

APA Presents
March 25, 2019

Transferring Schools and Finding Fit for Psychology Grad Students

Garth A. Fowler, PhD

Associate Executive Director

Graduate and Postgraduate Education & Training

Education Directorate

American Psychological Association

Eddy Ameen, PhD

Associate Executive Director

Early Career and Graduate Student Affairs

Education Directorate

American Psychological Association



AMERICAN
PSYCHOLOGICAL
ASSOCIATION



Today's Outline

1. Updates from APAGS and Around APA – Dr. Eddy Ameen
2. A Three-Part Approach to Finding Fit – Dr. Garth Fowler
3. Questions and Answers

Notes

- You will be on mute
- Use the Questions option to submit your questions
- Copies of the slides will be available on the APA's Argosy FAQ page
- Click the original registration link later to access a recording

What's new?

Psych Student Action Center

- psychstudentactioncenter@apa.org and 202-336-6014
- FAQ Page: www.apa.org/apags/argosy - New updates link to credentials webinar, address private loans, and more.

Commission on Accreditation

- List of APA-accredited schools willing to take Argosy students
- Guidance for interested programs and schools: apa.org/ed/accreditation

Department of Education

- List of transfer fairs and webinars at studentaid.gov
- Help line

From the FAQs

“It is possible that the new program/institution may not fit your current needs, constraints or career and professional goals well. **We are not aware of any requirements that compel you to accept the agreements made with new programs for your own educational future.** (In fact, our understanding is that exclusive arrangements which prohibit students from going elsewhere are not permissible.) There are individual-level pros and cons to consider in each case.”

Many Motivations, Similar Considerations

- Students transfer programs for a variety of reasons
 - Training outcomes or expectations have changed
 - Life needs and career goals have changed
 - Change in school's, department's or program's ability to support and meet your personal and professional needs
- A key component of making a successful transfer is to once again consider your training goals and your professional needs
- *As a transfer (current) student, you now have the benefits of prior experience as a graduate student, development of new skills, and acquired academic credentials (grades, courses, or even degree)*



Institutional and/or Programmatic Closings

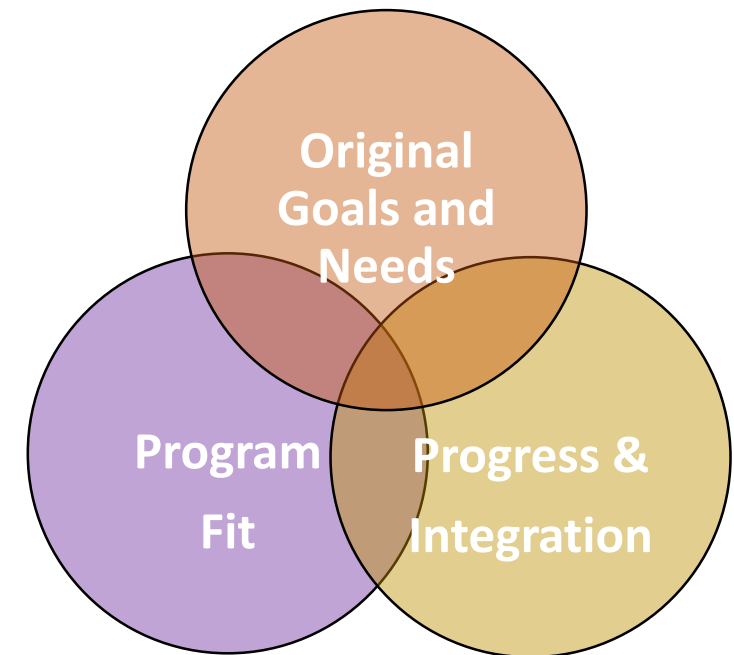
- In rare situations, a school or department may cease operations or support of a program before all enrolled students complete
- The Department of Education and regional accreditors may require ceasing/closing institutions to offer *teach-out plans*
- Teach-out plans are a course of action to ensure students are treated fairly, and may include agreements with one or more institutions where students can finish their studies



Find your (new) Fit

No matter how your options come to you, we suggest you take time to consider:

- What were my original intents and goals when I first started graduate school. Have they evolved, and if so in what way?
- How do new options fit my goals, and what are the programmatic outcomes (students graduation rates, entry into workforce and desired career pathways)?
- How does my current progress fit (transfer) with the new programs structure, methods of support, etc.?



Original Goals and Needs

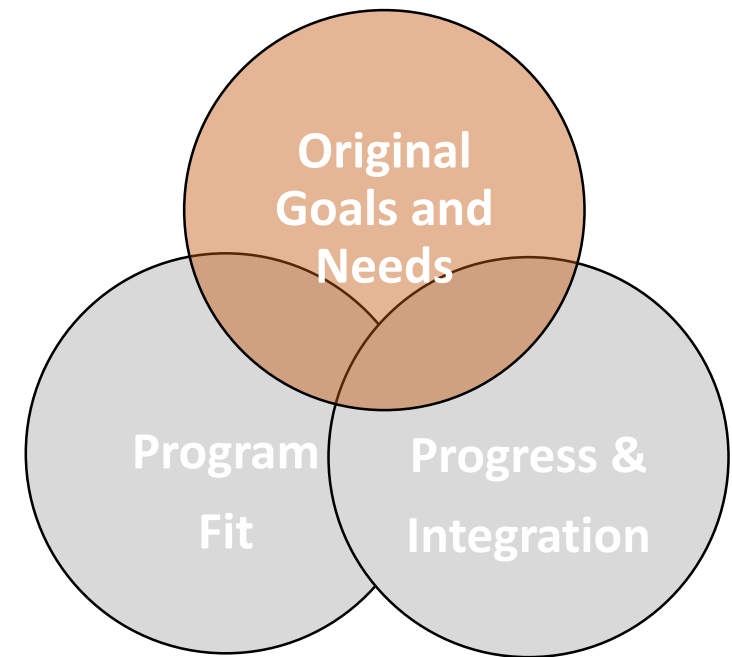
APA has many resources geared to help *new applicants* navigate their plentiful graduate training options. As you consider the advice in this webinar, you may want to go back and review certain sections or resources.

- Roadmap to Graduate School

psychlearningcurve.org/?s=roadmap+to+graduate+school

- FAQs About Graduate School

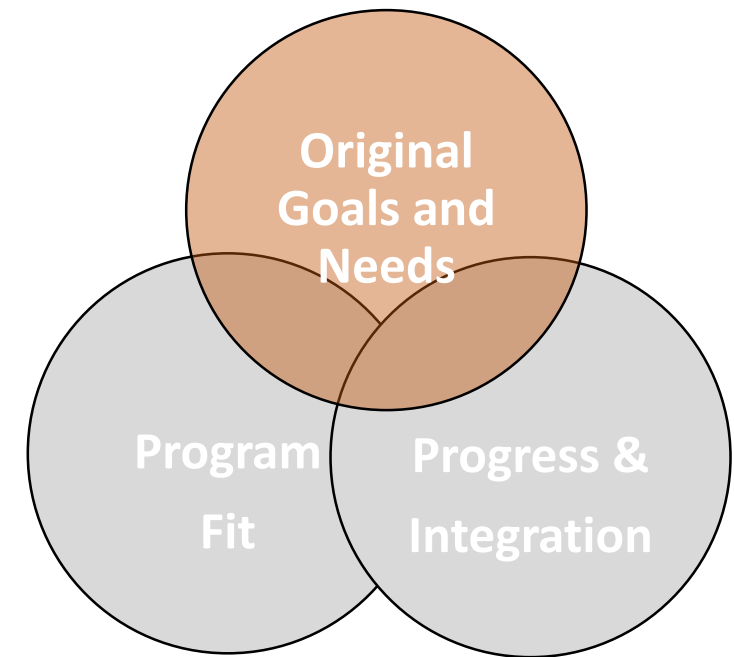
apa.org/education/grad/faqs



Original Goals and Needs

At the very least, we suggest you ask the following:

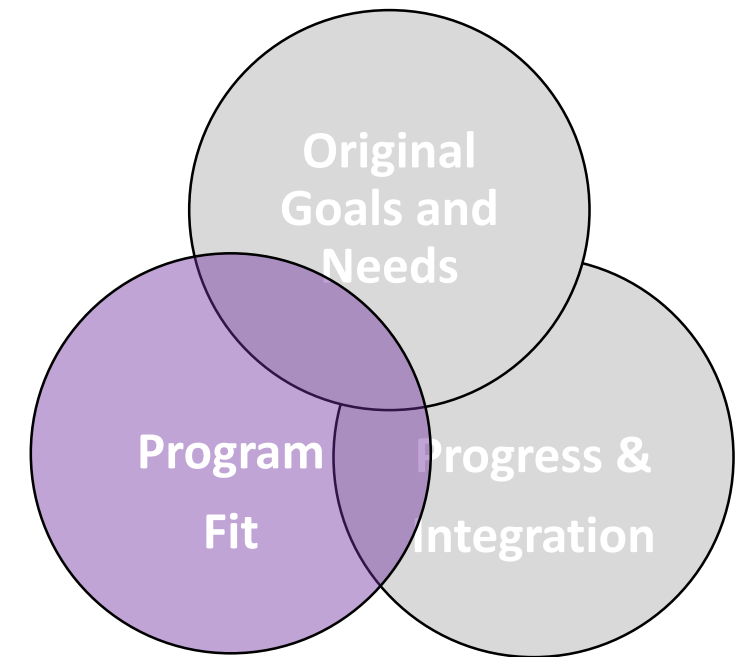
- Does the new program offer me the same degree?
 - If not, does the new degree still help me reach my career and professional goals?
- Does the new program offer me the same area of concentration/subfield of study?
 - If not, does the new program still help me reach my career and professional goals?
- Are the outcomes and credentials of the new institution/program consistent with my career goals?
 - Is the institution regionally accredited?
 - Is the program APA accredited (if within scope)?



Program Fit

Programs may offer the same degrees, outcomes and areas of study, but vary in approach to education and training, required courses and experiences, and in overall culture and student experience.

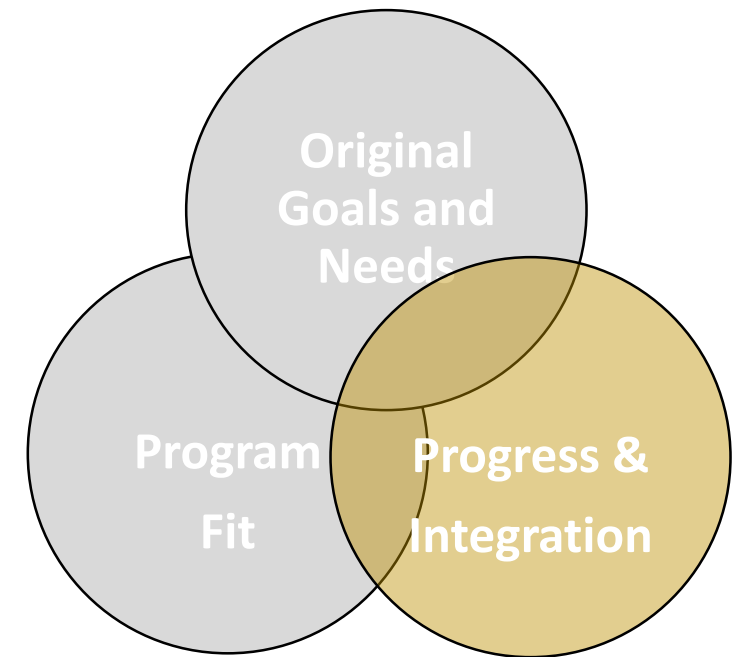
- How do I find a research advisor or mentor?
- Are there teaching/research requirements?
- If licensure is a goal, how successful are students with securing internship placements? Will I meet my state's requirements for licensure (e.g., course requirements, residency)?
- If research is a goal, how successful are students at receiving funding and publishing papers?



Progress and Integration

Ideally, transfer and integration into a new program should support your overall progress toward program completion and obtaining your career goals.

- How many credit hours/courses will transfer from your prior school/program?
- Is there a cost (fee) for applying or supplying any needed credentials to the new institution?
- Will the type, amount of financial support change?
- As a transfer, what other resources do you have access to that address the needs of a new student with previous graduate experience, skills, and accomplishments?

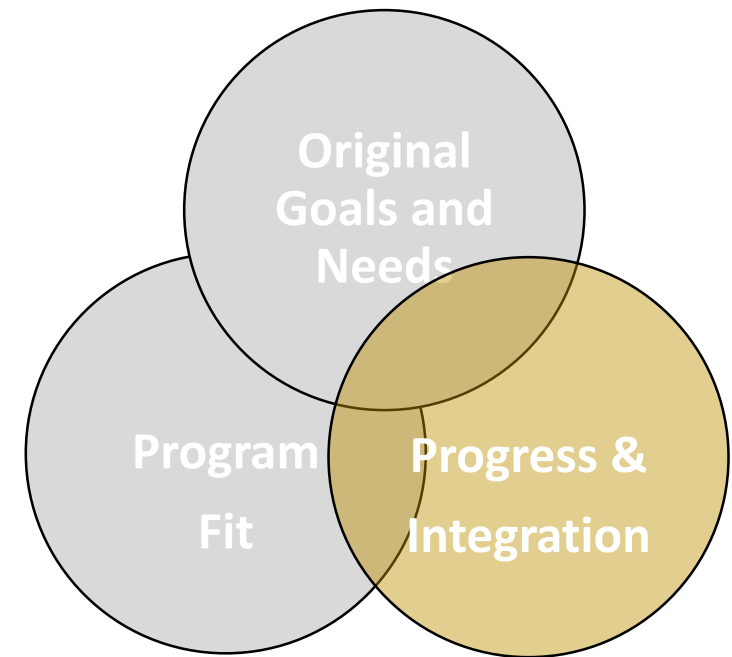


Progress and Integration

As you consider if a new program is a good fit for you, ideally your new program has thought of ***why you are a good fit for them.***

Don't hesitate to ask the new program how they think their services, teaching, resources and support are aligned with your goals and needs.

- Have they trained students with similar needs and career goals in the past?
- How successful are past transfer students in completing the program? Do they encounter delays, extra costs, etc.?



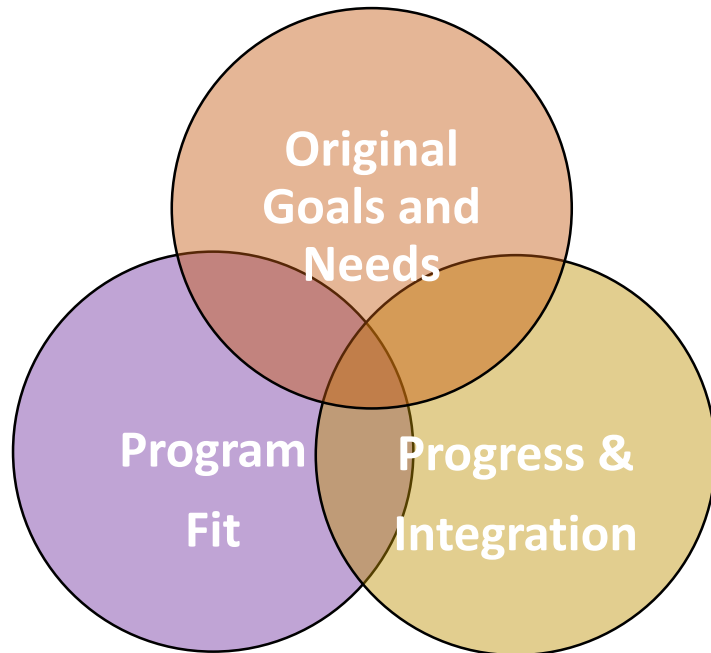
Unique and Personal Considerations

There are numerous questions you should consider that are unique and personal to your situation. There may be no exact right or wrong answer, but thoughtful consideration might help with the overall decision process.

- Do you have to physically relocate?
- Does the culture of the program fit with your expectation? Do you feel you that you could become a colleague with the existing students, faculty and staff?
- Be familiar with state licensure laws, and do not be afraid to contact the state license board.



Finding Fit: A Personal Decision and Commitment



- **You** are the best judge if a new program is good for you.
- **You** are your best advocate for pursuing what is best for you.
- Teach-out plans may provide the most immediate and implementable option to continue your training, but it does not mean you are bound by that agreement.
- Transitions routinely are not easy, take time to consider, and can be mentally exhausting. However, the time and energy spent can result in rewarding new paths, and potentially better outcomes.

Questions and Answers



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

APA-Accredited Programs Accepting Argosy Transfers

<https://www.apa.org/ed/accreditation/programs/accepting-argosy-transfers>

CoA Statements on Transfer and Teach-Out Information for Argosy

<https://www.apa.org/apags/argosy-transfer-review>

Roadmap to Graduate School

psychlearningcurve.org/?s=roadmap+to+graduate+school

FAQs About Graduate School

apa.org/education/grad/faqs

FAQs about Argosy's Closure, checklist covering today's topics

apa.org/apags/argosy