

Emory University

Department Of Psychology

Graduate Student Manual 2020-2021

Manual last updated: January 26, 2021

Did you enroll prior to fall 2020?

Yes? Please read below.

If you enrolled prior to fall 2020 (and will be remaining under the now-retired CD/CP/NAB program structure), please use the 2019-20 Psychology Graduate Student Manual (last version 23 March 2020) for guidance until you graduate.

Emory Forward: Covid-19 Information

While we will do our best to foresee changes, plans and details may change at a day's or week's notice depending on the covid-19 situation. For this reason, this manual does not include special information about Emory University's covid-19 plan for fall 2020. Instead, we encourage you to visit the [Laney Graduate School webpage](#) and the [Emory Forward website](#) often, as they are the main pages for announcements about fall 2020. The health and safety of our students, faculty, and staff is important to us so the Psychology Department will also send any department-specific information to your Emory email. If in doubt, please do ask—we're here to help.

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Do you have the correct version of the psychology graduate student manual?

We modify the manual yearly to reflect 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 fall annual update. If in doubt, the manual on the [Psychology Department website](#) is always the latest version.

****If you enrolled prior to fall 2020** (and opted to remain under the now retired CS/CD/NAB psychology program structure), you must use the 2019-20 Graduate Manual (last published March 23, 2020) for guidance until you graduate. We will retire the 2019-2020 Graduate Manual in 2025.

2020-2021 Psychology Graduate Manual Version History:

- Aug. 13:** First published
- Sept. 30:**
 - i. Update to wording of pg. 8 'B. Teaching'
 - ii. Due to the above, update to page numbering of Section III.
- Jan. 26:**
 - p. 21, point ii; added "and include the names of other committee members"
 - p. 21, "tenured" dropped from third bullet point under Dissertation Committee

LANEY GRADUATE SCHOOL (LGS) POLICIES AND SUPPORT SERVICES

It is each student's responsibility to attend to emails from LGS, be familiar with the contents of the [LGS website](#) and to check it from time to time for updates or new information.

Commitment to Diversity and Inclusion

The LGS is [committed to diversity and inclusion](#). The Psychology Department shares the LGS commitment to diversity and inclusion. [See more in section VII.E.](#)

Parental Accommodation Policy

For graduate students with substantial parenting responsibility as a result of childbirth, care of newborn, or a newly adopted child. This policy guarantees eligible students a minimal level of accommodation during the transition to parenthood. For further details on eligibility requirements and the application procedure, please consult the [LGS Parental Accommodation Policy](#).

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](#) for links to all student support services available to you.

Who is who in LGS?

Identify and find contact information for the [LGS person](#) who can address questions or concerns you may have.

OTHER SERVICES WITHIN EMORY UNIVERSITY

Ombudsperson for Students

Emory University provides graduate students with access to the [University Ombuds](#). Through the Ombuds office, students might access, for example, sexual misconduct resources, bias incident reporting, etc.

International Student and Scholar Services (ISSS)

[This unit](#) of Emory University (not exclusively LGS) provides services and support, including advice about immigration, and educational and social events. [ISSS](#) offers a virtual walk in advising service where they will support you with any immigration questions. [Find your ISS advisor](#)

Office of Accessibility Services (OAS)

The [OAS website](#) states: "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](#) to request services. Confidentiality is honored and maintained.

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 four concentrations: (i) [Behavioral and Systems Neuroscience](#) (BSN) (ii) [Clinical Science](#) (CS) (iii) [Cognitive and Computational Sciences](#) (CCS) and (iv) [Developmental Science](#) (DS).

Our concentrations 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.

Intention of Psychology Graduate Student Manual

We 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 realize that this manual sounds a bit formal and some of it seems ominous, even though we mean it to be supportive, not punitive. The overall message intended in the Grad Manual is twofold. First, in order to help students successfully earn the PhD, the faculty take seriously your timely progress through the program. Second, we encourage you to talk with and draw on your mentor, Faculty Advisory Committee (FAC; [see section V.A](#)), Director of Graduate Studies (DGS), Graduate Program Coordinator, student peers, other departmental staff, faculty, and LGS resources to help you work out problems and answer questions.

We are here for you

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 at the NYTIMES (3FEB19):

“...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, Laney Graduate School (LGS), and many other resources within the University are here for you.

WHO DO I TURN TO WITH MY QUESTIONS?

If unsure about any Department of Psychology policy or deadline, students should consult with their mentor, 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 *who to turn to with your questions*.

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

The Director of Graduate Studies (Dr. Sherryl Goodman)

Questions about...

- departmental policies and requirements
- special requests and petitions
- concerns (whether they apply to you or others) about graduate training opportunities, atmosphere, faculty/student relationships, resources, etc.
- resources available through the LGS and beyond for professional development

Students in the Clinical Science (CS) Concentration

The Director of Clinical Training (Dr. Linda Craighead)

Questions about requirements and issues that are specific to APA accreditation requirements, including the required predoctoral internship.

The 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 Professional Development Support (PDS) funds that you might be awarded
- dissemination of Master's and PhD defense announcements
- requests for course enrollment
- paperwork or issues that need to be brought to the attention of the LGS (i.e., signature for paperwork for candidacy, dissertation committee composition, PDS funds applications)

The Psychology Department Chair ([Dr. Patricia Brennan](#))

Any concerns that have not been resolved in discussion with the people mentioned above (see [section VII.D](#)); requests for supplemental travel and research funds if available (see [section VIII.D](#)).

The 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 Graduate Program Coordinator will be happy to help you figure it out.

I. CONCENTRATIONS, FACULTY MENTORS, AND FINANCIAL SUPPORT

A. Concentrations

Each faculty member and graduate student is associated with one and often more of the department's four concentrations. The Department of Psychology admits students to one or two of the concentrations and students must meet graduation requirements of that/those concentration(s), as well as those of the Department and the LGS. If you have worked out a co-mentoring arrangement with your faculty mentor that cuts across two concentrations, your mentoring team will work with you to clarify requirements and recommended training opportunities.

B. Mentors/Mentoring Team

The Psychology Department takes a research apprenticeship approach to training graduate students. Each student works with a specific faculty mentor or a mentor team, 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 concentration 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. There is no formal process for doing so. Indeed, collaborations often emerge out of classroom discussions or coffee meetings. So we encourage you to engage in conversations with your teachers and others (request a meeting, suggest having a coffee together). Also chat with your mentor about your interest in establishing collaborations or extending your mentoring team in other ways. Finally, we encourage you to consult the guide [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 other FAC members 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 (as needed) should meet to discuss specific plans for finishing, disseminating and crediting any joint work. The original and new mentor will construct a short, written agreement to summarize those plans, check with the student to make sure the written plan reflects the student's understanding and preferences, and submit that to the DGS and Graduate Program Coordinator.

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.

➤ **Requirement to submit at least one grant application to an outside source**

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.

Whenever you submit an application for external funding, be sure to notify Paula Mitchell by forwarding her the email you received that confirms your submission, along with an explanation of the nature of the funding source to which you applied and when you expect to hear about whether funding would be awarded.

Note: Emory internal funding is not considered to be an “outside” source

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.

➤ **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.

Note also that one option for the Qualifying Exam (see [section V.D](#) and [section 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. Further, Dr. Donna Maney teaches a grant writing class from time to time. (**Contact Paula Mitchell for access to the archived NSF and NRSA files from students who were successful in having been awarded the fellowship**).

➤ **Resources to assist with finding grants for which you may be eligible**

LGS recommends the [Grant Forward website](#) for finding external funding options. The [APA](#) also has an excellent source for student funding. The DGS and others send email announcements of other resources throughout the year.

➤ **Training Grants**

As of 2020-21, faculty have received two NIH funded training grants to which Psychology graduate students may apply:

- [Mechanisms of Learning Across Development and Species Training Grant](#)
- [Training in Advanced Data Analytics to End Drug-Related Harms \(TADA\)](#)

Being accepted into one of the Psychology Department Training Grants (T32) is highly regarded but does not excuse you from the requirement to submit at least one grant application to an outside source within your first four years in the graduate program.

➤ **Outside Employment**

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 then consult the DGS, who will discuss with the LGS as needed.

Note: For paid Teaching Assistantships (TA’ships) within the Psych Department, the DGS consult is not required. 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 their 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 PhD. These are:

- a) A short first year critical review paper;
- b) A Master's thesis;
- c) A Platform Paper, which serves as the basis for the Qualifying Exam;
- d) A Qualifying Examination; and
- e) The PhD dissertation.

This Manual contains information on each of the above, in [section V](#) and [section 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

Learning to teach is also a major focus of our graduate training. As such, the Psychology Department, in collaboration with LGS, designed a sequence of teaching training experiences, collectively known as [Teaching Assistant and Teaching Training Opportunity \(TATTO\)](#). All Psychology graduate students are required to complete TATTO.

The first step in completing TATTO occurs in August before the first year, when students take the TATTO 600 course. This is an intensive 2-day workshop to prepare students across the LGS for all aspects of teaching.

The second step in TATTO is the departmental teaching practicum (PSYC 760), which students take in the spring of their first year.

After completing those two steps, students then proceed to three classroom undergraduate teaching assistant (TA) assignments (TATTO 605 twice and TATTO 610 once—see below).

Psychology Department faculty expect each TAship to be a learning experience for the graduate student. Faculty encourage graduate students, and the teacher to whom the student is assigned, to assess the student's training needs and to tailor the TAship to those needs as much as possible within the constraints of the particular course. In terms of how much time students commit to TAships, the LGS standard TA hours are 10-12 hours per week, including time "in" the "classroom."

Per current policies, you should expect to TA in both Fall and Spring of your second year and either Fall and 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, which may change the order in which students complete their TA responsibilities.

The DGS and Graduate Program Coordinator determine 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 the Director of Undergraduate Studies (DUS). We also take students' preferences and mentor input 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 demonstrate strong interest and skills in teaching can apply for a [Dean's Teaching Fellowship \(DTF\)](#), which provides financial support for post-4th year study as well as excellent additional teaching training.

Graduate students are encouraged to obtain and retain students' evaluations of their performance as TA's. These materials will contribute to your Teaching Portfolio.

III. COURSEWORK REQUIREMENTS FOR THE PhD

A. Classes

- **Required Coursework for the [PhD in Psychology](#) (all are 3 credits except where noted):**
 - Advanced Statistics- 2 semester sequence
 - Teaching Practicum (2 credits)
 - 2 Core courses within Concentration area
 - 1 Core course in another Concentration area
 - 1 Elective (a 3 credit course inside or outside the Department)
 - Research Seminar (required in Years 1-3, strongly recommended in Years 4-5;
 - Each seminar will combine students from 2 concentration areas each year).
- **Core Courses by Concentration Area**

Core courses in each concentration area will be taught once every other year, with the exception of the Clinical Science core courses which will be taught every year to enable fundamental coursework to be completed before clinical training begins the summer after the first year.

Note: If a student chooses to undertake a secondary concentration, they must take the core courses for that concentration. If a student chooses Clinical Science as a secondary concentration, they are only required to complete the two core courses.

Behavioral and Systems Neuroscience

- Evolution and Animal Behavior
- Fundamentals of Systems Neuroscience

Clinical Science

- Psychopathology
- Research Methods in Clinical Psychology

Note: Students in the Clinical Science primary concentration will be required to take additional coursework associated with clinical training.

Cognitive and Computational Sciences

- Perception, Action, and Language
- Memory, Emotion & Social Cognition, and Thinking

Developmental Science

- Developmental Theory and Methods
- Cognitive and Social Development

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.

➤ **Departmental Colloquia**

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.

B. Course Enrollment, Course Credit, Transfer of Prior Credit

➤ **Course Enrollment**

Graduate Students will receive an email from the Graduate Coordinator Paula Mitchell detailing the course schedule for the forthcoming term. Paula will enroll graduate students in their courses each term. She will then ask each student to check their schedule in OPUS to make sure that they have been enrolled in the correct course. It is each student's responsibility to make those checks and to inform Paula of any errors prior to the end of drop/add/swap each term.

➤ **Enrolling in Classes Outside the Department**

If a graduate student would like to enroll in a class outside of the department, the student should contact Paula by email and include the following: the name of the course, OPUS number, Instructor name, and grading status.

Some schools may require permission from the instructor before Paula can enroll you in the course. If so, the graduate student will need to forward Paula a copy of the email from the instructor with approval. If there is an issue with the enrollment, the graduate student will need to contact the Program Administrator in the proposed department outside of Psychology's Dept. All Emory University courses can be found in OPUS or on the school's website.

➤ **Enrolling in Undergraduate Courses**

If a student would like to take an undergraduate course, Paula will need approval from both your mentor and the course's instructor before enrollment can be approved. Please note that undergraduate courses will not count toward the graduate degree.

➤ **Audit a Course**

To audit a course, the graduate student will need to get approval from both their mentor and the course instructor. Forward the approval emails to Paula for enrollment.

➤ **Check your Unofficial Transcript**

Graduate students should check their unofficial transcript in OPUS after grades have been posted at the end of each semester.

➤ **Credit for Graduate Work 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.

➤ **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 concentration, 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 any of the Psychology Department required courses must first consult with their mentor and get the mentor's approval and then get a waiver from both the instructor of the course and the DGS (who may consult with the Executive Committee). The student should then forward the emails indicating the approvals (mentor, course instructor, and DGS) to the Graduate Program Coordinator, cc'ing the DGS.

2. Placing out of concentration-specific requirements. We expect it will be rare for students to want to waive coursework specific to their concentration(s) given that the course requirements are minimal. If a student has completed what they judge to be an equivalent course elsewhere, they should discuss a possible waiver with their mentor and then follow the same steps as for a department course requirement.

When seeking to waive a course, it is the student's responsibility to provide the individual listed 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 concentration 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 their FAC within their first year in the Department and to provide a copy of the thesis and a transcript documenting the Master's degree. If a prior Master's is accepted, your mentor(s) and the concentration(s) may still elect to have you complete an alternative project. The mentor should notify the Graduate Program Coordinator and the DGS promptly of such waivers.

4. Formal transfer of credits to the Emory LGS transcript is not usually necessary. Waivers of specific concentration 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 mentor indicating the courses requested for transfer, provide syllabi, and attach your transcript from the relevant school. Next, the mentor should notify the DGS, specifying course equivalents in your concentration in Psychology at Emory. The DGS will then petition the LGS on the student's behalf.

C. Research Credits

Per LGS specifications, 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.
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 concentration: 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 concentration 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.

D. Grading Basis and Incompletes

All courses in the first year must be taken for a letter grade (except for 597R and the concentration Research Seminar), unless otherwise required by the student's concentration 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 concentration 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.

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

All Emory graduate students participate in the [LGS's Jones Program in Ethics \(JPE\)](#). The JPE provides a combination of structured training, department and concentration-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 concentrations' Research Seminars and b) training in the ethics of teaching in the Teaching Practicum course. The Clinical concentration has additional, concentration-specific ethics training.

➤ ***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](#))***

F. Laney Graduate School Candidacy Requirements

<p>Candidacy requirements as they apply to the Psychology Program</p>	<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 Department component ➤ Complete all Psychology Department program requirements including those required by your concentration(s). <p>**Clinical Science students, please see note below about additional required coursework commitments**</p>
<p>Candidacy deadline</p>	<p>September 15 of 4th year</p>
<p>Dissertation proposal deadline</p>	<p>LGS and Dept.: March 15 of 4th year</p>
<p>Consequences of missed deadlines</p>	<p>Academic probation (see LGS Handbook), loss of PDS funds eligibility, possible loss of stipend support</p>

** If your primary concentration is Clinical Science, keep in mind that due to clinical training and coursework requirements, you will have required coursework to complete and associated schedule obligations as late as the end of your fourth year. The Psychology Department still considers you to have completed all program and concentration requirements, so that you can proceed into candidacy.

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 accomplishments and course 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, the Psychology Department 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 Program 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 concentration. 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 Psychology Department, 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 this purpose, substantive courses include all core courses, seminars, and graduate-level electives. Grades obtained from participation in concentration 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 for one semester ([see Section VII.D](#) in this Manual, and also [LGS Handbook](#)). 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)

The department grade standard (3.1 GPA) is higher than the minimum standard set by the LGS (2.7 GPA) (see [Standards of Academic Performance](#) and Status in the LGS Handbook).

If you are in the Clinical Science concentration, please consider that you have additional criteria to meet to be designated as making satisfactory progress. These criteria are detailed in the Clinical Concentration Grad Manual.

C. Probation

Whether for problems in research or academic performance, it is the LGS that places students on probation, not the Psychology Department. In addition to this Manual, be sure to read the Academic Performance section of the LGS manual. Note, in particular, that:

“The Laney Graduate School will terminate a student who merits a third consecutive probationary semester unless the program provides written justification for the student's continuation, and the Laney Graduate School grants approval. In the event of termination, international students should notify International Student and Scholar Services. Any student who meets the conditions of probation described above will be reinstated to good standing. The reinstatement happens automatically, and the student will not be notified of the action. The director of graduate studies or program director should discuss with the student the terms and conditions of probation and of reinstatement to good standing.” (LGS 2019-20 Manual, p. 13)

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 two considerations:

- #1.** The FAC consists of your mentor and 2 additional faculty members from Psychology, at least one of whom must be tenured. In composing your FAC, keep in mind that the goal is to obtain a diversity of perspectives, with expertise relevant to your areas of study. Thus, it may work well if at least one of your FAC members is outside your concentration, but that is not a requirement. 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.

To find out what faculty are affiliated to which concentration, the [Psychology website](#) lists affiliated faculty in each of the concentrations webpages.

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, send an email to both the Graduate Program Coordinator and the DGS with the names of your FAC members, how it is that your FAC meets the requirements for FAC composition (# 1, above), and how it is that each member and the FAC as a whole are the best match for your training plan (#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 then. There is no need to wait until the deadline.

Guidelines on minimum required meetings with your FAC

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.

- **Scheduling process:** 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. You should schedule most FAC meetings for 60 minutes

(although they may be briefer) and you should schedule a few meetings for 90 minutes (these meetings are noted in sections below)

➤ **If a FAC member is on leave:** 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 Graduate Program Coordinator and the DGS. See further details about faculty leave in the [Platform Paper/Quals section](#) of this manual.

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:

1. A critical literature review of 10-15 pages, double-spaced, references in [APA 7th edition style](#), 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.
2. 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 concentration required courses where relevant), and other possible additional training opportunities that are consistent with these goals.
3. 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 these three elements of your portfolio. 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 for the spring term and notifies the DGS. The U triggers the LGS to place the student on probation for one semester ([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 for fall term (2nd year), which triggers the LGS to place the student on probation for one semester ([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 ([APA 7th edition style](#) unless the journal you plan to submit it to uses a different style).
- 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 the graduate program coordinator 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 concentration (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 the Graduate Program Coordinator, who then obtains 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. [LGS forms](#) (the formal applications for Master's degrees) are available for you to download on the LGS website. Please make sure you have the current forms prior to submitting materials to the LGS. The LGS [requires electronic submission of all forms](#)
5. 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 DGS. The U triggers the LGS to place the student on probation for one semester ([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 for one semester ([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: (1) well-written and (2) well-argued, (3) that presents a motivating theoretical framework, and (4) that critically evaluates the relevant literature. Use [APA 7th edition style](#) unless you plan to submit a version of your Platform Paper to a funding source or journal that uses a different style.

➤ **By November 1st** the FAC members read your Platform Paper and each FAC member sends an email to your mentor. In that email, they say 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 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 who is on leave 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 concentration, student should find a replacement outside the concentration). In all cases, it is the student's responsibility to inform the Graduate Program Coordinator 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 concentration.

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

- Your mentor suggests potential members for the **QEC** to the DGS.
- By **November 6**, 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 concentrations 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 them.
- 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.
- In **mid-January** ([see Appendix A for this year’s dates](#)); **what to submit for the QE written response itself?** 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 7th 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 the Graduate Student Coordinator, 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 Quals.
- 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 than 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 Psychology Department graduate 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: (i) a traditional thesis format or (ii) 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, if you decide (in consultation with your mentor) that it is 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 (one of) your concentration(s)
- One faculty member from the Psychology Department but outside your concentration(s)
- Two or more other members unrestricted as to concentration or department
 - Unrestricted members may be lecture track faculty, even though they are not LGS faculty. There still needs 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:
 - i. Students should seek approval as soon as they identify an external committee member.
 - ii. Before the dissertation proposal meeting, the student should obtain the CV of the external member and submit a memo to the DGS explaining why the external member is appropriate for the dissertation committee, and include the names of other committee members.
 - iii. The DGS will submit the request to the Dean on behalf of the student.

The five primary members anticipate being able to attend the final oral defense.

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 (**and cc Paula and the DGS**) with two forms, both of which have met your mentor's approval:

1. The Dissertation Proposal
2. 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 below 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](#) or consider some [MS Office templates for timelines](#).

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 Zoom 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. LGS forms 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.
2. Submit two LGS forms to the Graduate Program Coordinator (Paula):
 - (1) The Dissertation Committee Signature Form; and
 - (2) The Application for Admission to Candidacy Signature Form.

LGS forms are available for you to [download on the LGS website pages](#).

[Note: Paula will obtain the DGS's signature and return the signed forms to you, in order for you to complete Step 3]

3. Submit the two forms to the LGS online. The LGS [requires electronic submission](#) of all forms.

➤ ***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 may require revisions to your memo. Once your mentor agrees to your memo, your mentor fills in and signs the top part of the **Dissertation Proposal Revision Form** ([Appendix F](#)), and sends it to the other committee members for their review and signature. Be sure to allow sufficient time for your mentor to review the memo within the two weeks following your meeting, in order to get it to the committee members within that time frame.

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 one semester. 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

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

For the LGS to confer the PhD degree, you must submit a completed Application For Degree prior to the LGS degree application deadline for the semester you are applying to graduate. LGS sends out updated deadlines each semester. Paula Mitchell can help determine what the deadline is in a given semester in the event of tight scheduling. Students may also refer to the [LGS Calendar](#).

The expectation is that all committee members will be present at the PhD defense. It is your responsibility to arrange for a conference call 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.

➤ **Dissertation Submission and Scheduling**

The Psychology Department's tradition is to hold the dissertation defense in PAIS 280 for departmental attendance. Please email [Paula Mitchell or Emily Stills](#) to book PAIS 280.

We encourage you to regularly check this manual, the LGS Handbook and the LGS website so you can plan for, and keep track of, submission deadlines, requirements, and procedures. The LGS '[Completing Your Degree](#)' webpage details submission procedures along with a semester-specific timeline that you can download. LGS updates this timeline each semester. LGS also sends a 'Planning for Degree Completion' email at the start of each semester to graduate students. Please contact Paula Mitchell if you have questions or need assistance.

General Schedule

➤ **Submit your Dissertation at least 4 weeks before the Oral Defense**

Submit the defense-ready dissertation to all the dissertation committee members at least four weeks prior to the tentatively scheduled date for the oral defense.

Note: your dissertation should not be an incomplete or draft document in any aspect. Moreover, it should fully reflect the Proposal, and the written agreement that was completed within two weeks after the proposal meeting, and any subsequent changes agreed to by the committee.

➤ **Within 2 weeks of 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 Permission to Defend Dissertation Form ([Appendix G](#)) 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 oral 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.

➤ **Oral Defense Schedule**

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

Length of oral defense meeting: 2 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).

➤ **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.

➤ **Immediately after the defense meeting**

1. Follow the steps outlined [at this LGS webpage](#)
2. You should submit forms that require DGS signature to Paula, who will then obtain the DGS signature, make note of the form in your file
3. After Paula returns the forms to you, you submit them 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:

- Brief description of the circumstances leading to the request for the extension.
- Proposed timeline for completion of the requirement in question.
- 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, full faculty, or the LGS, as appropriate, and with your approval.

C. Accommodations

Both your mentor and the DGS within the Department of Psychology and the Assistant Deans in LGS will work with you to explore accommodations for [exceptional personal challenges](#). They will 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 Interim Assistant Dean, Mackenzie Bristow (mackenzie.bristow@emory.edu)

Visit the [Office of Accessibility Services \(OAS\)](#) website to determine eligibility, register with OAS, and request services. Confidentiality is honored and maintained.

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 their mentor first (unless the problem or concern relates to the mentor, in which case students should discuss the issue with another FAC member) and then 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, and contact 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.

E. Commitment to Diversity and Inclusion

The Psychology Department faculty, staff, and students are committed to an anti-bias, anti-racist stance and routinely evaluate practices and procedures that may need change. Further, we remain open to feedback and routinely consider actions that the Department can take to increase diversity, representation, and inclusion of students who identify as BIPOC (Black, indigenous, people of color), LGBTQ, and international students.

To help facilitate this work, the graduate student-led Diversity Committee in the Psychology Department is very active. The Department also maintains [a google doc](#) where anyone can contribute suggestions and resources. The DGS and others review this list from time to time and propose action based on it.

The Psychology Department (and all of Emory University) is committed to protecting students, staff, and faculty from any form of discrimination or harassment as part of providing a safe

learning environment. As stated on [the Emory University Title IX: Sexual Misconduct website](#):

“All members of the Emory University community are required to promptly report incidents of sexual harassment and discrimination to the University Title IX Coordinator, the Title IX Coordinator for Students, a Deputy Title IX Coordinator, or other mandatory reporters in order to invoke the university’s Title IX process. Reports may be made in a written or verbal format.”

Please contact the [Student Title IX Coordinator](#) (email titleix@emory.edu) for information.

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 Director of FERN 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 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).

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. 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.** Details of policies and criteria and application forms are on the PDS website. 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. Contact 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 a discussion (at least annually) with your mentor about 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. [Find out more about the LGSC travel grant.](#)

➤ **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 [LGS 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.
- Resources 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](#) also provides students with writing support.
- The [Emory Center for Digital Scholarship \(ECDS\)](#)
- In addition to the many professionalization resources offered through your mentor, concentration 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.
- **Emory’s Institute for Quantitative Theory and Methods (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.

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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 562 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 2020-2021 academic year)

***NOTE: Two timelines are currently offered for defending Quals. 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. 4; exam submitted by Jan.15; oral defense by Jan 31.
Alternative timeline: Questions sent Dec.11; exam submitted by Jan. 22; defense by Feb. 5.

Fall

TATTO 605 Last required TAship

Sept.15: Polished draft of Platform Paper due to FAC.
Oct.15: Final version of Platform Paper due
Due to FAC by 12 midnight.
Nov. 1: FAC votes whether to approve Platform Paper.
Nov. 6: DGS assigns Qualifying Exam Committee (QEC).
*Dec. 4 or 11: Questions from the QEC sent to students.

Spring

*Jan.15 or 22: Qualifying Examination (QE) written response due
Due on email by 5:00pm; see also [section V.E.](#)
*Jan 31 or Feb 5: Last day to defend the QE.

IN THE EVENT OF AN UNACCEPTABLE PAPER OR FAILURE OF THE QE (Dates for 2021):

Fall

If Platform Paper is not approved by November 1, the student has until January 19 to revise and submit an acceptable platform paper.

Spring

Jan. 19: 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. 12: QEC committees assigned.
March 12: Student receives questions from the QE committee.
April 12: Qualifying examination written responses due.
April 26: Last day to defend the QE.

Year Four

Fall

Sept. 15: LGS deadline for PhD candidacy

Spring

March 15: LGS & Departmental deadline for approval of PhD dissertation
proposal

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 _____

Concentration Sub Plan(s) _____

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

APPENDIX F

Dissertation Proposal Revisions Approval Form

Effective Fall 2019, the Psychology Department Faculty requires certain steps when a Dissertation Committee agrees to any changes, including changes to the timeline. First, within two weeks following the dissertation proposal meeting, the student submits to the mentor a memo listing the changes agreed to by the committee. Second, the mentor revises the memo or accepts the memo as is and then signs this form, indicating that they have read and approve the memo. Third, the mentor sends it to the committee members for review. See page 22 of the Graduate Student Manual for details.

Student Name _____

Dissertation Proposal Meeting Date _____

Graduate Student Memo Submission Date _____

Mentor Submission to Committee Date _____

I have read and approved of the attached memo, which summarizes the changes in the dissertation proposal that the dissertation committee agreed to when we met.

Committee members, please review this form, and let the student and me know **within two weeks** of any omission or errors. If you inform us of any changes within this time frame, we will send out a revised version of this memo within the subsequent two weeks. Otherwise, please sign this form.

Mentor(s) Signature

Signatures of committee members:

APPENDIX G

Permission to Defend Dissertation Form

Effective Fall 2019, the Psychology Department Faculty require that students obtain all committee members' permission to defend the dissertation prior to setting a firm date for the defense. See page 24 of the Graduate Student Manual for details.

Committee members: Be sure to complete this form within two weeks of the student submitting to you what they and their mentor(s) consider to be their defense-ready written dissertation. Then scan and email the document to the student and mentor(s), cc'ing Paula.

As one of _____ (student's name) dissertation committee members, I have read the dissertation submitted for the defense and (check one of the following two options):

1. ___ I am satisfied with the dissertation's approaches to the analyses and the ways that the findings are presented and described. That is, this student adequately tested the hypotheses and interpreted the results. In my opinion the submitted dissertation is ready for defense; the defense may proceed as tentatively scheduled.
2. ___ I want the student to submit changes before I will consider the document to be ready to defend.

If you checked the second option, please also check one of the following two options:

1. ___ I consider my requested changes to be minor; the defense may proceed as tentatively scheduled.
2. ___ I consider my requested changes to be major, which may require the student to postpone the tentatively scheduled defense until the mentor(s) and student have time to address the changes, prepare a revised dissertation, and give committee members at least two weeks to read the revised dissertation prior to the defense.

Signature of committee member: _____

Date signed: _____