

**Emory University**

**Department  
of  
Psychology**

**Graduate Student Manual**

**2017-2018**

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### ***Important note on Laney Graduate School (LGS) forms:***

Laney Graduate School forms (the formal applications for Master's and PhD degrees, candidacy, dissertation committees, etc.) can be found for download on the LGS website pages. Please check to make sure you have the current forms prior to submitting materials to the LGS. All these must be submitted electronically to the Laney Graduate School; details of the electronic submission process are likewise on the LGS website.

## INTRODUCTION

**Welcome to the Department of Psychology at Emory!** We're delighted that you've 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. We believe that good scientists are those who are well versed in the specific theories and methods of their own sub-discipline and who are also conversant with the broad array of topics studied by other psychologists. Thus, the graduate experience is structured to provide students with the specific skills necessary for conducting sound empirical research and developing a programmatic, theoretically based research agenda, while providing broader background knowledge within which individual research programs must be understood.

This Manual is intended to orient new students to the Department of Psychology and to provide a reference for its policies and procedures regarding graduate study for all students and faculty to consult. The manual is modified yearly to take into account updated policies; please check that you have the latest version (dated by school year). If unsure about some policy or deadline, students should consult with their adviser, 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 adviser:*** Questions about planning your own specific research projects, choosing courses and other training opportunities, expectations for members of your research lab group, funding your projects, planning grant applications, exploring post-candidacy support if needed (i.e., 5<sup>th</sup> year and beyond), career opportunities within your field.

***Your Program Director:*** 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:** 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 committees, Professional Developmental Support (PDS) funds applications); special requests and petitions; 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 faculty and DGS signatures are obtained; signature for reports of use of PDS funds after they are 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 Grad School 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 figure it out.

**Department Chair:** 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 p. 20).

## I. PROGRAMS, FACULTY ADVISERS, AND SUPPORT

**A. Doctoral Programs:** Each faculty member and graduate student is associated with one (occasionally more) of the department's three programs. Students are admitted to one of the programs and must meet graduation requirements of that program, as well as those of the department and the Graduate School.

**B. Advisers:** The Psychology Department uses a research apprenticeship system. Each student works with a specific faculty mentor/ adviser chosen on the basis of mutual research interests. Advisers direct and supervise graduate student 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 most of a student's research is typically done in collaboration with their primary faculty adviser, you're also encouraged to explore collaborative and mentoring relationships with other faculty in the department. Finally, we encourage you to consult the guide on [Building Successful Mentoring Relationships](#) on the LGS website.

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

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

**C. Financial support:** All Psychology students receive financial support in the form of tuition waivers and fellowships or 'merit awards' (stipends). Financial support is contingent on the student's remaining in good standing with due progress as defined by the Laney Graduate School and the department. Support from the LGS is provided for four years, with the fifth year assured as a backup if other sources of funding are not available. Since completion of the doctoral degree typically takes more than four years, you should begin exploring possibilities for fifth year funding as early as possible. There are many prestigious predoctoral fellowships available both within and beyond Emory; some student support opportunities may also be available through faculty research grants or departmental training grants. Some paid opportunities for teaching, administrative or other work typically become available through Psychology, other departments or the LGS, and other local institutions.

***Student responsibility for helping to identify external financial support.*** Importantly, the commitment of the LGS to backup fifth year funding assumes that both student and adviser will have made ongoing efforts to obtain stipend funding through external sources (as well as pursuing alternative internal fellowships and opportunities such as teaching through QTM). Moreover, an explicit requirement of the Department is that **each student must, within the first four years, submit a grant proposal to a federal program or other private foundation or source** that would, if funded, provide some stipend and/or research support. It's important to speak with your adviser early on about which grants might be appropriate to apply for and when. The department has an archive of successful student proposals and sponsors 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 below) is to provide a platform paper in NRSA or similar grant format, which may be additionally useful in obtaining feedback for a successful application.

***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 the adviser and program, then consult the DGS, who will discuss with the Grad School as needed.

## II. RESEARCH AND TEACHING

**A. Research: Overview.** Research is the primary focus of our graduate training. Research activity under your mentor's (adviser'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, conceptual and theoretical discussions, writing of research reports and grant proposals, presentation of results at conferences, and so on. As part of your ongoing research training, you'll 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.

Each of the above is described in sections V and VI. The department has deadlines for timely completion of the requirements for students (Appendix A). **Failure to meet these deadlines can result in probation and ultimately termination from the department** (Section VII.C).

We expect that in the course of graduate training, most students will engage in some research beyond the components 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 experiences as part of their training, collectively known as Teaching Assistant and Teaching Training Opportunity (TATTO). In August before the first year, students take the Teaching Assistant and Teaching Training Opportunity (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 assignments.

Per current policies, you should expect to TA in both Fall and Spring of the second year and either Fall or Spring of the third. 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 third TA assignment (Spring of second year, or fall or spring of the third year), is completed with faculty scaffolding but gives the graduate student instructor additional responsibility for organizing and delivering course material and working directly with student.
3. **The remaining TAs**hip (also TATTO 605, either 110/111 or a large survey course, whichever was not done as the first TAship) thus falls in either spring of second year or in the third year, depending on when Methods is assigned in each student's case.

Specific TA assignments are determined by the DGS 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 adviser input are also taken into account whenever possible. Once basic TA requirements are completed, you may, with approval of your faculty adviser, become a paid TA for other courses. Students may also have opportunities to take full responsibility for a course in their 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) for financial support for post-4<sup>th</sup> year study.

### 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 Stats (Psychology 560)** during their first semester at Emory. 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, delaying Psych 560 to the second year, or waiver of the course, may be considered in consultation with the adviser, program, and DGS. The second quantitative course (*applies to students matriculating Fall 2017 and later*) should be selected by the student in consultation with their FAC.

**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, several of the programs offer a quasi-weekly seminar series, in which graduate students, faculty, and local scholars present their research and discuss relevant scientific literature. While in residence, you register for and attend your program's seminar series every semester, unless otherwise specified by your program. You're also encouraged to attend these seminars in other programs. In addition, ethics discussions in the program research seminars are an important part of the department's component of the Jones Program in Ethics (see below). Attendance at departmental colloquia is also expected of students, and provides another opportunity for exposure to current research both within and beyond your main area of interest.

***Additional coursework and electives as required by each program.*** 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 from divisions such as Anthropology, Linguistics, Philosophy, GDBBS, etc., to fulfill these requirements.

After the first semester, your individual coursework plan should be developed within your Plan of Study, in consultation with your Faculty Advisory Committee (**FAC**; see section V.A) and revised 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'll need only a few credits of research hours; when you've completed your coursework requirements, you can use 12 hours of research credit.

1. During the first year, you must register for **Directed Study, Psychology 597**, which is taken for a letter grade. The default is 2 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. You may take this as graded or S/U.
4. Once you've 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 (Advanced Standing).*** Students who enter in Advanced Standing should use 597R for research credits during the first year and 797R thereafter until the dissertation proposal is defended.

Unless specified otherwise by your program or adviser, in the **summer**, 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 Laney Graduate School'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 the student's choice 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. Clinical has additional program-specific ethics coverage. The Professional Development course also features discussion of ethics issues.

### ***D. Grading basis and incompletes***

**All courses in the first year must be taken for a letter grade** (except for 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, courses may be taken for a letter grade or S/U, and incompletes sought, at the discretion of the program and instructor. However, more than one I in any semester is considered unsatisfactory performance by the LGS.

**Note:** It's typically not possible to change your registration for any given semester after the official add/drop period. You cannot retroactively enroll in or drop courses or change from a letter grade to S/U. Please be sure to check your registration to make sure it is correct.

### ***E. Credit for graduate work at other universities***

*Taking courses at other universities while enrolled here:* Emory University has arrangements that allow Emory students to take courses at specific universities in the Atlanta area through ARCHE (Atlanta Regional Council for Higher Education) while based here. ARCHE cross-registration information can be found in the Registration section of the LGS online handbook. The LGS requires pre-approval by the adviser, department, and the LGS itself of courses taken through ARCHE. Consult your program to see which requirements a given course might satisfy.

*Transfer of prior graduate work (including Master's degrees):* Students who have attended other graduate programs before Emory may be eligible to use 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're seeking to satisfy:

**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; the adviser should also be consulted. 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 adviser and obtain a waiver from their Program Director. It's 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, please 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 with an officially completed Master's degree in a closely related field from an accredited university may petition their programs to accept the prior Master's as satisfying the requirement for a Master's project. Students entering with a prior Master's are encouraged to discuss this possibility with their Program Director as soon as possible and to provide a copy of the thesis. 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, prior coursework is considered part of your incoming degree and cannot be transferred. 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 write to 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 the Emory program. The DGS will then petition on the student's behalf to the LGS.

**G. Laney Graduate School candidacy requirements.** Beginning with the class matriculating Fall 2017, the LGS has instituted a slightly accelerated timeline to formal PhD candidacy. Students matriculating prior to Fall 2017 may follow the requirements in place when they began. (Note that the LGS no longer distinguishes between credits before and while in 'Advanced Standing' and will not be using this designation going forward.)

	<b>Students beginning in Fall 2017</b>	<b>Students who began prior to Fall 2017</b>
Candidacy requirements as they apply to Psych	<ul style="list-style-type: none"> <li>• Passed Qualifying Exam</li> <li>• 54 credits of any kind at 500 level or above</li> <li>• Completion of TATTO 600/ 605</li> <li>• Completion of JPE 600 and program component</li> <li>• Complete "all program requirements"</li> </ul>	<ul style="list-style-type: none"> <li>• Passed Qualifying Exam</li> <li>• 54 credits, which must include 15 (Clinical/C&amp;D) or 12 'content' class credits at 500 level or above w/ B- or better if graded</li> <li>• Completion of TATTO 600/ 605</li> <li>• Completion of JPE 600 and program component</li> <li>• Approved dissertation proposal</li> </ul>
Candidacy deadline	Sept. 15 of 4 <sup>th</sup> year	Aug. 1 of 4 <sup>th</sup> yr (i.e., just prior to 5 <sup>th</sup> year)
Dissertatn proposal deadline	LGS and Dept: Mar. 15 of 4 <sup>th</sup> yr, hard deadline	Dept: Mar. 1 of 4 <sup>th</sup> yr, extensions possible LGS: As part of candidacy, see above
Consequences of missed deadlines	Academic probation, 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 evaluation is done 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 potential. At the end of each Spring semester, first each program and then the entire faculty meet to review student performance. All 'pre-Quals' students (students who have not yet taken their Qualifying Exam) then receive written feedback from the DGS. In addition, any student who is considered by the faculty to not be making satisfactory progress will be notified in writing by the DGS.

**A. Research performance.** Review and evaluation of each student's research progress is ultimately the responsibility of his or her program. Decisions concerning continuation of students, however, remain the responsibility of the faculty as a whole. In the first and second year, research progress is initially evaluated in the student's formal spring meeting with his or her Faculty Advisory Committee (FAC; see next page).

**B. Academic performance.** For the department, you must have a **minimum grade point average of greater than 3.0** (A = 4, B = 3, C = 2) **in substantive courses** to remain in good standing. For purposes of Psychology Department evaluation, substantive courses include all core courses, seminars, and graduate-level electives. Courses not included in this GPA are program seminar series, research credit, and any undergraduate courses taken at Emory. Lab/research meeting group courses (730R) also do not count toward this GPA unless specified by the program.

Please note that **this grade standard is higher than the minimum standard set by the Laney Graduate School** (see Standards of Academic Performance and Status in the LGS Handbook.) If not met, the department may recommend formal probation to the LGS.

#### V. STUDENT TRAINING AND EVALUATION PLAN (STEP)

The overall goal of the STEP framework is to prepare students for an academic or similar career. To meet this goal, the training plan is designed to help each student 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 training plan is structured 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)**

Students create a faculty advisory committee (FAC) as soon as they're ready, but no later than **March 1** of the first year. The FAC provides feedback on research and training plans and acts as the Master's committee. The FAC consists of your adviser 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-adviser 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 committee). You should inform both the Graduate Program Coordinator and the DGS of the committee composition by the March 1 deadline.

## **B. First Year Portfolio and FAC meeting**

By **April 1** of their first year, each student submits a portfolio to their FAC, as well as to the departmental Graduate Program Coordinator, that includes:

- A critical literature review of 10-15 pages (plus references) in your area of research, written with feedback from your adviser and other FAC members. Your adviser, after discussion with the FAC, may also require a proposed methods and 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.
- A Curriculum Vitae (CV).

By **May 1**, the student meets with their FAC to discuss the first year paper, training plan and CV. After the meeting, the student exits the room and the FAC discusses and formally votes on the adequacy of the student's first year progress, as defined by the first year portfolio and progress in research.

Following this meeting, **the adviser, based on input from the FAC, will provide written feedback to** the student about their 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 members agree that the student is not making adequate progress, the FAC should notify the program, which may recommend to the full faculty that the student be placed on probation. In this case, the student has until October 1 of the second year to revise and re-present their work to or be re-evaluated by the FAC.

## **C. Second Year Portfolio and Master's Thesis**

The student has a progress meeting with their FAC by **November 1** of the fall of the second year to discuss research progress and any training issues, including changes to the training plan. However, you're encouraged to meet informally with your FAC members throughout training, and especially to work with them as you develop your Master's project.

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

- The master's thesis in journal manuscript form 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).

By **May 1** of the second year, the student meets with their FAC, to formally defend the master's thesis and discuss overall progress and the revised training plan. 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, the meeting proceeds with the other components. After the second year meeting, the student exits the room and the FAC discusses and formally votes on the adequacy of the student's progress, as defined by the second year portfolio and research.

**Following the Master's defense, each member of the FAC will provide substantive feedback** in the form of comments directly on the manuscript, a written review, or substantive discussion with the student in and/or beyond the defense.

As for the first-year FAC evaluation, if at least two members agree that the student is not making adequate progress, the FAC should notify the program, which may recommend to the full faculty that the student be placed on probation, and the student has until October 1 of the third year to revise and re-present their work to the FAC.

### ***Specifics on the Master's Thesis and Oral Defense***

The Master's thesis is an original research project, supervised by a department faculty member, written up as a journal article and orally defended. Students who enter with a master's degree should check with their Program Director as soon as possible to make sure that the previous Master's is suitable for the program (see also Section III.E).

**Oral defense:** You should arrange a time and meeting place for the oral defense of the thesis (to be followed immediately by the other components of the second-year FAC meeting) by the deadlines outlined above. 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. This notice will be sent to all members of the Psychology Department.

Following the oral defense, your committee may recommend (or even require) that some changes be made in the manuscript. Once your committee approves the manuscript, be sure to turn in a signed copy of the Report of Completion of Requirements for the Master's Degree to Paula before submitting it the LGS. You should **apply for the formal Master's degree as soon as possible** after its final approval by your committee. Information on how to format the thesis for submission to the LGS can be found on their website. 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.

### ***D. Platform Paper***

By October 15<sup>th</sup> of the third year, the student completes a Platform Paper that can take the form of either a grant proposal or a substantive literature review (which may have a meta-analysis component). The goal of the Platform Paper is to provide you with an opportunity to master a body of literature that will provide a basis for preparing proposals for external funding and/or the dissertation, and will also provide a written context for the subsequent Qualifying Examination (QE). The form and content of the paper is determined by the student in consultation with their FAC and is written with feedback from the FAC. You're 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 the final version of the platform paper must be submitted to the FAC by October 15<sup>th</sup>, the faculty strongly recommend that a polished draft be submitted to your FAC no later than September 15<sup>th</sup>.**

The FAC members will then read and vote to approve or disapprove the Platform Paper by **November 1<sup>st</sup>**. At least 2 members of the FAC must judge the paper acceptable for the student to proceed to the Qualifying Examination (QE). An acceptable paper is one that is well-written and well-argued, that presents a motivating theoretical framework, and that critically evaluates

the relevant literature. If the student doesn't provide a final draft of the Platform Paper by October 15<sup>th</sup>, or if the FAC cannot approve the final draft of the Platform Paper, the student may not proceed to the QE. In this case, the student has until January 15 to revise/rework the paper, and then proceeds to take the QE on the Spring schedule after FAC approval of the paper. If the FAC does not approve the revised Platform Paper, the student has officially failed to become eligible to take the Qualifying Exam and is terminated from the program.

### ***E. 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 a faculty examining committee. You then 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 either fails to have an approved Platform Paper in the fall, or fails the exam itself (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.

**Deadlines for each part of the QE process** are discussed below and specified for this academic year in Appendix A.

- Upon approval of the Platform Paper described above, the student's FAC suggests potential member for the Qualifying Examination Committee (**QEC**) to the DGS.
- By **November 10**, the DGS assigns the student's QEC, which consists of three faculty members. One is a (non-adviser) 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. One member of the QEC is the 'Recorder' and is responsible for organizing and communicating the QEC's actions and for setting up the oral defense. You should make sure that each member of the committee has a copy of your Platform Paper as soon as you receive the committee assignment. **Note:** if you don't personally know all the members of your QEC, we encourage you to set up an informal individual meeting with any member(s) you wish.
- In **mid-December (see Appendix A for this year's dates)**, the Quals Exam packet is delivered (via email) to the student. The QEC as a whole provides three broad, integrative questions that are based on the paper, but that may ask you to place the work in a broader context. **From the receipt of the questions until submission of the written responses, the student is under the rule of independence.** The student may speak with the Recorder at any time during the period of independent work if a problem arises, but may not discuss the Quals Exam with anyone else. The Recorder will then determine whether the committee and/or the DGS needs to be consulted.
- **What to submit for the QE written response itself. In mid-January (see Appendix A for this year's dates)**, the student submits their written exam, which consists of a total of 12 pages in response to the three integrative questions; the 12 pages may be allocated among the three answers as the student sees fit. References aren't counted in the 12 pages, but any figures or tables must be included within the 12 page limit. The entire response should be double spaced and easily readable (12 pt Times Roman is the recommended default)

with 1 inch margins. **The exam response, in the form of a successfully uploaded, readable Word file and/ or PDF, must be submitted (via email) to the department (Paula Mitchell), the DGS, and all members of your QEC, no later than 5:00 PM on the dates specified in Appendix A.** You're encouraged to email the file to yourself and open it to be sure it is readable. To forestall compatibility issues, please send both a Word file and PDF. After this, the rule of independence no longer applies and you may hold mock defenses, discuss the questions and answers, etc. Faculty are not permitted to take part in mock defenses for Quals.

- By **early February (see Appendix A for this year's specific dates)**, the QEC meets with the student for the oral defense. It is the responsibility of the Recorder to schedule this meeting. At the defense, the student meets with the examining committee for one hour, and may not bring any reference materials other than their written Quals exam response. In the event of an emergency that prevents any member of the committee from appearing at the scheduled defense, the exam will be rescheduled to a later date. During the exam, the student is questioned based on their written exam responses and the related scientific issues that arise. When the oral exam is completed, the student leaves the room.

**Scoring:** Each member of the QEC gives 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. All elements are scored individually by each committee member without discussion; the first three (written) are scored before the oral defense. Immediately after the oral defense, without discussion, each QEC member independently scores the oral defense, and then all scores are tallied. A student needs 30 points out of a maximum possible score of 45 (67%) in order to pass the exam.

The student learns whether they have passed or failed immediately after the exam from the Recorder. The student will also receive their total score and subtotals for the written and oral components. Regardless of pass or fail, students are encouraged to obtain additional feedback about their work by meeting with the members of their committee in the days and weeks following the defense of Quals.

A student who fails the QE during the fall/ winter window is eligible to take it once more, with a new committee, during the spring window. These students will receive written feedback from the original Recorder summarizing the original QEC's assessment regarding the strengths and weaknesses of the non-passing QE attempt. This feedback is intended to help students prepare for taking the exam again during the spring window. Please see the schedule for the Spring qualifying examination window in Appendix A.

## **VI. STEPS IN THE COMPLETION OF THE DOCTORAL DEGREE**

Students complete their doctoral thesis under the supervision of the faculty adviser and a dissertation committee. The doctoral thesis consists of a substantial program of original research that is presented to the faculty in writing and defended orally.

**Deadlines.** For students who began prior to Fall 2017, the department deadline for committee approval of your dissertation proposal is March 1 of your fourth year. Any requests for extensions to the dissertation proposal deadline must be made in writing to the Director of Graduate Studies (see also Sec. VII.B). For students beginning in Fall of 2017, the (hard) LGS

and department deadline for approval of your dissertation proposal, received in the LGS office, is March 15 of your fourth year. **See also Sec. G.** Students are expected to complete their dissertations and apply for their degrees within six years. Please consult the LGS Handbook online for policies on extensions beyond the end of the seventh year for degree completion as they relate to students matriculating prior to and after Fall 2017.

***Important general point about mechanics.*** It is your responsibility to **consult the LGS website well ahead of time for current procedures regarding the preparation and submission of the dissertation and accompanying forms.** For the formal PhD degree to be conferred, an Application for Degree must be completed and submitted to the LGS 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.

### ***A. Dissertation Committee formation and the Dissertation Proposal***

**Planning for the thesis format.** The planned format of the dissertation is discussed with and approved by the faculty adviser in consultation with the dissertation committee. In lieu of a traditional thesis format, students may opt to complete a series (two or more) of research-based articles in journal format. In this 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.

The choice of thesis format should be discussed at the dissertation 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’re expected to keep your dissertation committee posted concerning proposed changes in scope of the thesis or content of each study. Also, should you (in consultation with your adviser) decide that it would be preferable to alter the format of the thesis following the proposal meeting, you should obtain approval from the members of your committee.

**Composing the dissertation committee.** This must have **at least five** members, as follows:

- Your faculty adviser
- 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

You may select faculty from outside the Psychology department as unrestricted members. If an intended unrestricted member is not associated with Emory in some faculty member capacity, you should petition the Graduate School Dean to add that individual to the committee. This request is now accomplished by filling in a template online, giving information about the proposed member’s expertise and professional affiliations, that accompanies your Dissertation Committee Signature Form that you submit to the LGS. Please also provide this information about any proposed non-Emory member(s) to the departmental DGS when you seek their signature on this form. Your program may also require its own approval of your committee, in which case you should allow a week for the program to do so. Importantly, **selection of committees should be made with the understanding that the five primary members will be able to attend the final oral defense.**

In addition to serving on the student's committee, committee members other than the student's primary mentor may serve as advisers to students on their projects outside the context of the proposal meeting and defense. A committee member may also serve as formal secondary adviser (co-adviser) on a student's dissertation.

**Proposal meeting.** After choosing a Dissertation Committee, the student arranges a meeting time and place for the proposal defense and gives provides each member of the committee a copy of the proposal at least one week before the meeting. Since the approved proposal is an acknowledgement that if the work proceeds as agreed upon and is written up adequately, it will form the basis of an acceptable dissertation, the department expects that all members of the committee will be present for the proposal defense. If it isn't possible for all members to be present, participation by Skype or conference call for one or two is acceptable. Any requests for exceptions to this policy should be made in writing to the DGS.

### ***B. The Dissertation and Oral Defense***

**As you begin to prepare for defending your PhD, please consult the 'Degree Completion' portion of the LGS website.** Information regarding formatting of the dissertation text, required forms, electronic submission, etc. can be found there as well as in the LGS Handbook. Additionally, if you'd like to receive your doctoral degree in the same semester in which you defend your dissertation, be sure to refer to the LGS deadlines.

**Dissertation defense:** The student arranges a time and meeting place for the oral defense of the dissertation, and provides a completed dissertation to each member of the committee at least one week before the defense. To avoid misunderstandings, you must have your adviser's approval before sending the final version of your thesis to committee members.

Similar to the procedure for the Master's defense, by a week before the defense, send an email to the Graduate Coordinator (Paula) with an abstract of the thesis, names of committee members, and time and location of the oral defense. You should work with the office to schedule the defense in Room 280 or another room that allows space for an audience. This notice will be sent to all faculty and graduate student members of the Psychology Department. Note that following the oral defense, your committee may recommend (or even require) that some additional changes be made in the manuscript, and may elect to provide final signatures only when these steps have been completed.

**The expectation is that all committee members will be present at the PhD defense.** It's the student's responsibility to make arrangements for a conference call, Skype, etc. in the event that one is 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 thesis, the student should select a replacement committee member as soon as possible, in consultation with the existing committee and approval of the departing member. It's not acceptable for committee members to submit written comments on the dissertation in lieu of participating in the defense; exceptions to this requirement will be considered only in cases of medical or similar emergency. 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 scheduling permits their presence.

## VII. OTHER IMPORTANT INFORMATION ABOUT POLICIES AND PROCEDURES

### ***A. Evaluation of faculty by students***

**Teaching evaluations.** Each semester, during the last week of classes, instructors (both faculty members and graduate student TAs) provide teacher/ course evaluation forms or surveys to students in their classes. These are completed anonymously and returned directly to the department office. After final grades have been assigned, instructors are given summaries of the evaluations, and draw on these to evaluate and improve the quality of their teaching. Student evaluations of faculty teaching (including teaching in graduate courses) are used in a confidential manner in making decisions about promotion and tenure and are thus taken seriously. (The role of teaching evaluations in the academic process will be covered further in the Teaching Practicum course.)

**General feedback to the department about faculty mentoring, courses, etc.** Graduate students are invited to provide confidential comments to the Chair at any time they choose, anonymously or not. If a student would like to provide anonymous comments, a note or letter may be turned in to the Program Coordinator, Paula Mitchell, to be forwarded to the Chair.

### ***B. Extensions to deadlines and petitioning the faculty***

With the implementation of the STEP program, most students do not have difficulty meeting departmental deadlines. However, while extensions are not a substitute for adequate advance planning or timely writing, 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. (extensions are not typically considered for Qualifying Exam deadlines), please email the DGS ahead of time with the following:

- 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 adviser that he or she approves the extension request. Your adviser should also confirm FAC or dissertation committee approval for extensions related to FAC and thesis-related deadlines.

Any other formal requests should likewise be discussed with the DGS. If needed, depending on whether the request concerns department or Laney Graduate School policy, the DGS may, with your approval, bring the issue to the Chair, full faculty, or the LGS, as appropriate.

Both the Department of Psychology and the Laney Graduate School will work to explore accommodations for students facing exceptional personal challenges, utilizing both the LGS support structure and the Emory Office of Access and Disability Services and Resources as needed. The primary student contact within the LGS for confidential discussion of circumstances impacting progress is **Dr. Mary Horton**, the Assistant Dean for Student Affairs in the Graduate School ([mhorton@emory.edu](mailto:mhorton@emory.edu)).

### ***C. Probation***

**Failure to meet deadlines, probation, faculty vote, and termination:** If one of the deadlines for student progress is not met and an extension not obtained, the student will be automatically placed on departmental probation for five months from the date of that missed deadline. Failure to complete the requirement during the probationary period will result in the case being

forwarded to the full faculty for a vote on terminating the student from the PhD program. While on probation, the student is expected to meet other deadlines on schedule. Once a student has been placed on probation for one missed deadline, any future failures to meet other deadlines will similarly result in the case being forwarded to the full faculty for a vote on termination.

#### ***D. Problems, student appeals, and grievances***

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 departmental Director of Graduate Studies, who will attempt to resolve the issue in conversation with the student. All possible precautions will be taken to ensure student confidentiality. If the issue remains unresolved, 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, who will review the grievance and propose an appropriate response. 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 Laney Graduate School. From this point forward, the grievance will be handled according to procedures outlined in the LGS Handbook. If the issue should be with the DGS or Chair, the student should contact the Senior Associate Dean of the LGS directly.

**Important:** We realize that this section sounds a bit formal and ominous. The overall message about progress intended here and elsewhere in the Grad Manual is actually twofold, and meant to be supportive, not punitive. First, in order to help students complete the PhD successfully, we do take timely progress seriously. Second, we encourage you to talk with and to draw on your adviser, FAC, program heads, DGS, student peers, and other departmental staff, faculty, and Grad School resources as needed to help work out problems and questions. Graduate school is rewarding, but challenging. It was challenging to those who came before you (including your faculty advisers!). **Please don't think that you have to go it alone;** please allow other members of the community to which you belong to be of assistance, as others have been for us throughout our careers.

### **VIII. OTHER RESOURCES AND MISCELLANEOUS INFORMATION**

#### ***A. Departmental and graduate student committees***

Much departmental business is conducted via committees. Since several of these committees directly concern graduate training, graduate students are selected to represent the student perspective on several departmental committees. Psychology graduate students select their own representatives to these committees early in the Fall semester. In addition, the DGS meets with the Grad Student Advisory Committee (GSAC) as needed. Finally, graduate students may choose to form their own additional committees.

#### ***B. Office procedures, computers, and other resources***

**Computers.** The department expects that graduate students will have access to computer resources within their adviser's laboratory space. In addition, the Department operates a computer laboratory containing a number of personal computers equipped with word processing and statistical software and access to University servers. Psychology graduate students are welcome to use these computing facilities located in room 461 of PAIS.

**Building access and your Emory ID.** Your Emory ID card is also used 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 Secretary, Emily Stills, or the Graduate Program Coordinator, Paula Mitchell, to have the card programmed for access to the PAIS areas appropriate to your needs.

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

**Copy machines.** Graduate students have access to the copier on the 2nd floor, room 260 (the mailroom) and the similar machine on the far end of the 4<sup>th</sup> 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. Copying is performed for students by office staff only if it is directly related to a course in which they're assisting a member of the faculty.

**The PAIS imaging center fMRI scanner (FERN).** Please see your adviser 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.

**Job and fellowship announcements.** The department and individual faculty receive numerous announcements of available academic (and related non-academic) positions, fellowship opportunities, and the like. Information about most of these is disseminated by Paula, the DGS, or the Chair via the departmental graduate student listserv (which you should have already been receiving mail from). Program directors also disseminate announcements to their own student cohorts as appropriate.

### **C. Funds for travel, research and training**

**Overview.** Students are eligible to apply for **Professional Development Funds (PDS funds)** through the Laney Graduate School. The LGS 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'll be referring to it on multiple occasions. In addition, some support may be available through the Department, your adviser'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, 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 adviser and DGS, and submit.
- **Funding through the conference itself.** Many conferences have some funds set aside (typically on a competitive basis) to help graduate students attend the conference. It is expected that you'll seek out and apply for such funds proactively whenever possible.
- **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 adviser.** Many advisers are able to contribute funds to travel expenses for their students. In general, it's a good idea to discuss which conferences you might attend over the course of your Emory career, and when, with your adviser early on in the program.

**Research and supplemental training:** The department and LGS expect that most funding for student research will typically come from the adviser's laboratory. Graduate students may also apply for PDS funds to help with their Master's and Doctoral Dissertation research expenses. PDS funds for supplementary training (e.g., technical workshops that are directly related to a student's thesis research) are also available with adviser and DGS approval. Funding requests under \$2500 are approved by the students' adviser and the DGS and submitted to the Graduate School. Requests beyond a cumulative total \$2500 are reviewed by an LGS faculty committee and awarded 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's available from other sources. Requests should take the form of an email to the Chair (Harold Gouzoules). 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's finances permit.

**D. Libraries and scholarly research resources:** The Emory library system's collections are accessible to Emory students 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 Psychology librarian Jennifer Elder (jennifer.j.elder@emory.edu) can help with any related questions.

### **E. Resources for professionalization, writing, and mentoring**

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

Assistance with writing skills (including issues such as how to frame arguments and organize longer documents) is available through the **Graduate Writing Support Service** (<http://guides.main.library.emory.edu/graduatewritingsupportservice/>). Their services are designed specifically for graduate students; they will read your work in advance and offer detailed feedback in individual meetings. **The Emory College Writing Center** (<http://writingcenter.emory.edu/>) also provides student writing support.

In addition to the many professionalization resources offered through the Laney Graduate School, program seminars, 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 access it at <https://link.springer.com/book/10.1007%2F978-1-4614-3994-3>. You can download it for free if you are on the university server when clicking the link.

**Appendix A:  
Important Dates and Deadlines for Psychology Graduate Students**

**Year One**

**Summer (last week in August prior to the week in which classes start)**

Take JPE 600, a one-day core course in ethics and scholarly integrity, and attend the 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. Adviser provides feedback.

**Year Two**

**Fall**

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

**Spring**

By April 1: Turn in portfolio (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 2017-18 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. 8<sup>th</sup>; exam submitted by Jan. 16; oral defense by Feb. 1.  
Alternative timeline: Questions sent Dec. 15<sup>th</sup>; exam submitted by Jan. 23; defense by Feb. 8.

**Fall**

Oct. 15: Final version of Platform Paper due to FAC. FAC votes whether to approve Platform Paper by November 1.  
Nov.10: DGS assigns Qualifying Exam Committee (QEC).  
\*Dec. 8 or15: Questions from the QEC sent to students.

**Spring**

\*Jan.16 or 23: Qualifying examination written response due (on email by 5:00 PM; see also section E).  
\*Feb. 1 or 8: Last day to defend the QE.

**IN THE EVENT OF AN UNACCEPTABLE PAPER OR FAILURE OF THE QE (dates for 2016-17):**

**Fall**

If Platform Paper is not approved by November 1, the student has until January 16 to revise and submit an acceptable platform paper.

**Spring**

Jan. 16: Platform Paper revision due (for initially unacceptable papers).  
Feb. 1: 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 25: 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).

*(Most of the due dates listed in this Appendix have been chosen to avoid weekends and to 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.)*

## 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.)