PSYCHOLOGY GRADUATE HANDBOOK

2018-2019

Department of Psychology
College of Arts and Sciences
Georgia State University

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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 of the 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.

In general, students must adhere to the course and other requirements in effect when they enroll, as described in the edition of the Graduate Program Handbook that corresponds to the year they entered. However, students may elect to be governed by a later edition of the handbook (in full; not piecemeal). To do so, they should submit a request in writing to the Director of Graduate Studies.

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 of the 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 mentor 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 (18 credit hours in each the fall and spring semesters and 15 credit hours in the summer), 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 18 in the fall or spring; credit hours below 15 in the summer).

III. THE CURRICULUM

Coursework and other requirements specified by both the department and the individual concentrations are described in this section of the handbook.

All students are admitted to one of the 7 concentrations – overseen by 1 or more of the 5 program areas – offered by the department 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.

DEPARTMENTAL CORE CURRICULUM
All students are expected to complete the departmental core curriculum within two years of entering the program. All students take the following 5 departmental core courses:

PSYC 8410   Psychological Research Statistics I  
PSYC 8420   Psychological Research Statistics II  
PSYC 8490   Scientific and Professional Ethics in Psychology  
PSYC 8500   History of Psychology

Additionally, all students are required to take at least one methodology course as specified by their concentration.

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 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 course work 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

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)  
8280 Psychology, Advocacy, and Organizing  
8620 Introduction to Clinical Neuropsychology  
8910 Topics in Clinical Neuropsychology  
8640 Psychopharmacology  
9130 Seminar in Advanced Approaches to Assessment  
9140 Neuropsychological Assessment  
9230 Seminar in Advanced Approaches to Psychological Interventions  

\(^2\) 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. 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 or 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 written notification will be automatically forwarded to the Clinical Faculty for 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
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. For students at risk for not meeting this requirement, they 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 fulfill 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 in order 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 APA-approved sites. Students who wish to seek an internship in a non-APA-approved site 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).

The clinical faculty strongly encourages students to defend their dissertations prior to leaving for internship. Students should review the “continuous enrollment” policy described later,
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.

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:

1. The total number of direct intervention contact hours (e.g., therapy and related categories)
2. The total number of assessment hours (e.g., test administration and related categories)
3. The total number of supervision hours
4. 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

Methodology (one of the following)
8010 Research Methods in Psychology
8014 Research Methods in Community 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 Psychology
8510 Advanced Social Psychology

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)
8280 Psychology, Advocacy, and Organizing
8620 Introduction to Clinical Neuropsychology
8910 Topics in Clinical Neuropsychology
8640 Psychopharmacology
9130 Seminar in Advanced Approaches to Assessment
9140 Neuropsychological Assessment
9230 Seminar in Advanced Approaches to Psychological Interventions

2 Required for all CLC students
3 Fulfills a professional specialization elective in the community curriculum
4 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 and reflected in students' practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT.

Required Community Courses
8200 Introduction to Community Psychology
9940B Specialized Seminars in Psychology (3 X 1-credit each)

Community Professional Specialization Electives (9 credits of the following)5
8280 Psychology, Advocacy, and Organizing
8230 Assessment, Consultation, and Evaluation I (ACE I)
8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite ACE I or permission of instructor)
8220 Community Interventions, Social Change, and Prevention
8430 Psychological Statistics III
9900 Qualitative Methods

Notes:
5 Upon discussion with the advisor and approval of the community program faculty, CLC students may elect to take one course inside or outside the department that fulfills their training needs as part of this requirement.
**Required 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.
CLINICAL-NEUROPSYCHOLOGY (CLN) CONCENTRATION CURRICULUM

Clinical-Neuropsychology (CLN) is a concentration jointly administered by the Clinical program area 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.

CLN students must take the courses required by the Department of Psychology. The CLN Concentration requires the following methodology course:

8010 Research Methods in Psychology

CLN students must meet all course requirements specified by the CLG concentration. This includes the requirement to attend Clinical Program Meetings. Attendance at these meetings will be recorded by the Associate Director of Clinical Training and reflected in students’ practicum evaluations and annual review letters. Excused absences must be approved by the Associate DCT. In addition, CLN students must take the following core courses:

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

In addition to the above course requirements, CLN 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.
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. 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 mentor. Students can also cross-register for graduate courses offered by members of the Atlanta Regional Consortium for Higher Education, 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)**

**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)**

Hard Data Café (HDC) is the Cognitive Sciences colloquium series, and all students are expected to attend both departmental and HDC colloquia as a component of their graduate education. Cognitive Sciences students are also required to register for HDC each semester as a 1-credit, pass-fail course (accommodations or exceptions may be possible under unusual circumstances, but require advisor approval).

All students should plan to ask questions during talks throughout the semester. The expectation for asking questions increases as the students become more senior. If students do not ask questions, they will be assigned to ask a question before the speaker begins. It is important that students practice pulling information from presentations even when the talk is outside of their particular area of interest.

- All students are encouraged to ask questions.
- First through third year students are required to ask two questions of speaker(s) of their choice EACH semester. These questions may be about any aspect of the speaker’s talk.
- Student may of course continue to ask questions after the “first five” period, when other members of the community join in.
- This policy will be communicated to the speaker, along with the structure of the hour, so that the speaker is aware of the policy and can help encourage students.

Questions may be asked of student speakers as well as external speakers.

ALL students, as well as faculty, will sign a sign-in sheet for each talk.

The second year students will form a committee to organize snacks during HDC. Faculty are responsible for either providing snacks or providing money to students to obtain snacks. Students should schedule faculty, determine their preference for how to contribute and, if necessary, organize the snacks.

**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. 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 or 8014 Research Methods in Community Psychology (if offered)
8060 Issues of Human Diversity
8200 Introduction to Community Psychology
8430 Psychological Statistics III or 9900 Qualitative Methods (cross listed with PH7522)
9940B Specialized Seminars in Psychology (3 X 1-credit each)
9960C Community Practicum (3 X 3-credits each)

Professional Specialization Electives (Three of the following) ¹
8280 Psychology, Advocacy, and Organizing
8230 Assessment, Consultation, and Evaluation I (ACE I)
8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite ACE I or permission of instructor)
8220 Community Interventions, Social Change, and Prevention
8430 Psychological Statistics or
9900 Qualitative Methods if not used to fulfill requirement above

Notes:
¹. Upon discussion with the advisor and approval of the program faculty students may elect to take one course inside or outside the department that fulfills their training needs as part of this requirement.

Fourth-Year Paper

Prior to the general examination, and during the fourth year of the student's career, the student will submit a paper to his/her advisor entitled, "The Making of a Community Psychologist," otherwise known as the fourth-year paper. This paper will allow students a chance to identify scholarly and personal influences that have contributed to their identity and self-definition as community psychologists. Rather than assessing knowledge, competency and ability to complete doctoral work, this paper is a process and product designed to help students reflect on their identities at a critical juncture in their careers, as well as a means for the faculty to better understand the students, including their past, present and future selves. On rare occasions, students may be asked to revise or clarify this statement, but it is not an examination per se.

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 “Professional Specialization” list
4. Community Practicum (1 X 3 credits)

**Recommended professional specialization courses for students who anticipate a career focus in:**

1. Applied Research and Practice
   - 8230 ACE I
   - 8260 ACE II
   - 8220 Community Interventions, Social Change, and Prevention

2. Empowerment/Social Justice
   - 8220 Community Interventions, Social Change, and Prevention
   - 8280 Psychology, Advocacy, and Organizing
   - 9900 Qualitative Methods

3. General Community Psychology
   - 8220 Community Interventions, Social Change, and Prevention
   - *Either* 8280 Psychology, Advocacy, and Organizing *Or* 8230 ACE I
   - *Either* 8430 Statistics III *Or* 9900 Qualitative Methods
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 or PSYC 8014 to fulfill Research Methods requirement

Required General Psychology Courses

Methodology (one of the following)
PSYC 8010 Research Methods in Psychology
PSYC 8014 Research Methods in Community Psychology
PH 7019 Public Health Research Methods

Required Community Courses
PSYC 8060 Issues of Human Diversity
PSYC 8200 Introduction to Community Psychology
PSYC 8430 Psychological Statistics III or PSYC 9900 Qualitative Methods (cross listed with PH7522)
9940B Specialized Seminars in Psychology (3 X 1-credit each)
9960C Community Practicum (2 X 3-credits each)

Professional Specialization Electives (Two of the following)
8280 Psychology, Advocacy, and Organizing
8230 Assessment, Consultation, and Evaluation I (ACE I)
8260 Assessment, Consultation, and Evaluation II (ACE II, prerequisite PH7521, ACE I, or permission of instructor)
8220 Community Interventions, Social Change, and Prevention
8430 Psychological Statistics III or 9900 Qualitative Methods if not used to fulfill requirement above

Fourth-Year Paper
Prior to the general examination, and during the fourth year of the student’s career, the student will submit a paper to his/her advisor entitled, "The Making of a Community Psychologist," otherwise known as the fourth-year paper. This paper will allow students a chance to identify scholarly and personal influences that have contributed to their identity and self-definition as community psychologists. Rather than assessing knowledge, competency and ability to complete doctoral work, this paper is a process and product designed to help students reflect on their identities at a critical juncture in their careers, as well as a means for the faculty to better understand the students, including their past, present and future selves. On rare occasions, students may be asked to revise or clarify this statement, but it is not an examination per se.

Notes:
1. Upon discussion with the advisor and approval of the faculty, one or more required community courses or professional specialization electives may be used to fulfill MPH concentration electives.
2. Note that MPH-PhD Students must take 3 Hours of Masters Thesis Hours in Psychology in addition to PH 7990
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.

**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.

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 mentors.

- 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: Psychology of Consciousness
- 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 of Graduate Studies. Typically, such requests are made when a student has taken a similar graduate course elsewhere. Students must make such requests in writing before the end of their first semester of graduate study at GSU and should supply syllabi, transcript, and other relevant information concerning the course they took previously. The Director of Graduate Studies, in consultation with faculty members who teach similar courses, then decides whether such requests are granted.

**Courses Required by the 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 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.

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
- 15 semester hours of departmental core courses,
- 12 semester hours of other psychology courses, and
- 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).

Master’s Thesis and 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.

When working on their theses, students enroll for at least six semester hours of PSYC 8999, Master’s Thesis Research. Students will not be authorized to take more than six hours of PSYC 8999 until a thesis committee is approved. Students must be registered for PSYC 8999 during the semester(s) in which the thesis is proposed and defended. The thesis document should be distributed to the committee at least 2 weeks in advance of the proposal and defense meetings. The thesis must be defended satisfactorily in an oral examination. It is expected that the student, the committee Chair, and a quorum (at least 51% of the committee) is physically present. The oral proposal and defense examination meetings are 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 and reserves the remaining time for questions and answers. It is expected that the thesis will be successfully defended within 2½ years of starting the concentration (see Progress Guidelines later in this handbook).

It is the student’s responsibility to let the Assistant to the Director or Director of Graduate Studies know when the MA committee is formed, when the committee accepts the thesis
proposal, and when the thesis is successfully defended (see Updating the Student’s Master Record later in this handbook).
**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 of Graduate Studies 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 date or used an intact dataset, etc.), the master’s thesis document, other relevant documentation (e.g., transcript), and a letter of support for the petition from the student’s current GSU advisor. All documentation must be submitted before the end of the student’s first semester at GSU. The Director of Graduate Studies, in consultation with the Graduate Program Committee, then decides whether the request is granted. 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.

**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. With the exception of clinical students, those who elect to have a minor should have members of both major and minor programs represented on their committee. 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 named and the Assistant to the Director or Director of Graduate Studies informed.

Students may not sit for the Doctoral General Examination until the Audit for the Doctoral Exam has been completed. At least one semester before students plan to sit for their exam, they should ask the Assistant to the Director of Graduate Studies to initiate the audit. Students must have completed all departmental and concentration requirements before they request 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 graduation. 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 sitting for the general exam.

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; student 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.

It is the student’s responsibility to let the Assistant to the Director or Director of Graduate Studies know when the chair of the committee is named, when the audit is requested, when the General Exam is scheduled, and the outcome (i.e., pass or failure; see Updating the Student’s Master Record later in this handbook).

**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 in order to avoid a registration overload.

**Evaluation**
Complete details regarding the evaluation procedure of 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. Each student’s exam is based on a readings list received during the first year and subsequently fine-tuned by the student, the advisor, and the GE committee, and then approved by the program. Revisions to the list will be designed to reflect the student’s chosen area of concentration, 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 concentration, 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 program.

The GE has two parts, a written portion and an oral portion. The written portion must be scheduled to occur within 12 weeks from the date the student’s committee and final readings list are approved. The written portion includes options to answer 5 questions in an in-class exam format, or to prepare an area-specific review paper and answer 2 questions. The orals
portion is similar in both cases, and must occur two weeks or so 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

Option 1: 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. Three of the questions will be drawn from the student’s concentration area, one will be from the larger field of cognitive sciences outside this concentration, and one question will concern methods and/or ethics.

Option 2: Area paper. The area paper reviews a topic within the student’s area of concentration, which must be approved in advance by the GE committee. The area paper is limited to 40 APA-style content pages (i.e., excluding title page, abstract, references, tables, figures, and appendices). The area paper substitutes for the three written-exam questions (from the Area Exam option) within the student’s concentration. Once the topic is approved, the area paper is written without feedback from the GE committee or anyone else, except that the committee chair may examine an outline of the paper once for completeness (e.g., informing the student if a major topic was omitted). Within 12 weeks of the date that the GE committee and the readings list are approved, the student must take a written examination consisting of two questions (one from outside the concentration and one from methods and/or ethics) and submit the area paper on that day. Students must answer the 2 questions in 3 hours.

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. Pursuing the area-examination option, students must pass 4 of 5 written questions. Pursuing the area-paper option, students must receive a passing score on the review paper, as well as passing 1 of 2 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 or revise the paper, but it is possible for the committee to request additional information about an answer or the area paper in borderline cases. 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 (including the area paper, if applicable) 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 if it is to be submitted. 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.

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 the case of the pre-doctoral grant application, the committee may generate a reading list with which the student is expected to be familiar. 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).

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 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 Updating the Student’s Master Record later in this handbook) 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.

When working on their dissertation, students enroll for at least 20 semester hours of PSYC 9999, Doctoral Dissertation Research, 3 hours of which may be taken before the dissertation committee is approved.

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 a quorum (at least 51% of the committee) is physically present. 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 in order 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 and Defense**

Each dissertation committee will insure 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 typically dissertations 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 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 a quorum (at least 51% of the committee) is physically present at the defense meeting. 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.

It is the student’s responsibility to let the Assistant to the Director or Director of Graduate Studies know when:

1. the PhD committee is formed,
2. the proposal has been scheduled and the outcome of the proposal meeting,
3. the dissertation is scheduled and the outcome (pass or fail) of the defense (see Updating the Student’s Master Record later in this handbook).
THESIS AND DISSERTATION GUIDELINES

General Guidelines for Theses and Dissertations

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* (4th 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 mentor, 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. PERFORMANCE EXPECTATIONS

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 a dismissal action being initiated, and summarizes appeal procedures.

EXPECTED PROGRESS GUIDELINES

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 concentration. For example, students are expected to have their MA proposal accepted after being in the concentration for a year and a half. They are placed on probation 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 such as approved medical leave or disability as detailed elsewhere in departmental, college, and university policies.

For each milestone, the number of years expected, the number of years after which the student is placed on probation, and the number of years after which a dismissal action may be initiated are given in the table below.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Expected within</th>
<th>Probation after</th>
<th>Dismissal after</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA proposal accepted</td>
<td>1½</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MA defense passed</td>
<td>2½</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Dept. Core completed</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>GE Committee formed</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>General Exam passed</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>PhD proposal accepted</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>PhD defense passed</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Milestones for the MA do not apply to students who entered with an approved MA. Students who entered with an approved MA, significant graduate coursework credited from previous programs, or both, might reach milestones at earlier points in time.

If a student’s progress indicates probation, the student will receive notice of this from the Director 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 of Graduate Studies.
documenting how he or she intends to achieve the relevant milestone before reaching the criterion for initiating a dismissal action.

If a student’s progress indicates initiation of a dismissal action, the student will receive notice of this from the Director of Graduate Studies. Students may respond to the pending dismissal action by petitioning the Graduate Program Committee but they must do so before the end of the semester in which their progress first indicated initiation of a dismissal action. If they appeal, students should submit to the Director of Graduate Studies an individualized plan, supported by their advisor, detailing dates by which they intend to meet any milestones yet unachieved.

**Clinical students who have been on probation or dismissal will be asked to indicate this on their internship application.**

**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, scholarship, academic performance, professionalism, 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 in order 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 professional 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 and are afforded the opportunity to discuss these results 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 at the end of the fall semester of the following academic year. If at that time the faculty judges that the circumstances have not changed and the student’s performance is again rated as unsatisfactory,
a dismissal action may be initiated. As with appeals for failure to meet progress guidelines, students may appeal their pending dismissal; see Appeal Procedures later in this handbook.

PROFESSIONAL BEHAVIOR AND CONTINUANCE IN THE PROGRAM

All Students

All students are bound by standards of professional conduct as specified by the American Psychological Association (see Ethical Principles of Psychologists and Code of Conduct). Violations may result in initiation of a dismissal action.

If there is a mentor-mentee conflict, the individuals should attempt to resolve the issues together in a professional and ethical manner. 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 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 professional practices and ethical guidelines.

Clinical Students

The Clinical Program Area utilizes the following criteria to govern its decisions concerning students’ continuance. Students found to be in violation of one or more of the following criteria are subject to dismissal from the Clinical Program by majority vote of the clinical faculty. The Program’s judgments are made within the context of students’ expected levels of performance and accomplishment given their seniority in the program.

1. The student must complete the required and elective concentration and departmental course work, 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 Dismissals and Appeals).

**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. Only the most recent attempt is computed in the Psychology GPA. All course attempts are included in the GPA calculated by the Registrar’s Office. When there exist various courses that meet the same requirement, the student is allowed to take another course in that set. In this case, both grades are computed in the 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, exams, and dissertations**

Thesis, exam, and dissertation hours earn grades of in progress (IP) while they are being taken. When a defense or exam is passed, these grades are changed to satisfactory (S). However, when a defense or exam is failed, these grades are changed to unsatisfactory (U). The student has six (6) months to correct the deficit by passing the defense or examination. If this does not occur, the Director of Graduate Studies will initiate a dismissal action.

**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 of Graduate Studies. If an additional U in practicum is earned, the Director 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 Appeals).

**Grade Appeals**

The department follows the current procedures and policies of the College of Arts and Sciences regarding grade appeals and complaints. See the College of Arts and Sciences Student Grievance Policy.

**DEPARTMENTAL POLICY ON CHEATING**

The Faculty of the Department of Psychology strongly affirm the following 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.

The department follows the University’s Policy on Academic Honesty described in the General Catalog for Georgia State University and the College of Arts and Sciences Graduate Bulletin.
DISMISSALS AND APPEALS

Dismissal Procedures

The Department of Psychology is committed to supporting students in their progress through the concentration in every way consistent with the maintenance of acceptable academic and professional standards. There are, however, occasions when the standards of the College of Arts and Sciences or the Department of Psychology are not met and dismissal (called scholastic termination by the College of Arts and Sciences) 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. Nonetheless, a psychology student is subject to program, department, and college standards. The procedure for dismissal and appeal differs somewhat when a concentration standard (e.g., practica performance), a departmental standard (e.g., progress guidelines), or a college standard (e.g., cumulative GPA) is violated.

When a concentration standard is violated, the student will first be required to meet with his or her advisor and program area chair(s). If the student does not resolve the deficiency to the satisfaction of the program area(s), the program area chair(s) will forward a recommendation to initiate a dismissal action to the Director of Graduate Studies, who will inform the student. Information on appeal procedures is provided below.

When a departmental standard is violated, the dismissal action will be initiated by the Director of Graduate Studies. This will occur only after the student has failed to address or correct the deficiency during any specified probationary period.

When a college standard is violated, the dismissal action is taken by the college. As is true at the departmental level, this will occur only after the student has failed to correct the deficiency during any specified probationary period.

Reasons for Initiating Dismissal

At the concentration area level include:
1. two unsatisfactory (i.e., grade of U) practica performances,
2. an unsatisfactory annual evaluation fall semester after an unsatisfactory annual evaluation the previous spring semester, and
3. violation of professional ethical principles endorsed by the American Psychological Association.
4. violation of additional criteria for clinical students as detailed in the ‘Professional Behavior and Continuance in the Program’ section above.

At the Departmental level include:
1. failure to present an acceptable individualized plan to the Graduate Program Committee within the semester the student’s progress met the criterion for dismissal,
2. failure to pass a thesis or dissertation defense within eight months after a failed defense, and
3. failure to maintain a Psychology GPA of 3.0 after the probationary period of 18 semester-hours.

At the College level include:
1. a second failure of the doctoral general exam, and
2. failure to maintain a cumulative GPA of 3.0 after the probationary period of 18 semester-hours.

Dismissal Procedures

If the dismissal is at the concentration or department level, the student will receive notice from the Director of Graduate Studies that dismissal is being considered. The student may respond, in writing, to the Director 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: (a) Let the dismissal action stand, in which case the student may not continue in the graduate program. (b) Place the student on probation and specify remedial actions, which must be taken before the student may continue in the program. Such actions are at the discretion of the Graduate Program Committee as informed by faculty who are familiar with the student’s work. Retaking courses with low grades is one possible action. A deadline for completing such remedial action must be specified. (c) Allow the student to complete requirements for a terminal master’s degree.

If the decision is to place the student on probation, the student’s advisor and Director of Graduate Studies will monitor whether the student has met the specified requirements by the specified deadline. If the student has not done so, the Director of Graduate Studies will again initiate a dismissal action. The student may again submit a response to the Graduate Program Committee.

If the student believes that a 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 of Graduate Studies or chair will forward the recommendation for dismissal to the Associate Dean for Social and Behavioral Sciences in the College of Arts and Sciences. The Associate Dean will notify the student that this has occurred.
If the student unsuccessfully appealed the decision with the chair, the student may then appeal the decision through normal channels within the College of Arts and Sciences.

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. The student should refer to the College Graduate Bulletin for instructions on appeal procedures at this level.

**Grievance Procedures**

The department follows the current procedures and policies of the College of Arts and Sciences 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 next 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 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 College of Arts and Sciences Student Grievance Policy.

**VII. ADMINISTRATIVE PROCEDURES**

A variety of university, college, and departmental administrative matters are described in this section. Students should also be familiar with college policies as described in the Graduate Bulletin.

**UNIVERSITY AND COLLEGE MATTERS**

**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: pawslogin.gsu.edu/.

Information regarding registration can be found at 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 of Graduate Studies in advance of registration for all students with an approved chair and committee (as required). Authorization for directed readings and directed research are obtained by submitting a form signed by the supervisor to the Assistant to the Director of Graduate Studies. 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.

**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 of Graduate Studies at least one week before registration and must be prepared to supply a strong and compelling justification. Such requests must also be approved by the Associate Dean for Social and Behavioral Sciences in the College of Arts and Science.

**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. Applications and additional information are available on the College of Arts and Sciences’ website (cas.gsu.edu/graduation-2/). 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 (8th floor Haas-Howell Bldg). It is the student’s responsibility to discuss any discrepancies with the Assistant to the Director of Graduate Studies in Psychology.

**Residency Requirements**

In order to earn a graduate degree at Georgia State University, students must earn the majority of their graduate program credit hours from Georgia State University.

**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.

**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. 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 the Graduate Program Director.

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 of Graduate Studies.

**DEPARTMENTAL MATTERS**

**Updating the Student's Master Record**

The Director of Graduate Studies is 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 notice has been given to the Assistant to the Director or Director of Graduate Studies and until the information is recorded in the database.

When students enter the concentration, they are informed that the department’s milestone signature forms are accessible via iCollege (https://gastate.view.usg.edu/). Each time a progress milestone is met (thesis committee formed, thesis proposal accepted, thesis successfully defended, general exam committee chair named, etc.), students gather the appropriate signatures, note the correct dates, and turn in the relevant form to the Assistant to the Director of Graduate Studies, thereby officially recording the relevant event.

Authorization to register for thesis research (PSYC 8999), readings for the general examination (PSYC 9980), and dissertation research (PSYC 9999) will be granted only after the signature of the respective committee chair has been filed. In addition, authorization for more than six hours of PSYC 8999 or more than three hours of PSYC 9999 will be granted only after the thesis committee has been approved by the Director of Graduate Studies or the dissertation committee has been approved by the Graduate Program Committee.

**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 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 your 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 e-mail account that is provided by the university to contact students (i.e., studentname@student.gsu.edu). You should also provide an alternative e-mail address (i.e., one hosted by Yahoo, Gmail, or Hotmail) to the Assistant to the Director of Graduate Studies, preferably via email (kdhill@gsu.edu). Otherwise you may miss vital communication.

**Faculty Advisor**
Faculty advisors provide academic, professional, and practical guidance to students during their graduate studies. Students are expected to meet with their advisors during their first semester to discuss their interests and begin planning their program of study. All students are assigned advisors when they enter the department but they may change their advisors at any time. 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.

**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 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 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 of Graduate Studies on tasks related to the Leave of Absence (e.g., withdrawing from courses, terminating funding).

**Changing Mentors/Labs**

The department uses a mentor/mentee model; thus, typically, students join the department assigned to a designated faculty mentor/lab. This mentoring arrangement is viewed as a commitment and the mentor-mentee relationship should last throughout graduate training. In rare situations, the faculty mentor or graduate student mentee might decide that the student would fit better with a different mentor. In this situation, the mentor and mentee should first try to resolve any issues, keeping in mind a number of important contextual factors (e.g., power differential, disruption to ongoing research, funding issues/commitments). If the mentor and mentee cannot resolve the issues, the mentor or mentee should next seek out the assistance of the program area Chair(s). Ideally, the Chair(s) can help resolve issues and the mentor-mentee can continue in the working relationship for at least the short-term (e.g., semester end) if not the long-term. The Chair(s) might seek out additional guidance if necessary from the Director of Graduate Studies, the Chair of the Department, or CAS staff.
**Changing Concentrations**

Students are accepted for graduate study in one of the seven concentrations in the department (Clinical, Clinical-Community, Clinical-Neuropsychology, Cognitive Sciences, Community, Developmental, or Cognitive and Affective Neuroscience). A letter of support from each overseeing program will be required in order for the request to be approved.

**Withdrawing**

Students wishing to withdraw from their program(s) and the Department should state this intention in writing to the Director of Graduate Studies. Students should work with the Director 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.

**Forms**

There are several forms with which students should be familiar. All are available via the graduate program iCollege page and from the Assistant to the Director of Graduate Studies. Most of these forms have been referenced earlier in this handbook in the appropriate context. These include:

1. **Nomination of thesis committee.** This form must be submitted to the Assistant to the Director of Graduate Studies for approval. This form will not need to be reviewed by the Graduate Program Committee unless a deviation from department policy is being requested.

2. **Nomination of general exam committee.** This form must be submitted to the Assistant to the Director of Graduate Studies for approval. This form will not need to be reviewed by the Graduate Program Committee unless a deviation from department policy is being requested.

3. **Audit for doctoral general exam.** This form must be submitted to the Assistant Director at least one semester before the student intends to sit for their exam.

4. **Nomination of dissertation committee.** This form must be submitted to the Assistant to the Director or Director of Graduate Studies for approval by the Graduate Program Committee.
5. Authorization for PSYC 9910/9920, Advanced Directed Readings/Advanced Directed Research


7. Authorization for PSYC 9960C, Practicum in Psychology, Community

8. Authorization for PSYC 9970C, Practicum in Psychology, Community or Clinical-Community