

**A GUIDE TO
POLICIES AND PROCEDURES
FOR THE
GRADUATE PROGRAMS
OF THE
DEPARTMENT OF PSYCHOLOGY**



2008-2009

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TABLE OF CONTENTS

INTRODUCTION	3
ADMISSIONS	3
<u>GENERAL POLICIES AND PROCEDURES</u>	
DURATION OF GRADUATE WORK	4
SPECIALTY AREA AFFILIATION	4
FACULTY ADVISORS	4
PROGRAM PLANNING, COURSE SCHEDULING, AND REGISTRATION	5
COURSE LOADS	5
GRADING AND RETENTION	6
COURSE REQUIREMENTS AND CURRICULUM.....	7
COMPREHENSIVE EXAMINATION.....	11
ENROLLMENT AND LEAVES OF ABSENCE	13
CREDIT FOR ACADEMIC WORK TAKEN ELSEWHERE	13
ANNUAL EVALUATION OF STUDENTS	14
ASSISTANTSHIPS AND FINANCIAL SUPPORT	14
GRADUATE STUDENT INSTRUCTORS	15
INTERNSHIP	15
<u>THESES & DISSERTATIONS</u>	
GENERAL.....	16
CREDIT	16
TIMING	17
COMMITTEES AND COMMITTEE CHAIRPERSON	17
TOPIC SELECTION	18
PREPARATION OF PROPOSAL	18
PRESENTATION OF THE PROPOSAL	19
CONDUCT OF THE RESEARCH	19
DEFENSE OF THE THESIS OR DISSERTATION	19
BINDING OF THE THESIS OR DISSERTATION	20
<u>DEPARTMENTAL AND UNIVERSITY POLICIES</u>	
RESEARCH WITH HUMAN SUBJECTS	21
ETHICAL PRINCIPLES OF PSYCHOLOGISTS.....	21
ACADEMIC INTEGRITY	21
EQUITABLE TREATMENT and SEXUAL HARASSMENT	22
COUNSELING AND PSYCHOLOGICAL SERVICES	23
SUPPLIES AND CLERICAL SERVICES	23
STUDENT REPRESENTATIVES.....	23
KEYS	23
USE OF COMPUTINGR RESOURCES	24
COPYRIGHTS, PATENTS, SOFTWARE, & WORK PRODUCT	24
FORMS LIST.....	24
PSYCHOLOGY FACULTY	26
JOB LINKS.....	30

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 is expected to become thoroughly familiar with these policies and procedures. Additional information about the Psychology Department can be found at our web site: <http://www.clemson.edu/psych/> 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.

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

To be admitted into the graduate program one should have an undergraduate degree in Psychology or 18 undergraduate hours in Psychology or the equivalent. Note that courses in related but different fields, such as Sociology, do not count toward the 18 hours. It is highly recommended that applicants have taken at least one course in Statistics and at least one course in Research Methods in Psychology. In addition, applicants to the programs in Human Factors Psychology should have at least one undergraduate course in Calculus. Applicants that do not have the required prerequisite courses may take them while enrolled in the program, but they become a requirement for the degree in addition to the regular graduate course work.

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). The TOEFL and TWE are also required if English is not your native language. The GRE Psychology subject test is not required. 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 December 31. 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, 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. These admission requirements are to be reviewed annually by a Graduate Program Committee comprised of the Graduate Program Coordinator and faculty members from the Department of Psychology.

GENERAL POLICIES AND PROCEDURES

Duration of Graduate Work

We do not offer graduate courses part time, online, or via distance learning. With the exception of approved internships, students are expected to remain full-time students in residence for the duration of their graduate career. The completion of a Masters degree in Psychology requires two years of full time study while in residence. The completion of a PhD 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.

Specialty Area Affiliation

Each graduate student is admitted to graduate study in the Department of Psychology in one of four specialty areas:

- 1) M.S. degree in Applied Psychology with a specialty in Industrial-Organizational Psychology
- 2) M.S. degree in Applied Psychology with a specialty in Human Factors Psychology
- 3) Ph.D. degree in Industrial-Organizational Psychology
- 4) Ph.D. degree in Human Factors Psychology

Students may also receive a Concentration in Occupational Health Psychology within the I-O PhD. Each specialty area has its own requirements and sub-specialty programs; the student is urged to become familiar with these upon being admitted to graduate study. Each student must be affiliated with a specialty area to continue in graduate study in the department.

Admission to one specialty area does not grant or imply admission to any other specialty area. 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

Before the end of the second semester of graduate study, each student must select a permanent faculty advisor who serves as the chair of the student's thesis or dissertation committee. Any full-time member of the Department of Psychology faculty may serve as faculty advisor for any student. Upon selection of a faculty advisor (and with the agreement of the faculty member) the student is responsible for notifying the Graduate Program Coordinator in writing no later than the last day of classes in the spring semester. The faculty advisor may be changed at any time at the initiation of the student and upon the agreement of both the new and old advisor. For PhD students the chair of their thesis remains their advisor until a formal change is completed.

These policies on advising are to be reviewed annually by a Graduate Program Committee comprised of the Graduate Program Coordinator and faculty members from the Department of Psychology.

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. The schedule is reviewed again one semester in advance of the beginning of any semester. Each graduate student is expected to assist in this effort by suggesting courses and seminars to be offered. 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 will specify, in detail, what research work is to be accomplished. 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, but enrollments above 9 hours are not recommended.

Only full-time students may register for more than 6 credit hours in any semester. Anyone who is employed on a full-time basis must enroll as a part-time graduate student and cannot register for more than 6 credit hours in any semester. The Graduate Program Coordinator will review each application for part-time status on an individual basis.

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 must be discussed with the major advisor and communicated to the graduate program coordinator.

Graduate Assistants, students employed part-time in other areas of the University, and students employed part-time 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 or other University sponsored capacity during a summer session must take a minimum of **3 hours** of graduate course work in each summer session.

The normal course load for the summer between the first and second year of graduate study is 9 hours. All students, regardless of employment, must enroll in a minimum of 3 credit hours during the summer between the first and second year of graduate study. Exceptions to this policy may be granted by the graduate program coordinator for cases where the student must relocate to obtain an approved internship. Students holding an assistantship during the summer may work up to 35 hours/week during the summer terms.

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 expected to remain full-time students in residence for the duration of their graduate career. Degree-seeking students who fail to enroll for any courses in any given semester may be disenrolled by the Graduate School or the department of Psychology and 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 TOWARDS THE COMPLETION OF THEIR THESIS OR 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 be terminated from the program on the recommendation of the Graduate Program Committee and the Department Chair. 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 acquisition of acceptable professional standards. 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.**

Course Requirements and Curriculum

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. All I-O students are required to attend weekly meetings of the I-O Discussion Group (usually each Friday at 1:30). All Human Factors students are required to attend weekly meetings of the Human Factors Discussion Group (usually each Friday at 2:30). Students are also strongly encouraged to attend all MS and PhD oral defenses in their area of study. Student's enrolled in the Human Factors MS 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. These curricula are to be reviewed annually by a Graduate Program Committee comprised of the Graduate Program Coordinator and faculty members from the Department of Psychology.

MASTER'S in Industrial-Organizational Psychology:

<u>Courses</u>	<u>Hours</u>
Required:	
Psych 810 Research Design & Quantitative Methods I.....	3
Psych 811 Research Design & Quantitative Methods II	3
Psych 861 Personnel Psychology.....	3
Psych 862 Organizational Development.....	3
Psych 871 Psychological Tests and Measurement.....	3
Psych 891 Masters Thesis Research ⁽¹⁾	6
Psych 895 Applied Psychology Internship ⁽²⁾	6
Industrial Content Courses.....	6
Organizational Content Courses	6
Total required courses:.....	39
Electives ⁽³⁾ :.....	6
Total hours:	45

Ph.D. in Industrial-Organizational Psychology:

<u>Courses</u>	<u>Hours</u>
Required:	
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 815 Advanced Studies in Systems & Theories	3
Psych 861 Personnel Psychology.....	3
Psych 862 Organizational Development.....	3
Psych 871 Psychological Tests and Measurement.....	3
Psych 891 Masters Thesis Research ⁽¹⁾	6
Psych 897 Special Problems in Applied Psychology ⁽⁴⁾	6
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 Elective ⁽⁷⁾	6
Electives ⁽³⁾⁽⁸⁾	6
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

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

BASES courses:

Ph.D. students must take at least one course from each of four areas. Other courses may be taken as BASES course with the approval of the Graduate Program Coordinator and the student's academic advisor. A course may not be taken as both a Basis and a Content course.

Biological:

- Psych 822 Perception
- Psych 837 Ergonomics
- Psych 899 Psychophysiology of Human Engineering

Individual Differences:

- Psych 845 Adulthood & Aging
- Psych 883 Psychopathology

Cognitive:

- Psych 823 Perception, Cognition & Technology
- Psych 833 Cognitive
- Psych 835 Human Factors
- Psych 899 Human Judgment and Decision Making

Social:

- Psych 852 Advanced Social
- Psych 866 Attitude Measurement

Concentration in Occupational Health Psychology within 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 837 Ergonomics, Psych 882 Survey of Occupational Health Psychology, and Psych 899 Organizational Stress, either as part of the above I-O PhD curriculum or in addition to it. The PhD dissertation must also be of a topic within the area of Occupational Health Psychology.

MASTER'S in Human Factors Psychology:

<u>Courses</u>	<u>Hours</u>
Required:	
IE 801 Design & Analysis of Human-Machine Systems.....	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 Masters Thesis Research ⁽¹⁾	6
Psych 895 Applied Psychology Internship ⁽²⁾	6
Total required courses:.....	36
Electives: ⁽³⁾⁽⁹⁾	9
Total hours:	45

Ph.D. in Human Factors Psychology:

<u>Courses</u>	<u>Hours</u>
Required:	
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.....	3
Engineering & Technology Content Courses (see below).....	9
Psych 895, Applied Psychology Internship ⁽²⁾	6
Psych 891, Masters 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

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.

Comprehensive Examination

The purpose of the doctoral comprehensive examination is to obtain objective evidence of an adequate intellectual mastery of the areas of the major and minor specifications. 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 objective evidence of their breadth and depth of knowledge in their major and minor areas that are indicative of a professional capable of teaching, performing research and practicing the craft in these areas. 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 each semester. 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 I-O COMPREHENSIVE EXAM: The I-O examining committees make available a comprehensive examination reading/topic list eight months prior to the exam. The items on the I-O reading list are clustered into the following three categories: Industrial, Organizational, and Methods/Statistics/Ethics. Note that the examination questions are not limited to covering the material on the reading/topic list. Thus, students are also encouraged to review material from previously completed coursework. Optimal responses to examination questions will frequently require students to integrate material from the reading list and previously completed coursework.

The I-O comprehensive examination takes place over two consecutive days, with a maximum time limit of 3 hours per day. On each day the student is provided with 5 questions, and they are required to answer

3 of those questions within the time limit. The focus of the I-O exam on the first day is Industrial Psychology, while the focus on the second day is Organizational Psychology. Methodological, Statistical and Ethical issues may show up in the questions on either or both days. The focus of the HF exam on the first day is Cognitive, while the focus on the second day is Physiological. Methodological, Statistical and Ethical issues may show up in the questions on either or both days.

Each response is scored by at least two members of the examining committee using the following 4-point rating scale. Decisions of whether the student achieved a grade of pass, conditional pass, or failure are made on the basis on the average score for each response.

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

THE HF 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.

Enrollment and Leaves of Absence

We do not offer graduate courses part time, online, or via distance learning. With the exception of approved internships, students are expected to remain full-time students in residence for the duration of their graduate career. 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 have this transition approved by the thesis/dissertation committee and by the Graduate Program Committee prior to the cessation of full-time enrollment. The approval must 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.

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. 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. Credits are not evaluated for transfer until after an applicant is formally accepted into the graduate 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. All assistantships may be subject to time limits as described below and are contingent upon your satisfactory performance and progress toward the degree.

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 academic and assistantship performance of high quality; 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 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 **ten** semesters for the completion of both the MS and the Ph.D.. Tuition waivers are only awarded as part of an assistantship.

Students holding assistantships are expected to meet with each of their supervising faculty members 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; <http://www.clemson.edu/access/services/harassment.html> 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.

All full-time student employment in any professionally-related off-campus activity must be approved in advance by the Graduate Program Coordinator and the Department Chair.

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 are required to have 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. The student is to be formally evaluated each semester by at least two faculty members. The schedule of courses and teaching assignments for a given semester must be set before the middle of the prior semester. 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.

Internship

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 as soon as possible.** Sources such as previous employers and business contacts can often be helpful in locating such opportunities. Other contacts are provided in the Internship Notebook.

Both the on-site supervisor(s) and the Graduate Program Coordinator will evaluate student's conduct

and performance during the internship. This evaluation process will typically include formal job performance evaluations, weekly or bi-weekly reports of job activities by the intern, and when possible, on-site visits by the Graduate Program Coordinator. 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**. 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.

THESES & DISSERTATIONS

General

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 publishable piece of research of significant scope and that the paper will represent a substantial contribution to knowledge in psychology.

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

IN ORDER TO REMAIN ENROLLED STUDENTS MUST SHOW ADEQUATE PROGRESS TOWARDS THE COMPLETION OF THEIR THESIS OR 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. 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 ("Comps") are typically taken at the conclusion of the student's third academic year, after the Master's thesis is completed. 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 work 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 at http://www.grad.clemson.edu/e_deadlines.html 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.

a. 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.

b. 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.

c. 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.

e. At least one of the regular committee members must be from outside the student's specialty area.

f. 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 members 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 is advised to discuss the proposed topic with the tentative chairperson and possible committee members **before** asking them to serve.

Preparation of 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.

Presentation of the Proposal

The student will present the proposal to the committee at a formal meeting open to all interested persons. **The proposal must be submitted in final written form to each member of the full committee at least ten days prior to the meeting at which the proposal is to be presented.**

Notification of the time and place of the presentation must be posted on the door of the departmental mail room and sent via email to the Graduate Program Coordinator at least **ten days** prior to the presentation. Be sure to reserve the conference room well in advance.

Thesis proposals will typically last 1 hour, with the student presenting for the first 30 minutes. The 30 minute student presentation is to focus on the proposed research methods and statistical analysis. The Introduction and hypothesis should be very brief.

The 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 topic.) All decisions of the committee must be unanimous. When a proposal is accepted, the committee chair will notify the Graduate Program Coordinator in writing and a memo to that effect will be placed in the student's department file.

Conduct of the Research

For theses and dissertations the student is responsible for becoming thoroughly familiar with professional and departmental policies, procedures, and ethical standards.

Research is **not** to begin until:

- (a) The thesis proposal has been approved by the committee, AND
- (b) The research protocol has been reviewed and approved by the Clemson University Committee for the Protection of Human Subjects. (See the sections on Research With Human Subjects and Ethical Principles of Psychologists).

To the extent permitted by the budget, 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.

Defense of the Thesis or Dissertation

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 OR DISSERTATION DEFENSE MUST BE COMPLETED AT LEAST TWO WEEKS PRIOR TO**

THE GRADUATE SCHOOL DEADLINE FOR THE 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.

For the thesis or dissertation defense the student will defend the completed work to the committee at a formal meeting open to all interested persons. **The paper must be submitted in final written form to each member of the full committee at least ten days prior to the meeting at which the paper is to be defended.**

A copy of the paper must be placed on **prominent** display in an area designated by the Graduate Program Coordinator (the departmental conference room) at least **ten days** prior to the defense so that interested persons may have a chance to review the work. At least **ten days** prior to the defense, notification (including time, date, location, student's name, and title of the paper) must be sent to the Graduate School, the Graduate Program Coordinator, and it must be posted on the door of the departmental mail room. Be sure to reserve the conference room well in advance.

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

- (a) accept the completed work without modification,
- (b) accept the work contingent upon minor revisions stipulated by the committee without holding another committee meeting, or
- (c) 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 photocopy of the GS7 should be given to the Graduate Program Coordinator for the student's file.

Binding of the Thesis or Dissertation

The Psychology Department requires that all graduate students order a minimum of two bound copies of their thesis/dissertation (1 for the departmental library, and 1 for the advisor). 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: www.thesisondemand.com 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. The thesis or dissertation should be printed single page on white paper.

DEPARTMENTAL AND UNIVERSITY POLICIES

Research with Human Subjects

ALL research with human subjects, conducted either on- or off-campus, and 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, <http://www.clemson.edu/research/orcSite/indexComply.htm> Online training is required before a project can be submitted for IRB approval. Data collection is **not** to begin until such 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.

Graduate students conducting research are expected to design and execute that research in accordance with the applicable provisions of the American Psychological Association's Ethical Principles of Psychologists.

Ethical Principles of Psychologists

Graduate training is professional training and graduate students are expected to conduct themselves as professionals in their dealings 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 Ethical Principles of Psychologists of the American Psychological Association (see the March 1990 issue of American Psychologist or the graduate program coordinator). Graduates students are expected to act in accordance with the Ethical Principles at all times.

Academic Integrity

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. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity.

Please refer to the graduate academic integrity policy, approved March 26, 2007 by the Provost's Advisory Council, at

<http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy>

Each graduate student should read this policy annually.

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 Department of Access and Equity: <http://www.clemson.edu/access/policies.html>. 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; <http://www.clemson.edu/access/services/harassment.html> 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.

It is very important to understand that all of these policies are applicable 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, 101-E Clemson House, 656-4353, ombudsman@clemson.edu for advice and assistance in resolving complaints.

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 at <http://stuaff.clemson.edu/redfern/caps/>

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; <http://www.clemson.edu/ccit/index.html>

Copyrights, Patents, Software & Work Product

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.

FORMS LIST

All forms designated "GS" are Graduate School forms. These forms and others may be obtained from the Graduate School's web site at <http://www.grad.clemson.edu/CurrentStudents.php> A copy of the Graduate Announcements can also be found on this web site.

Students must remain aware of the various 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's web site at <http://www.grad.clemson.edu/Deadlines.php> 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. The committee members do not sign the GS2 or GS2-14 for the MS degree until the student has completed an approved internship or has otherwise fulfilled this requirement. 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 coordinators 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

PSYCHOLOGY FACULTY

Thomas R. Alley, Professor (Office: 310-J, Phone: 656-4974) alley@clermson.edu

Ph.D. 1981, University of Connecticut.

Expertise: Experimental psychology, eyewitness testimony; psychological aspects of physical appearance; perception and cognition.

Teaches: Introduction to Psychology (201), Cognitive Psychology (333, 334), Sensation and Perception (422, 423), Perception, Cognition & Technology (823), Advanced Cognitive Psychology (833)

Pamela Alley, Visiting Professor and Undergraduate Coordinator (Office: 310-A, Phone: 656-7634)

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Expertise: Clinical psychology.

Teaches: Introduction to Psychology (201), Human Sexual Behavior (306)

Edwin Brainerd, Jr., Associate Professor (Office: 310-H, Phone: 656-4976) bedwin@clermson.edu

Ph.D. 1974, West Virginia University.

Expertise: Behavior modification, stress management, romantic relationships, jealousy.

Teaches: Introduction to Psychology (201), Principles of Behavior (320, 321), Environmental Psychology (355), Systems and Theories of Psychology (415).

Thomas Britt, Associate Professor (Office: 410-G, Phone: 656-4979) twbritt@clermson.edu

Ph.D. 1994, University of Florida

Expertise: Social psychology, Motivation, Job Engagement, Stress, Health, and Industrial-Organizational Psychology

Teaches: Introduction to Psychology (201), Advanced Experimental Psychology (310), Social Psychology (352), Attitude Theory (866), Organizational Stress (899).

Johnell Brooks, Assistant Professor (Office: 310-B, Phone: 656-2831) brooks@clermson.edu

Ph.D. 2005, Clemson University

Expertise: Human factors psychology, Industrial-Organizational psychology, transportation safety

Teaches: Experimental Psychology (310), Human Factors Psychology (435), Research Design and Quantitative Methods II (811)

Robert Campbell, Professor (Office: 410-A, Phone: 656-4986) campber@clermson.edu

Ph.D. 1986, University of Texas at Austin.

Expertise: Developmental psychology, cognitive development, mathematical development, development of expertise, moral development, psychological theory.

Teaches: Advanced Experimental Psychology (310), Cognitive Psychology (333, 833), Life-Span Developmental Psychology (340), Systems and Theories in Psychology (415), Infant and Child Development (443), Moral Development (447), Advanced Studies in Systems and Theories (815), Advanced Cognitive Psychology (833).

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Ph.D. 2000, University of Memphis.

Expertise: Biopsychology, Experimental Neuropsychology, Comparative Psychology.

Teaches: Introduction to Psychology (201), Physiological Psychology (324, 325), Motivation (330), Advanced Physiological Psychology (426, 626)

Lee Gugerty, Associate Professor (Office: 310D, Phone: 656-4467) gugerty@clemson.edu

Ph.D. 1989, University of Michigan.

Expertise: Human factors psychology, cognitive psychology, navigation, situation awareness, usability testing

Teaches: Advanced Experimental Psychology (Psych 310), Cognitive Psychology Laboratory (334), Advanced Human Factors (Psych 835), Usability Testing (Psych 840)

Bruce King, Professor and Department Chair (Office: 415, Phone: 656-7368) ???@clemson.edu

Ph.D. 1978, University of Chicago

Expertise: Physiological Psychology, Biological bases of feeding behavior and body weight regulation, Human sexuality

Teaches: Human Sexual Behavior (306), Physiological Psychology (324), Motivation (330), Advanced Physiological Psychology (426, 626)

Robin Kowalski, Professor (Office: 410-E, Phone: 656-0348) rkowals@clemson.edu

Ph.D. 1990, University of North Carolina at Greensboro

Expertise: Social psychology, health psychology, aversive interpersonal behaviors

Teaches: Introduction to Psychology (201), Advanced Experimental Psychology (310), Social Psychology (352), Health Psychology (480)

James McCubbin, Professor, Associate Dean of the College of Business and Behavioral Sciences

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Ph.D. 1980, University of North Carolina - Chapel Hill.

Expertise: Psychophysiology, health psychology, behavioral medicine, psychoneuroendocrinology of stress, occupational health psychology.

Teaches: Introduction to Psychology (201), Advanced Physiological Psychology (426, 626), Occupational Health Psychology (882).

Paul Merritt, Assistant Professor (Office: 319-C, Phone: 656-????) pmerrit@clemson.edu

Ph.D. 2002, Colorado State University.

Expertise: Memory & Cognition, Decision making, Smoking cessation, Gender differences in cognition.

Teaches: Introductory Experimental Psychology (309), Advanced Experimental Psychology (310), Physiological Psychology (324), Cognitive Psychology (333, 334), Health Psychology (480).

DeWayne Moore, Professor (Office: 310-I, Phone: 656-4983) moore@clemson.edu

Ph.D. 1979, Michigan State University.

Expertise: Developmental psychology; cognitive aging; adolescent development.

Teaches: Advanced Experimental Psychology (310), Life-Span Developmental Psychology (340). Psychology of Adolescence (344), Adulthood and Aging (345), Research Design and Quantitative Methods I (810), Research Design and Quantitative Methods III (812), Aging (845)

Janice Murdoch, Professor and Dean for Undergraduate Studies (Office: Martin E-202, Phone: 656-4755) janw@clemson.edu

Ph.D. 1985, Vanderbilt University.

Expertise: Clinical psychology, compliance with health behaviors, treatment of substance abuse, occupational health psychology

Teaches: Psychology of Substance Abuse (375), Health Psychology (480, 680), Abnormal Psychology (483, 683), Practicum in Clinical Psychology (493).

Eric Muth, Associate Professor (Office: 410-J, Phone: 656-6741) muth@clemsn.edu

Ph.D. 1997, The Pennsylvania State University.

Expertise: Psychophysiology, health psychology; effects of stress on the gastro-intestinal system, aviation human factors, motion sickness, effects of motion on performance, spatial disorientation, human factors & ergonomics

Teaches: Introductory Experimental Psychology (309), Physiological Psychology (324, 325), Health Psychology (480, 680)

Chris Pagano, Professor and Graduate Program Coordinator (Office: 310-F, Phone: 656-4984)

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Ph.D. 1993, University of Connecticut.

Expertise: Experimental psychology, haptic and visual perception, kinesthesia, motor control, visually guided reaching, teleoperation, human factors & ergonomics

Teaches: Introduction to Psychology (201), Cognitive Psychology (333, 334), Sensation & Perception (422), Research Design and Quantitative Methods II (811), Ergonomics (837)

Richard Pak, Assistant Professor (Office: 310-C, Phone: 656-4987), @clemsn.edu

Ph.D. 2005, Georgia Institute of Technology

Expertise: Human Factors Psychology, Human-Computer Interaction, cognitive aging, spatial abilities, memory

Teaches: Cognitive Psychology (333, 334), Human Factors Psychology (435), Advanced Cognitive Psychology (833)

June Pilcher, Associate Professor (Office: 310-G, Phone: 656-4985) jpilche@clemsn.edu

Ph.D. 1989, The University of Chicago

Expertise: Biopsychology, neuroscience, sleep & sleep deprivation, fatigue, biological rhythms, work/rest cycles, human factors & ergonomics, occupational health psychology, history of psychology

Teaches: Physiological Psychology (324, 325), Health Psychology (480, 680), Evolutionary Psychology (489), Advanced Physiological Psychology (426, 626).

Cynthia Pury, Associate Professor (Office: 410-H, Phone: 656-7876) cpury@clemsn.edu

Ph.D. 1997, Northwestern University.

Expertise: Clinical psychology, anxiety disorders, evolutionary psychology, cognitive processing & emotion, subjective experience of emotion, teaching of psychology.

Teaches: Human Sexual Behavior (306), Advanced Experimental Psychology (310), Personality (370), Abnormal Psychology (483, 683), Psychological Testing (471)

Patrick Raymark, Associate Professor and I-O Area Coordinator (Office: 310E, Phone: 656-4715)

praymar@clemsn.edu

Ph.D. 1993, Bowling Green State University

Expertise: Industrial-Organizational psychology, sources of performance information used by raters, effects of indirect performance information on rating behavior

Teaches: Introduction to Psychology (201), Introductory Experimental Psychology (309), Personnel Psychology (861), Performance Appraisal (864), Leadership in Organizations (868), Advanced Personnel Selection (899)

Patrick Rosopa, Assistant Professor (Office: 410-B, Phone: 656-7633) prosopa@clermson.edu

Ph.D. 2006, University of Central Florida

Expertise: Industrial-organizational psychology, quantitative analysis, organizational citizenship behavior, stereotypes and stereotype threat, mentoring, and individual differences in organizational behavior

Teaches: Advanced Experimental Psychology (310), Industrial Psychology (364), and Organizational Development (862)

Robert Sinclair, Associate Professor (Office: 319-A, Phone: 656-????) rsincla@clermson.edu

Ph.D., 1995, Wayne State University

Expertise: Organizational and Occupational Health Psychology, Employee stress, employee-employer relationships, organizational commitment and retention, part-time workers, individual and organizational factors influencing employee safety, health, and well-being.

Teaches: Introduction to Psychology (201), Organizational Psychology (368), Introduction to Psychological Testing (471) Occupational Health Psychology (882), Organizational Theory and Development (899).

Benjamin Stephens, Associate Professor and Undergraduate Coordinator (Office: 310-L, Phone: 656-4982) bstephe@clermson.edu

Ph.D. 1985, University of Texas at Austin.

Expertise: Developmental psychology, perceptual development, vision.

Teaches: Advanced Experimental Psychology (310), Life-Span Developmental Psychology (340), Infant and Child Development (443), Human Perception and Performance (822).

Fred Switzer III, Professor (Office: 410-F, Phone: 656-4980) switzef@clermson.edu

Ph.D. 1988, University of Illinois.

Expertise: Industrial-Organizational psychology, decision making and motivation, personnel selection, human factors in process control, research methods

Teaches: Introduction to Psychology (201), Advanced Experimental Psychology (310), Industrial Psychology (364), Organizational Psychology (368), Personnel Psychology (861), Organizational Development (862), Work Motivation and Satisfaction (863), Psychological Tests and Measurements (871), Special Topics - Multivariate Statistics in Psychology (899)

Mary Anne Taylor, Professor (Office: 410-I, Phone: 656-4714) taylorm@clermson.edu

Ph.D. 1990, University of Akron.

Expertise: Industrial-Organizational psychology, reactions to sex- and race-based affirmative action, test development; retirement planning and adjustment

Teaches: Introduction to Psychology (201), Industrial Psychology (364), Training (860), Organizational Development (862), Job Analysis (865), Psychological Tests and Measurements (871), Special Topics - Legal Issues (899).

Richard Tyrrell, Professor (Office: 310-K, Phone: 656-4977) tyrrell@clermson.edu

Ph.D. 1993, The Pennsylvania State University.

Expertise: Human factors psychology, experimental psychology, visual perception and performance, transportation safety

Teaches: Introduction to Psychology (201), Introductory Experimental Psychology (309), Human Factors Psychology (435), Human Perception and Performance (822), Advanced Human Factors Psychology (835)

Heidi Zinzow, Assistant Professor (Office: 310-C, Phone: 656-????) hzinzow@clemson.edu
Ph.D. 2007, University of Georgia.

Expertise: Clinical psychology, Psychological symptomatology of trauma and abuse, Treatment of traumatic events, Women's health.

Teaches: Introduction to Psychology (201), Health Psychology (480), Abnormal Psychology (483, 683), Practicum in Clinical Psychology (493).

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 faculty do not specifically endorse the use of any of these sites – so use carefully. For master's students, you should start your search early in the spring semester of your second year.

http://www.hfcareers.com	http://www.careermag.com/
http://www.AcademicCareers.com	http://www.nationjob.com/
http://www.monster.com/	http://www.usajobs.opm.gov/
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http://www.careerdiscovery.com/	
http://www.jobdirect.com/	
http://www.4work.com/	