escape Hatch”



“The Earring”



“The Sniffer”



“The Stache”



“The Nose Plug”



“The Neckbeard”

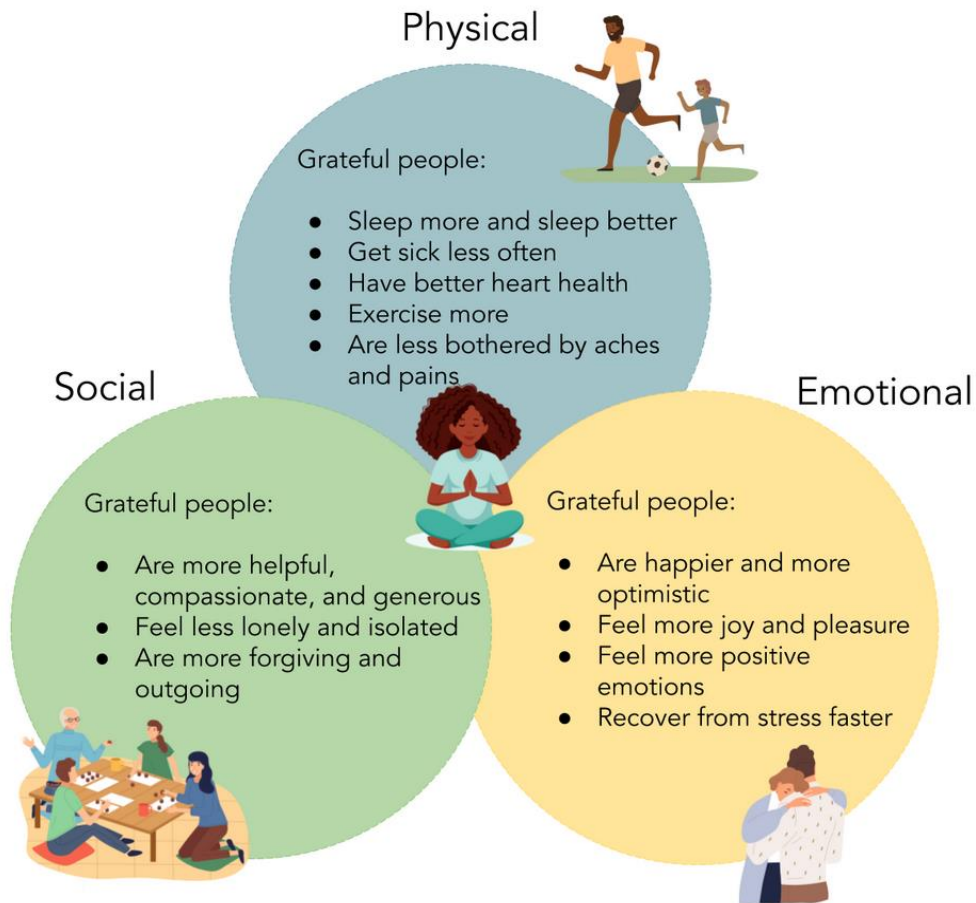
Reassurance and Caveats

- Take care of yourselves and each other.
- Build relationships with peers—esp in your cohort.
- Monitor (but don't doomscroll through) news updates.
 - Let's hope for vaccinations for children < 12 and vaccinations
- Communicate your needs as well as fears and anxieties.
- Faculty and staff are prepared to listen. Make your program director your first contact, but don't forget about the graduate director (Cohen), associate chairs (Cook and Sable), and chair (Floyd).
- Trust that we'll make it through this rough patch.

A Gift and a New (or Enhanced) Strategy: Expressing Gratitude

Gratitude and Well-being

Gratitude is good for your health and well-being, and there's research to prove it!



Consider:

- Former employers, teachers, and mentors
- Family members
- Classmates and friends
- Current instructors
- Faculty and peer mentors
- Supervisors

Take Care and Stay in
Touch

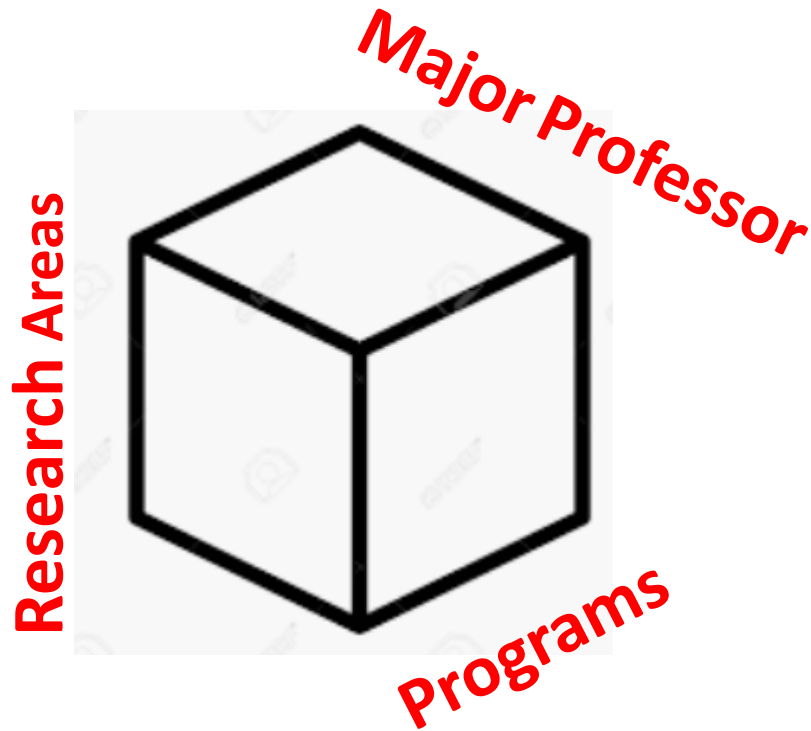


Graduate Programs Orientation: General Information

Overview

- Structure of the Department
- Graduate Student Activities
- Student Evaluations
- Sources for Help
- Final Comments

Structure of the Department





Structure of the Department: Programs

Program

- ❑ Clinical
- ❑ Experimental
- ❑ School (MA/EdS)
- ❑ School (PhD)
- ❑ General (MSGP)

Director

Dr. Meghan McDevitt-Murphy

Dr. Robert Cohen

Dr. Sarah Irby

Dr. Beth Meisinger

Dr. Melloni Cook



Structure of the Department:

Research Areas

- ❑ Behavioral Neuroscience
- ❑ Child and Family Studies
- ❑ Clinical Health Psychology
- ❑ Cognitive Psychology
- ❑ Psychotherapy Research



Structure of the Department: Major Professor

- ❑ Doctoral Programs: Assigned
- ❑ MSGP Program: Assigned or
with assistance from Director
- ❑ MA/EdS: Dr. Sarah Irby

- ❑ Importance of the
Major Professor/Student relationship
 - ❑ Apprenticeship model
 - ❑ Milestones
 - ❑ You are not an undergraduate any more!

Graduate Student Activities

Courses
Research
Milestones



Graduate Student Activities: Courses

- ❑ Requirements vary by Program
 - ❑ See Graduate Catalog and Grad Student Handbook
- ❑ 9 hours is generally considered full-time
 - ❑ Exceptions to this for Clinical and School Students
 - ❑ Need Program approval to register for > 9 hours
 - ❑ Does not cover summer hours
- ❑ Consult with Major Professor
- ❑ First Year Colloquium
 - ❑ Two semesters
 - ❑ Likely to be Zoom meetings.



First session: **Friday, August 27**
1:00 – 2:00

Graduate Student Activities: Milestones

- ❑ For **MSGP** program students:
 - ❑ Masters Thesis *or* Specialty Review
- ❑ For **MA/EdS** program students
 - ❑ MA: Oral exam
 - ❑ EdS: Praxis
- ❑ For **Doctoral program** student
 - ❑ Masters Thesis
 - ❑ Mid-Point Project (Options by Program)
 - ❑ Dissertation
- ❑ See Department Graduate Handbook for committee membership, forms, etc.



Student Evaluations





Student Evaluations

- ❑ *All* students for all Programs are evaluated in May/June
 - ❑ Evaluation by Program faculty.
- ❑ Important to meet with Major Professor *before* and *after* evaluation meetings.

Sources for Help





Sources for Help

- ❑ Graduate Catalog
 - ❑ <https://catalog.memphis.edu/content.php?catoid=9&navoid=219>
- ❑ Department Graduate Handbooks and Milestone forms
 - ❑ <https://www.memphis.edu/psychology/resources/mediaresources.php>
 - ❑ Clinical Handbook
 - ❑ School MA/EdS and PhD Handbooks
- ❑ Health Plan: Memphis Plan
 - ❑ With Church Health Center
- ❑ Department Grievance Committee



Sources for Help

- ❑ Graduate Student Coordinating Committee
 - ❑ Represent you at faculty meetings and on the Graduate Coordinating Committee
 - ❑ Great source of information
 - ❑ Distribute travel funds

- ❑ Faculty
 - ❑ Chair
 - ❑ Program Directors
 - ❑ Me



Sources for Help: Staff

- ❑ Graduate Secretary:
Cynthia Walker
- ❑ Some of her duties
 - ❑ Issues permits for restricted courses
 - ❑ Manages student files
 - ❑ Communicates deadlines, etc.
 - ❑ She will communicate with you through your **memphis.edu** address



Sources for Help: Staff

- ❑ Administrative Associate:
Tierney Palmer
- ❑ Office Assistant
Madison Mills
- ❑ *Some* of their duties:
 - ❑ Assist students, faculty, & staff
 - ❑ Assign offices
 - ❑ Distribute supplies
 - ❑ Organize student workers
 - ❑ Coordinate course scheduling
 - ❑ Handle room reservations & special functions
 - ❑ Organize mail & copy room
 - ❑ Address building issues





Sources for Help: Funding

- ❑ Business Officer:
Chaquieta Williamson
- ❑ Some of her duties:
 - ❑ Develop GA contracts
 - ❑ Distributed via email three times a year
 - ❑ Problem-solves fees
- ❑ Financial Services Associate
Jackie Davis,
 - ❑ Facilitates reimbursement for travel and purchases

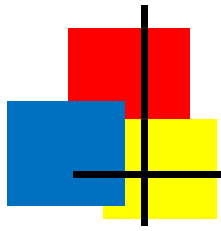




Sources for Help: Tech

- ❑ Local Computer Technical Support Provider:
James Beel





Final Comments

Importance of understanding:

The structure and activities of the Department
The roles of faculty, staff, and students
within these.

Importance of being *both* **proactive** and **active**.

We are happy that you are here, and we look forward to collaborating with you in the future.



Embodying Ideals as a Graduate Student: Professional and Research Ethics, Respect for Diversity, and Institutional Protections

Helen Sable and Melloni Cook
Associate Chairs
Department of Psychology

THE UNIVERSITY OF
MEMPHIS®



CODE OF RIGHTS AND RESPONSIBILITIES

Learn what your rights and responsibilities are as a UofM student.

TAKE ACTION

Home > Office of Student Accountability

REPORTING UNIVERSITY CONCERNS OR
COMPLAINANTS

Welcome to Student Accountability!

Guiding Principles

- Maintain an environment which is conducive to [academic success](#);
- Promote a [safe and secure campus](#) by protecting the rights of all members of the University of Memphis community;
- Encourage students to assume [self and social responsibility](#);
- Provide opportunities for [individual growth and development](#);
- Enhance student [decision making and conflict resolution skills](#);
- Advance the development of student [ethical values](#).

Code of Student Rights and Responsibilities

Code of Student Rights & Responsibilities



- Academic Misconduct
1. Plagiarism/cheating
 2. Fabrication of information
 3. Interfering and tampering with the work of others
 4. Unauthorized sale, distribution, or solicitation of course materials
 5. Disruptive classroom behavior

Department of Psychology

Graduate Student Handbook

THE UNIVERSITY OF
MEMPHIS.

DEPARTMENT OF PSYCHOLOGY
**GRADUATE STUDENT
HANDBOOK**

REVISED 11/2020

<https://www.memphis.edu/psychology/graduate/pdfs/psychology-graduate-student-handbook11-2020.pdf>

- General Information
 - **Ethical Behavior**
- Funding
- Courses
- Grades and Retention
- Changing Major Professors or Programs
- Leaves of Absence
- Grievance Procedures
- Program Milestones
 - **Institutional Review Board (IRB)**
- Committees, Chairs, and Graduate Faculty
- General Information about Graduate Student Forms

APA Ethical Principles

Ethical Principles of Psychologists and Code of Conduct



Including 2010 and 2016 Amendments

Effective date June 1, 2003 with amendments effective June 1, 2010 and January 1, 2017. Copyright © 2017 American Psychological Association. All rights reserved.



▶ **Introduction and Applicability**

▶ **Preamble**

▶ **General Principles**

▶ **Section 1: Resolving Ethical Issues**

▶ **Section 2: Competence**

▶ **Section 3: Human Relations**

APA Ethical Principles


2. Competence	6.03
2.01 Boundaries of Competence	
2.02 Providing Services in Emergencies	6.04
2.03 Maintaining Competence	6.05
2.04 Bases for Scientific and Professional Judgments	6.06
3. Human Relations	7.01
3.01 Unfair Discrimination	
3.02 Sexual Harassment	7.02
3.03 Other Harassment	
3.04 Avoiding Harm	7.03
3.05 Multiple Relationships	7.04
3.06 Conflict of Interest	
3.07 Third-Party Requests for Services	7.05
3.08 Exploitative Relationships	
3.09 Cooperation With Other Professionals	7.06
3.10 Informed Consent	7.07

7. Education and Training	
7.01 Design of Education and Training Programs	
7.02 Descriptions of Education and Training Programs	
7.03 Accuracy in Teaching	
7.04 Student Disclosure of Personal Information	
7.05 Mandatory Individual or Group Therapy	
7.06 Assessing Student and Supervisee Performance	
7.07 Sexual Relationships With Students and Supervisees	

8. Research and Publication	
8.01 Institutional Approval	
8.02 Informed Consent to Research	
8.03 Informed Consent for Recording Voices and Images in Research	
8.04 Client/Patient, Student, and Subordinate Research Participants	
8.05 Dispensing With Informed Consent for Research	
8.06 Offering Inducements for Research Participation	
8.07 Deception in Research	
8.08 Debriefing	
8.09 Humane Care and Use of Animals in Research	
8.10 Reporting Research Results	
8.11 Plagiarism	
8.12 Publication Credit	
8.13 Duplicate Publication of Data	
8.14 Sharing Research Data for Verification	

Institutional Review Board Approval

Cayuse IRB



Cayuse Research Suite
3.8.0

Research Administration Modules

- Cayuse SP (Sponsored Projects)
- Cayuse 424
- Cayuse IRB (Human Studies Compliance)

System Administration Applications

- Backbone
- Research Contacts
- Workflow

Application Help

- Research Suite Support Center

https://www.memphis.edu/research/researchers/compliance/irb/cayuse_irb.php

CITI Training Prior to IRB Approval

<http://www.citiprogram.org>

+1 888.529.5929 English ▾



Subscriptions ▾

Courses ▾

CE/CMEs

Tools

Support ▾



Register

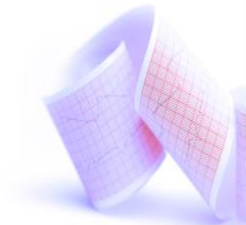
Log In

Research Ethics and Compliance Training

Biomedical PI

NEW

Review the important role of the biomedical investigator in a clinical investigation that complies with federal regulations and GCP standards.



View Course

Protocol Registration and Results Summary Disclosure in ClinicalTrials.gov

NEW

A video-enhanced practical guide to compliance with protocol registration and summary results reporting.



View Course

Protocol-Writing Efficiency and Research Design Training

NEW

Learn more about the Protocol Builder protocol-writing tool and the Resident and New Investigator Program.



Register for a webinar

Essentials of Grant Proposal Development

NEW

Take the mystery out of grant writing with in-depth instruction that includes videos, exercises, resources, and examples.



View Course

CITI Training Prior to IRB Approval

CITI Training Modules

- Complete “Un of Memphis Courses” and “Social & Behavioral Research Basic/Refresher”
- 17 modules
- Achieve an average of 80% on all quizzes

Required Modules

[University of Memphis \(ID: 14523\)](#)

[Belmont Report and CITI Course Introduction \(ID: 1127\)](#)

[Students in Research \(ID: 1321\)](#)

[History and Ethical Principles - SBE \(ID: 490\)](#)

[Defining Research with Human Subjects - SBE \(ID: 491\)](#)

[The Federal Regulations - SBE \(ID: 502\)](#)

[Assessing Risk - SBE \(ID: 503\)](#)

[Informed Consent - SBE \(ID: 504\)](#)

[Privacy and Confidentiality - SBE \(ID: 505\)](#)

[Research with Prisoners - SBE \(ID: 506\)](#)

[Research with Children - SBE \(ID: 507\)](#)

[Research in Public Elementary and Secondary Schools - SBE \(ID: 508\)](#)

[International Research - SBE \(ID: 509\)](#)

[Internet-Based Research - SBE \(ID: 510\)](#)

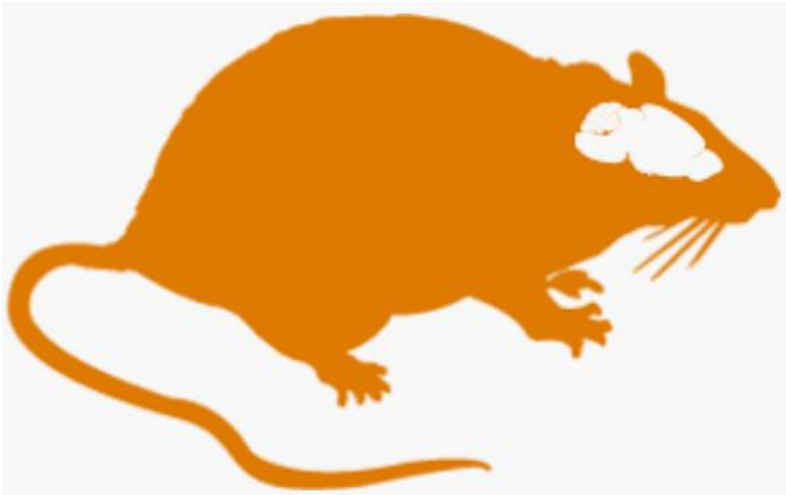
[Research and HIPAA Privacy Protections \(ID: 14\)](#)

[Vulnerable Subjects - Research Involving Workers/Employees \(ID: 483\)](#)

[Conflicts of Interest in Research Involving Human Subjects \(ID: 488\)](#)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

All University of Memphis faculty, staff, and students who propose to engage in *any* research activity involving the use of animal subjects-including research for theses and dissertations must have prior approval of IACUC. IACUC is responsible for safeguarding the welfare of animal subjects, whether funded or non-funded.



Forms for protocols



https://www.memphis.edu/research/researchers/compliance/iacuc_protocol.docx

Family Educational Rights and Privacy Act

- <https://my.memphis.edu/>
- Graduate Assistant tab
- FERPA channel



FERPA

- [FERPA Tutorial](#)
- [Privacy of Education Records policy](#)
- [FERPA completion status look-up](#)

University of Memphis FERPA Tutorial

Family Educational Rights and Privacy Act (FERPA)

University of Memphis Policy UM1248 - Privacy of Education Records

PROTECT OUR STUDENTS PROTECT OURSELVES

To be allowed access to student records, you must carefully review the material presented in this site. Maintaining the confidentiality of student records is everyone's responsibility -- faculty, staff, and students.

Why?

1. Because federal law requires us to do so.
2. Because failure to maintain the confidentiality of student records can result in the following severe consequences:
 - Loss of University funding from the Department of Education.
 - Sanctions against the University imposed by the Department of Education.
 - Disciplinary action, including possible dismissal, against University employees.

Department of Psychology

Graduate Student Handbook

THE UNIVERSITY OF
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DEPARTMENT OF PSYCHOLOGY
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REVISED 11/2020

- General Information
 - **Respect For Diversity**
- Funding
- Courses
- Grades and Retention
- Changing Major Professors or Programs
- Leaves of Absence
- Grievance Procedures
- Program Milestones
- Committees, Chairs, and Graduate Faculty
- General Information about Graduate Student Forms

<https://www.memphis.edu/psychology/graduate/pdfs/psychology-graduate-student-handbook11-2020.pdf>

Department Diversity Statement

The University of Memphis Department of Psychology seeks to understand and address issues of culture, disability, ethnicity, gender, generation, sexual orientation, national origin, privilege, race, and different views on religion in education, policy, research, practice, recruitment, and retention of diverse populations. In this, it strives to offer resources that promote goals of cultural humility, mutual respect, and social justice at the level of the department, university, and broader community.

Psychology Diversity, Equity, and Inclusion Committee

Faculty members: **Dr. Kris Berlin (chair), Dr. Mollie Anderson, Dr. Randy Floyd, Dr. Phil Pavlik,** and **Dr. Francisco Salgado García**

Graduate student members: **Meng Cao, Kerry Jones, Emily Lewis, Samantha Newman, Kelsey Walker,** and **Jay Withers**

Visit the website at

<https://www.memphis.edu/psychology/diversity-committee/>

Diversity, Equity, and Inclusion Initiatives

- **Welcoming Diversity Forum**
 - Fridays, 12:00 to 12:55 p.m.
 - Clinical and School PhD students are required to attend.
- **Welcoming Diversity Colloquium Series and Faculty Workshops**
- **LGBTQ+ Task force**
- **ALANA (African American, Latino/Latina, Asian American, Native American) Psychology Group**
- **Diversity and Inclusion Celebration**
- **International Pronouns Day**



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Harassment and Discrimination Grievance Procedures

THE UNIVERSITY OF
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HANDBOOK**

REVISED 11/2020

No form of sexual or racial harassment will be tolerated.

All faculty members, students and staff . . . are responsible for taking reasonable and necessary action to prevent and discourage sexual or racial harassment and are required to promptly report conduct that could be in violation of institutional policies and guidelines. Such reporting should occur when information concerning a complaint is received formally or informally.

Grievance Procedures

THE UNIVERSITY OF
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DEPARTMENT OF PSYCHOLOGY
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Consult informally with supportive faculty, peers, and GSCC officers—by email, personal contact, or anonymous written complaint

Go to the person with whom you have a complaint

Ask a GSCC officer to convey your concern to department administrator

Go directly to a department administrator

Develop a grievance committee

Office for Institutional Equity

[About](#)

[EOAA](#)

[Harassment](#)

[Title IX](#)

[ADA](#)

[Policies](#)

[Events](#)

[Resources](#)



If you have any questions about the complaint process or require assistance with completing any of our complaint forms, please contact the Office for Institutional Equity (OIE) at 901.678.2713, Monday through Friday from 8:00 A.M. to 4:30 P.M. or email us at oiememphis.edu.

For other concerns, please refer to University's central reporting site: <https://www.memphis.edu/report/submit-a-report/index.php>.

File a Complaint

Title IX & Sexual Misconduct

The University of Memphis is committed to providing an environment that is free from discrimination on the basis of sex to our campus community, in compliance with Title IX of the Education Amendments of 1972 and the Violence Against Women Reauthorization Act of 2013.

Sexual misconduct is a form of sex discrimination strictly prohibited by the University, which includes, but is not limited to, ***sexual assault, sexual harassment, domestic/dating violence or stalking***. As such, all reported allegations of sexual misconduct, as defined by **GE2031 - Sexual Misconduct and Domestic Violence policy**, will be investigated and adjudicated accordingly. If you have experienced or have knowledge of any form of sexual misconduct involving a student, staff, faculty member or affiliated organization, please complete the following form:

[FILE A SEXUAL MISCONDUCT COMPLAINT >](#)

File a Complaint

Discrimination, Harassment & Retaliation

The University of Memphis is committed to ensuring that each member of the campus community works or studies in an inclusive and respectful environment, in compliance with Titles VI & VII of the Civil Rights Act of 1964.

Students, faculty and staff are entitled to a place of work and study, free from any form of unlawful discrimination or harassment that is based on *race, color, religion, age, disability, sex, national origin, marital status, veteran status, sexual orientation, gender identity/expression or any legally protected class or basis*. As such, all reported allegations of discrimination or harassment, as defined by **GE2030 – Non-Discrimination and Anti-Harassment**, will be investigated and adjudicated accordingly. If you have experienced or have knowledge of any form of discrimination or harassment, involving a student, staff, faculty member or affiliated organization, please complete the following form:

[FILE A DISCRIMINATION COMPLAINT >](#)

Strive for Virtues in Action

VIA Classification of Character Strengths

Courage

Justice

Humanity

Temperance

Transcendence

Knowledge and

Wisdom



Creativity



Curiosity



Judgment



Perspective



Bravery



Perseverance



Zest



Honesty



Social Intelligence



Kindness



Love



Leadership



Fairness



Teamwork



Forgiveness



Love of Learning



Gratitude



Spirituality



Self-Regulation



Humility



Appreciation
of Beauty



Prudence



Hope



Humor

Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues*. Oxford, UK: Oxford University Press.

<https://www.trainers-toolbox.com/via-strengths-assessment-tool/>

Remaining Sessions Today

Break 15 Minutes

Graduate Student Coordinating Committee Overview 2:30 – 3:10
Kerry Jones, GSCC President Room 206

Graduate Programs Orientation 3:15 – 3:45

Clinical

Dr. Meghan McDevitt-Murphy Room 208

Experimental

Dr. Robert Cohen Room 206

School

Dr. Beth Meisinger Room 230

Dr. Sarah Irby

Dr. Tom Fagan

MSGP

Dr. Melloni Cook Room 204

Teaching Assistants and Graduate Instructor Training 3:45 – 4:30
Dr. Gina Caucci Room 206