



**Graduate Student Handbook
Department of Psychology
Clemson University**

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TABLE OF CONTENTS

	Page
INTRODUCTION	5
ADMISSIONS AND ENROLLMENT	6
Enrollment Expectations and Leaves of Absence	6
Non-Degree Seeking Status	7
Program Affiliation	8
Faculty Advisors	8
Credit for Academic Work Taken Elsewhere	9
DEGREE REQUIREMENTS AND CURRICULUM	10
Length of Doctor of Philosophy Degree (Graduate School Policy)	10
General Performance Expectations	10
Satisfactory Progress	10
Industrial-Organizational Psychology Curriculum	12
Occupational Health Psychology Concentration	14
Human Factors Psychology Curriculum	15
Curriculum Notes	16
Comprehensive Examination	17
DEPARTMENT POLICIES AND PROCEDURES	20
Use of e-mail for Student-Faculty Communication	20
Program Planning, Course Scheduling and Registration	20
Course Loads	20
Grading and Retention	21
Annual Evaluation of Students	22
Assistantships and Financial Support	23
Graduate Student Instructors	24
Internships	25
Copying and Printing Policy, Department of Psychology	25
Proctor Pool	27
THESES AND DISSERTATIONS	28
General Overview	28
Credit	28
Timing	28
Committees and Committee Chairperson	29
Topic Selection	30
Preparation of the Thesis/Dissertation Proposal	30
Proposal/Defense Meetings	30
Conduct of the Research	31
Thesis/Dissertation Defense (Final Examination)	31
Binding	32
UNIVERSITY POLICIES, PROCEDURES, AND RESOURCES	33
Research with Human Subjects	33
Ethical Principles of Psychologists	33
Academic Integrity	33
Equitable Treatment and Sexual Harassment	34

Counseling and Psychological Services	35
Supplies and Clerical Services	35
Student Representatives	35
Keys	35
Use of Computing Resources	36
Copyrights, Patents, Software, and Work Products	36
IMPORTANT GRADUATE SCHOOL FORMS	37
JOB LINKS	38

INTRODUCTION

This Graduate Student Handbook is intended to provide a convenient source of information on the Psychology Department's policies, rules, procedures, and services. Every graduate student in the Department of Psychology must become thoroughly familiar with these policies and procedures. Additional information about the Psychology Department can be found on the [department web site](#). If you find an error in this handbook, or if you have any suggestions for future revisions, please send them to the Graduate Coordinator. The rules set forth in the most recent edition of the Graduate Student Handbook supersede those of earlier editions. Therefore students should always consult the most recent edition of this handbook.

All policies, procedures, and practices associated with the graduate program are developed, maintained, revised, and implemented by the Graduate Program Committee. **One of the major functions of the Graduate Program Committee is to conduct regular yearly reviews of the policies, procedures, and practices described in this handbook and to update them accordingly.** According to the Department of Psychology By-laws:

The Graduate Program Committee shall consist of five (5) members. The Graduate Coordinator, appointed by the Department Chair, shall chair the committee and represent the Department on appropriate College and University committees. The Area Coordinator, also appointed by the Department Chair, shall serve on the Committee. The other three (3) members shall be elected by the Faculty. The Graduate Program Committee shall be responsible for providing recommendations to the Faculty on matters relating to the graduate program in the Department. These responsibilities shall include recommending graduate courses, program requirements, and graduate course offerings for each year. The Graduate Program Committee shall accept applicants into the graduate program, advise the Department Chair on offers of financial assistance, evaluate the progress of graduate students, recommend the dismissal of graduate students when necessary, maintain a list of graduate students eligible to serve as instructors, approve graduate student leaves of absence, and administer the comprehensive exams.

This handbook does **not** replace the General Graduate School Regulations as specified in the [Clemson University Graduate School Announcements](#). Graduate students are expected to obtain a copy of the *Graduate Announcements* and familiarize themselves with all relevant sections. **It is the graduate student's responsibility to become familiar with and comply with all policies, procedures, and regulations pertaining to graduate study.** It is important to note that there are many cases where the rules given in this Graduate Guide differ from those written in the *Graduate Announcements*. This is because the *Graduate Announcements* set a minimum standard for the university that is exceeded by our department (the deadline for the Application for Admission, the required number of course credits to earn a degree, and the required Masters level thesis, are only three examples). In such cases, the rules given in this Graduate Guide apply to students seeking a degree from the Department of Psychology.

ADMISSIONS AND ENROLLMENT

Prospective applicants are strongly advised to review all information about the department and the application process that is available on the department web page.

The Department of Psychology does not admit students on a part-time basis. The Department also does not have a distance education program or a night program. All students admitted to the program are expected to be full-time students in residence, taking a full-time course load (typically 9 credit hours) and being actively involved in faculty research teams, as well as other aspects of department life.

The Department of Psychology considers an applicant's background in psychology as part of the admissions process. All applicants to the Human Factors (HF) and Industrial-Organizational (IO) PhD and MS programs are expected to be able to demonstrate knowledge of behavioral research methods and statistical analysis, most commonly through relevant undergraduate coursework.

Applicants to the Human Factors program (PhD or MS) are expected to have 18 credits of psychology prior to entering the HF program and are expected to have completed a college-level course in calculus.

Prospective applicants who do not meet one of these requirements may still apply to the HF program. If they are admitted, the HF program will work with you to develop a plan for meeting the requirement. Please note that the HF program does not make such recommendations until after the student has been admitted.

Applicants to the Industrial-Organizational (IO) PhD or MS program are strongly encouraged to obtain some background in applied psychology prior to applying, and are expected to have basic knowledge of psychological theories and methods, but the I-O program does not have a specific psychology course credit expectation for either the MS or the PhD level.

New students are accepted for August enrollment only. All applicants must submit scores from the general portion of the GRE (the GMAT may not be substituted for the GRE). TOEFL or TWE scores are required for applicants whose native language is not English; applicants who have completed a prior degree program where the primary language of instruction was English do not need to submit TOEFL/TWE scores. In order to receive full consideration for admission in August all materials including official transcripts, three (3) letters of recommendation, and GRE scores (plus TOEFL and TWE scores, if required) should be received prior to January 15. It is recommended, but not required, that you also submit a resume or academic-style vita. Admission is restricted to applicants whose academic record indicates a high potential to be successful in graduate studies. This determination is made by the faculty and is affirmed by the Graduate School. The various indicators used to arrive at this determination may include, but are not limited to: previous academic performance, letters of recommendation, standardized test scores, and the statement of interest that is submitted as part of the online application. In reviewing transcripts, both the difficulty of the courses taken and the grade point ratio are considered.

Enrollment Expectations and Leaves of Absence

With the exception of approved internships or other applied experiences, students admitted to the program are **expected to remain full-time students in residence for the duration of their graduate career**. Students are expected to actively and regularly participate in department events, to become members of faculty research teams, and to maintain a full-time course load (i.e., at least nine credits per term, except for summers).

The completion of a Masters degree in Applied Psychology requires two years of full-time study while in

residence. The completion of a PhD typically requires five years of full time study in residence, assuming that the student enters the program with a Bachelors degree and earns the Masters along the way. The completion of a PhD by a student entering Clemson with a Masters degree from another institution typically requires three to four years of full-time study in residence.

In rare cases students may be allowed to complete the final portion of a thesis or dissertation while employed full-time off-campus. Students moving from full-time to part-time status must establish a plan with their advisor for completing their degree requirements. This plan should include a timeline for completion of the degree. Failure to adhere to the timeline may result in the student being terminated from the program on the recommendation of the Graduate Program Committee and the Department Chair. Part-time students and students on extended internship must continue to enroll in at least 1 credit hour of PSYCH 891 (Thesis) or Psych 991 (Dissertation) during each Spring and Fall semester until they graduate. Summer enrollment is required for an August graduation.

All graduate students in the Department of Psychology are expected to maintain continuous enrollment during the Fall and Spring Semesters. A student who plans not to enroll, for a semester or more, must request a leave of absence from the department. This request must be approved by the Graduate Program Coordinator and the Department Chair. Such leaves may be granted to students attending another institution for specialized training; otherwise, leaves of absence are granted only in exceptional cases. The Psychology Department makes every effort to schedule required courses so students may complete their training in a timely way. Students who choose to take extended internships or leaves of absence may run the risk of delaying their progress by missing required courses that were scheduled in their absence. **The Psychology Department reserves the right to refuse readmission to any student who does not enroll during any Fall or Spring semester.** All graduate students are expected to continue their graduate training during the summer between the first and second year.

Students may not be simultaneously enrolled in a Psychology Department graduate program and a program at another institution.

Except for certain courses numbered above 890, coursework applied to a graduate degree may not be taken via correspondence or distance learning. Students are expected to attend all lectures or otherwise adhere to the normal attendance policy for each course.

Note that MS students have a total of six years to complete a degree and PhD students have five calendar years after the date of the completion of the comprehensive examination to complete all other degree requirements. **These time limits may not be extended by leaves of absence.** Students should be aware of the Graduate School's regulations on readmission printed in the Graduate School Announcements.

Non-degree Seeking Status

Students may enroll psychology courses either as a non-degree seeking student (program code 500). To be enrolled as a non-degree seeking student, students must complete the application information required by the graduate school and have their application approved by the Graduate Program Coordinator. Non-degree seeking students may enroll in a maximum of six psychology credits in any academic term. There also is a limit on the maximum number of credits that may be transferred. This limit is established by graduate school policy and students are encouraged to review the relevant information on the graduate school website.

Students who successfully complete a course as a non-degree seeking student may transfer some or all of those credits toward the completion of a formal degree program. However, non-degree seeking students still must

apply to, and be admitted to, one of the three Department of Psychology programs to be able to transfer credits toward the completion of a degree. Successful completion of a course as a non-degree seeking student does not grant or imply admission to one of the formal degree programs.

Program Affiliation

Psychology graduate students are admitted to graduate study in the Department of Psychology in one of three degree programs:

- M.S. degree in Applied Psychology (degree code 605)
- Ph.D. degree in Industrial-Organizational Psychology (degree code 638)
- Ph.D. degree in Human Factors Psychology (degree code 639)

Admission to any one degree program does not grant or imply admission to any other program.

Students who are admitted to the M.S. Program in Applied Psychology specialize in Human Factors or Industrial-Organizational Psychology. This means that, to receive the M.S. in Applied Psychology, students must complete the degree requirements of either the I-O or the HF specialization. M.S. students indicate their specialization during the application process and the admission letter stipulates admission to a specific specialization. Admission to one specialization does not grant or imply admission to another. Admission to the M.S. program does not grant or imply admission to the PhD program.

All graduate students must be enrolled in a specific program and/or affiliated with a specific specialization to continue in graduate study. Each program and specialization has its own requirements; the student is urged to become familiar with these upon being admitted to graduate study. PhD students in the I-O program may also receive a Concentration in Occupational Health Psychology within the I-O PhD (see the curricular requirements later in this document).

To gain admittance into another specialty area within the department, the student must make a formal application to the other area. For example, a number of students who initially were accepted into the Industrial-Organizational Psychology M.S. program have later applied and been accepted into the Industrial-Organizational Psychology Ph.D. program. Note, however, that such students will be considered against all other applicants for admission to that area during the designated admissions period. All program application deadlines, and admissions criteria and requirements must be met as if the student were a new applicant to graduate study in the department.

Faculty Advisor

Upon admission, students will receive a designated academic advisor. That person is typically assigned based on a mutual fit of research interests, as identified during the admissions process. In most cases, that advisor would be expected to serve as the chair of the student's thesis and/or dissertation committee. Any full-time member of the Department of Psychology faculty may serve as faculty advisor for any student. The faculty advisor may be changed at any time. However, prior to an official change, the student must discuss their intentions with their new and old faculty advisor to develop a mutually acceptable plan for the transition process (for example, to cover situations where a change to a new advisor would leave the old advisor with a critical shortage on a research team). Students are, when needed, encouraged to involve a third party in this process (e.g., the area coordinator, graduate program coordinator, or

department chair). For PhD students the chair of their thesis remains their advisor until a formal change is completed.

Credit for Academic Work Taken Elsewhere

The Graduate School and department policies do not allow automatic transfer of credit toward a graduate degree. Students with graduate credit earned at another institution or another department at Clemson prior to admission to the Department of Psychology, who desire to have this work evaluated for transfer credit, must present a written request for each course or credited activity to the Graduate Program Coordinator. When all such requests for a student have been evaluated, they are sent collectively to the Department Chair for approval and inclusion in the student's department file. **Credits are not evaluated for transfer until after an applicant is formally accepted into the graduate program.**

According to [Clemson Graduate School Policy](#): all transfer credits must be verified by an official transcript from the institution at which the work was completed. Up to 12 credit hours of coursework (and no more than one-third of the graded course credit hours required for a master's degree) may be transferred to a master's degree and 48 credit hours of coursework may be transferred to a doctoral degree. All credits transferred to Clemson's graduate programs must have been completed at a regionally-accredited institution.

No more than 12 semester credit hours of academic work completed elsewhere may be accepted toward Master's degree requirements or 24 hours toward the Ph.D. degree requirements.

Students transferring to Clemson with a completed Masters Degree must demonstrate that they have completed a Master's Thesis consisting of an empirical research project. The project should demonstrate basic research competencies such as (a) conducting a literature review, (b) developing hypotheses, (c) gathering and analyzing data, (d) discussing and interpreting results. Note that a thesis consisting entirely of a literature review would not meet these competencies. The thesis will be evaluated by the advisor and graduate area coordinator with respect to these competencies. Students whose thesis does not demonstrate the basic research competencies listed above and students whose masters program did not include a thesis will be expected to complete a thesis-equivalent project, typically consisting of a research project with a final report that demonstrates the competencies described above.

DEGREE REQUIREMENTS AND CURRICULUM

Length of Doctor of Philosophy Degree (Graduate School Policy)

At Clemson University, a minimum of 30 credits past the masters and 60 credits past the bachelor's degree are required for the doctoral degree. A minimum of 18 hours of doctoral research is required. Should the direction of study or research interest change, the student may request the appointment of a new advisor. Coursework leading to the Doctor of Philosophy/Education degree is planned to give the student a comprehensive knowledge of his/her field of specialization and a mastery of the methods of research. The degree is not awarded solely on the basis of coursework completed, residence, or other routine requirements. The final basis of granting the degree is the student's grasp of the subject matter of a broad field of study, competence in planning and conducting research, and ability to express him/herself adequately and professionally orally and in writing.

General Performance Expectations

It is important to note that in addition to the courses listed below **all of our graduate programs have a heavy out of the classroom research component** with a required empirical thesis and a required empirical doctoral dissertation. All I-O students are expected to attend CSIOP-sponsored guest speakers and First Friday I-O Brownbags. HF Students are expected to attend meetings of the Human Factors Discussion Group. Students are also strongly encouraged to attend MS and PhD proposal and defense meetings, particularly in their area of study.

Satisfactory Progress

The concept of satisfactory progress is critical to understanding graduate student performance expectations and obligations. Satisfactory progress means that the student is meeting major program benchmarks related to performance in classes, completion of the Master's thesis, completion of comprehensive exams, and completion of the doctoral degree. Importantly, these benchmarks must be met both in regard to the amount of time taken and with regard to the overall quality of the student's work in each area.

The Satisfactory Progress Matrix below lists the basic progress expectations for each benchmark, by year in the program. Student progress will be evaluated each fall and faculty advisors are expected to meet with their advisees and develop a plan for addressing any concerns from their past year's performance. **Students who do not meet the benchmarks for successful performance for two consecutive years will be reviewed by the graduate program for possible reduction or discontinuation of their funding or dismissal from the program.**

It is also important to note that Satisfactory Progress is only one element of successful performance in the graduate student role. Students are also expected to fulfill all of their responsibilities of their graduate assistantships, become actively involved in research teams, and participate in other aspects of department and professional.

Satisfactory Progress Matrix

	Major Program Hurdles			
	Thesis	Coursework	Comprehensive Exams	Dissertation
By October 15 of Year 1*				
Excellent	Topic Identified	3.67+ GPA	N/A	N/A
Satisfactory	N/A	3.0 GPA	N/A	N/A
Not Acceptable	N/A	GPA below 3.0 or C in any	N/A	N/A
By October 15 of Year 2**				
Excellent	Defense Date Set	3.67+ GPA	N/A	N/A
Satisfactory	Proposal Date Set	3.0 GPA	N/A	N/A
Not Acceptable	Topic Not Selected	GPA below 3.0 or C in any	N/A	N/A
By October 15 of Year 3**				
Excellent	N/A	3.67+ GPA	Exams Passed	Draft of Proposal
Satisfactory	Thesis Defended	3.0 GPA	N/A	Topic Identified
Not Acceptable	Thesis Not Completed	GPA below 3.0 or C in any	N/A	N/A
By October 15 of Year 4**				
Excellent	N/A	3.67+ GPA	N/A	Dissertation Proposed
Satisfactory	N/A	3.0 GPA	Exams Passed	Draft of Proposal
Not Acceptable	Thesis Not Completed	GPA below 3.0 or C in any	Exams Not Taken	Topic Not Identified
By October 15 of Year 5**				
Excellent	N/A	3.67+ GPA	N/A	Defense Date Set
Satisfactory	N/A	3.0 GPA	Exams Passed	Dissertation Proposed
Not Acceptable	N/A	GPA below 3.0 or C in any	Exams Not Taken	Dissertation Not Proposed

* First year students do not receive a formal evaluative ranking.

** Students who enter the program with a completed master's degree will receive two years of performance credit. For example, a student starting the program, who entered with a MS or MA would be treated as a third year student for the purpose of establishing performance benchmarks and expectations.

Industrial Organizational Psychology Curriculum

M.S. in Applied Psychology: Industrial-Organizational Specialization	Hours
Psych 810, Research Design & Quantitative Methods I	3
Psych 811, Research Design & Quantitative Methods II	3
Psych 861, Personnel Psychology	3
Psych 862, Organizational Psychology	3
Psych 871, Psychological Tests and Measurement	3
Psych 891, Master's Thesis Research ⁽¹⁾	6
Experiential Requirement Psych 895, Applied Psychology Internship ^{(2), (12)} OR Psych 897, Special Problems in Psychology Psych ^{(4), (12)}	6
Industrial Content Courses	6
Organizational Content Courses	6
Electives ⁽³⁾	6
Total Hours	45

Ph.D. in Industrial-Organizational Psychology	Hours
Psych 810, Research Design & Quantitative Methods I	3
Psych 811, Research Design & Quantitative Methods II	3
Psych 813, Research Design & Quantitative Methods III	3
Psych 861, Personnel Psychology	3
Psych 862, Organizational Psychology	3
Psych 871, Psychological Tests and Measurement	3
Psych 891, Master's Thesis Research ⁽¹⁾	6
Experiential Requirement Psych 895, Applied Psychology Internship ^{(2), (12)} OR Psych 897, Special Problems in Psychology Psych ^{(4), (12)}	12
Psych 991, Dissertation Research ⁽⁵⁾	18
Additional Statistics & Research Methods course ⁽⁶⁾	3
Industrial Content Courses	6
Organizational Content Courses	6
Bases courses (see below)	12
I-O Electives ⁽⁷⁾	6
Electives ⁽³⁾⁽⁸⁾	3
TOTAL	90

Industrial Content Courses*

Psych 860, Psychology of Training and Evaluation
Psych 864, Performance Appraisal
Psych 865, Job Analysis
Psych 867, Legal Issues in Personnel
Psych 869, Advanced Personnel Selection
Psych 871, Psychological Tests and Measurement
Psych 899, Meta-analysis⁽¹¹⁾
Psych 899, Item Response Theory⁽¹¹⁾

Organizational Content Courses*

Psych 863, Work Motivation and Satisfaction
Psych 868, Leadership in Organizations
Psych 882, Survey of Occupational Health Psychology
Psych 885, Organizational Stress
Psych 899, Teamwork
Psych 899, Advanced Organizational Psychology
Psych 899, Cross Cultural issues in I-O Psychology
Psych 899, Human Judgment and Decision Making

Bases Courses*

Psych 815, Advanced Studies in Systems & Theories
Psych 822, Perception
Psych 823, Perception, Cognition & Technology
Psych 833, Cognitive
Psych 835, Human Factors
Psych 837, Ergonomics
Psych 845, Adulthood & Aging
Psych 852, Advanced Social Psychology
Psych 866, Attitude Measurement
Psych 883, Psychopathology
Psych 899, Psychophysiology of Human Engineering
Psych 899, Applied Health Psychology
Psych 899, Applied Mental Health

* And other courses approved by the I-O program director, based on the consent of I-O program faculty.

Concentration in Occupational Health Psychology

The I-O program offers a concentration in Occupational Health Psychology as part of the I-O PhD program. To receive a Ph.D. in Industrial-Organizational Psychology with a concentration in Occupational Health Psychology students should complete Psych 882 Survey of Occupational Health Psychology, and nine additional credits of courses designated as approved OHP courses by the IO program. These courses may be completed either as part of the I-O PhD curriculum or in addition to it. The PhD dissertation must also be on a topic related to Occupational Health Psychology.

Specialization in Occupational Health Psychology	Hours
Psych 882, Occupational Health Psychology	3
Designated Occupational Health Psychology Electives (see below)	9
Dissertation on an Occupational Health–Related Topic	
TOTAL	12

Occupational Health Psychology Designated Electives*

Psych 837, Ergonomics for Applied Psychology
 Psych 845, Advanced Studies in Adulthood & Aging
 Psych 852, Advanced Studies in Social Psychology
 Psych 863, Work Motivation and Satisfaction
 Psych 866, Attitude Measurement Theory
 Psych 883, Advanced Studies in Abnormal Psychology
 Psych 885, Organizational Stress
 Psych 897, Special Problems in Applied Psychology (with an approved OHP topic)
 Psych 899, Applied Health Psychology
 Psych 899, Applied Mental Health
 Psych 899, Medical Human Factors

Human Factors Psychology Curriculum

Students enrolled in the Human Factors program must either have had one semester of Calculus as part of past coursework or they must take a calculus course (undergraduate or graduate) in addition to their normal requirements (MTHSC 102 is one course that can be taken to fulfill this requirement). GS 799 and GS 800 may not be applied towards the credit hours required for either the MS or the PhD. No more than 12 credit hours at the 600 level may be applied towards the credit hours required of the PhD.

Master's in Applied Psychology: Human Factors Specialization	Hours
IE 801, Design & Analysis of Human-Machine Systems ⁽¹³⁾	3
Psych 810, Research Design & Quantitative Methods I	3
Psych 811, Research Design & Quantitative Methods II	3
Psych 822, Human Perception & Performance	3
Psych 833, Cognitive Psychology	3
Psych 835, Advanced Human Factors Psychology	3
Psych 837, Ergonomics for Applied Psychology	3
Psych 840, Usability Evaluation	3
Psych 891, Master's Thesis Research ⁽¹⁾	6
Psych 895, Applied Psychology Internship ⁽²⁾	6
Electives ^{(3) (9)}	9
Total Hours	45

Ph.D. in Human Factors Psychology	Hours
Psych 810, Research Design & Quantitative Methods I	3
Psych 811, Research Design & Quantitative Methods II	3
Psych 822, Human Perception & Performance	3
Psych 833, Cognitive Psychology	3
Psych 835, Advanced Human Factors Psychology	3
Psych 837, Ergonomics for Applied Psychology	3
Psych 840, Usability Evaluation	3
IE 801, Design & Analysis of Human-Machine Systems ⁽¹³⁾	3
Engineering & Technology Content Courses (see below)	9
Psych 895, Applied Psychology Internship ⁽²⁾	6
Psych 891, Master's Thesis Research ⁽¹⁾	6
Psych 897, Special Problems in Applied Psychology	15
Psych 991 Dissertation Research ⁽⁵⁾	18
Electives ^{(3), (10)}	12
TOTAL	90

Engineering & Technology Content Courses:

Industrial Engineering 800, Human Factors Engineering
 Industrial Engineering 802, Design of Human-Computer Systems
 Industrial Engineering 811, Human Factors in Quality Control
 Industrial Engineering 812, Work Science and Design
 Industrial Engineering 813, Occupational Ergonomics
 Industrial Engineering 815, Research Methods in Ergonomics
 Computer Science 612, Eye Tracking Methodology & Applications

Curriculum Notes

- ⁽¹⁾ No more than 3 hours of 891 may be taken in a single semester or summer session.
- ⁽²⁾ Other courses such as Psych 897 (Special Problems) may be substituted with permission of the student's academic advisor and the graduate program coordinator.
- ⁽³⁾ Psych 891 Master's Thesis Research and Psych 991 Dissertation Research may not be used as electives.
- ⁽⁴⁾ Other courses such as Psych 895 (Internship) may be substituted with the permission of the student's academic advisor and the graduate program coordinator.
- ⁽⁵⁾ No more than 9 hours of 991 may be taken in a single semester or over the two summer sessions comprising a single summer.
- ⁽⁶⁾ Statistics & Research Methods courses must be approved by the student's academic advisor and the graduate program coordinator in advance. Recommended courses include Psych 873.
- ⁽⁷⁾ Additional graduate level Psychology or Management courses.
- ⁽⁸⁾ For the Ph.D. in I-O Psychology 6 hours of electives must include 3-6 hours of coursework and 0-3 hours of either Psych 897 Special Problems or Psych 991 Dissertation hours beyond the 18-hour minimum.
- ⁽⁹⁾ No more than 6 hours of Psych 897 Special Problems may be used as electives for the MS degree. Suggested electives for the HF MS program include (but are not limited to) Psych 656, Psych 823, Psych 882, Psych 897, Psych 899, ENGL 690, EXST 602 and Engineering & Technology Content Courses listed for the Human Factors PhD.
- ⁽¹⁰⁾ Up to 6 hours of Psych 895 Internship may be used as electives with prior permission of the student's academic advisor and the graduate program coordinator. No more than 6 hours of Psych 897 Special Problems may be used as electives. Suggested electives for the HF PhD program include (but are not limited to) Psych 656, Psych 815, Psych 823, Psych 882, Psych 899, Mgt 818, Mgt 861, ENGL 690, EXST 602 and Engineering & Technology Content Courses in excess of 9 hours.
- ⁽¹¹⁾ Psych 899 Meta-analysis and Psych 899 Item Response Theory also may be taken to fulfill the additional methods course requirement for the I-O PhD program.
- ⁽¹²⁾ At least 6 of the 12 experiential credits for the I-O PhD program must be Psych 897.
- ⁽¹³⁾ Other engineering or computer science courses may be substituted, subject to the approval of the HF area coordinator.

Comprehensive Examination

The comprehensive examination is a seminal event in a graduate student's career that marks the transition from being a Masters student to being a Doctoral candidate. The student's performance on this examination will determine whether she/he will be recommended for admission to candidacy for the degree. As such, the comprehensive exam requires students to provide evidence of their breadth and depth of content and methodological knowledge in their areas of specialization that are indicative of a professional capable of teaching, conducting research, and professional practice. Performance on the exam may result in a grade of pass, conditional pass, or failure. In the case of a conditional pass, the student will be required to re-write the portions of the examination that are of concern to the examining committee. The student will not be admitted into candidacy for the degree until the committee is satisfied that the student has mastered the material. In the case of a failure, the student may be given a second opportunity if so recommended by the examining committee. A second failure shall result in the student being declared ineligible to receive the Doctor of Philosophy in Psychology degree at Clemson University.

Timing and Eligibility for taking the Comprehensive Exam: The comprehensive exam should be completed no later than the end of the third year of graduate work. Completion of the comprehensive exam must occur at least six months prior to the completion of the PhD.

The Industrial-Organizational (I-O) Psychology doctoral comprehensive exam is administered twice a year, within the one-month period immediately following the conclusion of the spring and fall semesters. Only students who have successfully completed their Master's Thesis (i.e., committee members have "signed off" on the thesis document) before March 15 are eligible to take the exam at the end of the Spring semester, and only those who have completed the thesis by October 31 are eligible to take the exam at the end of the Fall semester.

The Human Factors (HF) Psychology doctoral comprehensive exam is administered once a year, with the written exam occurring in the spring either during finals week or during the first two weeks of May, and the oral defense is approximately 2 weeks after the written exam. Only students who have successfully completed their Master's Thesis (i.e., committee members have "signed off" on the thesis document) before November 30 are eligible to take the exam in the spring.

The Industrial-Organizational Psychology Comprehensive Exam: The purpose of the I-O comprehensive exam is to assess the student's proficiency with the competencies recommended for I-O doctoral training by SIOP. The I-O exam committee will make available a comprehensive examination reading/topic list several months prior to the exam. The items on the I-O reading list are clustered into three categories: Industrial, Organizational, and Methods/Statistics/Ethics. The reading list is intended to orient the student to the general kinds of exam content; not all questions will explicitly address the readings. Exam questions often require students to integrate material from multiple sources. Therefore, in addition to the reading list, students are encouraged to review material from Clemson Graduate courses, as well as research in leading Psychology Journals (e.g., *Journal of Applied Psychology*, *Personnel Psychology*). Students also should be familiar with current controversies and concerns in I-O, such as those discussed in the SIOP journal *Industrial and Organizational Psychology: Perspectives on Science and Practice*.

The I-O comprehensive examination takes place over two consecutive days, with a maximum time limit of 3 hours per day. On each day, students are provided with 5 questions and required to answer 3 of them within the 3 hour time limit. All students will have the same set of 5 questions. The first day of the exam focuses on Industrial Psychology; the second day focuses on Organizational Psychology. Methodological, Statistical, and Ethical issues may show up in the questions on either or both days.

In most circumstances, raters will score the exams blindly. Common exceptions include cases where the exam is taken by only one student and ratings by the exam administrator (normally the I-O program director or other designated faculty member). Each response is scored by at least two members of the examining committee using the following 4-point rating scale (raters have the option of using the first decimal place in their ratings).

- 1 = unacceptable performance;
- 2 = marginal performance;
- 3 = good performance; and
- 4 = exceptional performance.

There are four possible outcomes of the exam: high pass, pass, conditional pass, or failure. These outcomes are based on the average score for each of the six responses as well as the scores on responses to individual questions.

Criteria for a *high pass*. A high pass indicates that the student exceptionally well on the exam and has fulfilled the comprehensive exam requirement. To receive a high pass, a student must (1) receive scores of 3.0 or better on each individual question, and (2) receive an overall average score of 3.5 or better on the entire exam.

Criteria for a *pass*. A pass indicates that the student has successfully fulfilled the comprehensive exam requirement. To receive a grade of pass, a student must (1) receive an overall score above 2.5 and (2) receive scores of 2.5 or better on all of the 6 exam questions.

Criteria for a *conditional pass*. A student who receives a conditional pass has some significant weakness in his/her exam performance that must be addressed to fulfill the comprehensive exam requirement. To receive a grade of conditional pass, a student must (1) receive an overall score above 2.5 and (2) receive scores of 2.5 or better on at least 4 of the six exam questions. Students who receive a conditional pass will be notified of the exam result by their advisor. The student will work with his/her advisor to develop a plan to address the exam performance weaknesses. Weaknesses normally are addressed by writing new responses to poorly scored exam questions. One or more program faculty will review these answers. If the revised answers are acceptable, the student will have passed the exam. If the revised answers are not acceptable or not completed within 30 days of notification, the student will have failed the exam.

Criteria for a *failure*. Failure reflects an unacceptable level of overall performance on the exam. Criteria for a failure include (1) an overall exam score of 2.5 or below, (2) three or more individual answers with exam scores of 2.5 or below, or (3) failure to successfully meet the conditions of a conditional pass.

Students who fail the exam once must retake the exam during the next academic term (e.g., a failure in the spring must be addressed by the end of the next fall term; a failure in the fall must be addressed by the end of the next spring term). **It is the student's responsibility to schedule this exam (it is not necessary to schedule it at the same time as other students taking the exam).** The content of the second exam may include a mix of questions from the exam the student failed and new questions on comparable topics. Students who fail a comprehensive exam twice are ineligible to receive a doctoral degree at Clemson. Failure to schedule the exam during the next successive term is regarded as equivalent to failing the exam.

The Human Factors Psychology Comprehensive Exam: The HF comprehensive examination committee, consisting of at least 3 HF faculty members will solicit a list of general competency questions from the entire HF faculty and a list of specific competency questions from the student's mentor as related to the individual's course of study. These specific competency questions may be solicited from any source the mentor feels relevant including, but not limited to course instructors the students' thesis committee, as well as the students themselves. The committee will finalize a list of study questions that is at least twice as long (24 questions minimum) as the number of questions that will appear on the exam (12). This study list will be provided to the students during the month of November. The questions given to students during the test will be a subset of the study questions. **HF students are NOT allowed to receive or exchange ANY information regarding past or current HF comprehensive exams with each other or with any other students.** This pertains to the study list, the actual exam questions, any answers or potential answers that students draft in response to the questions, and reference materials used during study. **The HF comprehensive exam is an individual exercise.** Any questions students have regarding the exam should be addressed to a faculty member.

The HF comprehensive exam will take place over 2 consecutive days. On each day the students will receive 3 questions in the morning and 3 in the afternoon with a break for lunch. The questions on Day 1 will be from the general competency section of the study list. The questions on Day 2 will be from the specific competency section of the study list. Students will be allowed 3 hours during each morning and afternoon session to complete the exam with an additional 30 minutes for breaks during each session. Testing will be administered on a "clean" computer (no data, web access, etc.). Students will not be allowed to use any notes or other material outside of what is in their head on the days of testing and oral defense. Students are not to leave the word processing program during the exam sessions.

Within approximately 2 weeks of taking the written HF exam each student will have an individual oral defense of their written answers. The oral exam will primarily focus on questions for which the written answer was deficient, but follow-up questions can be made to any question. Questions can be made by any faculty member at the oral defense. A decision as whether the student passed, conditionally passed, or failed is made by the committee on the basis of both the written and oral portions of the exam. The decision is communicated to the student shortly after the orals.

FORM GS5 and Expiration of the Comprehensive Exam: Upon satisfactory completion of the comprehensive exam the committee chair submits form GS5 to the graduate school. Students should check to ensure that this form was submitted and accepted. The student has five calendar years after the date of the completion of the initial written portion of the comprehensive examination to complete all other degree requirements. Failure to complete all degree requirements within this five year time frame will result in dismissal from the program.

DEPARTMENT POLICIES AND PROCEDURES

Use of e-mail for Student-Faculty Communication

E-mail is an expected mode of communication for routine departmental business, as well as for communications with department faculty, students, and staff. Graduate students are expected to check, read, and when appropriate, respond to department e-mails as you would face-to-face or other more formal means of communication. Students may elect to receive e-mails at an address other than the official Clemson address, but are expected to be responsible for ensuring that the department has the correct address.

Program Planning, Course Scheduling, and Registration

The graduate student should work closely with the faculty advisor in planning an academic program that meets the student's training needs and that corresponds with department policies and procedures, and to specified area, department, and University degree requirements. **The student is ultimately responsible for compliance with all policies, procedures, and regulations pertaining to graduate study.**

The Department of Psychology develops course schedules at the beginning of each calendar year. We encourage graduate students to assist in this effort by suggesting courses and seminars to be offered. The schedule is reviewed again one semester in advance of the beginning of any semester. It is advisable, therefore, to plan a tentative academic program in consultation with the faculty advisor, at least two semesters in advance, to assist the department in scheduling appropriate courses and seminars.

Every graduate student will register for each forthcoming semester during the designated times listed in the University calendar. Prior to enrolling in Special Problems in Applied Psychology (PSYCH 897), a contract between the student and the supervising faculty member must be developed. The agreement should specify, in detail, what research work is to be accomplished. The supervising faculty member will assign a grade to the 897 credits that reflect the extent to which the student fulfilled the expectations of this contract. An 897 project may not be used to support MS thesis or PhD dissertation work

A graduate student in the M.S. program should have completed the thesis by the time 51 credit hours have been accumulated. A graduate student in the Ph.D. program should have completed the dissertation by the time 96 hours have been accumulated. Any student who has not done so will not be allowed to enroll for further credit except for PSYCH 891 (Thesis) or PSYCH 991 (Dissertation). Such students should **not** expect further university or department-sponsored or department-approved financial support.

Course Loads

Students holding a 20 hour/week half time assistantship may enroll for a maximum of 12 credit hours per semester. Enrollments above 9 hours are generally not recommended. Students seeking to take more than 9 hours should discuss their plan with their academic advisor to ensure that a higher credit load will not interfere with the student's ability to meet other responsibilities and expectations.

A normal load for full-time Graduate students holding an Assistantship is **9 credit hours** of coursework and **20 hours/week** for the assistantship. Students enrolled in 9 credit hours should not be employed more than 30 hours/week during the fall and spring semesters, including any assistantship and outside employment. During their first semester, students enrolled in 9 credit hours should not be employed more than 20 hours/week, including any assistantship and outside employment. ALL employment should be discussed with the major

advisor and communicated to the graduate program coordinator.

Graduate Assistants, students employed in other areas of the University, and students employed in professionally-related agencies or organizations under departmental sponsorship may be classified as full-time graduate students. All such students who are employed for 10 or 20 hour/week must maintain a course load of at least **9 hours** during each academic year semester. **All students financially supported by an assistantship during a summer session must take a minimum of 3 hours** of graduate course work in that summer session.

The normal course load for the summer between the first and second year of graduate study is 6 hours. Students holding a summer graduate assistantship position are required to enroll in summer credits (the number and nature of those credits will be stipulated by the Graduate Program Coordinator). Students not holding an assistantship are encouraged to enroll in summer credits as appropriate to their educational needs, but are not required to take classes.

A graduate student who has not yet completed the Masters degree cannot register for more than one 897 Special Problems activity, within or outside the Department, in any semester or summer term. Up to 6 credit hours of PSYCH 897 Special Problems may be taken towards a Master's degree program.

Graduate students in the Department of Psychology will be permitted to drop courses in which they are enrolled only in exceptional cases and with the prior approval of the Graduate Program Coordinator, the student's advisor, and the course instructor. If a student with an assistantship has a course load that drops below 9 hours as a result of dropping a class, that student may have the assistantship or other departmental sponsorship revoked for that semester.

Students who have completed the minimum number of hours required for the M.S. degree or Ph.D. and who lack only the thesis or dissertation for degree completion, must continue to enroll in at least 1 credit hour of PSYCH 891 (Thesis) or Psych 991 (Dissertation) during each Spring and Fall semester until they graduate (Full-time enrollment is not necessary). For students not holding an assistantship, enrollment in the summer is required only if planning an August graduation, in which case enrollment should be in the second summer session. With the exception of approved internships, students are normally expected to remain full-time students in residence for the duration of their graduate career. Degree-seeking students who fail to enroll for any credits in any given semester may be terminated from the program. For more specific information see the Course Requirements and Curriculum section below. Students enrolled in Psych 891 (Thesis) or Psych 991 (Dissertation) may receive a failing grade if they do not maintain adequate and continuous progress towards the completion of the degree or if they fail to complete work of sufficient quality.

Grading and Retention

Students may be dropped from the Graduate School at any time for failure to maintain an adequate academic status, failure to achieve satisfactory academic progress, or failure to enroll during any Fall or Spring semester. Completion of course work is not a sufficient demonstration of satisfactory academic progress; **In order to remain enrolled, students must also show adequate progress toward the completion of their thesis/dissertation.** Any student who fails to maintain adequate progress towards the completion of a thesis or dissertation may at any time be terminated from the program on the recommendation of the Graduate Program Committee and the Department Chair.

University Graduate School policy requires that a grade point average of 3.0 must be maintained in all graduate work. Students who accumulate a grade point average below 3.0 will normally be terminated from

the program. Continuation in graduate study must be approved by the Dean of the Graduate School with prior approval of the Department Chair and the Graduate Program Coordinator.

It is expected that all graduate students in the Department of Psychology will maintain an academic performance level above the minimally acceptable level of 3.0 GPA. Continuation on any type of University or external agency financial support and internship placement will be contingent upon satisfactory academic performance. On the recommendation of the Graduate Program Committee and the Department Chair students who accumulate a grade point average below 3.0 will become ineligible for financial support or internship placement and will be dismissed from the program. Thus any student who receives a grade of 'C' along with two 'B's' during their first semester will be dismissed from the program.

A graduate student in the Department of Psychology may not retake a graduate course in an attempt to attain a higher grade. A grade of 'D' or 'F' in a required course will preclude a student from completing degree requirements, that is, **no degree will be granted**. Two 'C's' in any Psychology Department courses, or a grade of 'D' or 'F' in any graduate course, will be cause for review of the student's status in the program by the Graduate Program Committee and the Department Chair and the student will be terminated from the program.

A grade of Incomplete ('I') is given only if the student has not completed the course for some unavoidable reason that is acceptable to the instructor. Unless the student completes the requirements for removal of the 'I' grade within the time period stipulated by university policy the 'I' grade will be changed automatically to an 'F' grade by the Student Records Office. Extensions of grades of 'I' will be granted only in extreme circumstances, such as the instructor's absence from the campus makes it impossible for the student to remove the Incomplete. Note that special courses that constitute multi- semester projects (e.g., Psych 895 Internship) are exceptions to this rule. Incomplete grades for these courses may be given until the project is complete. Students who have Incompletes cannot graduate, even if the courses are not part of the GS2 plan of study.

The awarding of an advanced degree does not attest merely to completion of academic requirements in courses, seminars, and research activities, but also to the demonstrated capacity for acceptable professional conduct. An example of deviation from acceptable professional standards would be academic dishonesty or plagiarism (see the sections on Academic Dishonesty and Ethical Principles of Psychologists). **Violations of these professional standards may result in disciplinary action, including dismissal from the program.**

Annual Evaluation of Students

Each student in graduate study in the Department of Psychology will be formally evaluated at least once each academic year. These evaluations are based on the available evidence relevant to the student's ability to perform in a professional role by the faculty in his/her specialty area (including the student's advisor as well as those who supervise the student in an assistantship role). The purpose of these evaluations is primarily diagnostic, and the evaluations are designed to identify problem areas or deficiencies that the student may have and to formulate plans and programs for the remediation of these problems or deficiencies, if feasible. **The student's progress toward the completion of the thesis or dissertation, and the timely completion of the comprehensive exam by PhD students, will be among the criteria considered during the evaluation.**

Following these evaluations, the Graduate Committee has the authority to:

- 1) Inform the student of satisfactory progress toward a degree.

- 2) Make suggestions to the student about remediation without requiring any specific action by the student.
- 3) Require the student to undergo specified remediation activities such as, taking courses, doing a program of readings, etc.
- 4) Limit or suspend the student's work activities (including assistantship or internship) until academic performance improves. An assistantship or internship can be discontinued at any time due to unacceptable performance in those activities.
- 5) Terminate the student from the program.

Assistantships and Financial Support

The Department of Psychology uses two different sources for funding graduate students: State of South Carolina monies, and funds from contracts, grants and donations. Students supported by state funds normally are assigned teaching assistant duties while those supported by research contract funds are assigned research duties. Many students may have a mix of different activities and funding sources. All assistantships are subject to time limits (described below) and are contingent upon satisfactory performance and progress toward the degree, as well as the availability of sufficient department funds.

- Effective Fall, 2011, the compensation plan includes the following practices (please note that "term" means one academic semester).
- Pre-masters Graduate Teaching Assistants (GTAs), including the incoming class, will start at \$6,000/term for a .50 FTE position (i.e., 20 hours per week).
- GTAs who have completed their master's degree, including those who completed the masters at another program will be paid \$7,000/term.
- GTAs who teach a stand-alone course will be paid \$8,000/term during any term that they teach a course as the instructor of record (this assumes that the student has completed his/her master's degree prior to the start of the term, which is a firm requirement).
- Compensation for overload assignments, such as an extra lab section for a course, or a second course assignment, will be determined by the program director & chair as required, but will normally be proportional to these pay levels (e.g., a 10 hour overload would be equivalent to .50 of a student's regular per-term pay). Compensation for partial assignments also will be at proportionally similar rates.
- Compensation for Graduate Research Assistants (GRAs) will follow the same basic pattern. **Faculty may, at their discretion, pay GRAs more, but not less than these rates.** In cases where a grant does not include sufficient funds to pay a student at the regular rates, arrangements should be made between the Principal Investigator and the Department to ensure that the grant-funded student receives comparable pay as their non-grant funded colleagues.
- All increases will be effective at the start of the next complete semester. For example, a student who graduates in December would be eligible for a pay increase in the spring of the same academic year. A student who graduates in the Spring or the Summer would be eligible during the following fall (students are advised to check their pay stubs carefully to ensure any necessary changes are made).

Graduate assistantships (both teaching and research) are allocated by the Graduate program Coordinator with the approval of the Department Chair. Only full-time students are eligible for assistantships or other University support. Continuation on assistantship support is dependent upon satisfactory academic and assistantship performance; no student is guaranteed continuation of assistantship support. The Graduate Committee can discontinue an assistantship or internship at any time due to unacceptable performance or failure to make acceptable progress towards the completion of the thesis or dissertation.

No graduate student in the Department of Psychology should expect to be supported on University funds or departmentally supported funds (e.g., research grants, community agency placements) for more than **four** regular academic semesters in a Master's program or a total of **eight** semesters for the completion of both the MS and the Ph.D. Students entering the doctoral program with a Masters degree from another institution should expect no more than **six** semesters of funding. Please note that the department provides tuition waivers only as part of a graduate assistantship.

Students holding assistantships are expected to meet with each of their supervising faculty members (and/or instructors of record) each semester at least one day prior to the beginning of classes and are required to remain available to work on campus **through the last day of the university final exam period** unless released from duties by all supervising faculty members. Depending on the requirements of the assistantship and coursework, Graduate students may not be allowed all breaks/holidays afforded to undergraduate students.

By the end of the second full week of their assistantships, all graduate students in the Department of Psychology must complete the Online Sexual Harassment Training Course available through [the website of the Office of Access and Equity](#). The certificate presented at the end of the course should be printed and a copy given to the graduate program coordinator.

A normal load for full-time Graduate students holding an Assistantship is **9 credit hours** of coursework and **20 hours/week** for the assistantship. Students enrolled in 9 credit hours should not be employed more than 30 hours/week, including any assistantship and outside employment. It is highly recommended that students enrolled in 9 credit hours do not seek employment beyond a 20 hours/week assistantship. During their first semester students enrolled in 9 credit hours should not be employed more than 20 hours/week, including any assistantship and outside employment. ALL employment must be discussed with the major advisor and communicated to the graduate program coordinator. Students whose outside employment is judged to interfere with their performance of assistantship duties may have their assistantship removed.

Graduate students who hold assistantships during the summer session must enroll for a minimum of 3 hours of graduate course work each summer session.

Graduate Student Instructors

Graduate students who teach one or more self-contained courses as their assistantship assignment must possess a Masters degree. Graduate student instructors should identify a faculty mentor who is familiar with the course that they are teaching. This course mentor need not be the student's dissertation chair or a member of their dissertation committee.

Graduate students should be aware that it is extremely difficult to change the course schedule or the teaching assignments once the enrollment period has begun. Thus graduate students who commit to teach a self-contained course are expected to honor that commitment even if this entails that they postpone a job offer or other opportunity.

Internships

Internships are defined as temporary periods of supervised training concluding in the student's return to campus to complete the thesis or dissertation as a full time student. The Graduate Program Coordinator and academic advisors will, to the extent possible, help to locate internship opportunities for students. However, since the availability of such opportunities depends on many factors including regional and national economic conditions, the ability of the student to relocate, the number of students in each track, etc., the Department of Psychology does not guarantee that it will provide an internship for each student. For this reason **each student should actively pursue his or her own internship opportunities**. Sources such as previous employers and business contacts can often be helpful in locating such opportunities.

Both the on-site supervisor(s) and the Graduate Program Coordinator will evaluate student's conduct and performance during the internship. Examples of possible evaluation components include formal job performance evaluations, weekly or bi-weekly reports of job activities by the intern, a final report describing major internship activities, and informal discussions between the Graduate Program Coordinator/Faculty supervisor and the on-site supervisor. An internship can be discontinued at any time due to unacceptable performance

While participating in an internship students are representing both Clemson University and the Department of Psychology and should conduct themselves accordingly. Students are expected to conduct themselves in accordance with the American Psychological Association's [Ethical Principles of Psychologists](#) at all times. Actions by the student that are deemed unethical by the faculty will constitute grounds for disciplinary action, including dismissal from the graduate program. **If ethical issues or other problems arise during the internship the student should contact the Graduate Program Coordinator immediately.**

Students should understand that an internship constitutes **temporary** employment for educational purposes and that participation in an internship does not create any guarantee or expectation of permanent or on-going employment. Before beginning an internship, students will be required to notify the Graduate Program Coordinator of the location, term, and circumstances of the internship, in writing. (e-mail is acceptable for this purpose). The internship is not to begin until the host agrees, in writing, that the internee is not to be offered permanent or full-time employment by the host individual or host organization unless the employment will not begin until after the student has successfully defended the Masters thesis. Committee members are not to sign the GS2 Graduate Degree Curriculum form for the MS degree until the student has completed an approved internship or has otherwise fulfilled this requirement.

Copying and Printing Policy, Department of Psychology

The Department of Psychology has two goals with respect to reasonable use of copying and printing. First, we seek to provide all department faculty and students with the resources they need to be maximally effective in their various research, teaching, and department service activities. Second, we seek to use university resources in a fiscally and environmentally sustainable manner. Professional judgment is essential to managing the balance between these two goals. Therefore, we offer the following policy standards for appropriate copying and printing use. These policies apply to all copying and printing charged to departmental accounts. Students charging printing or copying to grants or other contracts should ensure with the principal investigator that they are doing so in an appropriate manner.

- Printing and copying of basic educational materials to support undergraduate teaching is completely acceptable. This includes making necessary copies of tests, syllabi, in class exercises, etc. Department

members are encouraged to distribute such materials electronically, when possible and to refrain from making extra copies of such materials.

- Printing and/or copying materials related to departmental research projects is completely acceptable. This includes making copies of questionnaire and any other research materials for which hard copies are desired. Another example would be copies of theses or dissertation drafts for faculty members and announcements of defense meetings. Students are strongly encouraged to use their discretion about printing out research-related materials that may not be essential. One example would include printing out articles that are generally related to a topic of interest but which you are not sure you need to read. Another example would be printing out the results of statistical analyses that include a great deal of extraneous information – such as an analysis where you are interested in an overall effect size and significance test, but you request (and print) all possible options for the statistical output.
- Printing and/or copying materials related to departmental service activities is completely acceptable. Examples would include printing announcements about events hosted by undergraduate or graduate student organizations. Printing/copying information about organizations/events that are not directly related to the mission of the psychology department would not be acceptable.

Proctor Pool

The purpose of the proctor pool is to support the department's educational mission by providing instructors with support related to administration of in-class exams. Typical activities of proctors include observing students during an exam to help prevent potential academic integrity violations and assisting instructors with the preparation and distribution of exam materials for large class sections. Proctors also may be assigned to substitute for a regular teaching assistant or for an instructors in cases when those individuals cannot attend an exam (e.g., because of personal or professional emergencies). **All psychology graduate students who receive a department-funded teaching assistant position are included in the proctoring pool, aside from the following exemptions and reductions.**

- Graduate students assigned to two PSYCH 309 Lab sections are not included in the proctor pool.
- Graduate students who are the instructor of record for a course are not included in the proctor pool
- Graduate students who are funded entirely through a grant, fellowship, or other non-departmental funds are not included in the proctor pool.
- Graduate students who are funded ½ time (i.e., 10 hours or less) by the department (such as a student who has half their position paid by the department and half paid by a grant), may have a reduced-load proctoring assignment, depending on nature of proctor demands and proctor availability each term.

Proctor assignments are made by a proctor coordinator who is typically a graduate student performing the job as part of his/her departmental duties under the supervision and direction of the graduate coordinator (the proctor coordinator also is part of the proctoring pool). The graduate program coordinator provides the proctor coordinator with a list of eligible students each term. The proctor coordinator then solicits requests from faculty for proctors (e.g., once faculty have established their exam schedule and determined their needs). The proctor pool coordinator assigns graduate students to proctoring assignments using a reverse seniority criterion. First year students are assigned first, then second year students, and so on, repeating the process as necessary to fulfill department needs. Once a graduate assistant receives a particular proctoring assignment, they are responsible for ensuring that they are at the proper location at the proper time. Faculty also may make emergency requests as needed; these assignments will normally be made using the same reverse-seniority criterion.

Graduate students should note that proctor pool assignments are considered part of their regular graduate teaching assistantship responsibilities and missing an assignment is viewed as a failure to perform an exact job duty. Moreover, students should recognize that proctors who miss assignments create a great deal of disruption and frustration for department instructors, graduate students, and undergraduates. Students who miss assignments will be given first priority for being assigned to non-routine requests, such as unexpected requests that come at the end of the term. Repeated failure to meet proctoring responsibilities may have adverse effects on a students' standing in the graduate program and may be grounds for further disciplinary action. Questions or concerns about proctor assignments should be directed to the graduate program coordinator.

THESES AND DISSERTATIONS

Overview

The thesis and dissertation requirements are intended to be a demonstration of the student's ability to plan, organize, conduct, and report a research/scholarly project. Each is intended to accomplish this goal in a different manner and at differing levels of complexity and student autonomy. Regardless, these works should represent a unique and original contribution to the field of psychology.

The Master's Thesis is viewed in the Department of Psychology as primarily a research training experience. Further, the Master's Thesis provides the opportunity for evaluating the student's ability to work autonomously on a scholarly project. The Ph.D. dissertation should also accomplish these goals. In addition, it is expected that the dissertation will be a research project of significant scope and that the study will represent a substantial contribution to knowledge in psychology. This means that dissertations should typically be of sufficient quality and contribution to be publishable, although publication is not a requirement of the dissertation process. Additionally, while dissertations should be designed to produce findings that would be publishable if the study progresses as planned, the department recognizes that not all dissertations may generate a final product that includes publishable results (e.g., if the idea proposed in the dissertation does not work). In such circumstances, provided that the student followed the steps they described in their approved proposal and made a good faith effort to address difficulties encountered in the conduct of the project, the dissertation should normally be acceptable, even if the proposed hypotheses are not supported.

The student is responsible for the choice of topic of the thesis and dissertation. All phases of the research (including proposal of the problem, design of the research, collection and analysis of the data, and writing of the final report) are primarily the responsibility of the student. The chairperson serves primarily as a reviewer and advisor. In addition, it is the student's responsibility to ensure that the written product meets the format specifications detailed by the Graduate School.

Credit

The thesis and dissertation hours (PSYCH 891 and PSYCH 991) count a maximum of 6 credits toward the M.S. degree and 18 additional credits toward the Ph.D. Although the student may take more thesis or dissertation hours than the prescribed maximum, no credit **towards the degree** is given for these additional hours of PSYCH 891 and PSYCH 991.

Timing

Any student who fails to maintain adequate progress towards the completion of a thesis or dissertation may at any time be terminated from the program on the recommendation of the Graduate Program Committee and the Department Chair (the Graduate Program Committee and Department chair will seek the advisor's input in this process). The Master's thesis must be begun (e.g. the written proposal accepted and presented) before or during the Fall Semester of the student's second year in the program. The student is urged to begin planning the thesis during the first year of graduate training by selecting a thesis chairperson and forming a thesis committee.

The doctoral dissertation is typically begun shortly after the student has passed the Doctoral Comprehensive Examination. The Comprehensive Examination typically taken at the conclusion of the student's third academic year, after completion of the Master's thesis. Note that a student must complete the dissertation and graduate within five calendar years of completing the comprehensive examination, or the

examination will no longer be considered current and the student will be terminated from the program. In rare cases the student may be allowed to retake the examination to be re-admitted into doctoral candidacy. Requests to retake the examination must be approved by the doctoral dissertation committee and the graduate program committee.

While thesis and dissertation work may be conducted during the summer, committee members and other faculty are often unavailable or maintain irregular schedules during this time of the year. Students should not expect or plan on having access to faculty for thesis reviews, work, etc. during the summer unless specific arrangements have been made well in advance.

A master's student has six years to complete a degree. Therefore, all coursework to be credited toward a master's degree must have been enrolled in and completed within six calendar years prior to the date on which the degree is to be awarded. **The Master's Thesis must be completed by the time the student has finished either the third year of enrollment or 60 hours of graduate work.** Similarly, the doctoral dissertation must be completed by the time the student has finished 96 hours of graduate work. If not, the student will not be allowed to enroll further (except for Psych 891 and 991) until the thesis or dissertation has been completed, he or she will be ineligible for any type of department-sponsored or approved financial support, and he or she may be terminated from the program at the discretion of the graduate program committee.

Students are urged to remain aware of the various deadlines posted by the Graduate School. Information regarding these deadlines can be obtained from the [Graduate School's web site](#). This web page also contains a checklist on graduate school procedures. Additionally, students should remain aware of and submit all necessary forms within the time frame suggested in the *Graduate School Announcements* under "Filing of a Graduate Degree Curriculum."

Committees and Committee Chairpersons

For thesis and dissertation advisory committees the student selects a chairperson by formally asking a full-time tenure-track Psychology faculty member to serve in this capacity. Upon the agreement of the faculty member the student and the chair will jointly select the remainder of the committee. Once the committee has been chosen (and the faculty members comprising the committee have agreed to serve), the Graduate Program Coordinator should be notified in writing that the student's committee has been formed and who is serving on the committee. A chairperson need not be the student's academic advisor nor be in the student's specialty area, although this will typically be the case.

- The Master's thesis committees will have a minimum of 3 regular members including the chairperson. Doctoral dissertation committees will have a minimum of 4 regular members including the chairperson.
- All committee members must be full-time tenure-track faculty members of Clemson University, or hold appointments as adjunct, part-time, or visiting faculty of the Department of Psychology.
- For the MS at least 2 of the committee members must be full-time tenure-track faculty members in the Department of Psychology. For the PhD at least 3 of the committee members must be full-time tenure-track faculty members in the Department of Psychology. For the PhD, at least two of the committee members must be from within the student's specialty area.
- At least one of the regular committee members must be from outside the student's specialty area.

- Committee members in addition to the minimum number required may be chosen from inside or outside the University. Such persons need not be faculty members but must hold a terminal degree. Note that if an additional member is from outside of Clemson University they must hold an appointment as an adjunct faculty of the Department of Psychology. Such an outside member signs the various graduate student forms (e.g., GS2 and GS7) as any other member. Outside committee members must be approved by the Graduate School. The *Graduate Announcements* describes the process to obtain approval for an outside committee member.

In rare cases and for exceptional reasons, thesis and dissertation research may be conducted, all or in part, at the laboratories of other universities or research facilities. In this case an on-site supervisor must be identified by the student in coordination with the thesis or dissertation chairperson. The on-site supervisor will also serve as an additional, voting member to the advisory committee, and must hold an appointment as an adjunct faculty of the Department of Psychology. This additional member will be expected, if possible, to attend the research proposal and defense meetings.

A committee chairperson or committee members may be changed after they have been selected; such changes must be recommended by the Graduate Program Coordinator, and approved by the Department Chair. Note that a new GS2 form will need to be completed.

Topic Selection

Any topic relevant to the student's area in psychology **and acceptable to the committee** may be chosen. The student should discuss the proposed topic with the tentative chairperson and possible committee members **before** asking them to serve.

Preparation of Thesis/Dissertation Proposal

The proposal is prepared by the student under the supervision of the committee chairperson and with the guidance of the other committee members. The proposal will include a detailed and specific account of the research or scholarly project to be conducted by the student. The proposal will contain a review of the appropriate literature, the hypothesis to be tested by the research, the design of the research with justifications for using that design, procedures for analyzing the data with justifications for using these procedures, and a description of the anticipated findings indicating how these or alternative findings are to be interpreted. Students are encouraged to consult with their committee early in this process for guidance about length expectations and other details about the content of the proposal document.

The proposal will be formally reviewed during a thesis/dissertation proposal meeting. During this meeting, the thesis/dissertation committee can vote to (a) accept the proposal as presented by the student, (b) accept the proposal contingent upon minor modifications stipulated by the committee without holding another committee meeting, (c) require extensive revisions in the proposal and reschedule another meeting of the committee at which the revised proposal will be presented, or (d) reject the proposal and require the student to prepare a new proposal. In such cases, the student may choose a new chairperson, committee, and/or topic. All decisions of the committee must be unanimous. When a proposal is accepted, the committee chair should notify the Graduate Program Coordinator in writing (e.g., e-mail).

Proposal/Defense Meetings

Each thesis/dissertation involves two committee meetings, one when the thesis is proposed to the committee members (for their initial approval prior to beginning the research) and one when the final thesis/dissertation is

defended (also see "defense" of the thesis/dissertation below). **The proposal/defense document must be submitted in final written form to each member of the full committee at least ten business days prior to the meeting at which the proposal is to be presented.**

Thesis proposal and defense meetings are open to the public. Consequently, the Department must be notified of all meetings at least ten days prior to the presentation. Specifically, students should e-mail the Graduate Program Coordinator and Graduate Area Coordinator the following information in a format that can be easily forwarded to all department members (e.g., in the body of an e-mail rather than in an attached document):

1. The student's name
2. The title of the Thesis/Dissertation
3. Indication of whether the meeting is a proposal or a defense meeting.
4. The Thesis/Dissertation Advisor
5. The Thesis/Dissertation Committee Members
6. The Abstract
7. The Time, Date, and Location of the meeting

Students also should post hard copies of meeting announcements in a prominent location in the department (most students use the department door).

Students are responsible for scheduling the meeting time and location and for ensuring that all committee members are aware of and can attend the meeting. Students should schedule a minimum of 90 minutes for each meeting (although the meetings may not last 90 minutes). The meetings consist of (a) a formal presentation, lasting approximately 30 minutes, (b) question and answer session from committee members, (c) question and answer session from any other meeting attendees, (d) an evaluation of the thesis/dissertation proposal/defense by the committee (conducted with no one else present). Students should consult with their advisor and committee (as required) about details of the presentation content, including the appropriate balance of theory, hypotheses, methods, etc.

Conduct of the Research

Students are responsible for becoming thoroughly familiar and acting in accordance with professional and departmental policies, procedures, and ethical standards (See the sections on Research With Human Subjects and Ethical Principles of Psychologists). Research is **not** to begin until: (a) The thesis proposal has been approved by the committee, (b) The student has completed all necessary CITI training, and (c) The research protocol has been reviewed and approved by the Clemson University Committee for the Protection of Human Subjects.

In general, students are expected to obtain any necessary funding for their research projects. However, in certain circumstances, the department may underwrite general administrative expenses incurred in the conduct of research. All such proposed expenditures must be submitted through the thesis chairperson to the Department chair for advanced approval. No expenditures incurred by the student without prior approval by the Department Chair will be reimbursed. Students should discuss any potential thesis/dissertation expenses during the development of the thesis/dissertation proposal, as an approved proposal does not obligate the department to pay for any expenses related to their research.

Thesis/Dissertation Defense (Final Examination)

Thesis and dissertation candidates must be registered as full time students or be registered in at least 1 credit of Psych 891 (Thesis) or Psych 991 (Dissertation) during the semester or summer session in which they graduate.

The graduate school requires that all MS and PhD students complete a "Final Examination." This final examination is separate from the PhD Comprehensive Exam. In the Psychology Department the final examination requirement is fulfilled by the oral defense of a thesis or dissertation. **The thesis/dissertation defense must be completed (including all changes required by the committee) at least two weeks prior to the graduate school deadline for submission of the GS7 form.** In most years this means that in order to be eligible for a December graduation the defense must be completed before the beginning of Thanksgiving break.

At least four committee members must be present at a doctoral dissertation defense. Following the defense of the work, the committee will vote to either:

- Accept the completed work without modification,
- Accept the work contingent upon minor revisions stipulated by the committee without holding another committee meeting, or
- Reject the work until specified major revisions are made and another formal committee meeting is held for re-examination of the same study. A student who fails the defense may be allowed a second opportunity only with the recommendation of the committee. Failure of the second examination will result in dismissal from the Graduate School.

All decisions of the committee must be unanimous. After the thesis or dissertation has been successfully defended and the final written draft has been accepted by the committee the committee members sign form GS7 and it is to be sent to the Graduate School. A copy of the GS7 should be given to the Graduate Program Coordinator for the student's file.

Binding

The Psychology Department requires that all graduate students order two bound copies of their thesis/dissertation: one for the department library and one for the advisor. Advisors are entitled to receive a bound copy of the thesis/dissertation, but some advisors may prefer electronic copies and students are encouraged to clarify their advisor's preferences early in the process.

Note that the details of the binding need to be consistent with prior departmental theses (black with gold lettering). Here is a link to a recommended bindery; [The HF Group](#). For this particular bindery (but not for some others) students can submit an electronic version of the final formatted version without incurring any additional formatting changes. The cover should have the word "Thesis" or "Dissertation," below that the title, and then below that the student's full name. On the spine should appear the student's last name, followed by the month and year of graduation.

UNIVERSITY POLICIES, PRACTICES, AND RESOURCES

The Clemson Graduate School provides a detailed discussion of the [university's integrity principles, policies, and procedures](#). All Clemson graduate students are expected to be familiar with, and act in accordance with, these policies at all times.

Research with Human Subjects

Clemson University has the research policy that: "To meet Federal regulations, the Clemson University IRB requires principal investigators and all research team members to complete appropriate training in the protection of human subjects, with continuing education required every two years. The requirement for training in human subjects protection will be met by successfully completing the appropriate [Collaborative IRB Training Initiative \(CITI\)](#) human subjects training course." Psychology students need to successfully complete the required modules for the social and behavioral sciences track prior to being engaged in any research with human subjects.

All research with human subjects, conducted either on- or off-campus, including research involving questionnaires, interviews, or any other interaction with human subjects, must be reviewed and approved by the Institutional Review Board (IRB) of the Clemson University Office of Research Compliance. IRB forms are available from the [Office of Research Compliance](#), 223A Brackett Hall, 656-0636. Online training is required before a project can be submitted for IRB approval. Data collection may **not** begin until IRB approval has been granted. The Graduate School will not accept a thesis or dissertation unless a copy of an IRB approval letter from the Committee for the Protection of Human Subjects is in the Appendix.

Ethical Principles of Psychologists

Graduate training is professional training and graduate students are expected to conduct themselves as professionals in their interactions with undergraduates, faculty, staff, and each other. Actions that are deemed unethical by the faculty will constitute grounds for disciplinary action, including dismissal from the graduate program.

Graduate students are expected to obtain and fully familiarize themselves with the American Psychological Association's [Ethical Principles of Psychologists](#). Graduate students are expected to act in accordance with these ethical principles at all times. Students should note that these principles are updated periodically. Graduate students also should review and comply with other ethical guidelines that pertain to their specific area of research/practice. Examples include professional guidelines issued by the Society for Industrial/Organizational Psychology or the Human Factors and Engineering Society.

Academic Integrity

According to Clemson University's [Academic Integrity Policy](#): "As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

Academic dishonesty includes giving, receiving, or using unauthorized aid on any academic work. Plagiarism, a form of academic dishonesty, includes the copying of language, structure, or ideas of another,

and attributing the work to one's own efforts. All academic work submitted for grading contains an implicit pledge that no unauthorized aid has been received.

Academic honesty is the individual responsibility of each student. Students should report violations of this policy either to the instructor of the affected course or to any member of the administration. Students holding teaching assistantships should be familiar with policies pertaining to themselves and those pertaining to the undergraduate students with whom they are working.

Equitable Treatment and Sexual Harassment

Graduate students will comply at all times with the university's anti-discrimination policies set forth on the web site for the [Office of Access and Equity](#). These policies pertain to racial, sexual, and other forms of discrimination.

By the end of the second full week of their assistantships **all graduate students in the Department of Psychology must complete the Online Sexual Harassment Training Course** available through the website of the [Office of Access and Equity](#). The certificate presented at the end of the course should be printed and a copy given to the graduate program coordinator.

Title VII of the Civil Rights Act of 1964, as amended, provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of the person, to discharge without just cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment. Harassment of an employee on the basis of sex violates this federal law. The Equal Employment Opportunity Commission has issued guidelines as to what constitutes sexual harassment of any employee under Title VII.

Title IX of the Education Amendments of 1972, as amended, prohibits sexual discrimination in any educational program or activity receiving federal financial assistance. Clemson University receives such assistance. The Office for Civil Rights, which is responsible for enforcement of Title IX, has not issued guidelines as to what constitutes sexual harassment under the law.

The Board of Trustees hereby determines that the Title VII guidelines on sexual harassment against employees shall be equally applicable in the instance of sexual harassment of students by employees. Accordingly, the following university guidelines are issued:

1. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: a. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or b. Submission to or rejection of such conduct by an individual is used as a basis for employment or for arriving at academic decisions affecting an individual; or c. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic atmosphere. Sexual harassment of university faculty, staff, or students is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. In the event a claim of sexual harassment arises, the claimant may utilize university grievance procedures which have been established for faculty, staff, and students, as appropriate.

2. The Board of Trustees has also determined that sexual harassment is an invidious evil which can occur not only in situations envisioned by existing federal laws and guidelines, but also in instances for which no law, per se, has been enacted. This federal law and guidelines as set forth above contemplate

a one-direction transgression, namely, supervisor harassing employee, or faculty member harassing a student. The reverse can also occur. Therefore, this policy also prohibits an employee from sexually harassing a superior, and a student from sexually harassing a faculty member. When such actions occur the offended individual should take corrective measures in accordance with usual practice and procedure.

All of these policies also apply to instances of sexual harassment between students.

Employees or students who feel they are a victim of any form of discrimination are encouraged to consult the [Ombudsman](#) for faculty and graduate students for advice and assistance in resolving complaints: 101-E Clemson House, 656-4353, ombudsman@clemson.edu.

Counseling and Psychological Services Available to Graduate Students

The demands of graduate school can sometimes seem overwhelming. The [University's Counseling and Psychological Services \(CAPS\)](#) at [Redfern Health Center](#) can help graduate student navigate difficult situations, times of stress, or other issues.

An easy way to initiate services is to visit the CU Now Clinic, which is open from 10 a.m. until 2:30 p.m. when school is in session (generally, the earlier in the day you arrive, the shorter your wait). These initial consultations take about 20 minutes, and will allow the CU Now counselor to assess your needs and arrange for follow-up treatment. You can also make an appointment by phone (656-2451, between 8:00 a.m. and 4:30 p.m.) or in person at the Redfern Health Center. To learn more visit the CAPS website.

If you are experiencing a mental health emergency, services are available 24 hours a day; during normal business hours call 656-2451; after hours and on weekends call CU Public Safety at 656-2222 and ask to speak to the CAPS on-call counselor. The dispatcher will take down your first name and phone number, and have the on-call counselor call you back within minutes.

Supplies and Clerical Services

Only faculty requests for the use of the services of the department clerical staff or use of department supplies and office equipment will be honored. Teaching assistants may use the resources of the department only for work directly associated with their instructional duties, and only with faculty approval. Otherwise, graduate students are not permitted to use staff resources, equipment, or supplies; this includes use of postage and other supplies for internship and job searches. Needed supplies or services must be requested through a faculty member.

Student Representatives

The graduate students in the Applied Psychology Program may elect annually up to two student representatives. These representatives serve as the formal liaisons between the graduate students and the departmental faculty. Student representatives may attend faculty meetings except when the faculty determines that student representative attendance would be inappropriate (e.g., when other students are being discussed).

Keys

On a need basis, graduate students will be issued keys to offices, laboratories, etc. Students are responsible for the security of keys issued to them and for returning keys to the department when they are no longer needed.

If keys are not returned when requested by the department, the University's Business Office will be notified, and the student will not receive a packet for registration, or if graduating will not receive a diploma or be permitted access to records for transcripts or other purposes. A deposit will be required when obtaining keys and a fee will be charged for lost keys.

Use of Computing Resources

[Clemson Computing and Information Technology](#) (CCIT) is the primary provider of computing and information technology resources, services and support to Clemson University. Students wishing to use the university's computer resources must be enrolled for course work while they use the facilities. Students must comply with all policies set out by CCIT.

Copyrights, Patents, Software & Work Products

Students should obtain & familiarize themselves with the University's policies on copyrights, patents, and software. Computer programs written, data generated, discoveries made, class materials developed, etc., in the course of your assistantship are the property of Clemson University.

IMPORTANT GRADUATE SCHOOL FORMS

Unless otherwise stipulated, students are responsible for ensuring that they have completed all necessary forms related to their graduate education. All forms designated "GS" are Graduate School forms. These forms may be obtained from the [Graduate School web site](#).

The [Graduate Announcements](#) also serve as another important source of policy information. Students must remain aware of all deadlines posted by the Graduate school. Information regarding these deadlines and a checklist on graduate school procedures can be obtained from page 3 of the most recent [Graduate Announcements](#) as well as on the [Graduate School web site](#). Additionally, students should submit forms within the time frame suggested on page 27 of the [Graduate Announcements](#) under "Filing of a Graduate Degree Curriculum."

GS1 - Application for Admission

MS students seeking admission into one of the PhD programs must complete the application process by the normal application deadline.

GS2 - Graduate Degree Curriculum and GS2-14 - Masters En Route to Ph.D. Degree Curriculum

PhD students completing the MS degree use the GS2-14, while 'terminal' MS students and PhD students completing the PhD use the GS2. List all graduate courses to be taken before graduation. PhD candidates do not list courses on their PhD GS2 that they had previously listed on their MS GS2 or GS2-14, thus be sure that 18 hours of Psych 991 are listed on the PhD GS2. For the MS degree, indicate "MS" as the Degree sought and either "Applied Psychology- HF" or "Applied Psychology- I-O" as the Major. Leave the Minor blank. List the thesis/dissertation committee members. After completing the form it must be signed by the committee chair, and then the remaining committee members. For any degree, if the composition of your thesis/dissertation committee changes you must redo the GS2 or GS2-14 with the new committee members. Once it is signed by all committee members the GS2 is put in the Department Chair's mailbox with a copy being placed in the graduate program coordinator's mailbox. The form will be signed by the department chair and then forwarded by the department chair to the Dean's office. The Dean signs it and forwards it to the Graduate school for final approval. After it is approved by the Graduate School they will return a final copy to the student via campus mail. **The deadline for the form is 3-5 months before the expected date of graduation (depending on the semester in which you expect to graduate).** It is important to note that the deadline listed for submitting the GS2 or GS2-14 is the deadline for getting it to the Graduate School, you should have it prepared well in advance of this deadline in order to have time to get all of the necessary signatures. If you do not graduate by the date indicated on the GS2 or GS2-14 you do not need to complete the forms again, they will automatically carryover.

Diploma Application; Notifies the Graduate School that you are ready to graduate - they MUST have an approved GS2 already on file. Be sure to note all of the important information on each part of this form. **The deadline for this form is 2-4 months before the expected date of graduation (depending on the semester).** If you plan to attend the graduation ceremony the cap and gown must be ordered from the university bookstore at about the same time as this form is due. It is important to note that the Diploma Application form is NOT automatically carried over to the next semester should a student not graduate when indicated, it will have to be filled out again.

GS5 - Results of the Doctoral Degree Comprehensive Examination.

This form is completed by the examining committee chair (which will often be different from the thesis or dissertation committee chair) and signed by the examining committee. Students typically do not see this form, but they should check with the appropriate faculty member to make sure that it was been completed. Note that

this form may not be filed until the graduate school has accepted the GS2.

Memo - To be sent to the Graduate School at least 10 days prior to a thesis or dissertation defense, giving name, time, place, department, level (MS or PhD), program (I-O or HF) and title of the defense.

GS7 - Final Comprehensive Examination Form:

Signed by all committee members after the thesis or dissertation has been successfully defended and the final written draft has been accepted by the committee. The student is responsible for filling out the GS7 and bringing it to each committee member. Be sure this form is filled out in BLACK pen. Make a copy for yourself, give a copy to the graduate coordinator, and send the original to the Graduate School. Note that the same faculty members must sign the GS7 and the GS2. If your committee has changed since you completed the GS2 you must fill out a new GS2. **The deadline for the GS7 is about three weeks before the expected date of graduation. Keep in mind that the oral thesis or dissertation defense must be completed at least two weeks prior to the graduate school deadline for the GS7.** (The graduate school probably should have called this form something different. Including the word 'comprehensive' often causes confusion between this form and the GS5.)

GS32 - Thesis/Dissertation Review Form:

The committee chair signs this form acknowledging that the thesis or dissertation is formatted in accordance with Graduate School standards and APA format.

GS35 - Request for Certification of South Carolina Residency

GS48 - Thesis/Dissertation Binding and Mailing Form

GS2000 - Graduate Assistant Tuition Remission Form

JOB LINKS

The following web pages are helpful for finding a position. Please inform the graduate coordinator of any problems using these links and of new links you may find, and note that the department does not specifically endorse the use of any of these sites – so use them carefully. For master’s students, you should start your search early in the spring semester of your second year.

A good place to start is the major professional organizations and publications related to psychology, such as the American Psychological Association, the Association for Psychological Science, as well as specialty organizations such as SIOP, HFES, and the Academy of Management. The Chronicle of Higher Education is another good source for information about academic careers.

psychjobsearch.wikidot.com	jobbankusa.com
academickeys.com	occ.com
hfcareers.com	crg-inc.com
AcademicCareers.com	careerpath.com
monster.com	joblocator.com
jobweb.org	bestjobsusa.com
job-hunt.org	headhunter.net
ajb.dni.us	jobsingovernment.com
careercity.com	hotjobs.com
jobnet.com	careermart.com
jobsources.com	topjobsusa.com
helpwanted.com	careerdiscovery.com
careerbuilder.com	truecareers.com
ccweb.com	nationjob.com
jobtrak.com	usajobs.opm.gov
careerkey.com	