

Emory University

**Department
of
Psychology**

Graduate Student Manual

2019-2020

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Important note on Laney Graduate School (LGS) forms, policies, and procedures:

Students should be familiar with contents of the LGS website and check it from time to time for updates or new information.

LGS forms (the formal applications for Master's and PhD degrees, candidacy, dissertation committees, etc.) are available for you to download on the LGS website pages. Please check to make sure you have the current forms prior to submitting materials to the LGS. You must submit all of these forms electronically, to the LGS; details of the electronic submission process are likewise on the LGS website.

Commitment to Diversity and Inclusion: The Psychology Department shares the LGS commitment to diversity and inclusion, as stated here <http://gs.emory.edu/spotlight/diversity-admissions.html>

Parental Accommodation Policy: LGS Parental Accommodation Policy is for students with substantial parenting responsibility as a result of childbirth, care of newborn, or a newly adopted child. This policy guarantees PhD students a minimal level of accommodation during the transition of parenthood. For more information on the policy, eligibility requirements, and application procedure, go to this link: <http://gs.emory.edu/handbook/academic-affairs/standards/parental-accommodations.html>

Student Support Services: Graduate school can be a stressful time on your body and mind. Be sure you are taking care of yourself. Go to LGS student support page and the LGS/GDBBS support page for links to all student support services available to you: <http://www.gs.emory.edu/guides/students/support.html>

Ombudsperson for Students: [Donna Yarbrough, PhD, Assistant Vice President of Campus Life](#)
Email: dona.yarbrough@emory.edu.

Office of Accessibility Services (OAS) As stated on the OAS website, "Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Office of Accessibility Services (OAS), part of the Office of Equity and Inclusion, assists qualified students, faculty and staff with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed." OAS "is committed to providing access to campus resources and opportunities to allow students with disabilities to obtain a quality educational experience." To determine eligibility, students need to register with OAS and request services. Confidentiality is honored and maintained. (Emory OAS website): <http://accessibility.emory.edu/students/index.html>

Who is who: Use this link to identify (and find contact information) for the LGS person who can address questions or concerns you may have: <http://gs.emory.edu/about/staff.html>

INTRODUCTION

Welcome to the Department of Psychology at Emory! We are delighted that you have chosen to join our community of scholarship and look forward to having you as a student, collaborator and colleague in the years to come.

The Department has three graduate programs: Clinical, Cognition and Development (C&D), and Neuroscience and Animal Behavior (NAB), which are guided by a unified vision of excellence in graduate education. We provide opportunities in the classroom, in our laboratories, and in the larger scientific community that facilitate the development of critical research skills. Our aim is to train scientists who are well versed in the specific theories and methods of their own sub-discipline and who are conversant with the theories and methods of other psychologists. Thus, we structure the graduate experience to provide students with the specific skills necessary for conducting sound empirical research and developing a programmatic, theoretically based research program, while providing broader background knowledge within which to understand one's own research program.

The faculty intend this Manual to orient new students to the Department of Psychology and to provide a reference, for new and continuing graduate students and faculty, to our policies and procedures that relate to graduate training. We modify the manual at least yearly to take into account any updated policies; please check that you have the latest version, dated by school year, and with a version date if it has been updated after the initial fall annual update. The version on the Psychology Department website will always be the current version.

If unsure about any Department of Psychology policy or deadline, students should consult with their mentor, Program Director, the Graduate Program Coordinator, or the Director of Graduate Studies. Although you should feel free to approach any of us with concerns, the following are some guidelines for ***whom to check with first for what***.

Your faculty mentor: Questions about planning and implementing your own specific research projects, choosing courses and other training opportunities, expectations for members of your research lab group, exploring opportunities for external funding and preparing grant applications, preparing your work to submit to conferences and for publication, career options and how to best prepare to be competitive.

Your Program Director (Dr. Linda Craighead for Clinical, Dr. Phil Wolff for C&D, Dr. Rob Hampton, NAB): Questions about requirements, events and issues that are specific to your program (e.g., required program coursework, APA accreditation requirements for Clinical, yearly research presentations in your program).

Director of Graduate Studies (Dr. Sherryl Goodman): Questions about departmental policies and requirements; paperwork or issues that need to be brought to the attention of the Laney Graduate School, i.e., signature for paperwork for candidacy, dissertation committee composition, Professional Developmental Support (PDS) funds applications; special requests and petitions; concerns about graduate training opportunities, atmosphere, resources, etc. (whether they apply to you or others); questions about resources available through the LGS and beyond for professional development.

Graduate Program Coordinator (Paula Mitchell): Questions about mechanics of stipends, student accounts, and reimbursements; submission of formal LGS paperwork after you obtain faculty and DGS signatures; signature for reports of use of PDS funds that you might be awarded; dissemination of Master's and PhD defense announcements; requests for course enrollment.

Laney Graduate School (LGS) website: Questions about policies and procedures that originate in the LGS rather than the department; downloading LGS forms; Professional Development Support (PDS) funds and other professionalization resources and opportunities. Please make it a habit to consult this site. However, if something there needs clarification, the DGS and/or Program Coordinator will be happy to help you figure it out.

Department Chair (Dr. Patricia Brennan): Any concerns that have not been resolved in discussion with the people mentioned above (see also section VII.D); requests for supplemental travel and research funds if available (see also section VIII.C).

General comment: We (the faculty) realize that this manual sounds a bit formal and some of it seems ominous. The overall message intended in the Grad Manual is actually twofold, and meant to be supportive, not punitive. First, in order to help students successfully earn the PhD, the faculty take timely progress seriously. Second, we encourage you to talk with and to draw on your mentor, Faculty Advisory Committee (FAC; see below), program heads, DGS, student peers, and other departmental staff, faculty, and LGS resources as needed to help work out problems and answer questions. Graduate school is rewarding AND challenging. It was challenging to those who came before you, including your faculty! Please know that you do not have to go it alone; please allow other members of this community to which you belong to be of assistance, as others have been for us throughout our careers.

You will have successes, which your faculty and peers will eagerly celebrate, and you will have failures (everyone has papers rejected, grant applications that are not funded, etc.), through which we will support you. Consider advice from Tim Herrera, Smarter Living Editor, NYTIMES (4FEB19): “to turn even our most public failures into advantages, we need to be critical, mindful, honest and, most important, kind about what went wrong. Keeping a failure résumé — or ... [CV of Failures](#) or whatever you’d like to call it — is simple: When you fail, write it down. But instead of focusing on how that failure makes you feel, take the time to step back and analyze the practical, operational reasons that you failed. Did you wait until the last minute to work on it? Were you too casual in your preparation? Were you simply out of your depth? There are countless things that can go wrong when we’re trying accomplish our goals or advance our careers. But those things are opportunities, not derailments.” The faculty, LGS, and many other resources within the University are here for you.

I. PROGRAMS, FACULTY MENTORS, AND FINANCIAL SUPPORT

A. Doctoral Programs: Each faculty member and graduate student is associated with one (occasionally more) of the department’s three programs. The Department of Psychology admits students to one of the programs and must meet graduation requirements of that program, as well as those of the department and the Graduate School. If you have worked out a co-mentoring arrangement with your faculty mentor that cuts across two programs, your mentoring team will work with you to clarify requirements and recommended training opportunities.

B. Mentors/mentoring team: The Psychology Department uses a research apprenticeship system. Each student works with a specific faculty mentor, chosen based on mutual research interests. Mentors direct and supervise graduate students’ research and chair the student’s **Faculty Advisory Committee (FAC, Sec. V.A)** and dissertation committee. Faculty mentors also advise students about classes to take to meet both departmental and program requirements and to satisfy students’ own career objectives. Although you will likely conduct most of your research in collaboration with your primary faculty mentor, you are also encouraged to explore collaborative and mentoring relationships with other faculty in and outside of the department. Finally, we encourage you to consult the guide on *[Building](#)*

Successful Mentoring Relationships on the LGS website.

Changing mentors. Students occasionally wish to change primary mentors. To consider a change, you should talk with the faculty member(s) with whom you are interested in working as well as with your current mentor. You are also encouraged to consult with the DGS and/or your Program Director at all stages of the process of changing mentors.

Sometimes, a lab switch happens while a student is still involved in projects in the original mentor's laboratory. Because individual situations vary, the student, the original and new mentors, and the DGS should meet to discuss specific plans for finishing, disseminating and crediting any joint work, and to construct a short written agreement to summarize those plans.

C. Financial support: All Psychology students receive financial support in the form of tuition waivers and fellowships or 'merit awards' (stipends). Your financial support is contingent on you remaining in good standing with due progress as defined by the LGS and the department. Drawing on a combination of grant, project and institutional funds, and as long as you are making good academic progress, your stipend and health insurance award may be renewed for a total of up to five years of funding.

There are many prestigious predoctoral fellowships available within Emory. However, please note that the LGS considers any Emory University and/or LGS grants to be "internal funding." It is only funding that you obtain from **outside** the University that LGS considers as your contribution to your funding.

Moreover, an explicit requirement of the Department is that **each student must submit, within the first four years, at least one grant proposal to a federal program or private foundation or other external source** that would, if funded, provide some stipend and/or research support. It is important to speak with your mentor early on and, subsequently, on a regular basis (we recommend two to three times a year, such as at the beginning of each term), about which grants might be appropriate for you to apply for and when.

Resources to assist with grant writing. The department has an archive of successful student proposals and the department and LGS sponsor periodic grant information sessions, especially for NSF fellowships. The LGS Grant Writing Program also offers several types of grant workshops targeted at different stages of the proposal process (see LGS website for details). Note also that one option for the Qualifying Exam (see section V.D and V.E) is to write a platform paper in NRSA or similar grant format. Doing so may be useful in obtaining feedback to enhance the likelihood of a successful application. (**Contact Paula Mitchell for access to the archived NSF and NRSA files from students who were successful in having been awarded the fellowship**).

Dr. Jay Hughes in LGS recommends this source to find external funding options <https://www.grantforward.com/index> And here is another source: <https://www.apa.org/science/about/psa/2019/04/student-funding-sources>. The DGS and others send email announcements of other resources throughout the year.

Outside jobs. Merit (stipend) awards through the LGS **preclude substantial concurrent paid employment**. If a student on stipend is interested in a specific part-time paid opportunity relevant to their research and/or career goals, they should first obtain approval from their mentor and program director, and then consult the DGS, who will discuss with the LGS as needed. Some paid opportunities for teaching, administrative or other work become available through Psychology, other departments, the LGS, and other local institutions.

II. RESEARCH AND TEACHING

A. Research: Overview. Research is the primary focus of our graduate training. Research activity under your mentor's guidance throughout your training can take many forms, including collaboration on his or her ongoing projects, the planning and implementation of new research studies, contributing to conceptual and theoretical discussions through talks or writing, writing of research reports and grant proposals, presentation of research findings at conferences, and so on. As part of your ongoing research training, you are required to complete five specific components in order to obtain the Ph.D. These are:

- 1) a short first year critical review paper;
- 2) a Master's thesis;
- 3) a Platform Paper, which serves as the basis for the Qualifying Exam;
- 4) a Qualifying Examination; and
- 5) The PhD dissertation.

This Manual contains information on each of the above, in sections V and VI. Appendix A lists the department's deadlines for timely completion of the requirements.

We expect that in the course of graduate training, most students will engage in research beyond the components listed above; we believe that a successful student and scholar is one who takes advantage of a variety of research opportunities throughout their careers.

B. Teaching. Psychology students are required to participate in a sequence of teaching training experiences, collectively known as Teaching Assistant and Teaching Training Opportunity (TATTO). In August before the first year, students take the TATTO 600 course, an intensive 2-day workshop to prepare students across the LGS for all aspects of teaching. The next component of TATTO is the departmental teaching practicum (PSYC 760), taken in the spring of the first year. Students then proceed to three classroom undergraduate teaching assistant (TA) assignments.

Per current policies, you should expect to TA in both Fall and Spring of your second year and either Fall or Spring of your third year. Chronologically, and in terms of TATTO course designations:

1. The first TA assignment (fall of second year) is the **Teaching Assistantship** (TATTO 605): either Intro Psych (110/111) or a large survey course.
2. The **Teaching Associateship** (TATTO 610) involves teaching a lab section of the undergraduate Psychology Methods course. It is either the second or the third TA assignment (spring of second year, or fall or spring of the third year), is completed with faculty scaffolding while giving the graduate student instructor some responsibility for organizing and delivering course material and working directly with undergraduate students.
3. **The remaining TAs**hip (also TATTO 605, either 110/111 or a large survey course, whichever you had not done as your first TAship) thus falls in either spring of second year or in the third year, depending on when you complete the Teaching Associateship/Methods requirement.

Please note, that although we try to abide by the statements in numbers 1-3, there are times when assignments are made to meet the needs of the department.

The DGS determines specific TA assignments, in consultation with faculty teaching courses where TAs will be placed, the instructor of the teaching practicum (Psych 760), and, if needed,

the Chair or program directors. Students' own preferences and mentor input are also taken into account whenever possible. Once TA requirements are completed, you may apply for paid TA positions, if available and with approval of your faculty mentor. You may also have opportunities to take full responsibility for a course in your 5th year of study, or in the summer, depending on departmental needs and resources. Finally, students who develop strong teaching records can apply for a Dean's Teaching Fellowship (see the LGS website), which provides financial support for post-4th year study as well as excellent additional teaching training.

III. COURSEWORK REQUIREMENTS FOR THE Ph.D.

A. Classes

Coursework required for all students in Psychology

1. Two quantitative courses. All students must take **Advanced Statistics (Psychology 560)** during their first semester in the graduate program. This course begins with a survey of analysis of variance and assumes that students have previously taken an undergraduate course covering inferential statistics. In exceptional circumstances, the faculty (consultation among the mentor, program head, and DGS) will grant a student's request to delay Psych 560 to the second year or to waive the course.

The second required quantitative course (*applies to students matriculating Fall 2017 and later*) should be selected by the student in consultation with their FAC.

The faculty encourage all students to enroll in additional quantitative courses in order to develop the skills needed to be successful in your areas of study.

2. Teaching Practicum. All students are required to complete the teaching practicum, (Psychology 760) spring semester of their first year, as described in the section above.

3. Program Seminar series and departmental colloquia. Every semester, each of the programs offer a quasi-weekly seminar series, in which graduate students, faculty, and local scholars present their research or discuss a selection from the scientific literature. While in residence, you register for and attend your program's seminar series every semester, unless otherwise specified by your program. At the beginning of each semester, we encourage you to review the planned topics of the seminars in the other programs and attend when possible. In addition, ethics discussions in the programs' research seminars are an important part of the department's component of the Jones Program in Ethics (see below).

We also expect students to attend departmental colloquia, regardless of the topic. These provide another opportunity for exposure to current research both within and beyond your main area of interest. The same idea applies to faculty job candidates, who give a talk to the department as part of their interview visit. These are an excellent opportunity to not only learn new findings but also to observe different styles of talks, approaches to handling questions, etc.

Additional coursework and electives required by specific programs. In addition to the above, the individual programs may require specific additional courses (e.g. History of Psychology), electives, or breadth requirements. In order to assure a broad range of knowledge, students in all programs are strongly encouraged to consider courses from outside their home programs or from related departments or divisions such as Anthropology, Linguistics, Philosophy, GDBBS, Public Health, etc.

After the first semester, you should develop your individual coursework Plan of Study in consultation with your Faculty Advisory Committee (**FAC**; see section V.A) and revise it, with FAC input, on an ongoing basis.

B. Research Credits

Per LGS specifications, as of Fall 2013, you must enroll in a minimum of 9 credits per semester; a typical load will be 10-14 (sometimes more). In addition to 'content' courses, Research Seminars, etc., you should also enroll in some research credit, as follows. In your first year, you will need only a few credits of research hours; when you have completed your coursework requirements, you can enroll in 12 hours of research credit.

1. During the first year, you must register for **Directed Study, Psychology 597**, which you take S/U (this is a change beginning fall, 2018; prior to this, it was taken for a letter grade). The default is 3 credits, but can be more.
2. During the second year, when students are working on their master's project, they register for **Master's Research, Psychology 599R**. This is taken S/U.
3. Upon completing the master's thesis, you enroll in **Psychology 797R, Directed Research**, while completing steps towards candidacy. This is taken S/U (prior to fall, 2018, students had the option to take this as graded or S/U).
4. Once you have successfully defended your dissertation proposal and entered candidacy, you enroll in **Psychology 799R, Doctoral Dissertation Research**. This is taken S/U.

Note for students entering with a Master's related to their program. Students who enter with a master's degree should use 597R for research credits during the first year and 797R thereafter until you defend your dissertation proposal.

Unless specified otherwise by your program or mentor, in the **summers**, you should register for 9 credits of whichever of the above research courses best describes the status of your work.

C. Jones Program in Ethics (JPE; formerly Program in Scholarly Integrity)

All Emory graduate students participate in the LGS's Jones Program in Ethics (JPE), detailed on the LGS website. The JPE provides a combination of structured training, department and program-specific topical discussion, and you choose among a wide range of presentations, workshops and events related to issues of integrity in scholarship, research, and teaching. In Psychology, the department's component includes a) regular ethics discussions in the programs' Research Seminars and b) training in the ethics of teaching in the Teaching Practicum course. The Clinical program has additional, program-specific ethics training.

As of Spring 2018, the Psychology Department requires the FAC signatures to certify each student's completion of JPE requirements, as part of the 2nd year Portfolio and master's thesis approval process. (See Appendix E)

D. Grading basis and incompletes

All courses in the first year must be taken for a letter grade (except for 597R and the program Research Seminar), unless otherwise required by the student's program and approved by the course instructor. Students should not take a grade of "incomplete" in any course during the first year without consulting with the DGS.

After the first year, students may take courses for a letter grade or S/U, and the instructor may grant an “incomplete,” in consultation with the program head.

Note: It is typically not possible to change your registration for any given semester after the official add/drop period. You cannot retroactively enroll in, drop courses, or change from a letter grade to S/U. It is each student’s responsibility to check your registration to make sure it is correct prior to the end of each semester’s add/drop period. Also, note that the addition of 597R to the exceptions began with Fall, 2018.

E. Credit for graduate work at other universities

Taking courses at other universities while enrolled at Emory University: Emory University has arrangements through ARCHE (Atlanta Regional Council for Higher Education), which allow currently enrolled Emory students in good standing to take courses at specific universities in the Atlanta area. Please see the Registration section of the LGS online handbook for ARCHE cross-registration information and deadlines. The LGS requires pre-approval by the mentor and department before they approve students taking courses through ARCHE. Your mentor can help you determine what courses might satisfy your training requirements.

<http://registrar.emory.edu/registration/cross-registration/index.html>

Transfer of prior graduate work (including Master’s degrees): Students who have attended other graduate programs before Emory may be eligible to apply some of their previous work towards requirements of their program, the department, and/or the LGS. How you proceed depends on the requirement(s) you are seeking to satisfy, as follows:

1. Placing out of departmental course requirements. Students wishing to waive the Advanced Statistics or (for Clinical) the History of Psychology course must get a waiver from both the instructor of the course and their program head; after consulting with their mentor. The Program Director should then inform Paula Mitchell and the DGS.

2. Placing out of program-specific requirements. Students wishing to waive coursework or other requirements specific to NAB, C&D, or Clinical should discuss doing so with their mentor and obtain a waiver from their Program Director. For these waivers, it is not necessary to notify the Graduate Coordinator or the DGS. However, if the requirement in question is, for example, a course offered through another program, the Program Director should consult with the instructor, if needed, to make sure that the prior coursework is comparable.

When seeking to waive a course, it is the student’s responsibility to provide the relevant individual(s) above with a syllabus from the prior coursework and a transcript with the course grade indicated.

3. Satisfying the Master’s requirement with a prior Master’s degree. Students who enter the program with an officially completed Master’s degree in a closely related field from an accredited university may petition their program to accept the prior Master’s as satisfying the requirement for a Master’s project. Students entering with a prior Masters are encouraged to discuss this possibility with their mentor and Program Director within their first year in the program and to provide a copy of the thesis and a transcript documenting the Master’s degree. If a prior Master’s is accepted, the program may still elect to have you complete an alternative project. The Program Director should notify Paula and the DGS promptly of such waivers.

4. Formal transfer of credits to the Emory LGS transcript is not usually necessary.

Waivers of specific program or department courses are not contingent upon LGS review. Moreover, if you enter with a previously conferred degree, the department and LGS consider prior coursework part of your incoming degree and not eligible for transfer. If you have some prior related graduate coursework but not a Master's, you may formally transfer those courses if you wish to have them on your transcript. If so, you should email your Program Director indicating the courses requested for transfer, provide syllabi, and attach your transcript from the relevant school. Next, the Program Director should notify the DGS, specifying course equivalents in your program in Psychology at Emory. The DGS will then petition the LGS on the student's behalf.

F. Laney Graduate School candidacy requirements. Beginning with the class matriculating in Fall 2017, the LGS has instituted a slightly accelerated timeline to obtaining PhD candidacy. Students who matriculated prior to Fall 2017 may follow the requirements in place when they began in the program. Note: the LGS no longer distinguishes between credits before and while in 'Advanced Standing.'

	Students beginning in Fall 2017 or later	Students who began prior to Fall 2017
Candidacy requirements as they apply to Psych	<ul style="list-style-type: none"> • Passed Qualifying Exam • 54 credits of any kind at 500 level or above • Completion of TATTO 600/ 605 • Completion of JPE 600 and program component • Complete "all program requirements" 	<ul style="list-style-type: none"> • Passed Qualifying Exam • 54 credits, which must include 15 (Clinical/C&D) or 12 'content' class credits at 500 level or above w/ B- or better if graded • Completion of TATTO 600/ 605 • Completion of JPE 600 and program component • Approved dissertation proposal
Candidacy deadline	Sept. 15 of 4 th year	Aug. 1 of 4 th yr (i.e., just prior to 5 th year)
Dissertation proposal deadline	LGS and Dept.: Mar. 15 of 4 th yr.	Dept.: Mar. 1 of 4 th year; student's requests for extensions may be granted LGS: As part of candidacy, see above
Consequences of missed deadlines	Academic probation (Section VII.D), loss of PDS funds eligibility, possible loss of stipend support	Loss of PDS funds eligibility, possible loss of stipend support

IV. YEARLY EVALUATION

The faculty as a whole is responsible for evaluating each student's progress towards PhD level scholarship on a continuing basis, and the faculty conduct these evaluations at least yearly. Research and grades are of the utmost importance, but we also carefully consider a student's performance in teaching and in all other activities that bear on scholarship and career potential. At the end of each Spring term, first each program and then the entire faculty meet to review students' performance.

All 'pre-quals' students (students who have not yet passed their Qualifying Exam) then receive written feedback from their mentor, which includes input from the other FAC members and any other faculty members with whom the student had worked, in any capacity. The mentor cc's the Graduate coordinator and the DGS; the DGS follows up with a brief email indicating whether the student is making expected, exemplary, or not satisfactory progress.

A. Research performance. Review and evaluation of each student's research progress is

ultimately the responsibility of faculty in his or her program. Decisions concerning continuation of students in the first and second year, however, remain the responsibility of the faculty in the department, as a whole. Each student's mentor routinely evaluates the student's research progress; the Faculty Advisory Committee (FAC; see next page) evaluates the student's progress during the required spring meetings. We encourage all students to discuss their research performance with their mentor at least once each term.

B. Academic performance. As of 10/30/18, for the graduate programs, you must have a grade point average (GPA) of a 3.1 or higher (A = 4, B = 3, C = 2) in substantive courses each term to remain in good standing. For purposes of the Psychology graduate programs' evaluation, substantive courses include all core courses, seminars, and graduate-level electives. Grades obtained from participation in program seminar series, research credits (graded S/U), reading groups (730R) and any undergraduate courses taken at Emory are not included in this GPA requirement. If a student falls below the minimum GPA, the LGS puts the student on probation (see Section VII.D in this Manual). The LGS sets the minimum standards students must meet for satisfactory academic performance. The LGS includes the following in their definition of *unsatisfactory academic performance*.

- Receipt of a grade of IF or IU in any course
- Receipt of two or more incompletes in a semester, or an incomplete in one 9 credit hour course (see the LGS Handbook for more details)

Please note that **the department grade standard is higher than the minimum standard set by the LGS (2.7 GPA)** (see Standards of Academic Performance and Status in the LGS Handbook). <http://gs.emory.edu/handbook/academic-affairs/standards/grades-performance.html>

If you are in the Clinical program, please consider that you have additional criteria to meet to be considered to be making satisfactory progress. These criteria are detailed in the Clinical Program Grad Manual.

V. STUDENT TRAINING AND EVALUATION PLAN (STEP)

The overall goal of the STEP framework is to prepare students to be competitive for an academic or other scholarly career. To meet this goal, the department's faculty designed STEP to help students plan their graduate trajectory in ways that best merge their individual goals and interests with mastering the necessary skills for a career likely to include research and teaching. The faculty structured the Plan in incremental steps such that students learn critical thinking, writing, and research skills in an environment in which multiple faculty provide advice and evaluation.

A. Faculty Advisory Committee (FAC)

The FAC provides feedback on research and training plans and acts as the Master's committee.

You should work with your mentor to decide on the composition of your FAC, according to these two considerations:

1. The FAC consists of your mentor and 2 additional faculty members from Psychology, at least one of whom must be outside your program, and at least one of whom must be tenured. You may also include as a fourth member any individual from inside or outside the department (such as a co-mentor or research collaborator) as long as he

or she has a doctoral-level degree and is approved by the other FAC members. However, these fourth members are "ex-officio" (they are not required to provide written feedback and cannot act as voting members of the FAC).

2. The FAC members should be faculty with the best match to your planned research, proposed research methods and planned analyses.

Once you and your mentor select your ideal FAC committee members, you should email each of them to make your request that they serve on your FAC, offering to meet to explain why you selected them. You should complete this process of creating your FAC **no later than March 1 of your first year**. Once you form your FAC, and by the March 1 deadline, inform both the Graduate Program Coordinator and the DGS of the names of your FAC members, how it is that your FAC meets the requirements for FAC composition (point # 1, above), and how it is that each member and the FAC as a whole are the best match for your training program (point # 2, above). NOTE: if you decide on the likely direction of your master's thesis earlier in your first year, go ahead and form the FAC. There is no need to wait until the deadline.

The following details list the minimum, required meetings with your FAC. Please note that we encourage you to meet informally with your FAC members throughout training, and especially to work with them as you develop and implement your Master's project. Also please note that it is your responsibility to find a day and time that works for the FAC members and you and to schedule a room for the meeting. Be sure to begin your scheduling process at least a few weeks ahead of the meeting deadline to allow for faculty travels and other commitments. If a FAC member is on sabbatical or other leave when you are ready to meet, the faculty member may opt to participate or you and your mentor may need to identify a substitute FAC member. If you do select a substitute, be sure to immediately inform the Program Coordinator and the DGS. See further details about faculty leaves in the Platform Paper/Quals section of this manual. You should schedule most meetings for 60 minutes (although they may be briefer) and you should schedule a few meetings for 90 minutes, as noted below.

B. First Year Portfolio and FAC meeting

By **April 1** of your first year, you submit a portfolio to your FAC, as well as to the departmental Graduate Program Coordinator, which includes:

- A critical literature review of 10-15 pages (plus references) in your area of research, written with feedback from your mentor and other FAC members. Your mentor, after discussion with the FAC, may also require a proposed method and planned analysis section in anticipation of your Master's project. The first year paper itself cannot be the same paper as one submitted for a course, but may be a substantial reworking of a paper submitted for a course.
- A training plan, based on the First Year Training Plan Template (Appendix B), that concisely describes your educational and research goals, the types of courses you plan to take (in addition to department and program required courses where relevant), and other possible additional training opportunities that are consistent with these goals.
- Your Curriculum Vitae (CV).

By **May 1**, you schedule a 90-minute meeting and arrange for a room to meet with your FAC to discuss your first year paper, training plan and CV. After discussing all these materials with the FAC (and possibly making a presentation on the planned study/studies), you exit the room and the FAC discusses and formally votes on the adequacy of your first year progress, based on the first year portfolio and progress in research.

Following this meeting, **the mentor, based on input from the FAC, will provide written feedback to** you about your first-year paper and progress, as well as advice on the training

plan; **Appendix C** provides some useful guidelines for evaluation of the paper.

If at least two FAC members agree that a student is not making adequate progress, the mentor assigns the student a U for Psyc 597R and notifies the program head. The U triggers the LGS to place the student on probation (Section VII.D). In this case, the student has until October 1 of the second year to revise their paper, continue to make progress in research, and make a new presentation to their FAC. If the FAC judges the student to be making inadequate progress on this second attempt, the mentor assigns the student a U for Psyc 599R, which triggers the LGS to place the student on probation (Section VII.D).

C. Second Year: Portfolio and Master's Thesis

By **November 1**, all second year students must schedule (for 60 minutes, although it may not take that long) and hold a progress meeting with their FAC. The aim of this meeting is to discuss research progress and any training issues, including any updates or other changes to your training plan. *If you are on track to defend your master's thesis by end of fall term, you may apply for an extension so as to eliminate what would be a redundant meeting.*

By **April 1** of the second year, you submit a portfolio to the FAC (and the Graduate Program Coordinator) with:

- Your master's thesis (an original research project, supervised by your mentor) in journal manuscript format, as if ready for submission.
- An updated CV.
- A revised training plan, developed in consultation with the FAC and based on The Second Year Revised Training Plan Template (Appendix D).
- JPE Completion Form (see Appendix E)

By **May 1** of the second year, you meet with your FAC (a 90 minute meeting) to formally defend the master's thesis and discuss overall progress and the revised training plan.

By a week before the defense, send an email to Paula Mitchell that includes an abstract of the thesis, names of committee members, and time and location of the defense. She sends a notice, with this information, to all members of the Psychology Department.

During the meeting, you make your presentation and the FAC engages in a discussion with you about the thesis, your training plan, and CV. Then, you exit the room and the FAC discusses and formally votes on the adequacy of your progress, as evidenced by your presentation and your second year portfolio.

If (rarely) an extension of the Master's has been granted (see Sec. VII.B on extensions), or a prior Master's has been accepted by the program (see also Section III.E), the meeting proceeds with the other components.

Following the Master's defense, each member of the FAC provides substantive feedback in the form of comments directly on the manuscript, a written review, or substantive discussion with the student during the defense and possibly also in a follow-up meeting.

Your FAC may recommend (or even require) that you make some changes to the manuscript.

Once your FAC approves the thesis manuscript, you:

1. obtain each FAC member's signatures on the Report of Completion of Requirements for the Master's Degree

2. obtain each FAC members' signatures to certify that you completed the JPE requirements. Note: this is a new Department of Psychology requirement, as of Spring 2018 (see Appendix E)
3. submit the JPE Completion form to Paula to obtain the DGS signature
4. apply for the formal Master's degree. Note: see the LGS website for information on how to format the thesis for submission to the LGS. Additionally, if you would like to receive your formal Master's degree at the end of the semester during which you orally defend your thesis, be sure to refer to the academic calendar for the deadline for submitting the thesis; doing so may require submitting your successfully defended manuscript to the LGS earlier than the Psychology deadline.

Just as at the end of the first academic year, if at least two FAC members agree that a student is not making adequate progress, the mentor assigns the student a U for Psyc 599R and notifies the program head. The U triggers the LGS to place the student on probation (Section VII.D). In this case, the student has until October 1 of the third year to revise their work and make a new presentation to the FAC. If the FAC judges the student to be making inadequate progress on this second attempt, the mentor assigns the student a U for Psyc 599R, which triggers the LGS to place the student on probation (Section VII.D).

D. Third year: Platform Paper

By October 15th of the third year, you complete a Platform Paper, which can take the form of a grant proposal or a substantive literature review (a meta-analysis component is optional). The goal of the Platform Paper is to provide you with an opportunity to master a body of literature that will be the basis for preparing proposals for external funding and/or the dissertation, and is the written context for the subsequent Qualifying Examination (QE). You determine the form and content of the paper in consultation with your FAC and you write the paper with feedback from your FAC.

You are encouraged to seek input from your FAC on multiple drafts; the expectation is that FAC members will provide feedback within two weeks whenever possible. **Since you must submit the final version of the platform paper to your FAC by October 15th, the faculty strongly recommend that you submit a polished draft to your FAC no later than September 15th.**

An acceptable platform paper is one that is well-written and well-argued, that presents a motivating theoretical framework, and that critically evaluates the relevant literature.

By November 1st the FAC members read your Platform Paper. Each FAC member sends an email to your mentor saying whether they approve (find it to be acceptable), are uncertain of approving, or do not approve your Platform Paper. At least 2 members of your FAC must approve your Platform Paper for you to proceed to the Qualifying Examination (QE). Your mentor notifies you of the FAC's decision on your Platform Paper.

If a student does not provide a final draft of the Platform Paper by October 15th, or if the FAC does not approve the final draft of the Platform Paper, then the student has failed the Platform Paper requirement and does not proceed to the QE procedures. Instead, in either of these circumstances, **by January 15** the student submits a platform paper to the FAC (this must be a revised/reworked platform paper, if the FAC did not approve the final draft from the November 1 deadline). If the FAC approves this platform paper, the student takes the QE on the Spring schedule. If the FAC does not approve the revised Platform Paper, the student has officially failed to become eligible to take the Qualifying Exam and the Department of Psychology recommends to the LGS that the student be terminated.

If a FAC member is on sabbatical or other leave in the semester when a student is preparing their Platform Paper, the faculty member may opt to remain involved in the process. If a FAC member opts out, the student and mentor consult with the DGS to identify an acting FAC member for that semester. If the FAC member is on leave in either semester (i.e., the semester in which the Platform Paper is submitted or the Quals is defended), they are not required to be available as the non-mentor member of the FAC assigned to the QEC. However, they may opt to do so. If the FAC member is not potentially available for assignment to the QEC, regardless of whether they choose to be involved in the Platform Paper process, it is important that the DGS be informed as soon as possible, for the purpose of planning QEC assignments. If both non-mentor members of the FAC plan to be on sabbatical in the year a student is taking the Qualifying Exam, the student and mentor should identify at least one permanent replacement who will be available for both spring and fall of the Quals year, unless at least one of the members can commit to both Platform Paper and QEC availability. If the faculty member does not plan to be available, then the student needs a replacement FAC member to fill the same 'slot' (e.g. if member on leave is the person outside the program, student should find a replacement outside the program). In all cases, it is the student's responsibility to inform Paula Mitchell and the DGS of any changes as soon as they are made.

E. Third year: The Qualifying Examination

As part of the requirements for PhD candidacy, you must pass the Qualifying Examination (QE, also known as "Quals") during the third year. In the QE, you demonstrate your scholarly capabilities by independently preparing critical, theoretical, and responsive answers to a set of questions, based on the Platform Paper, posed by your Qualifying Exam Committee (QEC). You then orally defend those written responses before the committee. The written responses to questions and the oral defense test your ability to think critically and deeply about a substantive area of research in your field.

In cases where the student fails the QE (see below), the student has one additional opportunity to take the QE in the spring semester of the third year. Failure to pass the QE on this late Spring attempt results in termination from the program.

Here is the **timeline for each part of the QE process** (also listed in Appendix A)

- Your FAC suggests potential member for the **QEC** to the DGS.
- By **November 10**, the DGS assigns your QEC, which consists of three faculty members. One is a (non-mentor) member of the FAC, and, whenever possible, the other two will be from the two departmental programs not represented by this person; at least one QEC member must be tenured. The DGS assigns one member of the QEC to be the 'Recorder,' who is responsible for organizing and communicating the QEC's actions and for setting up the oral defense. As soon as the DGS informs you of the composition of your QEC, you must send each member a copy of your Platform Paper. **Note:** if you do not personally know any of the members of your QEC, we encourage you to set up an informal individual meeting with him or her.
- In **mid-December (see Appendix A for this year's dates)**, you receive the Quals Exam questions via email. The QEC as a whole provides you with three broad, integrative questions, based on your Platform Paper, and may ask you to place the work in a broader context. **From the receipt of the questions until submission of the written responses, you are under the rule of independence.** You may speak with the Recorder at any time during the period of independent work if a problem arises, but you may not discuss the Quals Exam with anyone else. If you approach the Recorder with a problem, he or she will either directly respond to the problem or consult the other QEC members and/or the DGS

and then respond. You should expect to receive a response within one week.

• **What to submit for the QE written response itself. In mid-January (see Appendix A for this year's dates)**, you submit your written exam, which consists of a total of 12 pages in response to the QEC's three questions; the 12 pages may be allocated among the three answers as you see fit. The entire response should be double spaced and easily readable (12 pt. Times Roman is the recommended default) with 1 inch margins. The 12 pages include any figures or tables but not references. References should be in APA 6th edition style format.

Submit a separate page with the QEC's questions when you submit your responses.

You must submit your QE written responses, in the form of a successfully attached, readable Word file and PDF, by email to Paula Mitchell, the DGS, and all members of your QEC, no later than 5:00 PM on the dates specified in Appendix A. Missing the deadline to submit your quals response - that meets all of the above specifications - is a QE failure. We encourage you to email the file to yourself first and open it to be sure it is readable. Then submit to the others, ideally not waiting until the last minute in case you run into any glitches.

After this successful submission, the rule of independence no longer applies and you may hold mock defenses, discuss the questions and answers, etc. Faculty may not take part in mock defenses for Qualls.

• **By early February (see Appendix A for this year's specific dates)**, the QEC meets with you for your oral defense. It is the responsibility of the Recorder to schedule the meeting room for 1 ½ hour. It is faculty members' responsibility to attend the quals oral defense meeting in person. The DGS deals with last minute emergencies that prohibit their attending in person. Emergencies that come up even the day before the meeting, which would prohibit a faculty member from attending, requires that the recorder reschedule the exam to a later date.

At the defense, you first meet with the examining committee for the oral defense, which is for no more than 1 hour. The QEC questions you, based on your written exam responses and the related scientific issues. When the oral exam is completed, you leave the room. In the remaining time within the 90 minutes, the recorder calculates the scores, the QEC discusses the written responses and oral defense.

You may not bring any reference materials to the defense, other than your written Qualls exam response. You are not allowed to bring food or beverages to serve to the committee members.

Immediately after the exam, the recorder tells you the Qualls outcome. Specifically, the recorder tells you whether you passed or failed, your total score and subtotals for the written and oral components. Regardless of pass or fail, we encourage you to obtain additional feedback about their work by meeting with the members of your committee within a few weeks following your Qualls defense.

Scoring: Each member of the QEC, independently of the other QEC members and without discussion, assigns a score from 0 to 3 on each of four QE elements:

- 1) written response to Question #1,
- 2) written response to Question #2,
- 3) written response to Question #3, and
- 4) Oral Defense.

The oral defense is given double weighting.

The QEC member score the first three (written) before the oral defense. Immediately after the oral defense, without discussion, each QEC member independently scores the oral defense. The recorder then tallies all the scores using a designated electronic spreadsheet that the DGS sends to all recorders. A student needs 30 points out of a maximum possible score of 45 (67%) in order to pass the qualifying exam.

If you fail the QE during the fall/ winter window, you are eligible to take it once more, with a new committee, during the spring window. You would receive written feedback from the original Recorder summarizing the original QEC's assessment regarding the strengths and weaknesses of the non-passing QE attempt. The department intends this feedback to help you prepare for taking the exam again during the spring window. Please see the schedule for the Spring qualifying examination window in Appendix A. Failure to pass the QE on the second (late Spring) attempt results in informing the LGS of the student's termination from the program.

VI. STEPS IN THE COMPLETION OF THE DOCTORAL DEGREE

You complete your doctoral thesis under the supervision of the faculty mentor and a dissertation committee. The doctoral thesis consists of a substantial program of original research that you present to the faculty in writing and defend orally to the dissertation committee.

Deadlines. If you began in the program prior to Fall 2017, the department deadline for committee approval of your dissertation proposal is **March 1 of your fourth year**. You may request an extension to this deadline by sending an email to the DGS (see Sec. VII.B for details on requesting extensions).

If you began the program in or since Fall of 2017, **March 15 of your fourth year** is both the Department and the LGS deadline for approval of your dissertation proposal. **See also Section III.F.**

Both the department and the LGS expect you to complete your dissertation and apply for your degree within six years of entering the program. LGS policies on extensions for degree completion beyond the end of the seventh year vary by whether you entered the program prior to and after Fall 2017.

A. Dissertation Committee formation and the Dissertation Proposal

The dissertation format. You have two options for formatting your dissertation: a traditional thesis format or a series (two or more) of research-based articles in journal format. In this latter, alternative format, the packaged series of studies must be bounded by both a (1) substantive General Introduction section and a (2) General Discussion section that synthesize and critically analyze the key issues raised by these studies. These general sections serve as "bookends," and are in addition to (not in place of) the specific Introduction and Discussion sections in each article.

You should discuss the formatting options with your mentor and then seek approval for the format from your dissertation committee at the proposal meeting.

For the alternative (series of articles) format, the proposal need not specify in advance precisely which data will be included in which study. Changes to plans do take place; however; as your work progresses, you are expected to keep your dissertation committee informed concerning proposed changes in scope of the thesis or content of each study. In addition, should you (in consultation with your mentor) decide that it would preferable to alter the format of the thesis

following the proposal meeting, it is your responsibility to obtain approval from the members of your committee.

The dissertation committee. The dissertation committee must have **at least five** members, as follows:

- Your faculty mentor
- Another faculty member from your program
- One tenured faculty member from the Psychology Department but outside your program
- Two or more other members unrestricted as to program or department
 - Unrestricted members may be lecture track faculty, even though they are not LGS faculty. There still need to be three LGS graduate faculty on the committee, in addition to the lecture track faculty member. No LGS permission required.
 - Unrestricted members may be from another department at Emory University or not affiliated with Emory University. If the latter, it is your responsibility to petition the LGS Dean to add that individual to the committee **by filling in a template on the LGS website, which you submit to the DGS and the LGS with your Dissertation Committee Signature Form.**
- The five primary members anticipate being able to attend the final oral defense.

The NAB also requires program approval of your committee, NAB students submit to their head of program the list of your proposed committee members, specifying who meets each of the above requirements. Always allow a week for the program head to review and approve the committee, or let you know of any concerns.

It is your responsibility to invite the faculty members to serve on your committee.

One committee member may also serve as formal secondary mentor (co-mentor) on your dissertation.

You are encouraged to seek committee members' mentorship throughout the process of completing the dissertation and not rely solely on the proposal and defense meetings.

Proposal defense meeting. Once you form the committee, it is your responsibility to arrange a meeting time and place for the proposal defense. Either with a word or PDF attachment or on paper, based on each faculty member's request, at least one week before the meeting, you must provide each member of the committee with two forms, both of which have met your mentor's approval:

1. the dissertation proposal
2. a Proposed Timeline, separated by study aims/hypotheses and specified milestones to accomplish each aim/test each hypothesis.

The committee will review and give feedback on the Proposed Timeline as part of the oral defense (see next section for details). This is required whether the dissertation is several hypotheses within a single study design or two or more linked studies. See NIH sample timeline:

<https://www.ninds.nih.gov/Funding/Apply-Funding/Application-Support-Library/CREATE-Bio-Sample-Timeline>

During the proposal defense meeting, the dissertation committee reviews the draft timeline with you, proposes modifications, e.g. if the timeline or overall scope of the project is too great or too small, and reviews expectations for the first year following the proposal meeting. At the proposal defense meeting, the committee reviews with you that you must provide a *Progress Report* to the committee no later than one

year following the proposal meeting. The purpose of the Progress Report is to enable the Committee to review your progress towards completion of your dissertation research and provide feedback in a timely manner (rather than only when you consider the work complete). The committee may decide on an earlier deadline for the Progress Report (i.e. less than one year), such as when the project gets to a certain milestone on the Timeline, e.g. completion of Study # 1 [and, subsequently, each additional Study #], or when all of the data have been analyzed and findings written up in text and tables/figures.

As part of the review of the first Progress Report, the committee members decide on the schedule for the next Progress Report. Again, the second Progress Report must be no more than one year following the first Progress Report. This process repeats until you defend your dissertation.

By approving a proposal, the committee acknowledges that if the work proceeds as agreed upon and you write it up adequately, it will form the basis of an acceptable dissertation. Thus, the department expects that all members of the committee will be present for the proposal defense. If it is not possible for all members to be present, participation by Skype or conference call for one or two committee members is acceptable. You may make requests for exceptions to this policy by writing to the DGS.

At or immediately after the proposal meeting, you must follow these steps:

1. Obtain the committee members' signatures on the LGS Dissertation Committee Signature Form.
2. Submit two forms to the Graduate Program Coordinator (Paula): (1) the Dissertation Committee Signature Form and (2) the Application for Admission to Candidacy Signature Form. Paula will obtain the DGS's signature
3. Submit the two forms to the LGS online.

Between the dissertation proposal meeting and the dissertation defense.

Within two weeks following the dissertation proposal meeting, you submit a memo with the changes agreed to by the committee, including any revisions to the timeline. Your mentor revises and/or signs off on it (*to-be-created form*), and sends it to the other committee members for their review. The committee members then have two weeks to inform you and your mentor of any omissions or errors. If any are noted, you send a revised version of the memo of changes agreed to by the committee.

At any point during the time between the Proposal Meeting and the dissertation Defense, you, in consultation with your mentor, have the responsibility to inform the committee of changes to aims or hypotheses, study protocol/method, or approaches to the analyses.

You are expected to submit your Progress Report on time, and are encouraged to have even more frequent check-ins, whether one-on-one or with the full committee or some combination of committee members, such as you, your mentor, and one other of the committee members. These meetings, of course, are in addition to your regularly scheduled meetings with your mentor or co-mentors.

Assignment of grades for research credits between the Dissertation Proposal meeting and Dissertation Defense.

Each term, your mentor will assign your grade for research credits based on your work in your research mentor's lab as well as your compliance in submitting progress reports at the required periods. Failure to communicate with the committee in accordance with

the Progress Report schedule will result in you earning a U for research credits for that term, resulting in LGS placing you on probation. For any student who goes on probation due to failure to submit a required Progress Report, the mentor and DGS will work with the student to determine what intervention and support the student may need to meet the requirement

B. The Dissertation and Oral Defense

It is your responsibility to be aware of the LGS requirements, e.g. for formatting the dissertation, forms that must accompany submission of the dissertation, procedures for electronic submission, etc. As you begin to prepare for defending your dissertation, please consult the 'Degree Completion' portion of the LGS website and the LGS handbook.

For the LGS to confer the PhD degree, you must submit a completed Application for Degree prior to the degree application deadline for the semester you apply to graduate. Paula Mitchell can help determine what the deadline is in a given semester in the event of tight scheduling.

The expectation is that all committee members will be present at the PhD defense. It is your responsibility to arrange for a conference call, Skype, etc. if needed, in exceptional circumstances, for one or two members. If a committee member becomes unavailable for an extended period leading up to submission of the written dissertation, the student should select a replacement committee member as soon as possible, in consultation with the existing committee and approval of the departing member. Only in the case of medical or similar emergencies may committee members submit written comments on the dissertation in lieu of participating in the defense. The requirement that committee members be present at the defense does not apply to additional members beyond the requisite five. However, all committee members have the right to ask that the student schedule the defense at a time that permits their presence.

Revised Dissertation Submission Requirements.

If you are planning to complete your degree by that term's LGS deadline for submitting the dissertation (typically about six weeks before commencement), *the defense must occur at least two weeks before the LGS deadline.* Similarly, if you have accepted a post-doc or job, *the defense must occur at least two weeks before the start date.* We understand that post-docs and jobs typically are satisfied with students' having successfully defended their dissertation and do not require actual graduation.

At least four weeks prior to the scheduled oral defense, you must submit the defense-ready written dissertation to all of the dissertation committee members. Note: this should not be a draft or incomplete document in any aspect. Moreover, it should fully reflect the Proposal, the agreement written up two weeks after the proposal meeting, and any subsequent changes agreed to by the committee.

You may tentatively schedule the oral defense on any date that is at least four weeks following this submission, knowing that you may require more time, given feedback by committee members (see below). The Psychology Department's tradition is to hold defenses in PAIS 280.

Within two weeks after you submitting the dissertation to your committee, each dissertation committee member must read it and indicate in writing (in an email to the student, mentor, and other committee members) that they either:

1. are satisfied with the dissertation and sign a to-be-created *Permission to Defend* form attesting to having read the dissertation and being satisfied with the approaches to the analyses and the ways that the findings are presented and

- described, i.e. that the student adequately tested the hypotheses, and interpreted the results or
2. are unwilling to sign the Permission to Defend form, i.e. that they want the student to submit changes before they will consider the document ready to defend.

If option #1, the defense may proceed as tentatively scheduled

If option # 2, if the requested changes are minor, the defense may proceed as tentatively scheduled. If the mentor(s) or student anticipate needing more time to address the changes, the student will reschedule the defense to allow time to prepare a revised dissertation.

Revised Oral Defense Schedule.

Length of defense meeting: Two hours. The committee chair/primary mentor is responsible for enforcing the time limits, with no more than 45 minutes for the first two parts, leaving an hour and a quarter for the third and fourth parts:

1. The student's oral presentation (30 minutes)
2. The student answering questions from the general audience (no more than 15 minutes)
3. (after the general audience leaves) the student answering questions from the dissertation committee (no more than 45 minutes)
4. (after the student leaves) the committee deliberating and deciding on pass/fail and any changes required prior to their approval (up to 30 minutes).

Revised guidance on who may attend dissertation defenses

The oral defense is a serious, rigorous, and formal academic event, and failure or postponement of acceptance of the defense is a possibility. The purpose of the defense is to provide a forum for the candidate to present their research and engage with their committee and other members of the academic community who critique the work and engage the candidate in a rigorous scientific discussion. Thus the outcome of the defense is not pre-ordained. While the oral defense is open to everyone, when considering inviting family and friends, please keep these ideas in mind, along with knowledge of the requirements for candidates' gaining their dissertation committee's permission to schedule the defense. The Psychology Department does not allow food or drinks to be served at the defense.

To whom do these procedures (from dissertation proposal to defense) apply:

These procedures apply to all Psychology graduate students who propose their dissertations after September 5, 2019. If you defended your dissertation proposal prior to that date, the faculty consider these procedures as recommendations.

Immediately after the defense meeting, you must follow the steps outlined at this LGS webpage <http://www.gs.emory.edu/academics/completion/index.html> As previously specified, you should submit forms that require DGS signature to Paula, who will obtain the DGS signature, make note of the form in your file, and return the forms to you for submission online to the LGS.

VII. OTHER IMPORTANT INFORMATION ABOUT POLICIES AND PROCEDURES

A. Students' Evaluation of Faculty

Teaching evaluations. Each semester, during the last week of classes, students anonymously complete course/teacher evaluation forms, which they return directly to the department office. After submitting final grades, instructors receive summaries of the evaluations, and draw on these to evaluate and improve the quality of their teaching. Faculty also use student evaluations of faculty teaching (including teaching in graduate courses) in making decisions

about promotion and tenure. Thus, faculty take students' evaluations seriously. In the Teaching Practicum, students learn about the role of teaching evaluations in the academic process.

General feedback to the department about faculty mentoring, courses, etc. The DGS and department chair invite graduate students to provide confidential comments at any time, anonymously or not. To provide anonymous comments, submit a note or letter to the Program Coordinator, Paula Mitchell, who will forward it to the DGS and Chair.

B. Extensions to deadlines and petitioning the faculty

Most students do not have difficulty meeting departmental deadlines. However, we realize that unforeseen circumstances occasionally arise related to research. If you think you may need an extension to deadlines for the Master's defense, FAC meetings, etc. (we typically do not grant extensions for Qualifying Exam deadlines), please email the DGS with a request to extend a deadline. The request should include the following and you should submit this as soon as you are aware of the need for the extension:

- A brief description of the circumstances leading to the request for the extension.
- A proposed timeline for completion of the requirement in question.
- A confirmation from your mentor that he or she approves the extension request. Your mentor should also confirm FAC or dissertation committee approval for extensions related to FAC and thesis- or dissertation-related deadlines.

You should meet with the DGS regarding any other requests related to Department policies. Depending on whether the request concerns department or LGS policy, the DGS may bring the issue to the Chair, program head, full faculty, or the LGS, as appropriate, and with your approval.

C. Accommodations

Both the Department of Psychology and the LGS will work with you to explore accommodations for exceptional personal challenges and direct you to resources at either (or both) the LGS and the Emory Office of Accessibility Services. The primary student contact within the LGS for confidential discussion of circumstances affecting progress is **Dr. Mary Horton**, the Assistant Dean for Student Affairs in the Graduate School (mhorton@emory.edu).
<http://www.gs.emory.edu/academics/policies-progress/absence.html>

D. Problems, student appeals, and grievances

First steps when students have problems or concerns about their training. Graduate students who have a problem or concern related to some aspect of their program of study, research, or training should discuss the issue with either their Program Director or the DGS, who will attempt to resolve the issue in conversation with the student. Faculty with whom students consult about issues take full precautions to ensure student confidentiality.

Second step: Formal grievance. If first steps do not resolve the issue, the student has the option of bringing a formal grievance. The student should describe the grievance and relevant specifics in a letter to the DGS and department Chair. The Chair, in consultation with the DGS, will appoint a committee of three faculty drawn from former departmental Chairs and Graduate Directors, or other full professors, who will review the grievance and propose an appropriate response. The composition of that committee and the committees work is anonymous, similar to when the LGS forms a grievance committee.

If the issue should be with the DGS or Chair, the student should skip the second step and go directly to the third step, but contacting the Senior Associate Dean of the LGS directly.

Third step: Forward the grievance to LGS. If it is not possible to resolve the issue in this manner, the DGS will forward the grievance to the Office of the Senior Associate Dean of the LGS. From this point forward, the procedures outlined in the LGS Handbook guide the handling of the grievance.

VIII. OTHER RESOURCES AND MISCELLANEOUS INFORMATION

A. Departmental and graduate student committees

Committees are the mechanisms through which we accomplish much of the department's business. Since several of these committees directly concern graduate training, the faculty encourage graduate students to represent the student perspective on committees. Several department committees have positions open for graduate students. Psychology graduate students select their own representatives to these committees early in the Fall semester of each year. In addition, the DGS meets with the Grad Student Advisory Committee (GSAC) as needed; either the DGS or the GSAC may initiate these meetings. Finally, graduate students may choose to form their own additional committees.

B. Other service and leadership opportunities

One aspect of learning to be a psychological scientist is developing skills involved in leadership and service. Serving on department committees, as just noted, provides one opportunity. Other opportunities to cultivate these skills include serving as student representative for national or international professional organizations, helping to plan program or department activities such as interview weekends for applicants, outreach or service activities on or off campus, etc. Please discuss this topic with your mentor to generate additional ideas and decide on this component of your training plan.

C. Office procedures, computers, and other resources

Computers. The department expects that you will have access to computer resources within your mentor's laboratory space. In addition, you may use the Department's computer laboratory (Room 461 PAIS), which contains a number of personal computers equipped with word processing, statistical software and access to University servers.

Building access and your Emory ID. You use your Emory ID card for external access to the PAIS building after hours, to room 461, to areas specific to your work, e.g., the Child Study Center or Psychological Center, for entry to the Emory Libraries and for checking out books, and other functions. See the department Administrative Assistant, Emily Stills, or the Graduate Program Coordinator, Paula Mitchell, to have your card programmed for access to the PAIS areas appropriate to your needs.

Keys. You can obtain a key to your mentor's PAIS lab from Emily Stills, or other staff in the main office. For Rollins or Yerkes facilities, consult your mentor about keys and access procedures.

Copy machines. You have access to the copier in room 260 (the mailroom) and the similar machine on the far end of the 4th floor. See Paula Mitchell in the main Psychology Office about acquiring a copy code. These machines also have scanner settings, which allow you to send scanned materials as PDFs to other department members or to yourself. Office staff are

available to perform copying or scanning for you if the work is directly related to a course in which you are assisting a member of the faculty.

The PAIS imaging center fMRI scanner (FERN). Please see your mentor and/or program director about training and research opportunities related to the scanner. If they are not familiar with current policies, they will be able to direct you to faculty who are.

Emory's Institute for Quantitative Theory and Methods (QTM). QTM offers courses, workshops and consultation to support graduate students' development of statistical skills. See this website for links to quantitative graduate courses, the Statistics and Data Science Help Desk, and other information: <http://quantitative.emory.edu/for-graduate-students/index.html>

Job and fellowship announcements. The department and individual faculty receive numerous announcements of employment, post doc, fellowship opportunities, and the like, which we (or via Paula) disseminate to you via the departmental graduate student listserv (which you should have already been receiving mail from). Program directors also disseminate program-specific announcements to their own student cohorts.

D. Funds for travel, research and training

Overview. You are eligible to apply for **Professional Development Funds (PDS funds)** through the LGS, which provides funds for conference travel and to help with research expenses. Please familiarize yourself with the LGS's Professional Development webpage – chances are that you will be referring to it on multiple occasions. <http://www.gs.emory.edu/professional-development/pds/index.html>. In addition, some support may be available through the Department, your mentor's funds, and other sources.

Travel to conferences. As is typically the case in academia, conference expenses are reimbursed after the traveler has completed travel and incurred the expenses. In general, you apply for the funds prior to travel, then attend, and then complete paperwork and receive reimbursement.

- **PDS funds for travel.** You can request up to a maximum of \$650 (\$1000 for international travel, or for students in candidacy) per conference and year, with an overall limit of \$2500 over your Emory career. Complete the paperwork through the LGS website, obtain signatures from your mentor, and give the form to Paula (who obtains the DGS's signature and records the request), and submit to LGS. ***It is best practice to apply as soon as you know you will be attending a conference. It is ideal to apply at least two cycles ahead of your conference. (See the LGS PDS website for the annual calendar). Please note: PDS payments are made directly to you. Therefore, your mentor can't pay for your PDS expenses and be reimbursed. See Paula Mitchell for details.***
- **Funding through the conference itself.** Many conferences have some funds set aside (typically on a competitive basis) to help cover the costs of graduate students attending the conference. The faculty encourage you to seek out and apply for such funds.
- **Funds on special fellowships.** If you obtain an outside fellowship (e.g., an NSF) you may have funds for travel and/ or research from this.
- **Your mentor.** Some mentors are able to contribute funds to travel expenses for their students. In general, it is a good idea to hold an at least annual discussion with your mentor regarding which conferences you might attend and when, over the course of your Emory career.
- **Laney Graduate Student Council (GSC) Funding**

Any Emory LGS student is eligible to receive a LGSC travel grant of up to \$250 to present a poster, paper, or talk at a single academic conference. You may only receive funding **ONCE** per academic year (1 September through 31 July; **Budgets are closed all of August**), based on the date of the conference, and **TWICE** during your academic career at Emory. (click the link below for more details).

<http://emory.orgsync.com/org/laneygraduatestudentcouncil/Travel>

Research and supplemental training: The department and LGS expect that most funding for your research will typically come from your mentor's laboratory. You may also apply for PDS funds to help with your Master's and Doctoral Dissertation research expenses. PDS funds for supplementary training (e.g., technical workshops that are directly related to your thesis research) are also available with mentor and DGS approval. Your mentor and the DGS approve funding requests under \$2500 and you submit the form, with those signatures, to the LGS. (Note: After obtaining your mentor's signature, give the form to Paula who makes a record of your request and obtains the DGS's signature; she then returns it to you for you to submit to LGS). When a request is beyond a cumulative total of \$2500, an LGS faculty committee reviews the requests and makes awards on a competitive basis. Details of policies and criteria and application forms are on the PDS website. Please also see section I.C of this manual about grant applications to support research and/or post-fourth year study.

Departmental funds for travel and research. Finally, you may also request some limited funds from the department to augment what is available from other sources. Requests should take the form of an email to the Chair. Depending on budgeting circumstances and size of the request, it may be possible to honor a request quickly, or (more typically) it may be necessary to wait until the end of the fiscal year (mid-summer) to see what the department finances permits.

E. Libraries and scholarly research resources: The Emory library system's collections are accessible to you from anywhere with an internet connection. From the Libraries tab on the Emory home page, you can find the library catalog and various databases through **DiscoverE**, electronic journals access through **eJournals**, and links to services and policies such as Interlibrary Loan. The department is fortunate to have access to the resources of a Psychology librarian, Jennifer Elder (jennifer.j.elder@emory.edu), who can help with literature searches, access to scholarly materials, use of the library for students in classes when you TA, etc.

F. Resources for professionalization, writing, and mentoring

The LGS offers a wide variety of professional development and career planning resources; it is your responsibility to **explore the LGS website** and become familiar with them. These include grant writing and preparation workshops, workshops to develop writing skills more generally, assistance with identifying funding sources and with job searches and interviews, and information about careers within and beyond academia.

The Emory Writing Center (<http://writingcenter.emory.edu/>) also provides students with writing support.

In addition to the many professionalization resources offered through your mentor, program seminars, the LGS, etc., we recommend a book called **The Portable Mentor: Expert Guide to a Successful Career in Psychology**, written by Dr. Mitch Prinstein, a professor at UNC-Chapel Hill and former undergrad psych major at Emory. You can download it for free if you are on the university server when clicking this link <https://link.springer.com/book/10.1007%2F978-1-4614-3994-3>

Appendix A: Important Dates and Deadlines for Psychology Graduate Students

Most of the due dates listed in this Appendix avoid weekends and take into account yearly shifts in the academic calendar. If a due date for student written work within the STEP process falls on a weekend or Federal holiday, the next official business day is the due date. Term breaks (Fall and Spring Break) are not considered federal holidays.

Year One

Summer (August before classes begin)

Take JPE 600, a one-day core course in ethics and scholarly integrity

Teaching Assistant Training and Teaching Opportunities (TATTO) workshop (TATT 600).

Fall

Advanced Statistics, Psych 560, must be taken.

FAC may be formed at this time (you are encouraged to do so as early as possible).

Spring

Teaching Practicum, Psychology 760, must be taken.

By March 1: Form Faculty Advisory Committee (FAC).

By April 1: Turn in first-year portfolio (review paper, training plan, CV).

By May 1: Meet with FAC. Mentor provides feedback.

Year Two

Fall

TATTO 605, **first required TAship**

By Nov. 1: Meet with FAC for discussion/ update of research progress.

Spring

TATTO 610, **second required TAship**

April 1: Turn in portfolio and JPE completion form (Master's thesis, revised training plan, CV).

By May 1: Meet with FAC to discuss progress and revised training plan. Typically (i.e., with the exception of formal extensions or waiving of the Master's requirement based on a previous Master'), this meeting will also include the official Master's defense.

Year Three (Dates for 2019-2020 academic year)

***NOTE: Two timelines are currently offered for defending Qualls. The selected option must be specified when the Platform Paper is submitted and all the dates in that timeline adhered to:**

Regular timeline: Questions sent Dec. 6th; exam submitted by Jan. 13; oral defense by Jan 31.

Alternative timeline: Questions sent Dec. 13th; exam submitted by Jan. 21; defense by Feb. 7.

Fall TATTO 605, last required TAs hip

Fall

- Sept. 15: Polished draft of Platform Paper due to FAC
- Oct. 15: Final version of Platform Paper due to FAC, deadline 12 midnight.
- Nov 1: FAC votes whether to approve Platform Paper
- Nov. 8: DGS assigns Qualifying Exam Committee (QEC).
- *Dec. 6 or 13: Questions from the QEC sent to students.

Spring

- *Jan.13 or 21: Qualifying examination written response due (on email by 5:00 PM; see also section V.E).
- *Jan 31 or Feb 7 : Last day to defend the QE.

IN THE EVENT OF AN UNACCEPTABLE PAPER OR FAILURE OF THE QE (dates for 2020):

Fall

If Platform Paper is not approved by November 1, the student has until January 17 to revise and submit an acceptable platform paper.

Spring

- Jan. 17: Platform Paper revision due (for initially unacceptable papers).
- Feb1 : If revised Platform Paper is approved, student proceeds to QE on the spring schedule. If not approved or no paper received, student is terminated from the PhD program.
- Feb. 10: QEC committees assigned.
- March 10: Student receives questions from the QE committee.
- April 10: Qualifying examination written responses due.
- April 26: Last day to defend the QE.

Year Four

Fall

- Sept. 15: LGS deadline for Ph.D. candidacy (for students entering Fall 2017).

Spring

- March 1: Departmental deadline for approval of Ph.D. dissertation proposal (for students entering prior to Fall 2017).
- March 15: LGS & Departmental deadline for approval of Ph.D. dissertation proposal (for students entering Fall 2017).

Summer

- August 1: LGS deadline for Ph.D. candidacy (for students entering prior to Fall 2017).

Appendix B

First Year Graduate Student Training Plan

Overall Goals: In no more than 2 paragraphs, describe your overall goals for graduate training. What are your training and research objectives?

In order to meet your training goals, please describe the courses (specific courses if possible, or types of courses), workshops, lab rotations, specific research experiences, grant applications, expected completion, presentation, and publication of research, teacher training and teaching experiences (other than TATTO), and internships that you will seek out in order to achieve your training goals.

Second Year:

Summer:

Fall:

Spring:

Third Year:

Summer:

Fall:

Spring:

Fourth Year

Summer:

Fall:

Spring:

Appendix C

Some Guidelines for Evaluation and Faculty Feedback for First Year Review Paper

I. Scientific content:

- a. Are arguments adequately supported by empirical findings?
- b. Are ideas adequately referenced?
- c. Are there substantial gaps in the review?
- d. Are ideas integrated in interesting and novel ways?
- e. Are research ideas are well motivated and innovative?

II. Clarity of presentation:

- a. Is there a coherent thesis or global organization to the paper?
- b. Are arguments presented logically?

III. Mechanics of writing:

- a. Are individual sentences grammatical, including subject-verb agreement, sentence structure, and punctuation?
- b. Are paragraphs are logically organized, with a topic sentence and appropriate transitions between paragraphs?
- c. Was the paper carefully proofed for typographical errors?
- d. Is writing fluent? Is there too much jargon, too many embedded clauses, or run-on sentences?

Appendix D

Second Year Graduate Student Training Plan

I. Overall Goals: In no more than 2 paragraphs, describe your overall goals for graduate training. What are your training and research objectives?

II. Revisions of training plan: Describe any specific revisions to your first year training plan.

III. Reflections on training plan: In no more than 2 paragraphs describe what you have accomplished in meeting your training and research objectives, and what your specific plans are over the next 2 to 3 years to continue to meet your objectives (e.g., completion of research projects, presentation and publication of research, grant proposals and submissions, teacher training and teaching experiences, additional workshops, etc.)

APPENDIX E

**PSYCHOLOGY
Faculty Advisory Committee (FAC) - 2nd Year Portfolio
JPE Completion Form**

Effective Spring 2018 the Psychology Department Faculty requires the FAC signatures to certify student completion of JPE requirements as part of the 2nd year portfolio and master's thesis approval process, April 1.

Please provide a copy of your unofficial transcript with this form (the student should fill in the semester the JPE courses were taken).

Name _____

Program Sub Plan _____

Date _____

GRADUATE SCHOOL REQUIREMENTS

Jones Program in Ethics (JPE) see LGS Manual Handbook for details

Effective Fall 2012 all incoming graduate students are required to complete four (4) JPE workshops prior to graduation. The registrar notes participation in JPE 600 (1 section) and JPE 610 (4 sections) on transcripts, which documents fulfillment of the degree requirement. Neither JPE 600 nor JPE 610 count towards the total credit hours required for the PhD. The credit hours for the in-program coursework are counted toward the total required for the PhD as specified by the individual course documentation.

JPE 600- Core Course Semester Taken: _____

JPE 610 (4 sections) Semester Taken: _____
Semester Taken: _____
Semester Taken: _____
Semester Taken: _____

FAC Signature _____

FAC Signature _____

FAC Signature _____

DGS Signature _____