



PSYCHOLOGY GRADUATE PROGRAM HANDBOOK

Department of Psychology
College of Arts and Sciences
Georgia State University

Lindsey Cohen, Chair
Kevin Swartout & Erin Tully, Co-Directors of Graduate Studies

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I. INTRODUCTION

The Graduate Program Handbook describes requirements for earning advanced degrees in the Department of Psychology, College of Arts and Sciences, Georgia State University. It details departmental and concentration curricula along with departmental policies and procedures that govern graduate students. Graduate students in the department are expected to be familiar with all requirements, policies, and procedures described herein.

Students are responsible for knowing about and complying with the Department of Psychology policies and requirements described in this Handbook as well as the policies and requirements of the College of Arts and Sciences detailed in the Graduate Catalog.

The “Department of Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development” document, which is available on iCollege, provides additional guidance for the development and maintenance of professional and effective advisor-advisee relationships.

This handbook became a “living” document in August of 2020, which allows for content in the handbook to align with current policies of the department, college, and university. All students will use this living handbook. Students whose year of entry was before 2020 will adhere to the course requirements in effect when they enrolled, as described in “The Curriculum” section of the edition of the Graduate Program Handbook that corresponds to the year they entered (the Curriculum section of past handbooks is linked below). However, students may elect to be governed by “The Curriculum” section of the current “living” handbook. To do so, they should submit a request in writing to the Director(s) of Graduate Studies that they would like to adopt the entire living handbook (i.e., including “The Curriculum” section).

Please track your progress toward graduation using Degree Works, which is the online system the College of Arts and Sciences uses to monitor students’ progression through their academic program. Learn to access and use Degree Works [here](#). Please also consult the Office of Graduate Services [website](#) for resources and guidelines (e.g., instructions for formatting thesis and dissertation documents, a calendar with graduation deadlines).

II. ENROLLMENT AND FUNDING

Given unpredictable budgets, the department does not guarantee funding for all students. However, the department has historically been successful in having nearly all students funded during their training. The department strives to provide competitive stipends for all students for 4 years. If students are enrolled for 5 or more years, it is expected that the student and advisor will secure funding outside of the department. Students typically receive [tuition waivers](#) if they a) are funded at a minimum of 12,000/year, b) are registered as full-time students (12 credit hours in each the fall and spring semesters and 9 credit hours in the summer; note that the number of credit hours/semester was reduced in June, 2020), and c) are in good standing (e.g., GPA above 3.0). The program is full-time; students are not permitted to attend on a part-time basis (i.e., credit hours below 12 in the fall or spring; credit hours below 9 in the summer).

III. CURRICULUM

Coursework and other requirements specified by both the department and the individual concentrations are described in this section of the handbook. Students whose entry year will adhere to the course requirements in effect when they enrolled, as described in “The Curriculum” section of the edition of the Graduate Program Handbook that corresponds to the year they entered, unless they submit a request in writing to the Director(s) of Graduate Studies that they elect to be governed by the “living” handbook in full (i.e., including “The Curriculum” section). The curriculum sections of the handbooks are linked below.

All students are admitted to one of the 8 concentrations – overseen by 1 or more of the 5 program areas – that the department offers and must complete the departmental core curriculum and the relevant requirements of their concentration. Students who wish to complete a minor in an additional concentration may do so by completing the requirements described within the relevant concentration. The department offers minors in cognitive sciences, community psychology, and developmental psychology.

CURRENT SECTIONS OF PREVIOUS HANDBOOKS

* Curriculum for students whose entry year will was before 2020.

[2019-2020](#)

[2018-2019](#)

[2017-2018](#)

[2016-2017](#)

[2015-2016](#)

[2014-2015](#)

[2013-2014](#)

SUPPLEMENTAL COURSES

Students may choose to supplement their curriculum by taking courses in other programs (e.g., [NI](#)) and colleges/schools at GSU (e.g., [CEHD](#), [School of Public Health](#)). Georgia State University students may also enroll in courses offered by member institutions of the [Atlanta Regional Council for Higher Education \(ARCHE\)](#) under a cross registration program agreement.

DEPARTMENTAL CORE CURRICULUM

Courses

All students are expected to complete the departmental core curriculum within two years of entering the program. The departmental core courses are:

1. Psychological Research Statistics I (PSYC 8410)
2. Psychological Research Statistics II (PSYC 8420)
3. Scientific and Professional Ethics in Psychology (PSYC 8490)
4. History of Psychology (PSYC 8500)
5. Research Methods in Psychology (at least one methodology course as specified by the student's concentration)

Directed Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of [PSYC 9920](#) in recognition of individual research training they receive from their research supervisors. Each student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

Directed Research (PSYC 9920)

Directed Readings

Some hours can be filled with Advanced Directed Readings ([PSYC 9910](#)). The topic and requirements for the course should be negotiated between the student and the readings' supervisor at the beginning of the semester, and the basis upon which the final grade will be assigned should be clearly documented. PSYC 9910 hours are an excellent way to provide individual instruction tailored to a student and faculty member's mutual interests. However, PSYC 9910 should not be substituted for existing courses on the same topic, which should instead be taken as formal elective courses.

Directed Readings (PSYC 9910)

Students who have taken similar graduate courses previously and believe that any of these required courses should be waived must submit a petition in writing to the Director(s) of Graduate Studies by the end of their first semester of study. See Waiving Required Courses later in this handbook.

CLINICAL PSYCHOLOGY (CLG) CONCENTRATION CURRICULUM

The Clinical Psychology (CLG) concentration is administered by the Clinical Psychology program area. This concentration is designed to fill the requirements for doctoral training in clinical psychology and prepare students to be eligible for clinical licensure following graduation. The following coursework and activities constitute the course of study for students in the CLG concentration. CLG students also complete all departmental and college requirements. CLG students must be enrolled full time for at least 3 years to complete the curriculum.

Required General Psychology Courses

CLG students must take the [courses](#) required by the Department of Psychology and the general courses below.

Methodology:

8010 Research Methods in Psychology

Biological Bases of Behavior:

8610 Behavioral Neuroscience

Cognitive, Affective, and Social Bases of Behavior:

8520 Cognitive, Affective, and Social Aspects of Behavior

or both of the following:

8540 Advanced Cognitive Psychology¹

8510 Advanced Social Psychology¹

¹ recommended if student anticipates seeking licensure in MA or NY; these states currently require separate courses in the social and cognitive/affective aspects of behavior.

Human Development (one of the following):

8551 Cognitive, Perceptual and Linguistic Development

8552 Social and Emotional Development

Required Clinical Courses

8025 Foundations of Clinical Psychology: Science and Practice

8035 Foundations of Clinical Psychology: Assessment

8045 Foundations of Clinical Psychology: Therapy

8050 Diversity Issues in Clinical Psychology

8650 Psychopathology

Consultation, Supervision, and Evaluation:

9240 Supervision, Consultation, and Evaluation

Clinical Electives (two of the following):

(Note): Students may submit a petition to the Clinical Faculty to fulfill one elective requirement with a course not listed herein.

- 8200 Introduction to Community Psychology
- 8220 Community Interventions, Social Change, and Prevention
- 8230 Assessment, Consultation, and Evaluation I (ACE I)
- 8260 Assessment, Consultation, and Evaluation II (ACE II)²
- 8280 Psychology, Advocacy, and Organizing
- 8620 Introduction to Clinical Neuropsychology
- 8430 Statistics III³
- 8910 Topics in Clinical Neuropsychology
- 8640 Psychopharmacology
- 9130 Seminar in Advanced Approaches to Assessment⁴
- 9140 Neuropsychological Assessment
- 9230 Seminar in Advanced Approaches to Psychological Interventions⁴

² This course is no longer offered but would meet the requirement if a student took the course when it was offered

³ Students in cohorts admitted before 2020 and who have not adopted this living version of the handbook need to submit a [Request to Substitute Course](#) form for PSYC8430 to count as an elective.

⁴ This course may be taken more than once if topic is different.

Clinical Program Meetings

All clinical students are required to attend Clinical Program Meetings. Attendance at these meetings will be recorded by the Associate Director of Clinical Training (DCT) and reflected in students' practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT.

Directed Readings

Some hours can be filled with Advanced Directed Readings ([PSYC 9910](#)). The topic and requirements for the course should be negotiated between the student and the readings' supervisor at the beginning of the semester, and the basis upon which the final grade will be assigned should be clearly documented. PSYC 9910 hours are an excellent way to provide individual instruction tailored to a student and faculty member's mutual interests. However,

PSYC 9910 should not be substituted for existing courses on the same topic, which should instead be taken as formal elective courses.

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of [PSYC 9920](#) in recognition of individual research training they receive from their research supervisors. Each student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

Supervised Clinical Work

Clinical students must take a minimum of 31 credit hours of supervised clinical experiences distributed among the following practicum courses. Thus, students will complete a sufficient variety of practicum experiences to ensure a breadth of training in assessment and intervention. Students will maintain a record of their activities for inclusion in their annual reports and internship applications. Meeting these minimum requirements does not necessarily indicate that students have demonstrated relevant clinical competencies.

9950A Apprentice (3 hrs minimum)

9950B Beginning Assessment (7 hrs minimum, which includes 1 hr summer didactic)

9950C Advanced Assessment and Supervision (10 hrs minimum)

9950E Psychotherapy (11 hrs minimum)

9950M Specialized Skills

In their first year in the program, students will enroll for 2 hours of Apprenticeship (9950A) in the Fall semester and 1 hour of Apprenticeship (9950A) in the Spring semester. This experience places first-year students in clinical supervision with advanced students who are conducting assessment and therapy. As part of the Apprenticeship during the Fall semester, first-year students will participate in a *First Year Seminar*. All first-year students are required to register for 1 credit of Beginning Assessment practicum (9950B) in the 6-week summer session prior to the beginning of their 2nd year. The core aim of this 1 credit practicum is for students to demonstrate competencies necessary to provide direct clinical services within the context of Beginning Assessment practicum in the subsequent Fall semester. In their second year in the program, students are required to enroll in a minimum of 6 credit hours of Beginning Assessment (9950B). They will also enroll for Psychotherapy (9950E). In each year thereafter in which students are supervised in the provision of direct services, students will enroll for credit hours based upon the services to be provided as determined by the supervisor.

All students are required to complete a minimum of 9 semesters of therapy practicum (9950E) in the Psychology Clinic in which clients are seen throughout the entire semester. Thus, the typical student will have the option of ending practica within the Psychology Clinic in December of the 5th year pending a successful annual review at the end of the student's 4th year. All students are required to complete 10 credits of Advanced Assessment and Supervision (9950C). The second semester of this practicum must be completed no later than the Fall semester in which they apply for internship. This would normally occur in the 4th year (for students who apply in the Fall of the 5th year) or 5th year (for students who apply in the Fall of the 6th year).

Specific requirements for external practicum: Prior to applying to any new external practicum site (including the first external practicum), students are required to submit a written notification to the DCT. For students who are applying to external practicum for the first time the written notification will be automatically forwarded to the Clinical Faculty for approval. For students whose written notification indicates that the student will have accrued 500 direct contact hours by the start of the new practicum (see "#1" below), the DCT and practicum coordinator will review the notification. If they, in consultation with the student's mentor(s), identify concerns, the notification will be forwarded to the Clinical Faculty for approval. Otherwise, the DCT and practicum coordinator will provide and document approval. Approval typically occurs between December and February and no later than April 1st. This written notification must include:

1. The student's current direct contact hours and estimated direct contact hours at the beginning of the proposed practicum
2. External practica that the student has completed or is presently engaged in completing
3. The expected time commitment (e.g., days per week and hours per day) required by the proposed external practicum site (including direct contact hours, supervision, didactics, report writing, etc.)
4. Description of how the proposed external practicum training experience is critical to the student's training goals
5. The student's current status on departmental milestones
6. How the student will achieve departmental milestones while engaged in the proposed external practicum experience
7. The signature of the faculty/clinical advisor to indicate endorsement of the written request.

To be approved for off-campus practica for the first time, students must (1) successfully propose their thesis, and (2) successfully complete two semesters of assessment practica (if registering for an external assessment practicum) or demonstrate sufficient evidence of beginning therapy skills within therapy practica (if registering for an external intervention practicum) on campus under the supervision of members of the clinical program faculty or

staff. As noted above, **students should submit a written notification to the DCT prior to making contact with any sites.** With the approval of the DCT, students may interview for external practicum prior to completing these requirements and receiving formal program approval, but they are not allowed to register. The Psychology Clinic and the Regents Center for Learning Disorders are examples of on-campus practicum sites. Students must defend their thesis before registering for a 4th semester of external practicum. Students at risk for not meeting this requirement are expected to develop a plan to meet this requirement and review it with their clinical advisor. It is also expected that the student will review this requirement with the external practicum site. This means that before students formally commit to a given external practicum site (which usually occurs sometime in February or March), they will have (1) developed a plan to ensure that the thesis will be successfully defended prior to the start of a 4th semester of external practicum – which would typically occur in July or August (i.e., at the beginning of the 4th year), and (2) explicitly informed the external practicum site that failure to fulfil this plan will result in the need to withdrawal from the practicum.

External practicum sites may have other requirements (e.g., background check, flu shot) that students must meet to participate in the practicum. Students are responsible for knowing these requirements, which may incur a monetary cost, and should agree to abide by these requirements prior to registering for the practicum.

Professional Development

Students will engage in three of the following four activities to foster their professional development and strengthen their professional identity.

1. First-author presentation (e.g., poster, paper, etc.) at a state, regional, national, or international meeting.
2. Author or co-author an article or chapter submitted to a scholarly journal or book.
3. Give a formal oral presentation within the department, university, or professional community.
4. Prepare or assist faculty in preparing an internal or external proposal for funds to support research (e.g., a seed grant, a training fellowship) or its dissemination (e.g., a conference travel award).

Advisors will assist students in meeting these requirements and certify at the time of annual review that they have been satisfied.

Pre-Doctoral Clinical Internship

Clinical students are required to complete a 2000 hour one-year pre-doctoral internship in accordance with standards of the Education and Training Board of the American Psychological Association. Credit for the clinical internship will be granted only for training completed within

sites approved by the American Psychological Association (APA) or the Canadian Psychological Association (CPA). Students who wish to seek an internship at a site not approved by the APA or CPA must petition the clinical faculty for approval. The limited number of APA-accredited internship/residency opportunities in the state of Georgia in general, and in the metropolitan-Atlanta area in particular, dictates that students must be prepared to complete this internship elsewhere.

Students wishing to apply for internship must inform the DCT by April 15th. Students wishing to apply for internship should meet with their clinical advisor well before this time to review their readiness. Students must receive approval by the clinical faculty to apply for internship. The Director of Clinical Training will inform the student of the committee's decision.

Approval to apply for internship will be based on a determination of the student's academic and clinical competence, a history of ethical and professional behavior, and satisfactory progress on the dissertation. Students must successfully defend their dissertation proposal (and turn in the appropriate paperwork) by October 1st before being permitted to apply for internship. It is expected that all other program requirements will be completed prior to October 1st. If any program requirement (e.g., a course) is not met at the time of a successful internship match, the student is required to honor the binding internship match agreement and will be required to return to GSU after completion of the internship to complete the requirement(s). It is also expected that students will meet the minimum levels of achievement (MLA) for all competencies required for practicum upon leaving for internship. Achievement of each MLA is operationalized as "Meets Expectations" or "Exceeds Expectations" on relevant competencies listed on the student's final semester(s)' Program's Practicum Evaluation Form. The Clinical Faculty will review all students' final two semesters of clinical practica (including at least one "internal" practicum) as well as relevant contextual information across multiple professional settings to determine whether each MLA was met. If the Clinical Faculty determine that one or more MLAs were not met at the time of or subsequent to a successful internship match agreement, the student is required to honor the binding internship match agreement. However, the Program will coordinate with the internship site to develop an appropriate remediation plan during the internship. Students' successful remediation and achievement of relevant MLAs will be evaluated by the internship and documented by the Clinical Psychology Program.

The clinical faculty strongly encourages students to defend their dissertations prior to leaving for internship. Students should review the "[continuous enrollment](#)" policy, which applies when students do not defend their dissertations before the completion of internship.

The clinical program is a subscriber to the Association of Psychology Postdoctoral and Internship Centers (APPIC), which oversees the internship application process. Students are encouraged to visit APPIC's website early and regularly to stay informed of the internship application process, including the amount and types of clinical training typical of successful internship applicants. Students are encouraged to carefully track their clinical activities so that

they accumulate the number of clinical, supervision, and preparation hours necessary to meet their professional goals.

The clinical curriculum is designed in part to prepare students to practice as licensed psychologists. However, licensure requirements vary from state to state, and the program cannot guarantee that the curriculum covers the necessary elements for all states. Students are encouraged to consult the [licensure requirements for states](#) in which they are interested in practicing and plan their curriculum accordingly, especially the [GSU licensure sheet](#) for psychology.

Clinical students should be aware that some external practicum and internship sites will ask about a history of unprofessional and/or criminal behavior (e.g., prior felony) and will conduct background checks. A history of such behavior may influence a students' ability to participate in a given practicum or secure an internship.

Validating Previously Earned Master's Practicum Hours. Practicum hours earned during graduate work that occurred prior to the start of GSU's Clinical Psychology Program must be approved by the DCT before these practicum experiences may be included on students' internship application (APPI). The only hours that will be considered for approval are those that were sanctioned practicum experiences (1) as part of a Psychology graduate program, and (2) in settings where the primary supervisor was a licensed clinical psychologist. Once these two criteria have been met, the student is responsible for providing to the DCT the following information for each individual practicum experience:

The total number of direct intervention contact hours (e.g., therapy and related categories)

The total number of assessment hours (e.g., test administration and related categories)

The total number of supervision hours

The number of support hours (e.g., test scoring, report writing, clinical notes, case conferences, other related activities). Note: Support hours reflect most of the activities you do while on a practicum that do not fit into the aforementioned categories above.

The primary supervisor for each site, supervisor overseeing all practicum training, or director of the Master's Program must verify in writing that these data are accurate to the best of his/her knowledge. This verification process should be completed no later than the end of your first year in the doctoral program.

CLINICAL-COMMUNITY (CLC) CONCENTRATION CURRICULUM

Clinical-Community Psychology (CLC) is a concentration jointly administered by the Clinical Psychology and Community Psychology program areas. This concentration is designed to meet the requirements for doctoral training in clinical and community psychology and prepare students to be eligible for clinical licensure following graduation. CLC students receive training that is informed by the traditions of prevention and social justice in community psychology and by the focus on assessment and individualized mental health interventions in clinical psychology. Thus, the CLC curriculum is designed to provide a strengths-based, culturally competent approach to mental health and healthy development that emphasizes theory, research, and practice at multiple levels of analysis – psychological, sociopolitical, and ecological. In addition to being qualified for clinical licensure, CLC students receive training in the range of indirect services necessary for interventions at the institutional and community levels: consultation, program development and evaluation, social policy, and action research. CLC students are required to complete all departmental and college requirements. CLC students must be enrolled full time for at least 3 years to complete the curriculum.

Required General Psychology Courses

CLC students must take the courses required by the [Department of Psychology](#) and the general courses listed in the [CLG concentration](#) section.

Required Clinical Courses

CLC students must meet [all course requirements](#) specified by the CLG concentration.

Clinical Electives (two of the following):

(Note): Students may submit a petition to the Clinical Faculty to fulfill one elective requirement with a course not listed herein.

- 8200 Introduction to Community Psychology¹
- 8220 Community Interventions, Social Change, and Prevention²
- 8230 Assessment, Consultation, and Evaluation I (ACE I)²
- 8260 Assessment, Consultation, and Evaluation II (ACE II)³
- 8280 Psychology, Advocacy, and Organizing²
- 8620 Introduction to Clinical Neuropsychology
- 8910 Topics in Clinical Neuropsychology
- 8640 Psychopharmacology
- 9130 Seminar in Advanced Approaches to Assessment³
- 9140 Neuropsychological Assessment

9230 Seminar in Advanced Approaches to Psychological Interventions⁴

¹ Required for all CLC students

² Fulfills a professional specialization elective in the community curriculum

³ This course is no longer offered but would meet the requirement if a student took the course when it was offered

⁴ May be taken more than once if topic is different

Required Community Courses

8200 Introduction to Community Psychology

Community Psychology Electives (Two of the following):

8280 Psychology, Advocacy, and Organizing

8230 Assessment, Consultation, and Evaluation I (ACE I)

8220 Community Interventions, Social Change, and Prevention

9900 Special Topics in Community Psychology

Additional Community Electives (Two courses):

In consultation with the advisor students take two additional courses inside or outside the department that fulfill their training needs. For example, students may apply these elective credits toward fulfilling requirements of a dual or joint degree program, a graduate certificate program, or toward additional methodological or professional specialization training.

Clinical Program Meetings

CLC students must meet the [CLG requirement](#) to attend Clinical Program Meetings.

Supervised Clinical Work

CLC students must meet the [CLG requirements](#) for supervised clinical work.

Required Community Practica

Students are required to complete 9 credit hours of community (9960C) or clinical-community (9970C) practicum. CLC students may take any combination of community practica (9960C) or clinical-community practica (9970C) to satisfy this requirement. 9970C fulfills practicum requirements in both clinical and community program areas. Prior to arranging 9970C, students

must consult with the practicum coordinators in both the clinical and community program areas and must have approval from the clinical faculty to register for off-campus practica.

In addition to the above course requirements, CLC students must also meet requirements relevant to Directed Readings, Research, Supervised Clinical Work, Professional Development, and the Pre-Doctoral Clinical Internship as specified by the CLG Concentration.

Professional Development

CLC students must meet the [CLG requirements](#) for professional development.

Pre-Doctoral Clinical Internship

CLC students must meet the [CLG requirements](#) for predoctoral internship.

CLINICAL-NEUROPSYCHOLOGY (CLN) CONCENTRATION CURRICULUM

Clinical-Neuropsychology (CLN) is a concentration jointly administered by the Clinical program area and the Neuropsychology and Cognitive Neuroscience program area. This concentration is designed to meet requirements for doctoral training in clinical neuropsychology and prepare students to be eligible for clinical licensure following graduation. Thus, the CLN curriculum is designed to provide neuropsychological and neuroscience training to students who have primary interests in Clinical Psychology generally and Clinical Neuropsychology specifically. CLN students also complete all departmental and college requirements. This program of study is consistent with the guidelines proposed by the Houston Conference on Specialty Education and Training in Clinical Neuropsychology. Thus, CLN students will complete the foundational requirements required to be eligible and well prepared to become ABPP certified in clinical neuropsychology.

Required General Psychology Courses

CLN students must take the courses required by the [Department of Psychology](#) and the general courses listed in the [CLG concentration](#) section.

Required Clinical Courses

CLN students must meet all clinical course requirements specified by the [CLG concentration](#). The clinical electives requirement is fulfilled by the required CLN courses.

Required CLN Courses

In addition, CLN students must take the following core courses:

- 8620 Introduction to Clinical Neuropsychology
- 9140 Neuropsychological Assessment
- 8910 Topics in Clinical Neuropsychology¹

¹ Students may take Psychopharmacology (PSYC 8640) to meet this requirement.

Clinical Program Meetings

CLN students must meet the [CLG requirement](#) to attend Clinical Program Meetings.

Supervised Clinical Work

CLN students must meet the [CLG requirements](#) for supervised clinical work.

Professional Development

CLC students must meet the [CLG requirements](#) for professional development.

Pre-Doctoral Clinical Internship

CLC students must meet the [CLG requirements](#) for predoctoral internship.

COGNITIVE SCIENCES (CGS) CONCENTRATION CURRICULUM

The Cognitive Sciences (CGS) concentration is administered by the Cognitive Sciences program area. Students in the Cognitive Sciences concentration must meet all departmental and college requirements, including the [departmental core curriculum](#). Cognitive Science students also take 3 courses covering research methods and core knowledge in cognitive psychology, as well as 3 elective courses in an area of interest with consultation and approval of the graduate advisor. Students can also cross-register for graduate courses offered by members of the Atlanta Regional Consortium for Higher Education (see the [ARCHE website](#)), with Georgia Tech and Emory University being particularly good candidates, for example to supplement the available curriculum in Cognitive Psychology.

Required Cognitive Sciences Courses

8010 Research Methods in Psychology (or another methods course endorsed by the program)
 8540 Advanced Cognitive Psychology
 8541 Special Topics in Cognitive Psychology (see topic examples below)
 9940c Specialized Seminar: Cognitive Sciences (i.e., Hard Data Café—see below)

Elective Courses

Choose any 3 of the following.

Methods

8430 Psychological Statistics III
 8014 Research: Community/Applied Social Psychology

Cognitive Psychology

6130 Sensation and Perception
 8551 Cognitive and Linguistic Development
 8541 Special Topics in Cognitive Psychology
 8560 Animal Learning and Cognition
 PHIL 6330 Philosophy of Mind
 PHIL 6530 Philosophy of Language

Social Psychology

6030 Cross-cultural Psychology
 6620 Psychology of Women
 8020 Introduction to Community Psychology
 8220 Community Interventions, Social Change, and Prevention
 8280 Psychology, Advocacy and Organizing
 8510 Social Psychology
 8511 Special Topics in Social Psychology

8552 Social and Emotional Development
 SOCI 8040 Cognitive Sociology
 SOCI 8110 Social Psychology (sociology)
 SOCI 8201 Social Inequality
 SOCI 8212 Race and Ethnic Relations
 SOCI 8216 Gender and Society

Evolution of Behavior

6116 Primate Behavior
 7560 Psychology of Animal Behavior
 ANTH 6330 Primate Behavioral Ecology
 BIOL 6911 Internship in Zoo Research
 BIOL 7440 Fundamentals of Evolution

Cognitive Neuroscience

PSYC 8600 Principles of cognitive neuroscience
 NEU 6330/PHYS 6710, Functional Neuroimaging
 PSYC 8640 Psychopharmacology
 PSYC 8910 Topics in Clinical Neuropsychology
 PSYC 6650 Minds, Brains & Genes: Exploring Psychosis (cross listed with the 4800 class)

Other Courses of Possible Interest

6520 Environmental Psychology
 8060 Issues of Human Diversity in Psychology
 6801 Survival Skills in Academia
 9900 Seminar in Psychology
 AL 8520 Psycholinguistics
 BIOL 6102 Neurobiology
 BIOL 6180 Neurobiology Laboratory
 EXC 7520 Neuroscience for Communication
 MATH/PHYS 8515 Dynamical Foundations of Neuroscience
 PHIL 6130 Philosophy of Science
 PHIL 8130 Topics in Philosophy of Science
 PHIL 8330 Seminar in Philosophy of Mind
 PHIL 8530 Seminar in Philosophy of Language
 SOCI 8156 Sexuality and Society
 WST 8920 Special Topics in Women's Studies

Directed Readings

Some elective hours can be filled with Advanced Directed Readings ([PSYC 9910](#)). The topic and requirements for the course should be negotiated between the student and the readings supervisor at the beginning of the semester, and the basis upon which the final grade will be assigned should be clearly documented. PSYC 9910 hours are an excellent way to provide

individual instruction tailored to a student and faculty member's mutual interests. However, PSYC 9910 should not be substituted for existing courses on the same topic, which should instead be taken as formal elective courses.

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of [PSYC 9920](#) in recognition of individual research training they receive from their research supervisors. Each student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

Hard Data Café (HDC)

Cognitive Sciences Colloquium Series (CSCS) Formally, 'Hard Data Café'

Cognitive Sciences students are expected to participate in the CSCS (accommodations or exceptions may be possible under unusual circumstances but require advisor approval). The CSCS consists of 6 events per year, three in each of the Fall and Spring Semesters. In each semester, there are two informal "mentoring and discussion events." During these hour-long events, faculty and students discuss informally as a group or in small groups subjects of importance in Cognitive Sciences and in professional development. These events may include reading selected papers prior to the event, or they may focus on a relevant and timely topic for discussion. Events are arranged on separate days of the week and times of the day to best optimize the chances for high levels of attendance. Students are expected to attend at least one of these two events each semester, and faculty also attend at least one, but as many as they can.

Each semester there will also be a more formal half-day event. In the fall meeting, the early-career students (2nd and 3rd year students) give 10-minute (2nd year) or 20-minute (3rd year) presentations of their active research projects or developing thesis projects. The structure of this half-day event includes time for Q&A or discussion, as well as the possibility for some other topic being presented for discussion (depending on time availability given the number of student presenters). Small-group discussions may also occur. This event is hosted on campus. Attendance is mandatory for CGS students and strongly recommended for CGS faculty and as such will occur on a Friday.

In the spring semester, during the formal half-day event the senior students (those who have passed their General Examination) present 30- or 45-minute papers. Longer papers are reserved for students who are approaching completion of the program and are designed to mimic a "job talk." In addition to the talks by senior GSU students, this event can include presentations from students in cognitive psychology programs in the Atlanta area, as well as an invited speaker, depending on time availability given the number of GSU CGS students who will present. This event can be held off campus (e.g., Indian Creek Lodge) or on campus. Attendance is mandatory for CGS students and strongly recommended for CGS faculty and as such will occur on a Friday.

Under these guidelines, each student would present two shorter papers early in their career, and at least one longer paper as they near completion of the program.

The seminar schedule will be organized by a student steering committee and at least one faculty adviser. There are three student organizers at any given time, serving two-year terms. We alternate years, selecting one or two more senior students to maintain that number. Each spring we will solicit requests for nominations for the steering committee position(s) and the faculty adviser and current steering committee will choose a new member(s) with an eye towards seniority and diversity of both the committee and their interests. However, all CGS students, regardless of whether or not they are on the steering committee, should expect to help with the CSCS events. Duties may range from organization, set up, logistics, speaker introductions or speaker invitations.

Cognitive Sciences Minor

The Cognitive Sciences program offers a minor that consists of 12 semester hours of coursework. These hours include two required courses, Advanced Cognitive Psychology and Special Topics in Cognitive Psychology, as well as two electives jointly agreed upon by the student and the student's graduate advisor, and approved by the CGS program chair. Electives cannot be courses that are used to fulfill course requirements in any other GSU Psychology graduate program. Electives are also typically drawn from among PSYC (including cross-listed PSYC) courses suggested for CGS doctoral students. However, up to one elective class can be a non-PSYC course. The electives requirement can be fulfilled through graduate coursework taken at other institutions, subject to approval. Students from other program areas must explicitly apply to the CGS program for minor status, but can do so either before or after taking the relevant courses.

COMMUNITY PSYCHOLOGY (COR) CONCENTRATION CURRICULUM

The Community Psychology (COR) concentration is administered by the Community Psychology program area. Students in Community Psychology must meet all departmental and college requirements, including the [departmental core curriculum](#). Students who plan to seek licensure should consult with the appropriate licensing board for any additional work that may be required.

Required Community Courses

8010 Research Methods in Psychology
 8060 Issues of Human Diversity
 8200 Introduction to Community Psychology
 8430 Psychological Statistics III or 9900 Qualitative Methods (cross listed with PH7522)
 9960C Community Practicum (3 X 3-credits each)

Community Psychology Electives (Two of the following)

8280 Psychology, Advocacy, and Organizing
 8230 Assessment, Consultation, and Evaluation I (ACE I)
 8220 Community Interventions, Social Change, and Prevention
 9900 Special Topics in Community Psychology

Additional Electives (Two courses)

In consultation with the advisor students take two additional courses inside or outside the department that fulfill their training needs. For example, students may apply these elective credits toward fulfilling requirements of a dual or joint degree program, a graduate certificate program, or toward additional methodological or professional specialization training.

Minor in Community Psychology

A minor in community psychology is available to graduate students enrolled in graduate work in the Department of Psychology or to students enrolled in other graduate programs with the approval of the Community Program Faculty. The minor consists of 12 semester hours of coursework that has been approved by the Community Program faculty. Students applying for the Community Psychology minor must either satisfy the core requirements of the Department of Psychology graduate program or propose comparable masters or doctoral level coursework before being accepted for a minor in community psychology.

Requirements for the minor are as follows:

1. 8200 Introduction to Community Psychology
2. 8060 Issues of Human Diversity
3. Choose 1 course from "Community Psychology Electives" list

4. Community Practicum (1 X 3 credits)

DUAL DEGREE MPH-PHD (COMMUNITY) CURRICULUM

The dual degree MPH-PhD program is jointly administered by the Community Psychology program area and the School of Public Health (SPH). This program is designed to provide professional and graduate students with a solid and well-rounded background across two curricular disciplines. Successful candidates will earn a Master of Public Health (MPH) degree upon completion of the graduate Health Promotion and Behavior (HPMB) or the Epidemiology and Biostatistics (EPID) concentration offered by SPH and a Doctor of Philosophy (PhD.) degree upon completion of the community psychology concentration. Students must meet all requirements for the respective programs (i.e., MPH, PhD); however, some coursework fulfills requirements toward both degrees. Also, students are not required to complete the MA degree requirements in addition to the MPH.

MPH Core Requirements and Additional Required Courses

Please consult SPH curriculum

- <http://publichealth.gsu.edu/academic/divisions/health-promotion-behavior/>
- <http://publichealth.gsu.edu/academic/divisions/epidemiology-biostatistics/>

Note that PH 7017 Fulfills PSYC 8410 Psychological Statistics I Requirement

Take PH 7019 or PSYC 8010 to fulfill Research Methods requirement

Required General Psychology Courses

Methodology (one of the following)

PSYC 8010 Research Methods in Psychology

PH 7019 Public Health Research Methods

Required Community Courses

PSYC 8060 Issues of Human Diversity

PSYC 8200 Introduction to Community Psychology

8430 Psychological Statistics III or 9900 Qualitative Methods (cross listed with PH7522)

9960C Community Practicum (2 X 3-credits each)

Community Psychology Electives (Two of the following)

8280 Psychology, Advocacy, and Organizing

8230 Assessment, Consultation, and Evaluation I (ACE I)

8220 Community Interventions, Social Change, and Prevention

9900 Special Topics in Community Psychology

Additional Electives (Two courses)

In consultation with the advisor students take two additional courses inside or outside the department that fulfill their training needs. For example, students may apply these elective credits toward fulfilling requirements of a dual or joint degree program, a graduate certificate program, or toward additional methodological or professional specialization training.

Notes:

1. Upon discussion with the advisor and approval of the faculty, one or more required or elective community courses may be used to fulfill MPH concentration electives.
2. MPH-PhD students must take 3 hours of Master's Thesis Hours in Psychology in addition to PH 7990.
3. MPH-PhD students must complete 3 hours of practicum as a requirement for the MPH in addition to the 6 hours of practicum required for the community concentration.

DEVELOPMENTAL PSYCHOLOGY (DEV) CONCENTRATION CURRICULUM

The Developmental Psychology (DEV) concentration is administered by the Developmental Psychology program area. Students in Developmental Psychology must meet all departmental and college requirements, including the [departmental core curriculum](#).

Required Developmental Courses

8010 Research Methods in Psychology or 8012 Developmental Methods (if offered)
 8430 Psychological Statistics III
 8551 Cognitive, Perceptual and Linguistic Development
 8552 Social and Emotional Development
 9940A Developmental Seminar

There are no other required courses as such. Instead, in consultation with their advisor, students propose a course of study to the Developmental program faculty, typically during their first semester in the program. They specify the courses they plan to take and provide a rationale for their choice. Once approved by the program faculty, this becomes a binding course of study for the student, although requests for subsequent modifications can be made. Courses that might be specified include, but are not limited to:

6130 Sensation and Perception
 6400 Psychology of the Atypical Child
 8015 Theories of Development
 8060 Issues of Human Diversity in Psychology
 8200 Introduction to Community Psychology
 8510 Advanced Social Psychology
 8540 Advanced Cognitive Psychology
 8610 Behavioral Neuroscience
 8662 Adolescence
 9900 Special Topics in Developmental Psychology
 9660 Infancy
 COMM 6400 Development of Communication and Language

Minor in Developmental Psychology

A minor in developmental psychology is available to graduate students enrolled in graduate work in the Department of Psychology. The minor consists of 12 semester hours of coursework that has been approved by the Developmental Program faculty. Students apply to the Developmental Program faculty for the minor either before or after taking either of the two foundation developmental courses (8551 Cognitive and Linguistic Developmental, 8552 Social and Emotional Development) and under most circumstances before taking other coursework for the minor. For example, a minor might consist of one or both of the foundation courses (i.e.,

Cognitive and Linguistic Development, Social and Emotional Development;), Developmental Methods, or any of the content courses appropriate for developmental psychology offered in the department.

COGNITIVE AND AFFECTIVE NEUROSCIENCE (CAN) CONCENTRATION CURRICULUM

The Cognitive and Affective Neuroscience (CAN) concentration is administered by the Neuropsychology and Cognitive Neuroscience program area. All students in Cognitive and Affective Neuroscience must fulfill all requirements of the Graduate School of Arts and Sciences and the Department of Psychology. CAN students also take 3 courses covering research methods and core knowledge in cognitive/affective neuroscience, as well as 3 elective courses within the cognitive neurosciences.

In addition to course work and other academic and research pursuits available at the university, students are encouraged to take advantage of research and professional experiences, conferences, workshops and seminars related to neuropsychology and cognitive & affective neurosciences nation- and world-wide.

Required CAN Courses

In addition to the [departmental core curriculum](#), the following courses are required for CAN students:

8010 Research Methods in Psychology
 8610 Behavioral Neuroscience
 8600 Principles of Cognitive Neuroscience

In addition to the required classes above, the remaining electives should be made up from the suggested courses below and others that may be deemed relevant. As Cognitive Neuroscience is a fundamentally interdisciplinary area, students are particularly encouraged to consider the relevant options available through all departments and discuss their planned curriculum with their advisors.

8540 Advanced Cognitive Psychology
 8605/NEU8705, Methods of MRI experimental design and analysis
 8620 Introduction to Clinical Neuropsychology
 8430 Psychological Statistics III
 NEU 6330/PHYS6710, Functional Neuroimaging
 8640 Psychopharmacology
 6650 Special Topics: Minds, Brains, & Genes: Exploring Psychosis
 6650 Special Topics
 8540 Advanced Cognitive Psychology
 8541 Special Topics in Cognitive Psychology
 8910 Topics in Clinical Neuropsychology
 8616/NEU 8010, Neurobiology I
 8617/NEU 8020, Neurobiology II

Research

Students are expected to be involved in research throughout their graduate training. Their research projects include theses, dissertations, and other activities. Students are encouraged to initiate projects, carry them through to completion, and present their work at professional meetings and in journal articles. Students will normally register for hours of [PSYC 9920](#) in recognition of individual research training they receive from their research supervisors. Each student and supervisor should agree at the beginning of each semester on the research topics, activities, and requirements for those PSYC 9920 hours, and the basis on which the semester grade (S or U) will be assigned.

IV. WAIVING REQUIRED COURSES

The preceding sections detail courses required by the departmental core and specific concentrations. However, students may petition that a required departmental core or concentration course be waived.

COURSES REQUIRED BY THE DEPARTMENT

Student petitions to waive any of the 5 departmental core courses (i.e., PSYC 8410, 8420, 8490, 8500, Methods course as dictated within the concentration) should be made in writing to the Director(s) of Graduate Studies. Typically, such requests are made when a student has taken a similar graduate course elsewhere. Students must make such requests via [e-mail](#) to the graduate program before the end of their first semester of graduate study at GSU. The written request should include the name of the GSU course(s) the student is petitioning to waive, a brief description of the course that was taken elsewhere, and a statement that the two courses cover the same material or a statement that the two courses cover similar material with specific exceptions listed. The student should supply the syllabus, transcript with the course and grade listed, and other relevant information concerning the course they took previously. The Director(s) of Graduate Studies, in consultation with faculty members who teach similar courses, will then decide whether such requests are granted.

The outcome of the petition will be emailed to the student. The possible outcomes are that the petition is “approved”, “not approved”, or “approved pending contingencies”. For example, if a previous course did not cover a specific topic that is covered in Stats I, the contingency for approval may be that the student attends Stats I lectures and complete Stats I assignments related to that topic but the student does not need to complete the entire course. It is the student’s responsibility to notify the Director(s) of Graduate Studies when the contingencies have been fulfilled so that the petition can be fully approved.

When fully approved, the student should submit the email approval with the “[Request to Transfer Credit](#)” form on the College of Arts and Sciences website so that the approval will be documented in Degree Works.

COURSES REQUIRED BY CONCENTRATIONS

Requests that courses required by the various concentrations be waived are made to the chairs of the appropriate managing program areas. Typically, such requests are made when a student has taken a similar graduate course elsewhere or has otherwise demonstrated competence or thinks that a course other than one that satisfies a concentration requirement would better serve his or her education. Students are encouraged to request prior to beginning their graduate studies in the Department. As a general rule, students should make such requests before the end of their first semester of graduate study at GSU and should supply any

information or documentation (e.g., transcript, syllabi) relevant to their request. If the request is granted, the chair of the program area(s) should send a memo to the Director(s) of Graduate Studies detailing which requirements have been waived for that student.

V. DEGREE REQUIREMENTS

All students in the department are considered doctoral students because only students who plan to earn the PhD are admitted. This section of the handbook describes requirements for the PhD, including requirements for the Master of Arts and the General Examination and, for clinical students, the pre-doctoral internship, all of which are prerequisites for the PhD. Please also see the “[Degree Requirements](#)” section of the CAS Graduate Catalog for guidelines and policies about theses, dissertations, and general exams.

APPLYING TO GRADUATE

Students must apply to graduate to earn their MA and PhD. Students should consult the Office of Graduate Services’ “[graduation checklist](#)” and “[graduation calendar](#)” for information about applying for graduation. For example, students should apply to graduate two semesters in advance of their expected graduation date and submit a “[Graduation Change Request Form](#)” and notify [Annette Clark](#) if they are unable to graduate in the designated semester.

MASTER OF ARTS DEGREE

Master’s Coursework

For the MA degree students must complete a minimum of 33 semester hours of graduate coursework, which includes:

1. 15 semester hours of departmental core courses,
2. 12 semester hours of other psychology courses, and
3. 6 semester hours of Master’s Thesis Research (PSYC 8999; *note: MPH/PhD students take 3 semester hours of PSYC 8999 and 3 semester hours of PH 7990*).

When working on their theses, students enroll for at least six semester hours of PSYC 8999, Master’s Thesis Research. Students must be registered for PSYC 8999 during the semester(s) in which the thesis is proposed and defended.

Master’s Thesis Committee

The thesis is completed under the direction of a committee consisting of a chair (the thesis advisor) and at least two additional members. The chair must be a faculty member (including joint appointment faculty) in the Psychology Department who is a member of the Graduate Faculty. At least one of the other members must be a faculty member (including joint appointment faculty) from the Department of Psychology. The third member may be a person who has a faculty appointment in a department at Georgia State University or another

university or research institution. A student who wishes to have someone serve on his or her committee who does not meet these criteria may add that person as a fourth member.

If there are changes to a committee after the initial nomination process, students should nominate a revised committee using the same committee nomination process (i.e., submit a [milestone form](#)). A new thesis chair will need to be nominated if the original chair leaves GSU or is otherwise unable to continue serving in that role. If a thesis committee change leads to fewer than one other member being a faculty member (including joint appointment faculty) from the Department of Psychology, an additional committee member who meets the thesis committee criteria should be added. Petitions for exceptions to this policy should be addressed to the GSU College of Arts & Sciences after consultation with the Director(s) of Graduate Studies.

Thesis Proposal and Defense

A written thesis proposal is required and must be formally approved by the committee meeting at an oral examination. The thesis document should be distributed to the committee at least 2 weeks in advance of the oral proposal and defense meetings. Beginning in the summer of 2022, proposal and defense meetings should again be held in-person unless the student, in consultation with their advisor, decides that a virtual or hybrid meeting better meets their training needs. Typically, the student and a quorum (at least 51%) of the committee members should be physically present at the proposal and defense meetings and the remainder of the committee members may attend virtually (e.g., videoconferencing). Again, the student, in consultation with their advisor, may opt for a deviation from this “51% rule” if it is in the best interest of the student.

The oral proposal and defense examination meetings are typically scheduled for 2 hours. The defense meeting is open to all faculty, students, and other interested individuals. At the outset of the meeting, the student and audience members leave the room so that the committee can confer in private. If acceptable to proceed, the oral defense begins with a formal presentation of the thesis by the student. After members of the thesis committee have asked their questions, questions are sought from members of the audience. At the close of the oral defense, the committee confers in private to consider approval of the thesis proposal and defense. Typically, the student presents for approximately 20 minutes and reserves the remaining time for questions and answers.

Outcome of the Thesis Defense

A student passes the thesis when all committee members have signed the [Dissertation and Master's Thesis Approval Form](#). In rare circumstances that a committee cannot come to consensus, 2/3 of the committee members' approval, with approval indicated by a signature on the milestone form, will constitute a pass. The department milestone progress timeline (Table 1) and CAS timeline apply, even if the student has failed the defense or conditionally passes the

thesis defense contingent upon revisions to the thesis document. That is, students are expected to complete revisions to the thesis document that are requested by their committee, have them approved by the committee, and have their milestone form submitted within the timeline listed in Table 1. If a student fails the thesis defense, the student's thesis committee will provide guidance on the degree of revision needed to pass the thesis (e.g., a new project, revising sections of the written document for the existing project). The student is encouraged to consult with their advisor and directors of graduate study about a revised timeline for completing a new thesis. The student may petition for an extended milestone timeline. See the [MILESTONE COMPLETION TIMELINE](#) section for additional information about petitioning for extended milestones.

Master's Thesis Forms and Communication

It is the student's responsibility to submit all digital milestone forms associated with the thesis process. Please see the "[COLLEGE AND DEPARTMENTAL FORMS](#)" section of this handbook for a list of master's thesis forms and instructions for submitting the forms.

It is also the student's responsibility to alert the Assistant to the Director(s) and Director(s) of Graduate Studies via [e-mail](#):

1. When the thesis proposal has been scheduled,
2. At least two weeks in advance of the thesis defense, including the date and time of the defense, title of the thesis, names of the committee members, and location of the defense (i.e., the weblink for virtual meetings) in the e-mail.

Waiving the Master's Thesis Requirement

Students who enter Georgia State University with a master's thesis from another institution may be allowed to waive the master's thesis requirement. To do so, they must submit to the Director(s) of Graduate Studies via [e-mail](#) a petition requesting a waiver and describing their prior thesis procedure (the size of the committee, whether there were oral proposal or defense meetings, whether they collected the data or used an intact dataset, etc.), the master's thesis document (an English language version of the document should be submitted), other relevant documentation (e.g., transcript), and a letter of support for the petition from the student's current GSU advisor. The request and all documentation must be submitted before the end of the student's first semester at GSU, but students are encouraged to submit the request as soon as possible after being admitted to the program. The Director(s) of Graduate Studies, in consultation with the Graduate Program Committee, then decides whether the request is granted. The outcome of the petition will be emailed to the student. The possible outcomes are that the petition is "approved", "not approved", or, in rare cases, "approved pending minor

revisions” to a small section of a previously completed thesis (e.g., a small section to the introduction needs to be added or additional descriptive statistics should be included). The extent of revision necessary for an “approved pending minor revisions” should be similar to the extent of revisions that would be made to the thesis document after a passed defense in our doctoral program. The student’s GSU advisor can provide feedback on revisions to the thesis similar to feedback provided on a thesis completed at GSU. It is the student’s responsibility to notify the Director(s) of Graduate Studies when the contingencies have been fulfilled so that the petition can be reviewed again.

Students who have a master’s thesis waived will not earn a master’s degree from GSU unless another master’s thesis is completed at GSU.

DOCTORAL GENERAL EXAMINATION

Students are required to take and pass a doctoral general examination (General Exam) stressing psychological knowledge and conceptual and integrative skills. The exam may take different forms across concentrations, as described below, but in each case is intended to be an independent demonstration of integration and competence. Please also see the “[Degree Requirements](#)” section of the CAS Graduate Catalog for guidelines and policies about theses, dissertations, and general exams.

General Exam Committee

Doctoral general examination committees comprise at least three members; the Chair and at least one other member must be faculty members in the Psychology Department (including joint appointment faculty). All committee members must have Graduate Faculty status. When preparing for their general exam, students enroll for at least nine semester hours of PSYC 9980, Readings for General Examination. Before students can enroll, a chair must be designated by submitting a digital [milestone form](#).

Outcome of the General Exam Defense

It is expected that the general exam will be passed within five years of entering the concentration (see Progress Guidelines later in this handbook). According to [College of Arts and Sciences Policy](#), a student who fails the general examination the first time may retake the examination once following a minimum interval of six months; students may petition to take it earlier. A second failure results in a dismissal action being initiated. The exam must be passed at least one academic year prior to conferral of degree.

General Exam Forms and Communication

It is the student's responsibility to submit all digital milestone forms associated with the general exam process. Please see the "[COLLEGE AND DEPARTMENTAL FORMS](#)" section of this handbook for a list of master's thesis forms and instructions for submitting the forms.

Students may not submit their Doctoral General Examination until an Audit for the Doctoral Exam has been completed. At least one semester before students plan to submit their exam, the student should submit the digital milestone form to nominate a general exam chair. This will initiate the audit and trigger a student to be authorized to register for GE (PSYC 9980) credits. The audit consists of a review of DegreeWorks to ensure the student has completed all departmental and concentration course requirements and passed the thesis defense. The Assistant to the Director(s) of Graduate Studies conducts the audit. Students who would like to transfer credits from another institution should request the credits are [transferred](#) prior to requesting the audit. Exceptions for up to two concentration requirements (with the exception of the successful defense of the master's thesis) may be made by the chair of the student's program(s), although the student will remain obligated to complete these requirements before graduating with their doctorate. For students in the Clinical, Clinical-Community, and Clinical-Neuropsychology concentrations, the two required advanced electives, as well as the required course in Supervision, Consultation & Evaluation (PSYC 9240) are also not required before completing for the general exam.

General Exam for Clinical Psychology (CLG) Students

The primary goal of the doctoral candidacy [General Examination Area Paper](#) is to evaluate the student's professional competencies. In addition to the evaluative component, the area paper provides the student with an opportunity to learn a body of research in depth and to enhance the student's professional development by providing an independent research experience. Students are required to successfully defend their master's thesis and complete required coursework prior to taking the exam.

It is expected that students will consult *The Clinical Psychology Doctoral General Examination Area Paper* for a complete description of the expected content, academic year deadlines for seeking area paper approval, expected timelines for completion, and a detailed description of the evaluation procedure. This document can be obtained from the Associate DCT or on iCollege.

Overview and Approval Process

The area paper reviews a topic within the student's area of concentration. The student may write a review article, a theoretical article, or a methodological article. These choices overlap generally with "Literature Reviews," "Theoretical Articles," and "Methodological Articles" as defined in the most current edition of the *Publication Manual of the American Psychological Association*.

Approval to commence with writing the general examination area paper is obtained via submission of an abstract to the Associate Director of Clinical Training. Students who receive accommodations from the Office of Disability Services and wish to use them for the area paper should alert the Associate Director of Clinical Training prior to submitting their abstract.

Once the student's area paper topic is approved, the student is expected to function independently, without consultation or discussion with faculty, students, or other professionals in the field. Students are cautioned to take the required nine hours of Psychology 9880 across two or more semesters in which the area paper is being written and evaluated to avoid a registration overload.

Evaluation

Complete details regarding the evaluation procedure for the area paper are found in *The Clinical Psychology Doctoral General Examination Area Paper*, which may be obtained from the Associate DCT or on iCollege. In general terms, evaluation will adhere to the process of scientific peer review of an article submitted to a scholarly journal. A majority of Reviewers must recommend an “Accept” judgment for the student to pass the General Exam. Three outcomes are possible:

- A. **Acceptance without revisions, except for minimal copy-editing.** In this case, the student passes the General Examination after minimal copy edits.
- B. **Revise and resubmit.** A “revise and resubmit” decision can only be rendered for the first submission. With this decision, the student is allowed to make changes and submit the General Examination again. Only one revision is permitted.
- C. **Rejection.** In this case, the General Examination is failed. Students who fail the first attempt of the exam are allowed to re-take it one time, per Departmental policy.

General Exam for Clinical-Community (CLC) Students

The general exam for clinical-community students is detailed in the [“General Exam for Clinical Psychology \(CLG\) Students”](#) section.

General Exam for Clinical-Neuropsychology (CLN) Students

The general exam for Clinical-Neuropsychology students is detailed in the “[General Exam for Clinical Psychology \(CLG\) Students](#)” section.

General Exam for Cognitive Sciences (CGS) Students

The doctoral general examination (GE) allows students to demonstrate their ability to analyze and synthesize what they have learned through their coursework, directed readings, and research experience in the cognitive sciences concentration. In the first year of the program, each student will be given a list of the Core Readings for CGS, this list is the same for all students. In addition, each student, in coordination with the advisor, and the GE committee, a focused reading list will be created. Revisions to the list will be designed to reflect the student's chosen area of focus, research experience, coursework, and any additional topics deemed useful by the student's advisor or committee. Responsibility for finalizing the readings list rests with the student and advisor working in concert, followed by approval by the committee, acting on behalf of the program. The list will include articles, chapters, and books representing breadth in the cognitive sciences, depth in the student's area(s) of focus, and mastery of the topics and coursework required of all Psychology Department doctoral candidates. Students are expected to complete all listed readings by the time of the exam. The exam itself is administered by GE committee, which consists of at least 3 program faculty members selected by the student and approved by the CGS program.

The GE has two parts, a written portion and an oral portion, both sections should be scheduled prior to beginning the exam process. The written portion must be scheduled to occur within 12 weeks from the date the student's committee and final readings list are approved followed by the oral section that must be scheduled within two weeks of completing the written portion. The written portion involves answering 5 questions in an in-class exam format. The orals portion must occur two weeks after completion of the written portion.

Passing the GE requires that the student pass both the written and oral portions. Per department and college policy, no options other than "pass" and "fail" are available to the committee. In all cases, department and college policy supersedes these concentration procedures.

Written Portion

Area examination. The written portion of the exam requires answering 5 questions in 8 hours, working alone in an in-class exam format. Questions are selected from a list of 7 to 8 final questions submitted by the GE committee and based on the student's readings list. The 5 questions attempted by the student should include 1 to 3 questions drawn from the student's focus area, 1 to 3 questions from the larger field of cognitive sciences outside this concentration, and 1 question concerning methods and/or ethics.

Evaluation. Students must receive an overall passing grade on the written portion in order to proceed to the oral portion of the general examination. Committee members will grade written answers and an area paper on a scale of 1 to 5, where a score of 3.0 will be considered passing. Students must pass 4 of 5 written questions.

Miscellaneous. Notes and reference materials cannot be used by the student during the in-class written portion of the examination. Students are also not allowed to re-do a question. However, the oral portion of the examination provides the typical opportunity for students to elaborate on their answers.

Oral Portion

The oral portion consists of the committee posing questions to the student and does not typically begin with a presentation or overview by the student. Students are strongly encouraged to review their exam materials prior to the oral portion, as they will be expected to expand on the written answers and/or area paper, as well as to potentially responding to additional questions. Committee members may ask questions about any topic they deem relevant to evaluating the student's readiness for doctoral candidacy and are specifically not limited to asking about the topics of exam questions or review papers.

Evaluation. Students must pass all portions of the oral examination in order to pass the general examination as a whole. Committee members will determine whether the student has passed or failed the general examination based on combined performance in the written and oral portions.

Miscellaneous. Notes and reference materials cannot be used by the student during the oral portion of the examination. However, students should bring a copy of their written answers to the orals.

General Exam for Community (COR) Students

Overview

The General Examination will include both written and oral components. Options for the written component and procedures for the orals are described briefly below. Across all options, students will be expected to demonstrate competence in theoretical, practical, political, methodological (research), and ethical aspects of the focal topic of the exam. Students wishing to pursue options 2-4 must submit a written proposal for approval by the general examination committee and are expected to submit the final product within 2 semesters after approval of their proposal. Students should consult their committee chair for details of specific criteria for each option.

Written Examination

1. **Area exam.** Students will respond to a series of integrated questions focused around a specific issue or situation. Students will discuss theoretical, practical, political, methodological (research), and ethical aspects of the situation. The ethical issues raised will be briefly listed, but not discussed in the examination. The student will be on the

honor system and may not consult either written materials or colleagues during the exam. The written examination will take place over 2 days. The entire set of questions will be presented to the student the first day and the student will have 16 hours to complete the written exam.

2. **Area Paper.** The student will write a publication-quality critical review of a major area. This paper can be used as the introduction to the dissertation proposal, if appropriate.
3. **Grant Application.** The student will write a pre-doctoral grant proposal. The proposal should include a conceptual rationale, methodology, and evaluation plan.
4. **Policy White Paper.** The student will write a white paper, suitable for use in a policy setting, on a policy question related to an area of study. The paper will summarize and critique relevant research, discuss pros and cons of several policy options, and present a justified recommendation.

Orals

Approximately one week after submission of the written examination, students will engage in a discussion with her or his committee regarding the written examination. Again, students should not discuss their examination with others prior to this part of the examination, nor should they consult written materials. The exception to this prohibition will be the ethics questions and issues, for which students may use any resources to prepare for a discussion during the oral portion of the exam. During the oral portion, faculty will be given the opportunity to ask for clarification and students will have the opportunity to elaborate or expand their answers to the questions. The ethics question will be given more complete attention during the oral exam. Faculty may also ask related questions regarding the student's knowledge and competencies.

The student will earn one grade (pass-fail) for the entire written and oral examination. If the student does not pass the test, he or she will be given a second opportunity to complete the entire examination or sections of the exam that were not passed. A second failure would result in a dismissal action being initiated.

General Exam for Developmental Psychology (DEV) Students

The student and general exam committee together develop and agree to a list of readings on which, in large part, the examination will be based. Once the examination is scheduled, committee members submit questions to the chair, who then, in consultation with committee members, prepares an examination. To provide choice, questions may be asked in groups, with the student required to answer only some questions from each group. The examination will cover developmental theory, methods, contemporary empirical work in a specified area, and ethics. The examination itself occurs across an eight-hour period. One to two weeks after the student has completed the written examination, a two-hour oral defense of the examination is given. This examination allows the student to elaborate and remedy those questions, or parts of questions, that were not answered satisfactorily, and also may include an elaboration of answers that were satisfactory as well as an overall exploration of the breadth of the student's

knowledge and ability to integrate answers. At the conclusion of the oral portion of the examination, the General Examination Committee meets and determines whether or not the student has passed.

General Exam for Cognitive and Affective Neuroscience (CAN) Students

Students in CAN, in concert with their general exam committee, must select one of the following options for satisfying the written component of the general exam. It is expected though not required that the GE should be completed over the course of a semester.

1. Area exam

The student will delineate a major topic area and prepare an extensive reading list which will be approved by the committee. The chair of the committee will generate an exam from a list of 7-8 questions submitted by each of the members of the committee, and the student will have one working day to answer those questions. The written portion of the exam requires answering 5 of the questions in 8 hours, working alone in an in-class exam format.

2. Area paper

The student will write a publication-quality review of the major area. This paper can be used as the introduction to the dissertation proposal, if appropriate. The paper topic can be discussed with the advisor or GE committee prior to being decided on; but once the writing phase begins progress should be made independently of input from faculty or other colleagues.

3. NRSA (or other grant) application

The student will write a pre-doctoral grant proposal (e.g. an R21 or the research section of an F31). This proposal need not actually be submitted to the appropriate granting agency, but it should be prepared as the research plan part of a grant that could be submitted. It includes the 1 page for specific Aims and 6 pages for research strategy, unlimited length for the citations. The supporting administrative paperwork for a grant (budget, facilities, training plan etc.) are not required. The overall scope of the grant proposal can be discussed with the advisor and other faculty, and discussions of generic grantsmanship are encouraged, but the discussions should not include guidance on the specific wording of the aims, background, impact, design or analysis of the research plan once the topic is decided on. A reading list should be developed by the student and committee both to cover the topic and to broaden the scope of the GE beyond just the grant aims and methods.

Each of the above options is followed by an oral exam scheduled by the committee. The purpose of the oral exam is to give the committee a chance to address potential shortcomings in the written component of the exam. In all cases, the committee shall assess the depth and breadth of the student's knowledge of cognitive neuroscience and psychology as it relates to the major area.

DOCTOR OF PHILOSOPHY DEGREE

Doctoral Coursework

For the PhD degree students must complete a minimum of 62 semester hours of graduate coursework beyond the MA, which includes

- 33 semester hours of concentration requirements and electives,
- 9 semester hours of Reading for the General Exam (PSYC 9980),
- 20 semester hours of Doctoral Dissertation Research (PSYC 9999).

When working on their dissertation, students enroll for at least 20 semester hours of PSYC 9999, Doctoral Dissertation Research.

Dissertation Committee

The dissertation is completed under the direction of a committee consisting of a chair (the dissertation advisor) and at least three additional members. The committee must be approved by the GPC prior to the student proposing the dissertation. The chair and at least two of the other members must be faculty members (including joint appointment faculty) in the Psychology Department who are members of the Graduate Faculty. The fourth member must have a faculty appointment in a department at Georgia State University or another university or research institution. At least one member of the dissertation committee must not have previously served on either the student's master's thesis committee or general examination committee. A student who wishes to have someone serve on his or her committee who does not meet these criteria may add that person as a fifth committee member.

When nominating the members of the dissertation committee, the student, in consultation with his or her committee chair, will submit a Dissertation Committee Nomination form (see [Milestone Progress Forms document](#)) specifying the manner in which the members will satisfy the department's rules regarding committee composition detailed above and also the department's intent that committees include: (a) expertise in content areas relevant to the dissertation topic, (b) expertise in methodology relevant to the research plan, and (c) a range of philosophical or theoretical orientations. The form should be accompanied by a current curriculum vitae for any person not holding a regular appointment in the Department of Psychology. In addition, the student should submit a document summarizing the dissertation topic. The Graduate Program Committee will review the composition of each dissertation committee to ensure that it complies with the requirements of those guidelines.

If there are changes to a committee after the initial nomination process, students should nominate a revised committee using the same committee [nomination process](#). The GPC will review the new committee. A new chair will need to be nominated if an already-approved chair leaves GSU or is otherwise unable to continue serving in that role. If a committee change leads to fewer than two other members being faculty members (including joint appointment faculty)

from the GSU Department of Psychology, additional committee members who meet the dissertation committee criteria should be added. In the supporting document included with the dissertation committee nomination form, the student should include rationale for requesting a new committee (e.g., a committee member no longer available) and other details that will help the GPC review the request (e.g., the student proposed their dissertation when a committee member was a GSU Psychology graduate faculty, though the committee member is no longer a faculty member at GSU). The GPC will consider this rationale and the University and College of Arts and Sciences guidelines about dissertation committee composition.

Dissertation Proposal

A written dissertation proposal is required and must be formally approved by the committee meeting as a whole at an oral examination. The dissertation proposal document should be distributed to the committee at least 2 weeks in advance of the meeting. It is expected that the student, the committee Chair, and all committee members attend the defense meeting. Beginning in the summer of 2022, proposal meetings should again be held in-person unless the student, in consultation with their advisor, decides that a virtual or hybrid meeting better meets their training needs. Typically, the student and a quorum (at least 51%) of the committee members should be physically present at proposal meetings and the remainder of the committee members may attend virtually (e.g., videoconferencing). Again, the student, in consultation with their advisor, may opt for a deviation from this “51% rule” if it is in the best interest of the student.

The oral examination meeting is typically scheduled for 2 hours, and the student should leave the room both at the outset and end of the meeting so that the committee can confer in private. Typically, the student presents for approximately 20 minutes at the beginning of the meeting, and the remaining time is reserved for questions and answers. Students must first pass the General Exam to be permitted to have a dissertation proposal meeting. The proposal often assumes the proportions of a major paper and details the rationale, methods, and procedures for the proposed work. The format of the proposal should adhere to the guidelines (Thesis and Dissertation Guidelines) below (note: however, it will not include results, discussion, etc.).

Dissertation Defense

Each dissertation committee will ensure that the dissertation, in whole or in part, be presented in publishable form. Two formats are endorsed by the department (see Thesis and Dissertation Guidelines) but dissertations typically contain a review of the literature in a format that is endorsed by the dissertation committee. In addition, dissertations must follow all guidelines specified by the College of Arts and Sciences. The dissertation document should be distributed to the committee at least 2 weeks in advance of the defense meeting.

The Assistant to the Director(s) of Graduate Studies should be notified of a student's scheduled oral defense at least two weeks in advance of the defense.

It is expected that the student, the committee Chair, and all committee members attend the defense meeting. Beginning in the summer of 2022, defense meetings should again be held in-person unless the student, in consultation with their advisor, decides that a virtual or hybrid meeting better meets their training needs. Typically, the student and a quorum (at least 51%) of the committee members should be physically present at the defense meeting and the remainder of the committee members may attend virtually (e.g., videoconferencing). Again, the student, in consultation with their advisor, may opt for a deviation from this "51% rule" if it is in the best interest of the student.

The 2-hour dissertation oral defense meeting is open to all faculty, students, and other interested individuals. At the outset of the meeting, the student and audience members leave the room so that the committee can confer in private. If acceptable to proceed, the oral defense begins with a formal presentation of the dissertation by the student. After members of the dissertation committee have asked their questions, questions are sought from members of the audience. At the close of the orals, the committee will confer in private to consider approval of the dissertation and its defense.

Outcome of the Dissertation Defense

A student passes the dissertation when all committee members have signed the [Dissertation and Master's Thesis Approval Form](#). In rare circumstances that a committee cannot come to consensus, 2/3 of the committee members' approval, with approval indicated by a signature on the milestone form, will constitute a pass. The department milestone progress timeline (Table 1) and CAS timeline apply, even if the student has failed the defense or conditionally passes the dissertation defense contingent upon revisions to the dissertation document. That is, students are expected to complete revisions to the dissertation document that are requested by their committee, have them approved by the committee, and have their milestone form submitted within the timeline listed in Table 1. If a student fails the dissertation defense, the student's committee will provide guidance on the degree of revision needed to pass the dissertation (e.g., a new project, revising sections of the written document for the existing project). The student is encouraged to consult with their advisor and directors of graduate study about a revised timeline for completing a new thesis. The student may petition for an extended milestone timeline. See the [MILESTONE COMPLETION TIMELINE](#) section for additional information about petitioning for extended milestones.

Dissertation Forms and Communication

It is the student's responsibility to submit all digital milestone forms associated with the thesis process. Please see the "[COLLEGE AND DEPARTMENTAL FORMS](#)" section of this handbook for a list of master's thesis forms and instructions for submitting the forms.

It is also the student's responsibility to alert the Assistant to the Director(s) and Director(s) of Graduate Studies via [e-mail](#):

1. when the dissertation proposal has been scheduled,
2. at least two weeks in advance of the dissertation defense and submit a completed [dissertation defense flyer](#) (at the end of this handbook).

"All But Dissertation" (ABD) Students

ABD students are doctoral candidates who have completed all required courses, their thesis and general exam, and all other program requirements (e.g., practicum, research credits) other than defending their dissertation.

Students who would like to be admitted into ABD status should contact the director(s) of graduate study. To be admitted, students must have the positive recommendation of their faculty advisor and the director(s) of graduate study and a successful review and certification of doctoral program requirements by the Office of Graduate Services (i.e., Annette Clark).

This designation does not change time limits or registration requirements for completion of the degree program. The relevant sections of this handbook are the [Continuous Enrollment](#), [Completion-Term Enrollment Requirements](#), [Inactive Status](#), and [Applying for Graduation](#)). As a summary, all students need to be enrolled for at least 6 credits across 3 consecutive semesters at all times and be enrolled in the semester they graduate.

See section 3100 "Requirements and Time Limits" of the [CAS graduate catalog](#) for additional information.

THESIS AND DISSERTATION PRACTICAL GUIDELINES

Formatting Guidelines for Dissertations and Theses

The College of Arts and Sciences Office of Graduate Studies requires that each student assume full responsibility for the correctness in content and form of the thesis or dissertation (see [College of Arts and Sciences Dissertation Guidelines](#)). These guidelines specify standards with respect to composition, typography, and certain Graduate Board policies and requirements. For form and style, students are also required to follow the current edition of the APA Publication Manual.

Currently, the department accepts two different styles of dissertations (see Departmental Dissertation Guidelines). Theses and dissertations of previous graduate students are available in the university library for study and present good models of acceptable work as well as the standards of the department, the university, and the profession.

Two dissertation formats are endorsed by the department.

Format 1:

Abstract. The abstract for the dissertation must be no more than 350 words, but an abstract for a manuscript to be submitted to a journal should be no more than 150 words (960 characters). Thus, the abstract for the dissertation should be divided into a 200-word abstract of the literature review and a 150-word abstract of the research. In the latter, you should concentrate on the results and the interpretation of the results. The method may be described, but specific measures, statistical analyses, and procedures should be described very succinctly.

Chapter 1. In the first chapter, you should provide a thorough review of relevant research and theories. Models of literature reviews are published in the *Psychological Bulletin*.

Chapter 2. You should discuss succinctly the research and theories that are the basis for the research that you performed. The focus should be on integrating the research and theories to provide a justification for the research that you performed rather than on the details of previous research. The introduction to a research article in a standard journal can be used as a model for this chapter. You should include a statement of the goals, questions, and hypotheses for the research that you performed.

Chapter 3. In the method chapter, you should describe the relevant details of the method that you employed in the research. In general, you should provide sufficient information to allow a knowledgeable reader to replicate your research. Normally, you should include a description of the participants, the material used (including tests or questionnaires), and the procedure.

Chapter 4. In the results chapter, you should present the results, including statistical analyses. However, the focus should be on the data rather than on the analyses, and you may use tables and figures to provide a summary of the data. The tables and figures in the dissertation should be presented on the page on which they first are mentioned or on the immediately following page. In contrast, for a manuscript submitted for publication, the tables and figures should be presented at the end of the manuscript. Tangential results and supplemental analyses may be presented in appendixes.

Chapter 5. In the discussion chapter, you should interpret the results that you presented in Chapter 4. You should state the relation of the findings to the goals, questions, and hypotheses that you stated in Chapter 2. You should discuss the implications of the research for the relevant theories and for applications. You may discuss the strengths, weaknesses, and limitations of the study, but it is neither necessary nor advisable to discuss every conceivable problem with the research.

References. In the list of references, you should include every reference that is cited in the text and should not include any references that are not cited in the text. The format for references as described in the [*Publication Manual of the American Psychological Association \(7th ed.\)*](#) must be followed rigorously.

These guidelines are for a dissertation based on a single experiment or study, and modifications will be needed for dissertations involving multiple experiments or studies. Ultimately, the student, the chair of the dissertation committee, and the dissertation committee should select a format that is appropriate for the research.

If these guidelines have been followed, the conversion of the dissertation into manuscripts to be submitted to a journal should be straightforward. The first part of the abstract, Chapter 1, and the references cited in Chapter 1 may comprise one manuscript. The second part of the abstract, Chapters 2 to 5, and the references cited in Chapters 2 to 5 may comprise a second manuscript. Other options, such as a submitting a single manuscript based on the entire dissertation, also may be considered.

Format 2:

The alternative dissertation style is known informally as the European format because it derives its name from the traditional dissertation document that has been used in Europe for hundreds of years. In the United States, it is used by the Psychology Departments of Harvard, Princeton, Johns Hopkins, Cornell, Brown, and Dartmouth to name just a few notable examples.

The European dissertation contains a first chapter that consists of a thorough synthetic review of the literature of the type we might be familiar with in *Psychology Bulletin*. The next chapter or chapters consists of copies of (a) published papers, (b) manuscripts in press, (c) manuscripts submitted, and/or (d) manuscripts in preparation. Because they may have been published, submitted, or targeted for different journals with different journal styles, the chapters may not

all be formatted in the same style (e.g., they may or may not be in APA style). As is found in published papers, each chapter would have an Introduction, Methods, Results, and Discussion section. The number of these chapters, of course, will vary according to the publication rate of the subfield of Psychology in general, and of the researcher and advisor, specifically. The final chapter also has a summary/review-type style; however, it is written from a more global perspective. That is, it answers the question, how does this work fit into the big picture? This chapter most likely will have a speculative quality to it and may entertain the directions for future research on the topic by the author or by other investigators. This final chapter is not a recapitulation of the middle chapters. This chapter offers the author the unique opportunity to speculate without the fetters that constrain typical research papers.

The College of Arts and Sciences requires that the student submitting the dissertation must be listed as either the sole author or as the first co-author of each article used as a chapter. The inclusion of any articles that are previously published or accepted for publication requires permission from the copyright holder. Articles not yet copyrighted by another party will be covered under the copyright of the dissertation.

To complete the process, students must submit copies of their thesis or dissertation to the College of Arts and Sciences Office of Graduate Studies ONLY in digital .pdf format. All electronic files submitted for partial fulfillment requirements must conform to the university and Library of Congress national standards before final approval is granted by the Graduate Office. Students should also inform themselves as to the dates by which acceptable copies must be provided in order to graduate a given semester.

Policy on the Use of Consultants for Dissertations and Theses

Doctoral dissertations must be the product of the student to whom the degree is awarded. A doctoral committee's approval of a student's dissertation is not only an approval of the manuscript and of the research described in it but also a certification that the student is qualified to conduct research in the areas examined. Basic to that certification is the knowledge that the student was primarily responsible for designing the study, analyzing the data, and discussing the results, with minor help from his or her advisor, committee members, and others.

Hiring someone to conceptualize, design, analyze, or write a dissertation or thesis undermines the purpose of a dissertation or thesis and is inconsistent with the mission of a research university. With regard to the use of consultants, no student is allowed to obtain help with the design and analysis of his or her thesis or dissertation without prior approval from his/her committee. Paid assistance for any aspect of the preparation of the thesis or dissertation (e.g., data collection or editing) should be agreed upon in advance in writing by the student's committee. Violation of this policy may result in the student's dismissal from the department and revocation of the degree, if already received. The student's committee should ensure that the student is capable of conducting the research and carrying out the analyses described in the

research proposal. At the very least, this will mean that the student has taken the necessary coursework or obtained adequate training to carry out the research appropriately.

Publication of Theses and Dissertations

Theses and dissertations are expected to provide important contributions to knowledge, which is one of the purposes of a PhD program. The department affirms the importance of submitting these contributions to peer evaluation for possible sharing with the scholarly community at large. To this end, students are strongly encouraged to submit papers based upon thesis and dissertation research to scholarly journals for possible publication.

Students should collaborate with their committee chairs to submit their work for publication. If a student does not make the effort to publish and if the committee chair has a strong investment in the research effort and its findings, the chair may prepare articles based on the research. Students and faculty should be mindful of APA guidelines pertaining to authorship and other credits as prescribed in the APA Ethics Code.

VI. ACADEMIC PERFORMANCE STANDARDS

Students must adhere to the progress guidelines and performance standards of both the College of Arts and Sciences and the Department of Psychology. This section of the handbook describes these guidelines and standards, as well as circumstances that may lead to initiation of a dismissal action and summarizes appeal procedures.

MILESTONE COMPLETION TIMELINE

Graduate students in the Department of Psychology are expected to make timely progress in their concentrations. Specifically, they are expected to achieve critical milestones within the time limits defined by the progress guidelines below. Failure to do so is regarded as a failure to maintain the levels of academic performance required by the department and, as such, is considered grounds for [scholastic termination](#) by the College of Arts and Sciences.

Critical milestones are assessed in years since the student entered the psychology graduate program. For example, students will receive an academic risk warning if their MA proposal has not been accepted after two years (which would be the beginning of their third year), and a dismissal action may be initiated if they have not had their MA proposal accepted by the end of their third year (which would be the beginning of their fourth year). Years are adjusted for time spent on concentration-required pre-doctoral internships, for approved leaves of absence, and for other circumstances as detailed elsewhere in departmental, college, and university policies.

For each milestone, the number of years after which the student is receives an academic risk warning and the number of years after which a dismissal action may be initiated are given in the table below.

Table 1. Timeline for Completion of MA Thesis, Courses, GE, and Dissertation (years)

Milestone	6-Year Plan	Academic Risk Warning After	Dismissal After ¹
MA thesis proposal accepted	1½	2	3
MA thesis defense passed	2½	3	4
Dept. Core Curriculum completed	3	3	4
GE Committee formed	3½	5	6
GE passed	4	6	7
Dissertation proposal accepted	5	6	7
Dissertation defense passed	6	7	8

¹Milestone forms must be submitted to avoid initiation of the dismissal process. That means that the milestone must be fully passed (i.e., committee members required to sign the forms must sign the form) to avoid initiation of the dismissal process.

Students who entered with an approved MA, significant graduate coursework credited from previous programs, or both, might reach milestones at earlier points in time but do not have a different set of milestone guidelines.

If a student's progress does not meet the milestone expectations, the student will receive notice of academic risk warning from the Director(s) of Graduate Studies (this is termed a [scholastic warning](#) by the College of Arts and Sciences). At this point, the student should submit a memo to the Director(s) of Graduate Studies documenting how he or she intends to achieve the relevant milestone before reaching the criterion for initiating a dismissal action.

Students may proactively submit a petition to the Graduate Program Committee to extend their milestone timeline, but they must do so at least one month before the end of the semester in which their progress would lead to dismissal action. The petition should include an individualized plan for completing the milestone and a new timeline (i.e., a date when remaining milestone will be achieved). The petition should be developed through consultation with the student's advisor. It should be e-mailed to the Director(s) of Graduate Studies with their advisor and program chair cc'd. If a student fails to meet the dismissal timeline, the student will receive notice of this from the Director(s) of Graduate Studies that dismissal action has been recommended to the Dean of the College of Arts and Sciences. See the "[DISMISSALS](#)" section for dismissal and appeal procedures.

GRADES AND GRADE POINT AVERAGE

Letter Grades

The College of Arts and Sciences and the Department of Psychology expect students to maintain superior performance in course work. The College of Arts and Sciences requires that a grade point average (GPA) of 3.0 be maintained and stipulates that a graduate student is subject to dismissal for failure to achieve a 3.0 cumulative GPA by the end of the next 18 semester hours of enrollment in letter-graded courses after the GPA has fallen below 3.0.

The department requires a GPA of 3.0 across all departmental courses. A student whose Psychology GPA falls below 3.0 is subject to dismissal for failure to achieve a 3.0 cumulative Psychology GPA by the end of the next 18 semester hours of enrollment in letter graded courses after the GPA has fallen below a 3.0. It is important to note that courses taken outside the Psychology Department are not used to compute this GPA, although these courses are computed in the [overall GPA](#) monitored by the college.

Letter-graded courses used to satisfy degree requirements (i.e., courses required by the department, the concentration, or both, including electives whose hours are required for the MA or PhD) must be passed with a grade of B or better (note: Earning a 'B-' does not satisfy this requirement). When the student earns a lower grade in one of these courses, it must be

retaken until a B or better is earned. When there exist various courses that meet the same requirement, the student is allowed to take another course in that set. Following the CAS's [Repeat to Replace](#) policy for graduate students, graduate students can request to have the first grade excluded from their institutional GPA by submitting a request in writing to the Co-Directors of graduate study with a brief rationale. The GPC will review the request. If the request is approved, grades for all attempts at the course will appear on the student's official transcript, but the course will be excluded from the student's GPA. Although there is no formal limit to the number of times a course may be repeated, taking a course repeatedly with continued poor grades could adversely affect the GPA criterion, the progress guidelines, or both.

Satisfactory and Unsatisfactory Grades

Certain courses in the department are graded only as satisfactory (S) or unsatisfactory (U). These include thesis hours, doctoral general exam hours, and dissertation hours, as well as practicum hours. Although these hours are not included in the student's GPA, unsatisfactory performance is considered a serious matter.

Theses, General Exams, and Dissertations Grades

Thesis (PSYC 8999), GE (PSYC 9980), and dissertation (PSYC 9999) hours will be assigned "in progress (IP)" grades while students are working on these milestones. IP grades remain until the student passes or fails these milestones. When a student fully passes the milestone (i.e., the milestone defense form is submitted and approved), the IP grade will be changed to a satisfactory (S) grade. If the student fails a second attempt or the student does not complete the milestone within the timeframe listed in the "Dismissal After" column of [Table 1](#), the IP grade will be changed to unsatisfactory (U) and dismissal action will be initiated.

Practica

Like thesis, general exam, and dissertation hours, practica are graded as S or U. Satisfactory performance implies that the following questions, where applicable, have all received affirmative responses from both departmental and on-site supervisors:

1. Did the student demonstrate the ability to analyze, integrate, and make use of psychological knowledge gained from courses and independent reading?
2. Did the student display sensitivity and respect for the cultural, racial, and individual diversity of their clients and research participants?

3. Did the student practice levels of judgment and skill appropriate to his/her level of training?
4. Did the student recognize the limits of his/her professional skills and abilities and work within these limits? Did the student recognize when supervision from a more experienced practitioner was needed? Did the student respond to the supervisor's input and feedback in a conscientious and responsible manner?
5. Did the student relate to clients, staff, and other professionals in a mature, responsible, cooperative, and a professional interpersonal manner?
6. Did the student adhere to generally accepted scientific, professional, and ethical standards of behavior and judgment? Did he or she refrain from any behaviors which would be subject to sanctions by the American Psychological Association?

A student who receives a U in practicum should anticipate remedial action as recommended by the student's advisor and program chair(s). Any student receiving a U in practicum will receive a letter of scholastic warning from the Director(s) of Graduate Studies. If an additional U in practicum is earned, the Director(s) of Graduate Studies will initiate a dismissal action. Students who wish to appeal should review the procedures described later in this handbook (see "Dismissals" and "Grievance Procedures" sections). **The internship application requires that clinical students indicate receiving a U on their internship application.**

VII. ETHICAL AND RESPONSIBLE BEHAVIOR STANDARDS

The Department of Psychology is committed to supporting students in their progress through the program in ways consistent with the maintenance of acceptable academic and ethical standards. There are occasions when the standards of the College of Arts and Sciences or the Department of Psychology are not met and dismissal must be considered. It is the College of Arts and Sciences that ultimately assumes responsibility for both the admission of students and, in rare cases, their dismissal.

DEPARTMENTAL STANDARDS

All students are bound by standards of responsible behavior as specified by the American Psychological Association (see [Ethical Principles of Psychologists and Code of Conduct](#)) and the Georgia State University [Code of Conduct](#), especially as they apply to:

- a) Academic honesty
- b) Research ethics
- c) Ethical and responsible behavior, including in external practicum, internships, and assistantships
- d) Consultation and communication with advisors and supervisors

Academic Honesty

The Faculty of the Department of Psychology strongly affirm the following academic honesty principles:

1. Work presented by students in fulfillment of class requirements or other requirements of an academic program should be that student's own work, and not that performed by someone else.
2. Granting of credit for such work implies that the piece of work has been accomplished for a particular course or requirement.
3. The same piece of work should not be presented for credit for two different courses or requirements without special arrangements being made with relevant faculty.
4. Falsification of any kind of data, including clinical work samples, is a violation of academic and ethical principles.

5. The department follows the University's Policy on [Academic Honesty](#) described in the Student Code of Conduct for Georgia State University.

Research Ethics

Research ethics standards are covered in the Collaborative Institutional Training Initiative ([CITI](#)) training and APA [Ethical Principles of Psychologists and Code of Conduct](#). All students are required to maintain current CITI certification in modules relevant to their program of research.

Ethical and Responsible Behavior

The student must adhere to generally accepted scientific, responsible conduct, and ethical standards of behavior and judgment that include refraining from any behaviors which would be subject to sanctions by the American Psychological Association.

The student must display sensitivity and respect for the cultural, racial, and individual diversity of their clients, research participants, staff, and other professionals and work effectively, ethically, and responsibly across cultural similarities and differences. The student must relate to clients, research professionals, staff, and other professionals in a mature, responsible, cooperative, and responsible interpersonal manner.

The student must practice the levels of professional judgment and skill appropriate to their level of training. The student must show the ability to use psychological knowledge to research, clinical and other applied work.

The student must recognize the limits of his or her professional skills and abilities and work within these limits when they might lead to harm to a client or research participant or to other unethical behavior. The student should take the initiative to get further training or supervision from someone more experienced when needed to avoid unethical behavior or unintended negative consequences.

The student will not present or describe himself or herself as a "psychologist" until licensed as such or employed in a state or federal government position that carries the psychologist job title.

Consultation and Communication with Advisors and Supervisors

Students should communicate regularly with their advisors, seek their consultation about training plans (e.g., timeline for completing courses, practicum placements, research

endeavors), and convey feedback received in other contexts (e.g., practicum placements). Additional information about expectations for communication with advisors is described in the [Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development](#).

If there is an advisor-advisee conflict, the individuals should attempt to resolve the issues together in an ethical and responsible manner as described further in the [Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development](#). If this is not possible or reasonable, the individual(s) should seek out consultation next with the program area Chair(s). If the issue is still not resolved, the individual(s) should meet with the Director(s) of Graduate Studies. If this is not possible or reasonable, the individual(s) should seek out consultation next with the Department Chair. If these steps have not resulted in a satisfactory result or individuals in the administrative roles are involved in the conflict, the individual(s) should next go to the College administration. The Department expects all individuals involved to navigate these issues consistent with best ethical and responsible practices and ethical guidelines.

CONCENTRATION EXPECTATIONS

Clinical Concentrations (CLC, CLG, CLN)

Students in concentrations under the Clinical Program Area must also meet expectations specific to clinical training. Students found to be in violation of one or more of the following criteria are subject to probation, remediation, and dismissal procedures as described in [section VIII MONITORING ACADEMIC PERFORMANCE AND responsible BEHAVIOR](#).

1. The student must complete the required and elective concentration and departmental coursework, and other departmental, college, and university graduate degree requirements appropriate to their status in the department in a competent and timely manner.
2. The student must demonstrate the ability to develop, conceptualize, and complete major research projects in an independent manner, and to describe and explicate, both orally and in writing, the significance of such research as demonstrated in thesis and dissertation work, additional research projects, and research courses.
3. The student must demonstrate the ability to analyze, integrate, and make use of psychological knowledge gained from courses and independent reading in a unified, meaningful way as demonstrated by the student in course work, practicum and internship activities, the doctoral general examination, and thesis, dissertation, and other research work.
4. The student must display sensitivity and respect for the cultural, racial, and individual diversity of their clients, research participants, staff, and other professionals and work effectively, ethically, and professionally across cultural similarities and differences. The student must relate to clients, research professionals, staff, and other professionals in a mature, responsible, cooperative, and professional interpersonal manner.
5. The student must practice the levels of clinical judgment and skill appropriate to their level of training. The student must show the ability to use psychological knowledge to competently and adequately develop and carry out appropriate clinical treatments with a range of actual clients.
6. The student must recognize the limits of his or her professional skills and abilities and work within these limits. The student must recognize when supervision from a more experienced clinician is needed.
7. The student must work well under supervision while in the concentration and show the potential to function independently as a scientist-practitioner upon completion of the PhD.

8. The student will not present or describe himself or herself as a “psychologist” until licensed as such or employed in a state or federal government position that carries the psychologist job title.
9. The student must be free of personality or behavior problems that would prevent the student from functioning effectively as a clinical psychologist.
10. The student must adhere to generally accepted scientific, professional, and ethical standards of behavior and judgment that include refraining from any behaviors which would be subject to sanctions by the American Psychological Association.

Students who wish to appeal a decision of the Committee should review the procedures described later in this handbook (see the [XI. DISMISSALS](#) section).

VIII. MONITORING ACADEMIC PERFORMANCE AND RESPONSIBLE BEHAVIOR

MONITORING, FEEDBACK, PROBATION, AND REMEDIATION

Note that decisions about probation and dismissal will be communicated to the student in writing (i.e., email), with a copy placed in the student's file. **All written communication about probation and dismissal should be in the form of an e-mail, and the Director(s) of Graduate Studies, the student's advisor(s), the program chair cc'd, and other relevant faculty and staff should be cc'd.**

1. Students and faculty advisors should meet regularly to review students' progress in the program and ethical and responsible behavior as described in the [Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development](#).
2. Students will receive written feedback at least on an annual basis through an annual review letter as described below. Clinical students will receive evaluations of their clinical competencies every semester they engage in clinical work.
3. When problems arise with student's ethical and responsible behavior or academic performance, faculty advisor(s) discuss the problems with the student and plan with the student to correct the problem. If faculty other than the advisor are aware of issues with the student's ethical and responsible behaviors, the faculty member should bring it to the attention of the student and faculty advisor. Students should communicate with their advisors about feedback they have received from other faculty and supervisors.
4. If problems with the student's ethical and responsible behavior or academic performance continue, the student is then on probation. Written documentation (i.e., via e-mail) should (a) briefly describe the issue with ethical and responsible behavior/reason for probation, (b) document the previous communication between the student and advisor(s) about the ethical and responsible behavior that has occurred, (c) list period of the probation, (d) list the possible outcomes of the probation (i.e., removal of probation with continued monitoring, continued probation, or recommendation of dismissal), and (e) provide a due date for when the student must submit a remediation plan to the concentration chair.
5. The student should develop the remediation plan in consultation with their faculty advisor (and as needed with the concentration chair and directors of graduate studies). The remediation plan must be provided to the chair(s) of the student's concentrations by the due date listed in the probation letter. If it is not, dismissal procedures will be initiated. Student should consult faculty and the literature (e.g., [Vacha-Haase et al., 2019](#)) when developing a remediation plan. The remediation plan must include the "SMART" elements described below.

- a. Specific: Who, What, When, Where, Why, How?
 - b. Measurable: How much, how many? When is it complete?
 - c. Action Oriented: What are the steps?
 - d. Realistic: Do you have the time, resources needed?
 - e. Time-Bound: When is the deadline? What is the timeframe for the remediation plan? What are the dates of intermittent progress checks, when appropriate?
6. At the end of each semester on probation, the relevant program area(s) faculty will review the student's progress. At the end of the remediation plan, the student, in consultation with their faculty advisor, should write a response that documents how they responded to mediation plan and how the problem has been remediated. The program area(s) faculty will then determine whether probation can be lifted and remediation ended. If the faculty agrees that probation can be lifted and remediation ended, the program area chair will inform the student and the Directors of Graduate Studies and a copy placed in the student file.
 7. After being removed from probation and/or a remediation plan, if a student violates one or more standards, the program area faculty will either place the student back on probation and initiate a new remediation plan or forward a recommendation to initiate a dismissal action to the Director(s) of Graduate studies, who will inform the student. For clinical concentration students who are recommended for discontinuance of clinical training, the Director of Clinical Training will inform the student. Appeals of discontinuance actions follow the same procedure as those for dismissal but are directed to the Department Chair.
 8. If the process above does not resolve the deficiency to the satisfaction of the program area(s), the program area chair(s) may forward a recommendation to initiate a dismissal action to the Director(s) of Graduate Studies, who will inform the student. In rare circumstances, with the approval of the GPC, the faculty may decide to continue probation with a revised or new remediation plan.
 9. In extraordinary circumstances, immediate recommendation of dismissal or discontinuance of clinical, community, or other specific training or assistantships may occur without probation or a remediation plan.
 10. When a college standard is violated, the dismissal action is taken by the college.

ANNUAL STUDENT REPORTS AND REVIEW OF STUDENTS

Students are evaluated annually by their advisors in consultation with other faculty members in their program and the department, as appropriate. Beginning in the student's first year in the concentration, these evaluations will occur toward the end of the spring semester. They will emphasize the current academic year. All aspects of a student's activities and performance are reviewed, including progress toward milestones and coursework, scholarship, academic performance, responsible behavior, and ethical behavior. Evaluation of clinical students also involves the assessment of their clinical competencies.

The goal of the review is to assess each student's performance and progress in his or her concentration to better assist and guide them as part of the advisement process. The annual review summarizes and reflects the faculty's judgment regarding each student's ability to complete more advanced academic work, to function successfully as a service provider if required by the student's program, and to master all aspects of ethical training relevant to the student's concentration.

Early in the spring semester, students submit to the chair of their program(s) an annual report describing their research and academic activities and accomplishments during the current academic year and their plans for the remainder of the academic year. In addition, clinical students detail their clinical activities. This report is considered during the annual review of students.

Students are provided written feedback on the results of the review between May and August every year and are afforded the opportunity to discuss these results with their advisor during the same time frame. Students and their advisors must sign the student annual review letter with an official signature (e.g., a digital signature), indicating they have received the feedback and were provided with an opportunity to discuss the content of the letter with their advisor. The annual review also serves as the basis for the development of a corrective action plan if significant problems or weaknesses are identified. In those instances when a student's performance is judged to be unsatisfactory, the letter of evaluation will include notice of probationary status (i.e., scholastic warning). This is independent of any scholastic warning that may be occasioned by failure to meet progress guidelines. Students receiving such a warning from their program(s) will be evaluated again (e.g., at the end of the fall semester of the following academic year). See the MONITORING, FEEDBACK, PROBATION, AND REMEDIATION Section for a description of the probation procedures.

IX. DISMISSALS

DISMISSAL PROCEDURES

When the standards of the Department of Psychology as described in this handbook or the [College of Arts and Sciences graduate catalog](#) are not met, the student is subject to dismissal (called [scholastic termination](#) by the College of Arts and Sciences). The College of Arts and Sciences ultimately assumes responsibility for both the admission of students and, in rare cases, their dismissal.

If dismissal is recommended at the concentration or department level, the student will receive notice from the Director(s) of Graduate Studies that dismissal is being recommended. The student may respond, in writing, to the Director(s) of Graduate Studies, although the response must be received no later than 10 business days after notice was given. The response will be considered by the Graduate Program Committee. At the meeting called for this purpose, the student has the opportunity to present evidence, including any testimony from faculty with whom he or she has worked, that he or she is capable of successful completion of the graduate program and that the conditions leading to the dismissal action represent atypical behavior or the presence of temporary, mitigating circumstances. The committee will inform the student of their decision typically within 10 business days of the meeting.

Actions of the Graduate Program Committee may include but are not limited to the following: (a) Let the dismissal recommendation stand, (b) Recommend a different course of action (e.g., additional remediation, change in concentration) with a specified deadline, (c) Allow the student to complete requirements for a terminal master's degree. Such actions are at the discretion of the Graduate Program Committee as informed by faculty who are familiar with the student's work. The decision will be communicated to the student, with a copy placed in the student's file.

REASONS FOR INITIATING DISMISSAL

Dismissal will be initiated if the student fails to meet the psychology program's [ACADEMIC PERFORMANCE STANDARDS](#) and [ETHICAL AND RESPONSIBLE BEHAVIOR STANDARDS](#) and, as appropriate, follow the probation and remediation procedures described in the [MONITORING ACADEMIC PERFORMANCE AND RESPONSIBLE BEHAVIOR](#) section. Dismissal procedures will also be initiated when a student fails to meet a college standard (e.g., cumulative GPA) as described in the [3080 Scholastic Warning and Scholastic Termination](#) section of the graduate catalog. Below is a summary of reasons dismissal procedures would be initiated.

Departmental (i.e., doctoral program in psychology) Reasons for Dismissal

Reasons for dismissal at the Departmental level include:

1. Failure to follow the procedures described in the [ETHICAL AND RESPONSIBLE BEHAVIOR EXPECTATIONS](#) section.
2. Failure to pass the master's thesis, GE, or dissertation within the timeline describe in Table 1 [Expected Timeline for Completion of MA Thesis, Courses, GE, and Dissertation](#).
3. Failure to maintain a Psychology GPA of 3.0 after the probationary period of 18 semester-hours.
4. Unsatisfactory performance in concentration-specific training requirements or training needs which are no longer within the scope of the concentration. This includes two unsatisfactory (i.e., grade of U) practica performances.

College of Arts and Sciences Reasons for Dismissal

Reasons for dismissal at the College of Arts and Sciences level are described in the Degree Requirements section of the [CAS section of the University Catalog](#).

DISMISSAL APPEAL PROCEDURES

If the student believes that a dismissal decision by the Graduate Program Committee has been arbitrary, capricious, or discriminatory, he or she may appeal the Graduate Program Committee decision in writing to the chair of the department. This action must be taken within 20 business days of the date of the Graduate Program Committee's decision.

If the student does not appeal the decision of the Graduate Program Committee or if the appeal is denied by the chair, the Director(s) of Graduate Studies or chair will forward the recommendation for dismissal to the College of Arts and Sciences.

If the student unsuccessfully appeals the decision with the chair, the student may then appeal the decision through channels for appeals described section [3120 Student Exception Procedure](#) of the CAS catalog and section [1352 of the University catalog](#).

When dismissal is at the college level, the Graduate Program Committee is not empowered to consider an appeal. The student may, however, request support from the Graduate Program Committee for an appeal to the appropriate college committee. Again, students should refer to the University catalog for appeal procedures.

X. GRIEVANCE PROCEDURES

The department follows the [current procedures and policies](#) of the University (described in the [University Catalog](#), primarily in section “1352 Student Complaints, Petitions for Policy Waivers and Variances, and Appeals”) regarding grade appeals and other complaints. Students who believe that they have been treated in an unethical, unprofessional, or unfair manner by university faculty, staff, administrators, or fellow students should act to correct the situation. Several procedures are available to do so. First, students should attempt to solve the issue with the specific person. The student should also bring the situation to the attention of their advisor. If the issue is not resolved, the student should seek the assistance of their program area Chair(s). If this does not solve the issue, the student should seek out assistance from the Director(s) of Graduate Studies. Next, the student might go to the Chair of the department if the problem has not been resolved. At the college level, students may bring their complaint to the attention of the Associate Dean. Students may also discuss the situation with the [University’s ombudsperson](#). Finally, students may follow formal grievance procedures. See the [University Grievance Policy](#).

The University catalog includes the [Equal Opportunity Policy](#) (1050.10). This policy states that faculty, staff, and students are to be admitted, employed, and treated without regard to race, sex, color, age, religion, national origin, sexual orientation, or disability and describes procedures for filing complaints. The procedure includes filing complaints with the [Office of Opportunity Development/Diversity Education Planning](#) (the [ODDEP’s FAQ](#) provides useful information), the Ombudsperson, the [Dean of Students](#), and the [Title IX coordinator](#).

There may be circumstances in which a student believes that they cannot discuss the issue with one of the parties described above (e.g., fear of retaliation from the other person; one of the persons in the chain above is the basis of concern, etc.); in such instances, the student is encouraged to discuss the matter with the next person in the chain outlined above. Our hope is that students’ education at GSU will be free from such incidents; however, should they arise, we want students to have the freedom to address them with our support and without fear of retaliation.

XI. ADMINISTRATIVE PROCEDURES

A variety of university, college, and departmental administrative matters are described in this section.

Registration for Courses

Regular registration begins during the middle of the preceding semester. Late registration is held during the first week of each semester. Typically, students register via the internet. Computer registration is available on campus at times and locations listed on the following URL: <https://paws.gsu.edu/>.

Information regarding registration can be found at <https://registrar.gsu.edu/registration/>.

Students needing a particular course should register and pay for it during regular registration since it cannot be assumed that spaces will remain in the course through late registration.

Special Authorization

Many courses, designated by an asterisk in the Schedule of Classes, require special authorization because there are specific prerequisites for the courses. Students must obtain authorization prior to the end of the registration period. Authorization for thesis, general exam, and dissertation hours are granted by the Assistant to the Director(s) of Graduate Studies in advance of registration for all students with an approved chair and committee (as required). Authorization for directed readings ([PSYC 9910](#)) and directed research ([PSYC 9920](#)) is obtained by submitting the appropriate form. When a course requires permission of instructor, authorization is obtained from the instructor. Authorization for clinical practica is granted by the Practicum Coordinators of the Clinical and Community Programs.

Course Overloads

Approval is required to register for more than 25 hours of credit for any semester. Students who wish to enroll for 26 or more hours should petition the Director(s) of Graduate Studies at least one week before registration and must be prepared to supply a strong and compelling justification. See the [Courses and Course Load section](#) of the CAS catalog.

Application for Graduation

Students must apply for graduation two semesters in advance of their expected date of graduation. This applies to both the MA degree and PhD degree. If a student is unable to finish by the semester originally specified, it is the student's responsibility to change the date by contacting the Graduation Office. Once a student has applied to graduate, an audit of the student's records will be completed by the Office of Graduate Studies, College of Arts and Sciences. The Office of Graduate Services [Office of Graduate Services](#) website provides a graduation checklist and graduation calendar to assist with timely completion of the audit and paperwork. It is the student's responsibility to discuss any discrepancies with the Assistant to the Director(s) of Graduate Studies in Psychology.

Residency Requirements

To earn a graduate degree at Georgia State University, students must earn the majority of their graduate program credit hours from Georgia State University. Additional residence requirements can be found in the [3110 Degree Requirements - Doctor of Philosophy](#) section of the CAS catalog.

Continuous Enrollment

As part of the university's [continuous enrollment policy](#), students in all concentrations must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times.

The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance will be placed on inactive status effective at the end of the current term and all pre-registration for subsequent terms will be canceled. Those students will be notified by an e-mail message sent to their official Georgia State University e-mail account.

To resume in their concentrations, inactive students must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. That is, their enrollment in the re-entry term plus the two terms preceding it must total to 6 hours or more. The maximum required enrollment level for the re-entry term is 6 hours.

Completion-Term Enrollment Requirement

Additionally, all students must be enrolled in the term in which they complete the requirements for their degree. Normally, this is the term in which they will graduate. However, if the requirements are completed after the deadline for graduation in a term, but before the first day of classes in the subsequent term, then it is not necessary to enroll in the subsequent term. If the continuous enrollment criterion is not met in the term in which degree requirements are completed, then it must be met in the term of graduation. Students who have enrolled for a total 6 or more hours in the two terms preceding the term of completion may register for 1 hour in that term, unless their department requires a higher number of hours. See the [3110 Degree Requirements – Graduation Requirement](#) section of the CAS website.

Inactive Status

Students who have not registered for course work at GSU for one year (i.e., three consecutive semesters, including summer semester) will be placed on inactive status by the Registrar's Office of the University. Such students, if they wish to resume their studies, must file a reentry application with the Office of the Registrar. See the [3040 Admissions Policies - Re-entry Students](#) section of the CAS catalog. Such reentry applications are automatically approved when students have been on a program-required internship. Whether other applications for reentry are accepted or denied will be decided on a case-by-case basis and require the approval of a Director(s) of Graduate Studies.

Students who do not register for two (2) consecutive semesters will receive a warning from the Graduate Office indicating that failure to register the following semester will result in deactivation of their degree track. The warning will be issued only once.

NOTE: If being away from the University for an academic year or more is part of an internship or project integral to a concentration, exception to the continuous enrollment requirement is allowed. However, upon completion of the hiatus, the student must re-enter through the Graduate Office rather than online or through Undergraduate Admissions. Students must formally apply for this exception *before* the period of absence begins.

Time Limits on Coursework Presented for Degrees

All credits presented for the master's degree must have been earned within seven calendar years of the date of the degree. All credits for the doctoral degree must have been earned within ten years of the date of the degree. Courses taken earlier must be retaken or, alternatively, students may file a [Petition for Deviation](#) from Graduate Bulletin Regulations with the Office of Graduate Studies. Before filing such a petition, students should consult with the Director(s) of Graduate Studies.

DEPARTMENTAL MATTERS

Updating the Student's Master Record

The Director(s) of Graduate Studies are responsible for maintaining records relating to students' progress in the concentration. This database contains dates when students met milestones, names of their advisor, names of chairs and members of their committees, etc. No committee is regarded as officially formed, and no defense is regarded as officially passed, until appropriate forms has been submitted through the CAS website. See "Forms (Milestones and Others)" section below.

Current Student Addresses

For a variety of reasons, both the university and the department need to have each student's current mailing address and telephone number on file. If your mailing address or telephone number changes, please notify the Assistant to the Director(s) of Graduate Studies immediately (an email message is fine). You must also notify the Registrar's Office via GoSolar of any change in address. Likewise, if you wish to change your name of record, you must inform both the department and the Registrar's Office.

Much of the communication in the department takes place electronically. Thus, all graduate students are required to have an e-mail address and to check their messages frequently (the university provides email accounts to all students). The department will only use the student e-mail account (studentname@student.gsu.edu) and staff e-mail account (studentname@gsu.edu) that are provided by the university to contact students. Students may choose to forward one of these accounts to the other so that the student will only need to manage one account. Students should also provide an alternative e-mail address (i.e., one hosted by Yahoo, Gmail, or Hotmail) to the Assistant to the Director(s) of Graduate Studies, preferably via email. Otherwise, you may miss vital communication.

Faculty Advisor

Faculty advisors provide academic, professional, and practical guidance to students during their graduate studies. All psychology graduate students in the program must have a primary faculty advisor. Students in clinical concentrations (CLN, CLC, CLG) whose primary advisor is not a clinical program faculty member must also have a secondary advisor who is a clinical program faculty member to advise on clinical training. Students are expected to meet with their advisors during their first semester to discuss their interests and begin planning their program of study. Student may have co-advisors. The "[Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development](#)" document provides additional guidance for the development and maintenance of professional and effective advisor-advisee relationships.

All students are assigned advisors from among the faculty when they enter the department, but they may change advisors over the course of the program. A change of advisors can be initiated by either the student or the advisor when the current advising relationship is no longer deemed to be appropriate for the student's progress through the program. (See Changing Advisors,

below.) Clinical students, including those who are enrolled in the Clinical-Community or Clinical-Neuropsychology concentrations, are required to have an advisor who is a member of the clinical program faculty. Dually-enrolled students or those pursuing minors may have a second advisor in their other or minor programs.

Changing Advisors/Labs (i.e., advisors who are mentoring)

The department uses an advisor/advisee model; thus, students typically join the department assigned to a designated faculty advisor/lab. This mentoring arrangement is viewed as a mutual commitment and the advisor-advisee relationship should last throughout graduate training. Occasionally, the faculty advisor or graduate student advisee might decide that the student advisee would fit better in a different faculty advisor's lab.

Before making a change in advisor or lab, the advisor and advisee should first try to resolve any root issues, keeping in mind a number of important contextual factors (e.g., power differential, disruption to ongoing research, funding issues/commitments). If the advisor and advisee cannot resolve any issues, the advisor or advisee should next seek the assistance of the program area Chair(s). Ideally, the program Chair(s) can help resolve issues and the advisor-advisee can continue in the working relationship for at least the short term (e.g., semester end), if not the long term. When an advisor-advisee resolution cannot be reached, the process of changing advisors/labs should continue to be managed within the concentration/program area whenever possible, as most relevant training insights and viable solutions will reside within the student's concentration/program area; collaboration between program areas may be necessary for students enrolled in concentrations that are dually administered. The specific process of changing advisors/labs from this point will likely vary to suit individual situations. A potential next step is for all program area faculty to discuss the general issues and potential solutions.

The program area Chair(s) might seek out additional guidance if necessary throughout the process from the Directors of Graduate Studies, the Chair of the Department, or CAS staff. The latter stages of this process might also apply to enrolled students whose advisors have left the department or university. In any case, it is expected that no more than 1 month will pass between a student's departure from one advisor/lab and their full entrance into another formal advisor/lab arrangement. When necessary, timing of advisor/lab changes are expected to be mutually acceptable to both the student and advisor/lab to facilitate student training, minimize disruptions to ongoing research, and prevent student-funding gaps. The CAS [Guidelines for Advising and Mentoring Graduate Students](#) and [Psychology Guidelines for Graduate Student Advisement, Mentorship, and Development](#) guidelines.

Changing Advisors and Committee Chairs in the Event the Advisor Leaves GSU

Since all graduate students in the program must have a primary faculty advisor, when a faculty advisor is no longer a faculty member in the Department of Psychology at GSU, the student must find a new advisor. The student should reach out to the chair of their program for

assistance identifying a new advisor. The student should also meet with potential new advisors. The former advisor that has left GSU can no longer serve as the chair of a thesis, GE, or dissertation. See the [Master's Thesis Committee](#) and [Dissertation Committee](#) sections of the handbook for full details of the required composition of committees and additional details about how to handle changes to thesis and dissertation committees. Students should submit a [change of primary advisor](#) form.

Changing Concentrations

Students are accepted for graduate study in one of the eight concentrations in the department (Clinical General, Clinical-Community, Clinical-Neuropsychology, Cognitive Sciences, Community, Developmental, Cognitive and Affective Neuroscience, or MPH-PHD (COMMUNITY)). Students who would like to change concentrations should first discuss this with their advisor and then reapply to that concentration. Students should alert Annette Clark, who will help facilitate this process and request an application fee waiver.

Leaves of Absence

Students who wish to take a leave of absence for personal or medical reasons should submit such requests in writing to the chair(s) of their program(s). The chair will then forward the program's recommendation to the Director(s) of Graduate Studies for consideration by the Graduate Program Committee. Such requests must specify the intended duration of the leave of absence, specified with exact dates that span one or more semesters. A maximum of one year may be requested at a given time although extensions may be requested by following the same procedure.

Occasionally, students are advised by their program to take a leave of absence. Such a leave must be documented by a letter from the chair of the program to the department's Director(s) of Graduate Studies. The duration of the leave and conditions for readmission should be specified in the letter.

The purpose of the leave is to temporarily suspend the clock on the student's milestones for the period of the leave. Although departmental progress guidelines are adjusted for departmentally approved leaves of absence, this does not exempt students from any College or University policies (expiration of coursework, Continuous enrollment, Inactive status, etc.).

Students should work with the Director(s) of Graduate Studies on tasks related to the leaves of absences (e.g., withdrawing from courses, terminating funding). Students should contact a health insurance representative (e.g., [SHIP representative](#)) with questions about [student health insurance coverage](#) during leaves of absence. you will need to contact a health insurance representative to determine fees and coverage. Since you are no longer a graduate research

assistant, you will likely not receive the health insurance subsidy but likely can still purchase the health insurance plan. Students should be aware of the [continuous enrollment](#) policy. Criteria for needing to apply for re-entry into the program and the re-entry application can be found [here](#). Students who take a leave of absence in the middle of a semester should consider whether withdrawing from their courses. Students can read about [withdraws](#) and view the university [calendar](#) on the “Office of the Registrar” website.

Withdrawing from the Program

Students who would like to withdraw from their program(s) and the Department should state this intention in writing to the Director(s) of Graduate Studies. Students should work with the Director(s) of Graduate Studies on tasks related to withdrawing (e.g., withdrawing from courses, terminating funding).

Minor Concentrations

Students wishing to acquire additional breadth of content and a second area of competence may, in consultation with their advisor, select a minor from a concentration other than their major concentration. A minor requires the completion of 12 semester hours in the minor concentrations. The specific requirements for each minor are described along with the program’s curriculum earlier in this handbook. A request for a minor concentration may be made after acceptance to the major concentration. A student’s minor concentration will be incorporated in their general examination.

XII. STUDENT RESOURCES AT GSU

University System

- [Panther Answers](#) is a very helpful online resource for asking questions about anything related to the university (e.g., financial aid, health insurance, fees, email accounts, reserving rooms, commencement, etc.) and seeing answers to questions other students have asked.
- The [Office of the Provost](#) website has information about policies, appeals, and the university strategic plan and [diversity and inclusion](#) initiatives.
- The [Dean of Students](#) website has information about codes of conduct, student judicial boards, and other programs.

Student Health and Well-Being

- Student health resources are provided on the [Counseling Center](#) and [Student Health Clinic](#) websites.
- The [Graduate Student Events](#) website has information about workshops to support student success and well-being, such as “Tame Your Writing Anxiety,” “Overcoming Imposter Phenomenon,” and “Mindfulness & Stress Reduction.”
- The Graduate School has partnered with [Togetherall](#), which is a safe, online community to share feelings anonymously and get support to improve mental health and wellbeing.
- Reasonable accommodations must be made for pregnancy and pregnancy-related conditions. Students will work with relevant faculty (e.g., research and teaching supervisors, classroom instructors) to discuss accommodations. The following resources may be helpful.
 - [Pregnant and parenting students | Title IX](#)
 - [FAQ – Pregnant and parenting college and graduate student rights](#)

Student Assistance

- Information about emergency assistance and withdraws, student victim assistance, Title IX, help after a sexual assault, relationship violence, and many other resources can be found on the [Dean of Students](#) website.

Professional Development

- Resources to support completing milestones and graduation, professional development, individual development plans and other academic and wellness resources can be found on the [Graduate Services](#) website.
- Information relevant to professional development (e.g., IDPs), fellowships, mentoring resources, obtaining external funding can be found on the [Graduate School](#) website.
- The Psychology Graduate Program's [list of fellowships and scholarships](#) is posted on our website.
- The College of Arts and Sciences website has helpful resources to support your [Graduate School Journey](#) (e.g., how to format your thesis/dissertation, tips for presenting your work, preparing for the job market, and wellness resources). Section XII. *STUDENT RESOURCES AT GSU* of our handbook also lists resources for your progression through our program.

Progression and Graduation

- The [Office of Graduate Services](#) website has a graduation checklist and calendar, information about formatting theses/dissertations, and required milestones forms.
- Here is a link to information about [Degree Works](#), used for students to track their progress with curriculum and milestone requirements.
- The [Graduate School](#) provides resources to support student writing (e.g., writing studio, write-ins, writing accountability on your own schedule, writing support for international students)

Teaching Resources

- The [Center for Excellence in Teaching, Learning and Online Education](#) website has helpful webinars, instruction guides, information about teaching fellowships and a teaching certificate program, and much more.

Software, Digital, and Library Resources

- [Charlene Martoni-McElrath](#), MSIS, is the librarian assigned to work with the psychology department. She is a wonderful resource for finding materials for courses, helping with literature searches, ordering texts for the library, and much more.

Services she offers include:

- In-person and virtual library and research instruction
 - Information and news literacy instruction
 - Research guide and learning aid design
 - Location of curriculum development resources
 - Assistance with organizing research projects and locating relevant audio-visual and text-based resources
 - Guidance with narrowing or broadening a research scope, and articulating a thesis statement
 - Guidance in the use of primary sources, or navigating our physical collections and many databases
 - Instruction on the use of current and emerging technologies for research design and publication
 - Citation guidance
- The [CURVE](#) is a technology-rich discovery space for research and digital scholarship.
 - Here is the [GSU Software Download](#) site.

XIII. COLLEGE AND DEPARTMENTAL FORMS

MILESTONE PROGRESSION/DEGREE REQUIREMENT FORMS

Graduate students are responsible for submitting digital milestone forms through the College of Arts and Sciences (CAS) "[Milestones](#)" website to document progression toward milestone completion. Submitting forms triggers authorization for registration, updates to DegreeWorks, and clearance for graduation.

Tips for Submitting and Approving Milestone Forms

- Milestone forms should generally be **completed in order**. For example, a student's dissertation committee must be approved by the GPC and the associated form submitted before the student proposes their dissertation. One exception is that completion of a clinical internship might precede a dissertation defense. Students should discuss other exceptions with the faculty advisor who will approve the form (see details below).
- The Milestones website is used by all graduate students in the CAS. **Some sections (e.g., foreign language requirement) do not apply** to students in the Psychology Graduate Program.
- Selecting "**Psychology MA**" or "**Psychology PHD**" in the pull-down menu gives access to forms for our program.
- Students must provide their **GSU student e-mail** address (e.g., not a Gmail address) on the forms.
- When the form requests committee members' e-mail addresses, students must provide **GSU e-mail addresses for GSU committee members**. Providing accurate e-mail addresses will ensure proper routing of the form.
- When students submit a form, the **form is automatically e-mailed to appropriate faculty** and staff (e.g., the student's advisor, Directors of Graduate study, Annette Clark, and the Office of Graduate Services). When approval is needed, faculty will reply to this automatically generated e-mail with their approval (i.e., no physical signatures are needed). These automatically generated emails are from "fsanchez1=gsu.edu@mg.gsu.edu; on behalf of; Annette Clark".
- Within a milestone (e.g., thesis), students can check several boxes to **submit more than one form at a time**. When more than one form is submitted at the same time, only one e-mail is generated. The subject line of the e-mails lists the milestone forms included in the e-mail. Advisors should pay attention to all content in the e-mails and "approve" all components of the email or specify which parts they approve and do not approve.

- Electronic copies of these forms are saved in **students' digital files**.

Milestone Progression Forms

Thesis, general exam, and dissertation milestone forms can be found in the "[Non-Course Milestone Submission Forms](#)" or "[Final Projects Forms](#)" sections of the CAS [Milestone](#) website. For thesis and dissertation defenses, the student will download and submit the "[Dissertation and Master's Thesis Approval Form](#)" from the "Final Projects Forms" section.

Master's Thesis Forms

1. Thesis Committee Chair Designation

Access this "Non-Course Milestone" form by selecting "Psychology MA" in the "Degree Program" pull-down menu. Approval of this form by the thesis committee chair will trigger authorization to register for PSYC 8999 (thesis) credits. Students will be authorized for PSYC 8999 every semester until the thesis defense form is submitted.

Faculty approval: The **thesis committee chair** should reply to the "Non-Course Milestone Submission for *STUDENT'S NAME* - Thesis Committee Chair Designation" e-mail. A reply of "approve" indicates agreement to chair the student's Master's thesis committee.

2. Thesis Committee Nomination

Access this "Non-Course Milestone" form by selecting "Psychology MA" in the "Degree Program" pull-down menu. See the "Master's Thesis and Committee" section of the Psychology Graduate Handbook or the text of the digital milestone form for thesis committee member requirements.

Faculty approval: The **thesis committee chair** should reply to the "Non-Course Milestone Submission for *STUDENT'S NAME* - Thesis Committee Nomination" e-mail. A reply of "approve" indicates the chair supports the thesis committee nomination.

3. Thesis Proposal

Access this "Non-Course Milestone" by selecting "Psychology MA" in the "Degree Program" pull-down menu. See the "Master's Thesis and Committee" section of the Psychology Graduate Handbook for requirements of the proposal document and proposal meeting. Note that this form requests the "date of defense," which refers to the date of the proposal meeting. This form must be submitted after every defense attempt, regardless of whether the thesis was passed or failed. If the outcome of the thesis proposal meeting is not a "fail" but the thesis proposal document requires modifications before being fully accepted, the student should wait and submit the form

when the thesis is fully approved. Students must be registered for PSYC 8999 during the semester(s) in which the thesis is proposed.

Faculty approval: The **thesis committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Thesis Proposal” e-mail. A reply of “approve” for a passing thesis proposal indicates the thesis proposal has been completely passed (i.e., all required edits have been made). If the thesis proposal is failed, the chair can simply respond that the information is correct.

4. Thesis Defense

Use the “Dissertation and Master’s Thesis Approval Form” in the “Final Projects Forms” section of the Milestone website to communicate the outcome of the defense. The student is responsible for collecting committee members’ digital signatures and uploading and submitting the form through the “Doctoral Dissertation or Master’s Thesis Approval” website. This form must be submitted after every defense attempt, regardless of whether the thesis was passed or failed. When submitting this form to indicate a pass, this form should be submitted after the thesis has been fully accepted (i.e., all revisions are made) and all committee members have provided a digital signature. See the “Master’s Thesis and Committee” section of the Psychology Graduate Handbook for requirements of the thesis document and oral defense. Students must be registered for PSYC 8999 during the semester in which the thesis is defended.

Faculty approval: **Thesis committee members** indicate their support of the thesis defense outcome by digitally signing the “Dissertation and Master’s Thesis Approval Form.”

General Exam (GE) Forms

5. General Exam Chair Designation

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. Approval of this form by the GE chair will trigger authorization to register for PSYC 9980 (GE) credits. The student will be authorized to register for GE credits every semester until the GE until the “GE Results” form is submitted. Submission of this GE Chair Designation form will also trigger the GE audit. Students will be informed of the outcome of the GE audit. The “General Exam Forms and Communication” section of the Psychology Graduate Handbook describes the audit. *Vonetta is the GE chair for CLG, CLC, and CLN students.

Faculty approval: The **GE committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Exam Committee Chair Designation” e-mail. A reply of “approve” indicates agreement to chair the student’s GE committee.

6. General Exam Committee Formation

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. The “General Exam Committee” section of the Psychology Graduate Handbook describes the requirements for GE committee members.

*Since CLG, CLC, and CLN students are blinded to their GE committee, students enrolled in one of these concentrations should submit the “Psychology - Exam Committee Chair Designation” form and the “Psychology - Exam Committee Nomination” at the same time. The student is required to list a committee chair (Vonetta Dotson) but not additional members.

Faculty approval: The **GE committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Exam Committee Nomination” e-mail. A reply of “approve” indicates the GE committee chair’s approval of GE committee.

7. General Exam Results

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. The GE process is described separately for each concentration in the Psychology Graduate Handbook, and the “General Exam Committee” section describes steps to follow if the GE is not passed. This form must be submitted after every GE attempt, regardless of whether the GE was passed or failed.

Faculty approval: The **GE committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - General Exam Results” e-mail. A reply of “approve” (or “the information is correct”) indicates the information on the form (i.e., the GE was passed or failed) is correct.

Dissertation Forms

8. Dissertation Committee Chair Designation

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. Approval of this form by the dissertation committee chair will trigger authorization to register for PSYC 9999 (dissertation) credits. Students will be authorized for PSYC 9999 every semester until the dissertation defense form is submitted.

Faculty approval: The **dissertation committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Dissertation Committee Chair Designation” e-mail. A reply of “approve” indicates agreement to chair the student’s Master’s thesis committee.

9. Dissertation Committee Nomination

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. The “Dissertation Committee” section of the Psychology Graduate Handbook describes the requirements for dissertation committee members

and the documentation that must be provided to nominate a committee. All documentation must be combined into one document and uploaded through the Dissertation Committee Nomination Non-Course Milestone form. The dissertation committee nomination will then be reviewed by the Graduate Program Council (GPC). If the GPC does not approve the committee, the student will be provided with feedback about why the committee was not approved. After creating a new committee in response to the feedback, the student should submit the Dissertation Committee Nomination form through the CAS Milestone website again.

Faculty approval: The **dissertation chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Dissertation Committee Nomination” e-mail to indicate approval of the nomination. A Director of Graduate Studies or Assistant to the Director of Graduate Studies will then reply to indicate when the GPC has approved the committee.

10. Dissertation Proposal

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. See the “Dissertation Proposal” section of the Psychology Graduate Handbook for requirements of the proposal document and proposal meeting. Note that this form requests the “date of defense,” which refers to the date of the proposal meeting. This form must be submitted after every defense attempt, regardless of whether the dissertation was passed or failed. If the outcome of the dissertation proposal meeting is not a “fail” but the proposal document requires modifications before being fully accepted, the student should wait to submit the form when the dissertation proposal is fully approved. Students must be registered for PSYC 9999 during the semester in which the dissertation is proposed.

Faculty approval: The **dissertation committee chair** should reply to the “Non-Course Milestone Submission for *STUDENT’S NAME* - Dissertation Proposal” e-mail. A reply of “approve” (or “the information is correct”) indicates the information on the form (i.e., the dissertation proposal pass or fail) is correct.

11. Dissertation Defense

Use the “Dissertation and Master’s Thesis Approval Form” in the “Final Project Forms” section of the Milestone website to communicate the outcome of the defense. The student is responsible for collecting committee members’ digital signatures and uploading and submitting the form through the “Doctoral Dissertation or Master’s Thesis Approval” website. This form must be submitted after every defense attempt, regardless of whether the dissertation was passed or failed. When submitting this form to indicate a pass, this form should only be submitted after the dissertation has been fully accepted (i.e., all revisions are made) and all committee members have provided a digital signature. See the “Dissertation and Defense” section of the Psychology Graduate Handbook for requirements of the thesis document and oral defense. Students must be registered for PSYC 9999 during the semester(s) in which the dissertation is defended.

Faculty approval: **Committee members** indicate their support of the outcome of the thesis defense by digitally signing the “Dissertation and Master’s Thesis Approval Form.”

Clinical Internship Completion Form

12. Clinical Internship (clinical students only)

Access this “Non-Course Milestone” form by selecting “Psychology PHD” in the “Degree Program” pull-down menu. The student should submit this form immediately after completing all requirements of their predoctoral internship.

Faculty approval: The **Director of Clinical Training** should approve the “Clinical Internship Completion for *STUDENT’S NAME*” e-mail to confirm that the student has successfully completed the clinical internship requirements of the doctoral program.

OTHER FORMS

Request to Transfer Credits (from a non-GSU institution)

Students can use this form to request transfer of credits for courses taken as part of another graduate program (MA or PhD) that can be used toward a student's current program requirements. The student will upload a transcript. Additional details about transferring credits are included on the form.

Faculty approval: If the transferred course fulfills is a departmental requirement, a **DGS** will approve the "Request to Transfer Credit for *STUDENTS' NAME*". If the course fulfills a concentration requirement, the **program chair** will approve the e-mail. Annette Clark will then update DegreeWorks to reflect this course.

Request to Substitute Course (i.e., a GSU course)

A student's Degree Works audit (i.e., clearance for graduation) is based on the courses listed in the Handbook (and also listed in the [University catalog](#)). Courses not listed in the Handbook will not automatically count towards the degree. Use this form to request substitution of a required course with another course offered at GSU (e.g., an elective in a different department). Students should consult with their advisor and program chair for concentration course requirements and advisor and directors of graduate study for departmental course requirements to seek their approval BEFORE submitting this form.

Faculty approval: If the substitute course fulfills a departmental requirement, a **DGS** will approve the "Request to Substitute Course for *STUDENTS' NAME*." If the course fulfills a concentration course requirement, the **program chair** will e-mail approval. Annette Clark will then update DegreeWorks to reflect this course.

Change of Advisor

Use this form to formally change your advisor. The decision to change advisors should be made in consultation with the student's current advisor, new advisor, and chair(s) of all overseeing programs. Students should be fully approved by the program chair(s) to change advisors BEFORE submitting this form.

Faculty approval: The new faculty advisor will approve the change in advisor form.

[Petition for Deviation from College Requirements.](#)

Use this form to submit a petition to deviate from a regulation or requirement in the college's section of the [university graduate catalog](#) . The petition must be submitted to the Office of Graduate Services by the last day of late registration for the semester in which the student would like the petition reviewed.

*Faculty approval: A **DGS** will approve the PETITION for deviation, not the actual deviation. The CAS will review and approve or not approve the request for deviation.*

[Authorization for PSYC 9910 Advanced Directed Readings & PSYC 9920 Advanced Directed Research](#)

Use these forms to request authorization to register for PSYC [PSYC 9910](#) and [PSYC 9920](#) every semester.

XIV. LIST OF REVISIONS TO THIS PSYCHOLOGY GRADUATE HANDBOOK**4/21/22**

1. The following edit was made for thesis and dissertation proposal and defense meetings to encourage moving back to in-person meetings. “For thesis and Beginning in the summer of 2022, proposal and defense meetings should be held in-person unless the student, in consultation with their advisor, decides that a virtual or hybrid meeting better meets their training needs.”
2. The [“All But Dissertation” \(ABD\) Students](#) section was added for students who would like to be considered for ABD status.
3. Resources were added and updated in section XV. STUDENT RESOURCES at GSU.

3/10/2022

1. In the “Outcome of the Thesis Defense” and “Outcome of the Dissertation Defense” sections, the following text was added, “In rare circumstances that a committee cannot come to consensus, 2/3 of the committee members’ approval, with approval indicated by a signature on the milestone form, will constitute a pass.”
2. Text was also added to the “Outcome of the Thesis Defense” and “Outcome of the Dissertation Defense” sections to clarify that the timeline to complete milestones (Table 1) applies in cases where the student fails a defense and cases where students pass the defense conditional on making edits to the document. A reminder was also added that students can petition for an extension of milestone guidelines.
3. Additional resources were added to the “Student Resources at GSU” section.

10/2/2021

1. PSYC 8430, Statistics III, added as an approved elective for the three clinical concentrations.
2. All students are required to maintain current CITI certification in areas relevant to their program of research.
3. The GPC decided to adopt the CAS’s new repeat to replace policy. Text has been added to the **GRADES AND GRADE POINT AVERAGE** section.
4. Pregnancy accommodation resources added to the *XII. Student Resources* section.

8/18/2021

1. A “SUPPLEMENTAL COURSES” section that provides a link to the Atlanta Regional Council for Higher Education (ARCHE) program website (for students who would like to take a course at another institution in the area) was added.
2. Links to [websites](#) with SACSCOC professional licensure information for clinical psychology students were added to the *Pre-Doctoral Clinical Internship* section of the CLG section in *III. CURRICULUM*.
3. Redundant curriculum content across the three clinical concentrations was removed from the *III. CURRICULUM* section for simplicity. The full curriculum is presented in the CLG section. The CLC and CLN sections refer to the CLG section and describe deviations (e.g., additional coursework) from the CLG curriculum.
4. In the *Master’s Coursework* section, the restriction that students “will not be authorized to take more than six hours of PSYC 8999 until a thesis committee is approved” has been removed. Once students are authorized for PSYC 8999, they will be authorized each semester until they defend their thesis.
5. The process and requirements for nominating a revised thesis or dissertation committee (e.g., when a member of a student’s original thesis committee is no longer available or has left GSU) has been added to the *Master’s Thesis Committee and Dissertation Committee* sections.
6. A subheading for “Thesis Proposal and Defense” was added to the *MASTER OF ARTS DEGREE* section. An “Outcome of the Thesis Defense” section was added to the *MASTER OF ARTS DEGREE* section and an “Outcome of the Dissertation Defense” section was added to the *DOCTOR OF PHILOSOPHY DEGREE* section. These sections consolidate information that was previously described in several sections of the handbook (e.g., “Reasons for Initiating Dismissal” section), milestone forms, and College of Arts and Sciences graduate catalog.
7. Additional details about submitting a petition to waive the master’s thesis requirement and the possible outcomes of the petition have been added to the *Waiving the Master’s Thesis Requirement* section.
8. A subheading “*Outcome of the General Exam Defense*” was added; the content in this section already existed.
9. In the *Doctoral Coursework* section, the restriction that students “will not be authorized to take more than three hours of PSYC 9999 until a dissertation committee is approved” has been removed. Once students are authorized for PSYC 9999, they will be authorized each semester until they defend their thesis.

10. The *PERFORMANCE EXPECTATIONS* heading has been changed to *ACADEMIC PERFORMANCE STANDARDS*. All information about academic performance and grades has been moved to this section.
11. The “*EXPECTED PROGRESS GUIDELINES*” heading was changed to “*MILESTONE COMPLETION TIMELINE*”.
12. The term “academic probation” has been changed to “academic risk warning.” Table 1 presents the expected timeline for completion of milestones. The headings of the three timelines are now (1) “6-Year Plan” instead of “Expected Within”, (2) “Academic Risk Warning After” instead of “Probation After”, and (3) “Dismissal After” which was the previous heading. The timeline for the “6-Year Plan” was adjusted slightly from the “Expected within” to better correspond with timing to complete milestones for students who have completed the program in 6 years. The timelines for the other two columns were not adjusted.
13. Wording was clarified in the paragraph about petitioning for extending progress guidelines in the *MILESTONE COMPLETION TIMELINE* section. This paragraph also now describes that a student can proactively submit a petition to extend their milestone timeline.
14. The *Theses, General Exam, and Dissertation Grades* section now includes now specifies that thesis (PSYC 8999), GE (PSYC 9980), and dissertation (PSYC 9999) hours will remain as “IP” until the student fails the second attempt or the student does not complete the milestone within the timeline (Table 1) for milestone completion. It was previously stated that the grade would be changed when the milestone is passed or failed, without specifying whether this would happen after the first or second attempt.
15. The option for virtual meetings for milestones (thesis, dissertation, GE) has been extended through end of the fall 2021 semester. We will reevaluate the in-person requirement as the beginning of the spring semester nears.
16. The *Professional Behavior and Continuance in the Program* has been renamed *ETHICAL AND RESPONSIBLE BEHAVIOR STANDARDS* and has been revised extensively to describe standards for academic honesty, research ethics, ethical and responsible behavior, and consultation and communication with advisors.
17. The *MONITORING ACADEMIC PERFORMANCE AND RESPONSIBLE BEHAVIOR* section was added. This section includes content that had been in the *Annual Student Reports and Review of Students and Dismissals and Appeals* sections as well as new content. The new content provides additional details about procedures for monitoring students’ ethical and responsible behavior, providing feedback to students, placing a student on probation, and writing a remediation plan.

18. The *IX. DISMISSALS* content was revised to align with the new content in the *MONITORING ACADEMIC PERFORMANCE AND RESPONSIBLE BEHAVIOR* section and to provide additional links to the university and CAS descriptions of dismissal and appeal processes.
19. Websites, forms, and policies were updated in the *UNIVERSITY AND COLLEGE MATTERS* and *DEPARTMENTAL MATTERS* sections.
20. The *Changing Advisors and Committee Chairs in the Event the Advisor Leaves GSU* section was added to the *Departmental Matters* section of the manual.
21. The *Changing Concentrations* section of the *Departmental Matters* section was updated to state that students who would like to switch concentrations must officially apply to the new concentration.
22. Additional guidance for students taking a leave of absence was added to the *Leaves of Absence* section of the *Departmental Matters* section.
23. The *XII. Student Resources* section was added.
24. A new *Change of Advisor* form was added to the *Other Forms* section of the *XIII. COLLEGE AND DEPARTMENTAL FORMS* section.
25. Hyperlinks to sections within the handbook, relevant external websites (e.g., CAS catalog), and forms (e.g., PSYC 9920 authorization) were added and updated throughout the handbook.

Dissertation Flyer

(next page)



Dissertation Committee Members:

[Name] (Chair)

[Name]

[Name]

[Name]



GSU

DISSERTATION DEFENSE

[Insert Date & Time]

[Insert meeting weblink (e.g., WebEx)]

By

Abbreviated Curriculum Vitae

[Name]

Education:

MA [(year), Name of Institution, City, State

BA/BS [(year), Name of Institution, City, State

Selected Publications:

Selected Presentation:

Professional Organizations:

Honors:

Abstract
