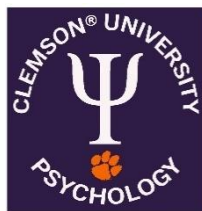


Department of Psychology Graduate Student Handbook

2026-2027

**Clemson University
Department of Psychology**



Pat Raymark, PhD

Chair, Department of Psychology

Robert R. Sinclair, PhD

Graduate Program Coordinator

Industrial/Organizational Psychology Area Coordinator

Chris Pagano, PhD

Human Factors Area Coordinator

Anna Baker, PhD

Health Psychology Area Coordinator

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Key Psychology Leadership

Department Chair:

Dr. Pat Raymark (415 Brackett Hall)

(864) 656-4715

PRAYMAR@clemson.edu

The Graduate Program Coordinator's responsibilities include:

Overseeing all aspects of department functioning including academic programs, financial planning, staff management and evaluation, and event planning

Graduate Program Coordinator:

Dr. Bob Sinclair (319A Brackett Hall)

rsincla@clemson.edu

The Graduate Program Coordinator's responsibilities include:

- Ensuring proper implementation of graduate school policies and procedures
- Coordinating graduate student admissions and orientation processes
- Implementing teaching assistantship assignments
- Advising students on graduate policies and procedures
- Chairing the department's Graduate Committee

Graduate Area Coordinators:

I/O: Dr. Bob Sinclair (319A Brackett Hall), rsincla@clemson.edu

HF: Dr. Chris Pagano (312F Brackett Hall), cpagano@clemson.edu

Health: Dr. Anna Baker (410I Brackett Hall), abake26@clemson.edu

The Area Coordinators' responsibilities include:

- Coordinating curriculum updates
- Assisting students with program curriculum and degree requirements
- Planning area-specific department events (e.g., speakers, social events)
- Managing graduate admissions for the area
- Managing issues related to student degree progress
- Advising area-specific graduate student groups
- Serving as department graduate committee members

Administrative Coordinator (Student Services Coordinator):

TBD

psychgrad@clemson.edu (864) 656-3211

The student services coordinator is the primary contact for all graduate student needs related to academics, registration, transfer credits, and admissions. If you are unsure who to contact, this is your first point of contact. Responsibilities include:

- Assisting with graduate student orientation and other area event planning
- Processing student reimbursements for travel or other expenses

Administrative Coordinator (Office Manager):

Amanda Elgin-Addis

agarre6@clemson.edu (864) 656-3211

Amanda is the primary contact for anything HR related. Her responsibilities include:

- Assisting with new employee contract development and distribution
- Managing personnel/hiring activities for the department
- Processing payroll

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 should become thoroughly familiar with these policies and procedures. Students have the right to be managed by the handbook that was in place when they entered the program. Additional information about the Psychology Department can be found on the [psychology department web site](#).

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 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 Coordinators, also appointed by the Department Chair, shall serve on the Committee. The other 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 [Graduate School Policy Handbook](#). **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 may be cases where the rules provided in our department handbook differ from those written in the *Graduate Announcements/Policy Handbook*. This is because the *Graduate Announcements/Policy Handbook* sets a minimum standard for the university that is exceeded by our department (examples include the deadline for the Application for Admission, the required number of course credits to earn a degree, and the required master's thesis). In such cases, the rules given in this handbook apply to students seeking a degree from the Department of Psychology. We also strongly encourage students to familiarize themselves with the various Graduate School [forms](#) and [deadlines](#) as these are especially important to maintaining timely progress through the program.

ADMISSIONS AND ENROLLMENT

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

The Department of Psychology generally does not admit PhD students on a part-time basis. One exception to this would be students who also are Clemson employees. Self-paying MS students also may be admitted on a part-time basis. **The department does not offer distance/web-based education or a night program.** PhD students admitted to the program, as well as any student funded on a teaching/research assistantship, are expected to be full-time students in residence, taking a full-time course load (typically at least 9 credit hours) and being actively involved in faculty research teams, as well as other aspects of department life. MS students may vary more in terms of their patterns of enrollment and involvement with the program.

The Department of Psychology considers an applicant's background in psychology as part of the admissions process. All applicants to the Human Factors (HF), Health Psychology (HP), 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 PhD or MS program are strongly encouraged to have coursework covering cognition, perception, statistics, and research methods prior to entering the HF program. Prospective applicants who have not completed this background coursework may still apply to the HF program. Then, if admitted, the HF program will work with these students to develop a plan for completing the background coursework. Please note that the HF program does not make such recommendations until after students have been admitted.

Applicants to the Industrial-Organizational (IO) PhD or MS program and the Health Psychology (HP) MS program are strongly encouraged to have a background in applied psychology prior to applying and are expected to be familiar with psychological theories and methods, but the IO and Health programs do not have a specific prior psychology course credit expectation (i.e., a specific number of previously completed credits) for either the MS or the PhD level.

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. In most cases, applicants apply to the program by the January 15th application deadline and if accepted, enroll in the program starting the subsequent fall term. To receive full consideration for admission all required materials should be received by January 15. The admissions process typically runs from February to April each year with initial admissions offers being made in early February and subsequent offers made if those initial offers decline admission. The process normally concludes by early to mid-April. Exceptions to this application cycle are rare; the department generally does not consider "rolling" graduate applications throughout the year and never considers rolling admissions for department funded assistantships.

The various indicators used in the admission decision process include (1) previous academic performance (i.e., GPA), (2) work and research experience, (3) letters of recommendation, and (4) the personal statement. In reviewing transcripts, both the difficulty of the courses and the grade point average are considered as are the specific courses a student has completed. **The department generally does not have minimum standards for any of these indicators; because admission is very competitive, successful candidates typically are strong on most of the admissions criteria, particularly for the PhD programs.** Strong performance in courses in statistics and research methods as well as in the core content area (IO, Health, or HF) is desirable. At present, the GRE is not required for admission. Applicants whose native language also need to meet the university's [English Language Proficiency Requirements](#).

It is recommended, but not required, that applicants submit a resume or academic-style vita and writing sample. There are no specific requirements for the writing sample, although it should demonstrate the student's proficiency with written communication and is an opportunity to demonstrate other research competencies (i.e., students often submit papers describing research they have conducted). Because all PhD students and some MS students are recruited and admitted based on their match with specific faculty advisors, students are encouraged to discuss their research interest match with specific faculty in their personal statement and to contact individual faculty or the appropriate program coordinator to determine which faculty will be recruiting students in any given application cycle. Prospective students are encouraged to look through [faculty webpages](#) or contact faculty directly for this information. Moreover, the [psychology departmental YouTube channel](#) has videos of several faculty describing their research and what they are looking for in prospective students (although these videos may or may not be up-to-date).

Applicants to one degree program (i.e., PhD or MS) will automatically be considered for the other within the same area/specialization. For example, applicants to the IO PhD will be considered for the MS with an IO specialization. Applicants do not have to complete a separate application to be considered for both the MS and the PhD within one specialization. Although students can submit applications to multiple specializations, students who apply to one specialization (IO, HF, Health) are discouraged from applying to another specialization. Our programs are different enough in content that we expect applicants to have developed clear interests in one specific specialization.

Enrollment Expectations and Leaves of Absence

Aside from approved internships or other applied experiences, students admitted to the program are **generally expected to remain full-time students in residence for the duration of their graduate career**. Students are expected to actively 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).

Completing the Applied Psychology MS requires at least two years of full-time study while in residence. Completing any of the PhD programs typically requires four to five years of full-time study in residence. The completion of a PhD by a student entering Clemson with a master's degree from another institution typically requires at least three years of full-time study in residence, depending on how much of the prior degree is counted toward the PhD program requirements.

In some cases, students may be allowed to complete the final portion of a MS or PhD while employed full-time off-campus. Students moving from full-time to part-time status must establish a plan with their advisor and program coordinator 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.

Summer enrollment of at least one credit is required for an August graduation. However, one exception to this policy is that students who have completed their degree requirements, including the thesis/dissertation defense prior to the first day of summer classes, need not take a credit during the summer to graduate in the summer.

Students may not be simultaneously enrolled in a Psychology Department graduate program and a program at another institution. 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, should notify their Area Coordinator, and the Graduate Program Coordinator and should coordinate with their Advisor about the implications of not enrolling for their continued degree progress.

The Psychology Department makes every effort to schedule required courses so students may complete their training in a timely fashion. 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.** Students are expected to attend all lectures or otherwise adhere to the normal attendance policy for each course. For example, if a course is offered in-person, students generally cannot attend on-line.

Non-degree Seeking Status

Students may apply to enroll in psychology courses as a non-degree seeking student. The non-degree seeking status enables students to take graduate courses without being formally admitted to a program. 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. Students may transfer a maximum number of 12 credits taken as a non-degree seeking student into a degree program. This limit is established by graduate school policy and students are encouraged to review the relevant information on the graduate school website. To transfer credits taken with non-degree seeking status to a regular degree program, students still must apply to, and be admitted to, one of the three Department of Psychology programs. 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

Department of Psychology graduate students are admitted to graduate study in one of our four degree programs:

- MS degree in Applied Psychology (with a specialization in IO, HF, or Health Psychology)
- PhD degree in Industrial-Organizational Psychology
- PhD degree in Human Factors Psychology
- PhD degree in Health Psychology

Graduate students are expected to be affiliated with a specific program/specialization to continue in graduate study. Admission to one program/specialization does not grant or imply admission to another. Each program/specialization has its own requirements; the student is urged to become familiar with these prior to applying to the program.

Students in the IO and Health Psychology programs may also receive a Concentration in Occupational Health Psychology within the IO MS or PhD (see the curricular requirements later in this document). Students do not need to apply for the OHP concentration, it is open to all eligible graduate students upon admission to the program.

Students who are admitted to the MS Program in Applied Psychology specialize in Human Factors, Health Psychology (HP), or Industrial-Organizational (IO) Psychology. This means that, to receive the MS in Applied Psychology, students must complete the degree requirements of either the IO, HP, or the HF specialization (see the curriculum maps in the degree requirements section of this handbook). MS students indicate their specialization during the application process. Similarly, students who are admitted to the PhD program are admitted to one of IO, Health, or Human Factors Psychology and are expected to complete the degree requirements of that program as described in the curriculum section of this handbook.

Students admitted to the MS program may transfer to the PhD in one of two ways. First, MS program graduates may apply to the PhD program as regular applicants (with the same application materials, deadlines, etc. as any other applicant). Such students will be considered against all other applicants for admission to that area during the designated admissions cycle. Although successful completion of the MS program does not in any way guarantee admission to a PhD program, familiarity is certainly an advantage for high performing students.

Second, students admitted to the MS program may transfer into the PhD program prior to completing the MS. These transfers happen when a faculty member has established a productive working relationship with a student, wants to advocate for that student's membership in the PhD program, and the program supports the transfer (e.g., by approval of the area coordinator). MS students who have not established productive research collaborations with a faculty member would typically not be considered for such a transfer. The transfer process involves completion of the Graduate School's GS14 form. However, this form should not be submitted until all involved parties (student, faculty mentor, program) agree to the change.

Either MS or PhD students may change specializations (for example from Health to IO) but admission to one specialization does not imply automatic approval of a transfer to another specialization. The department will accommodate such changes when possible/reasonable and when the student is in good academic standing. However, specialization changes require the explicit approval of both the new and the current programs. Students considering a change in specialization need to clearly communicate with their current advisor and area coordinator about the possibility of a change. They also need to clearly communicate their intentions with the area coordinator of the program they wish to join. Finally, PhD students should not consider program changes without first having identified a new advisor. Changes between PhD programs generally will not be approved without a new mentor being identified.

PhD students considering a program change should be advised that graduate assistantship funding slots are linked to their initial program and not to the student. For example, if an IO Psychology PhD student funded by a graduate teaching assistantship wanted to change to the Human Factors (HF) program, it would be up to the HF program to decide whether to offer the student an assistantship. Such positions may or may not be available, depending on department budgetary circumstances and area needs. Similarly, grant funding is tied to the faculty member who holds the grant; students funded on a research grant by a faculty member in one program should generally expect not to continue working on that grant in the new program.

Faculty Advisor

Upon admission, most 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. The primary exception to this is that MS students completing a non-thesis program will have the area coordinator for their specialization as their primary academic advisor.

Any full-time member of the Department of Psychology faculty may serve as faculty advisor for a graduate 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

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 IO, HP, or HF Area Coordinator (procedures may vary across the programs). **Credits are not evaluated for transfer until after an applicant is formally accepted into the graduate program.** According to the graduate school: "Under no circumstances will transfer credit be awarded for research, internships, master's thesis work, or doctoral dissertation work performed at another university." However, the program may waive some requirements based on research-related work completed at another university.

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 48 hours toward the Ph.D. degree requirements.

PhD students transferring to Clemson with a previously completed master's 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. 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. The thesis will be evaluated against departmental expectations for acceptable theses (see this guide under theses and dissertations). Students whose thesis is deemed unacceptable will complete a new master's thesis according to the procedures outlined in this guide.

When students have not completed an empirical thesis as part of a prior degree program, it may be deemed appropriate that a "thesis equivalent" project be completed, typically consisting of a research project with a final report that demonstrates the competencies described above but without going through a formal process of proposing and defending a thesis to a faculty committee and taking credits. This decision is subject to the approval of the Area Coordinator.

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 (i.e., dissertation research credits) 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 their field of specialization and a mastery of research methods. The degree is not awarded solely based on 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 effectiveness of 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, our graduate programs have a heavy out of the classroom research component with required experiential credits for the MS program (thesis, research hours or internship) and additional required research expectations for the PhD program, including an empirical doctoral dissertation. Students are expected to participate in other events offered by their respective program, such as invited speakers/brownbags or other area events. Students are also encouraged to attend MS and PhD proposal and defense meetings, particularly in their area of study but attendance is not required.

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 regarding both the amount of time taken and 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 at the end of each spring term 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 their responsibilities of their graduate assistantships, become actively involved in research teams, contribute to creating a positive interpersonal environment in the department, and participate in other relevant department and professional activities.

Satisfactory Progress Matrix: These accomplishments should be read together – in other words, to meet department expectations you must accomplish everything in the relevant row for your year in the program.

Major Program Hurdles:	Thesis	Coursework	Comprehensive Exams	Dissertation
By May 15 of Year 1*				
Exceeds expectations	Proposal Date Set	3.67+ GPA	N/A	N/A
Meets expectations	Topic Identified	3.0 GPA	N/A	N/A
Does not meet expectations	N/A	GPA < 3.0 or C in any course	N/A	N/A
By May 15 of Year 2**				
Exceeds expectations	N/A	3.67+ GPA	N/A	N/A
Meets expectations	Defended Thesis	3.0 GPA	N/A	N/A
Does not meet expectations	Proposed Thesis	GPA < 3.0 or C in any course	N/A	N/A
By May 15 of Year 3**				
Exceeds expectations	Thesis Defended	3.67+ GPA	Exams Passed	Topic Identified
Meets expectations	Thesis Defended	3.0 GPA	Exams Passed	N/A
Does not meet expectations	Thesis Not Completed	GPA < 3.0 or C in any course	N/A	N/A
By May 15 of Year 4**				
Exceeds expectations	N/A	3.67+ GPA	Exams Passed	Dissertation Proposed Complete
Meets expectations	Thesis Defended	3.0 GPA	Exams Passed	Topic Identified
Does not meet expectations	Thesis Not Completed	GPA < 3.0 or C in any course	Exams Not Taken	Topic Not Identified
By May 15 of Year 5**				
Exceeds expectations	N/A	3.67+ GPA	N/A	N/A
Meets expectations	Thesis Defended	3.0 GPA	Exams Passed	Dissertation Defended
Does not meet expectations	Thesis Not Completed	GPA < 3.0 or C in any course	Exams Not Taken	Dissertation Not Complete

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

** Students who enter the program with a completed master's degree will normally 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. Although PhD students normally complete their comprehensive exam in their third year, students entering with a MS from a prior institution may complete the comprehensive exam in their fourth year.

Industrial-Organizational Psychology Curriculum

M.S. in Applied Psychology: Industrial-Organizational Specialization	Hours
PSYC 8100 - Research Design & Quantitative Methods I	3
PSYC 8110 - Research Design & Quantitative Methods II	3
PSYC 8610 - Personnel Psychology	3
PSYC 8620 - Organizational Psychology	3
PSYC 8990 - Measurement and Assessment in Organizations	3
Experiential Requirement PSYC 8910 - Master's Thesis Research ^{(1), (14)} OR PSYC 8950 - Applied Psychology Internship ⁽¹⁶⁾ OR PSYC 8970 - Special Problems in Psychology	6
Three Additional Industrial or Organizational Content Courses	9
General Electives ^{(2), (3)}	9
Total Hours	39

Note: Curriculum notes are listed below.

Model Curriculum Map for Master's in Applied Psychology – IO Specialization

Year 1 – Fall	Year 1 – Spring
PSYC 8100 (3)	PSYC 8110 (3)
PSYC 8610 (3)	PSYC 8990 (3) (Measurement course)
PSYC 8620 (3)	IO Content Seminar (3)
Total = 9 credits	Total = 9 credits
Year 2 – Fall	Year 2 – Spring
IO Content Seminar (3)	IO Content Seminar (3)
General Elective Course (3)	General Elective Course (3)
Experiential hours (8910 or 8950 or 8970) (3)	Experiential hours (8910 or 8950 or 8970)
General Elective Course (3)	
Total = 12 credits	Total = 9 credits

Note: The exact content would depend on which seminars/electives are offered during each term and whether the student chooses to take some experiential credits or electives in the summer. The maps also assume that the student is taking the minimum of 9 credits required to maintain full-time standing during most terms.

Ph.D. in Industrial-Organizational Psychology	Hours
PSYC 8100 - Research Design & Quantitative Methods I	3
PSYC 8110 - Research Design & Quantitative Methods II	3
PSYC 8130 - Research Design & Quantitative Methods III	3
PSYC 8610 - Personnel Psychology	3
PSYC 8620 - Organizational Psychology	3
PSYC 8710 - Psychological Tests and Measurement	3
PSYC 8990 - Measurement and Assessment in Organizations	3
PSYC 8910 - Master's Thesis Research ^{(1), (14)}	6
Experiential Requirement PSYC 8950 - Applied Psychology Internship ^{(2), (12)} OR PSYC 8970 - Special Problems in Psychology ^{(4), (12)}	12
PSYC 9910 - Dissertation Research ⁽⁵⁾	18
Additional Statistics & Research Methods course ⁽⁶⁾	3
Industrial Content Courses	6
Organizational Content Courses	6
IO Electives ⁽⁷⁾	6
Electives ^{(2), (3), (8)}	12
TOTAL	90

Note: Curriculum notes are listed below.

Examples of courses meeting area degree requirements:

Methods courses: PSYC 8140 - Research Design and Quantitative Methods Lab; PSYC 8400 - Usability Studies for Applied Psychology; PSYC 8730 - Structural Equation Modeling, PSYC 8760 – Advanced Quantitative Methods, and approved PSYC 8990 seminars (e.g., Meta-Analysis, Item Response theory; Python Programming in Applied Psychology). These courses also may include courses taken in other departments upon the approval of the IO program coordinator,

Industrial Content Courses: PSYC 8600 - Psychology of Training and Evaluation; PSYC 8640 - Performance Appraisal; PSYC 8650 - Job Analysis; PSYC 8670 - Legal Issues in Personnel; PSYC 8690 - Advanced Personnel Selection; and other PSYC 8990 seminars as approved by graduate program director (e.g., Current Topics in IO Psychology; Meta-analysis⁽¹¹⁾; Item Response Theory⁽¹¹⁾). In general, courses taken in other departments will count as general electives rather than industrial or organizational content courses.

Organizational Content Courses: PSYC 8600 - Training and Evaluation; PSYC 8630 - Work Motivation and Satisfaction; PSYC 8660 - Cross Cultural Issues in IO Psych; PSYC 8680 - Leadership in Organizations; PSYC 8720 - Judgement and Decision Making; PSYC 8820 - Occupational Health Psychology; PSYC 8840 - Future of Work, PSYC 8850 - Organizational Stress; and approved 8990 seminars (e.g., Advanced Organizational Psychology; Current Topics in IO Psychology; Organizational Development and Change, Teams and Multiteam Systems). In general, courses taken in other departments will count as general electives rather than industrial or organizational content courses.

Curriculum Map for PhD in Industrial-Organizational Psychology (90 credits required)

Year 1 – Fall	Year 1 – Spring
PSYC 8100 (3)	PSYC 8110 (3)
PSYC 8610 (3)	PSYC 8990 (3) (Measurement Course)
PSYC 8620 (3)	IO Content Seminar (3)
Total = 9 credits	Total = 9 credits
Year 2 – Fall	Year 2 – Spring
PSYC 8130 (3)	PSYC 8710 (3)
IO Content Seminar (3)	IO Content Seminar (3)
PSYC 8910 Thesis Research (3)	PSYC 8910 Thesis Research (3)
Total = 9 credits	Total = 9 credits
Year 3 – Fall	Year 3 – Spring
PSYC 8970 (3)	PSYC 8970 (3)
IO Content Seminar (3)	IO Elective Course (3)
IO Elective Course (3)	Additional Methods Course (3)
Total = 9 credits	Total = 9 credits
Year 4 – Fall	Year 4 – Spring
PSYC 8970 (3)	PSYC 8970 (3)
General Elective Course (3)	General Elective Course (3)
General Elective Course (3)	General Elective Course (3)
Total = 9 credits	Total = 9 credits
Year 5 – Fall	Year 5 – Spring
PSYC 8910 Dissertation Research (9)	PSYC 8910 Dissertation Research (9)
Total = 9 credits	Total = 9 credits

Note. This plan assumes no summer course work and full-time status for five years. Students who wish to complete the MS in 2 years would have to take 3 additional credits in the first or second year (one IO content course) to meet the MS degree requirements and might then substitute an IO course in year 3 for general electives or additional research hours. Students may accelerate these timelines by taking additional courses each term.

Concentration in Occupational Health Psychology

To receive a graduate degree in Industrial-Organizational Psychology or in Health Psychology with a concentration in Occupational Health Psychology, students should complete PSYC 8620 - Organizational Psychology, PSYC 8820 - Survey of Occupational Health Psychology, and six additional credits of courses designated as approved OHP courses by the Graduate Program coordinator (see list below). These courses may be completed as part of the IO MS or PhD curriculum or as additional credits on top of other degree requirements. The MS thesis or PhD dissertation must also be on a topic related to Occupational Health Psychology.

Occupational Health Concentration	Hours
PSYC 8820 - Occupational Health Psychology	3
PSYC 8620 - Organizational Psychology	3
Designated Occupational Health Psychology Electives (see below)	6
Thesis or Dissertation on an Occupational Health–Related Topic	
TOTAL	12

Examples of Occupational Health Psychology Designated Electives*

PSYC 8370 - Ergonomics for Applied Psychology
 PSYC 8420 - Health Psychology Interventions
 PSYC 8450 - Advanced Studies in Adulthood & Aging
 PSYC 8520 - Advanced Studies in Social Psychology
 PSYC 8630 - Work Motivation and Satisfaction
 PSYC 8660 - Cross Cultural Issues in IO Psychology
 PSYC 8840 - Future of Work
 PSYC 8850 - Organizational Stress
 PSYC 8970 - Special Problems in Applied Psychology (with an approved OHP topic)
 PSYC 8990 - Organizational Psychology II
 PSYC 8990 - Applied Health Psychology
 PSYC 8990 - Applied Mental Health
 PSYC 8990 - Medical Human Factors
 PSYC 8990 - Health Disparities in Psychological Sciences

* Other courses may be designed by the IO Program Coordinator as approved OHP electives, including courses offered in other departments.

Human Factors Psychology Curriculum

Master's in Applied Psychology: Human Factors Specialization	Hours
PSYC 8100 - Research Design & Quantitative Methods I	3
PSYC 8110 - Research Design & Quantitative Methods II	3
PSYC 8220 - Human Perception & Performance	3
PSYC 8330 - Cognitive Psychology	3
PSYC 8350 - Advanced Human Factors Psychology	3
PSYC 8370 - Ergonomics for Applied Psychology	3
PSYC 8400 - Usability Evaluation	3
Experiential Requirement: PSYC 8910 - Master's Thesis Research ^{(1), (15)} OR PSYC 8950 - Applied Psychology Internship ⁽¹⁶⁾ OR PSYC 8970 - Special Problems in Psychology	6
Engineering and Technology Content Courses (see list below)	3
Electives ^{(3), (9)}	9
Total Hours	39

Note. GS 7990 and GS 8000 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. Curriculum notes are listed below on page 20.

Ph.D. in Human Factors Psychology	Hours
PSYC 8100 - Research Design & Quantitative Methods I	3
PSYC 8110 - Research Design & Quantitative Methods II	3
PSYC 8220 - Human Perception & Performance	3
PSYC 8330 - Cognitive Psychology	3
PSYC 8350 - Advanced Human Factors Psychology	3
PSYC 8370 - Ergonomics for Applied Psychology	3
PSYC 8400 - Usability Evaluation	3
Engineering & Technology Content Courses (see below)	12
PSYC 8950 - Applied Psychology Internship ⁽²⁾	6
PSYC 8910 - Master's Thesis Research ^{(1), (15)}	6
PSYC 8970 - Special Problems in Applied Psychology	15
PSYC 9910 - Dissertation Research ⁽⁵⁾	18
Electives ^{(3), (10)}	12
TOTAL	90

Note. GS 7990 and GS 8000 may not be applied towards the credits required for 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. Curriculum notes are listed below on page 21. Other courses as approved by the Human Factors Program coordinator.

Engineering & Technology Content Courses:

Industrial Engineering: IE 8010 - Design & Analysis of Human-Machine Systems; IE 8020 - Design of Human-Computer Systems; IE 8060 - Ergonomics; IE 8110 - Human Factors in Quality Control; IE 8120 - Work Science and Design; IE 8150 - Research Methods in Ergonomics; IE 8930 - Selected Topics in Industrial Engineering

Computer Science: CPSC 6110 - Virtual Reality Systems; CPSC 6120 - Eye Tracking Methodology and Applications; CPSC 6140 - Human and Computer Interaction; CPSC 6810 - Introduction to Python; CPSC 6820 - Special Topics in Computing; CPSC 8810 - Selected Topics; HCC 8310 - Fundamentals of HCC; HCC 8330 - Research Methods for HCC

HCC 8810 - Affective Computing; HCC 8810 - Health Informatics;

Health Psychology Curriculum

MS in Applied Psychology: Health Psychology Specialization	Hours
PSYC 8100 - Research Design & Quantitative Methods I	3
PSYC 8110 - Research Design & Quantitative Methods II	3
PSYC 6800 - Health Psychology	3
PSYC 8420 - Health Psychology Interventions	3
Experiential Requirement PSYC 8910 - Master's Thesis Research ^{(1), (14)} OR PSYC 8950 - Applied Psychology Internship ⁽¹⁶⁾ OR PSYC 8970 - Special Problems in Psychology	6
Four Additional Health Psychology Content Courses	12
General Electives ^{(2), (3)}	9
Total Hours	39

Note. Curriculum notes are listed below on page 20.

Model Curriculum Map for Master's in Applied Psychology – Health Psychology Specialization

Year 1 – Fall	Year 1 – Spring
PSYC 8100 (Method Course: 3)	PSYC 8110 (Method Course: 3)
PSYC 8420 - Advanced Health Psychology	PSYC 8420 - Health Psychology
HP Content Course (3)	HP Content Course (3)
PSYC 8910 - Master's Thesis Research (1)	PSYC 8910 - Master's Thesis Research (1)
Total = 10 credits	Total = 10 credits
Year 2 – Fall	Year 2 – Spring
General Elective Course (3)	HP Content Course (3)
HP Content Course (3)	HP Elective Course (3)
PSYC 8910 - Master's Thesis Research (1)	PSYC 8910 - Master's Thesis Research (3)
HP Elective Course (3)	
Total = 10 credits	Total = 9 credits

Note. This is just one example of how students can complete their PSYC 8910 requirements. Students work with their thesis advisors to decide the best way to complete the six credits of PSYC 8910 that are required.

Curriculum Map for PhD in Health Psychology (90 credits required)

Year 1 – Fall	Year 1 – Spring
PSYC 8100 (Method Course 3)	PSYC 8110 (Method Course 3)
PSYC 8420 (HP Core Course 3)	PSYC HP Core Course (3)
HP Content Course (3)	HP Content Course (3)
Total = 9 credits	Total = 9 credits
Year 2 – Fall	Year 2 – Spring
PSYC 8130 (Method Course 3)	Method Course (3)
HP Core Course (3)	HP Content Course (3)
PSYC 8910 Thesis Research (3)	PSYC 8910 Thesis Research (3)
Total = 9 credits	Total = 9 credits
Year 3 – Fall	Year 3 – Spring
HP Content Course (3)	Method Course (3)
HP Elective Course (3)	HP Core Course (3)
HP Elective Course (3)	HP Elective Course (3)
Total = 9 credits	Total = 9 credits
Year 4 – Fall	Year 4 – Spring
HP Core Course (3)	HP Content Course (3)
Method Course (3)	HP Elective Course (3)
HP Elective Course (3)	HP Elective Course (3)
Total = 9 credits	Total = 9 credits
Year 5 – Fall	Year 5 – Spring
PSYC 8910 Dissertation Research (9)	PSYC 8910 Dissertation Research (9)
Total = 9 credits	Total = 9 credits

Core Courses - 15 Credit Hours Required: PSYC 8410 – Advanced Health Psychology; Health Psychology Interventions; PSYC 8430 – Health Disparities in Psychological Sciences; PSYC 8500 - Psychopathology and Health; PSYC 8450 - Psychology and Aging

Health-Psychology Content Courses - 15 Credit Hours Required (can take 8990 multiple times): PSYC 8820 - Survey of Occupational Health Psychology 3 Credits; PSYC 8240 - Advanced Physiological Psychology 3 Credits; PSYC 8440 - Drugs and Human Behavior 3 Credits; PSYC 8510 - Theories of Psychotherapy 3 Credits; PSYC 8850 - Organizational Stress; PSYC 8990 - Selected Topics

Methodological/Statistics Courses – 18 Credit Hours Required (can take 8990 multiple times): PSYC 8100 - Research Design and Quantitative Methods I; PSYC 8110 - Research Design and Quantitative Methods II 3; PSYC 8120 - Research Design and Quantitative Methods III; PSYC 8710 - Psychological Tests and Measurement; PSYC 8730 - Structural Equation Modeling in Applied Psychology; PSYC 8760 - Advanced Quantitative Methods; PSYC 8990 - Special Topics if relevant to research design and analysis; MATH 8060 - Nonparametric Statistics; MATH 8070 - Applied Multivariate Analysis; MATH 8840 - Statistics for Experimenters; MATH 9810 - Selected topics in statistics and probability; DSA 8070 - Multivariate Analysis; DSA 8640 - Programming in Data Science

Interdisciplinary Elective Courses – 18 Credit Hours Required: HLTH 8030 - Theories and Determinants of Health; HLTH (MICR) 8090 - Epidemiological Research; HLTH 8110 - Health Care Delivery System; HLTH 8410 - Foundations of Evaluation in Health; PSYC 8330 - Advanced Cognitive Psychology; PSYC 8520 - Advanced Studies in Social Psychology; PSYC 8720 - Judgment and Decision Making; SSCI 8100 - Theoretical Models in Applied Social Research

Required Health Psychology Experiential Coursework – 6 Credits: PSYC 8910 - Master's Thesis Research 1-3 Credits (6 Credits total; includes completion of an empirical master's thesis research project); Any combination of 6 credits of PSYC 8950 - Applied Psychology Internship 3-6 Credits and PSYC 8970 - Special Problems in Applied Psychology 1-6 Credits

Dissertation Research – 18 Credits: Students complete PSYC 9910 - Doctoral Dissertation Research 1-9 Credits. These credits may be taken upon completion of comprehensive exams.

Curriculum Notes

- (1) No more than 3 hours of 8910 may be taken in a single semester or summer session. MS students who elect the thesis option must complete six credits of thesis research as part of their degree,
- (2) Other courses such as PSYC 8970 (Special Problems) may be substituted with permission of the student's academic advisor and the graduate program coordinator.
- (3) PSYC 8910 Master's Thesis Research and PSYC 9910 Dissertation Research may not be used as electives.
- (4) PSYC 8950 (Internship) may be substituted with the prior permission of the student's academic advisor and the graduate program coordinator.
- (5) No more than 9 hours of 9910 may be taken in a single semester or over the two summer sessions comprising a single summer.
- (6) Statistics & Research Methods courses other than those on the designed list must be approved by the student's academic advisor and the graduate program coordinator in advance.
- (7) Additional graduate level Psychology or Management courses.
- (8) For the Ph.D. in IO Psychology, the 15 hours of general electives must include at least 12 hours of regular course work and may include up to 3 hours of 8970 credits. No 8910 or 9910 hours will be accepted as general electives. Students seeking to take non-psychology graduate courses to fulfill this requirement should coordinate with their advisor about the acceptability of specific courses. Courses taken for elective credit may be used toward the OHP Certificate but may not "double-count" for other program requirements.
- (9) Up to 9 hours of PSYC 8970 may be used as electives for the MS degree. Suggested electives for the HF MS program include (but are not limited to) PSYC 6560, PSYC 8230, PSYC 8820, PSYC 8970, PSYC 8990, ENGL 6900, EXST 6020 and Engineering & Technology Content Courses listed for the Human Factors PhD.
- (10) PSYC 8970 Special Problems may be used as electives up to a maximum of 21 total 8970 hours. Suggested electives for the HF PhD program include (but are not limited to) PSYC 6560, PSYC 8150, PSYC 8230, PSYC 8820, PSYC 8990, Mgt 8180, Mgt 8610, ENGL 6900, EXST 6020 and Engineering & Technology Content Courses in excess of 12 hours.
- (11) PSYC 8990 Meta-analysis and PSYC 8990 Item Response Theory also may be taken to fulfill the additional methods course requirement for the IO PhD program.
- (12) At least 6 of the 12 experiential credits for the IO PhD program must be PSYC 8970 credits.
- (13) Other engineering or computer science courses may be substituted, subject to the approval of the HF area coordinator.
- (14) Students earning a terminal Master's degree in Applied Psychology with an Industrial-Organizational Specialization are not required to complete a master's thesis. The option of completing a master's thesis is contingent upon the availability of faculty mentors. Students in the Industrial-Organizational PhD program who

are completing their Master's in Applied Psychology at Clemson must complete the master's thesis on the way to the PhD, as shown in the PhD curriculum.

⁽¹⁵⁾ Students earning a terminal master's degree in Applied Psychology with a Human Factors Specialization are not required to complete a master's thesis. The option of completing a master's thesis is contingent upon the availability of faculty mentors. Students in the Human Factors PhD program who are completing their Master's in Applied Psychology at Clemson must complete the master's thesis on the way to the PhD, as shown in the Human Factors PhD curriculum.

⁽¹⁶⁾ No more than six internship credits may be applied to MS program degree requirements.

Comprehensive Examination

The comprehensive examination is a seminal event in a graduate student's career that marks the transition from being a master's 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 engaging in other forms of professional practice. The student will not be considered as admitted into doctoral degree candidacy 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. Students who fail a comprehensive examination twice are ineligible to receive the Doctor of Philosophy degree at Clemson University.

Timing and Eligibility for taking the Comprehensive Exam: Students must have completed all MS degree requirements to take comprehensive exams, including defense of their Master's Thesis. Completion of the comprehensive exam must occur at least six months prior to the completion of the PhD.

Form GS5D and Expiration of the Comprehensive Exam: Upon satisfactory completion of the comprehensive exam the program coordinator (or other faculty member designated as committee chair) submits form GS5D to the graduate school. Students should check with their area coordinator 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/reapplication to the program.

The Industrial-Organizational Psychology Comprehensive Exam:

The IO comprehensive exam has two options: (1) A traditional written exam and (2) an alternative integrative paper option. In either case, to be eligible to take the exam, students must have completed all program requirements for the MS degree, including a successful defense of the thesis.

IO Psychology Comprehensive Exam – Traditional Format: The purpose of the traditional IO comprehensive exam is to assess the student's proficiency with competencies in IO psychology. These competencies generally correspond to those recommended for IO doctoral training by the Society for Industrial and Organizational Psychology (SIOP). There is no required reading list for the exam. Material covered in recent Clemson Graduate seminars (including methods courses) will comprise the core of the exam. Students also should be aware of issues in recent research in leading IO Psychology Journals (e.g., *Journal of Applied Psychology*, *Personnel Psychology*). Students also should be familiar with current controversies and concerns in IO, such as those discussed at the annual SIOP convention or that are heavily debated topics in the field.

The IO doctoral comprehensive exam may be administered at the end of the fall or the spring term, usually the week after final exams). The 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 typically focuses on Industrial Psychology; the second day typically focuses on Organizational Psychology. Methodological, Statistical, Integrative, and Ethical issues may show up in the questions on either or both days.

Raters will score the exams blindly when possible. Exceptions include cases where the exam is taken by only one student and ratings by the exam administrator (normally the IO program director). 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
- 4 = exceptional performance

Any answer with rating discrepancies greater than 1.00 where one of the ratings is below marginal performance will be rated by a third rater.

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 performed 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 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 pass, a student must (1) receive an overall score 2.5 or better and (2) receive scores of 2.5 or better on all 6 exam questions.

Criteria for a conditional pass: A student who receives a conditional pass has some significant weakness in their 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 of 2.5 or higher and (2) receive scores of 2.5 or better on at least four of the six exam questions (i.e., have no more than two scores below 2.5 on individual questions). Students who receive a conditional pass will be notified of the exam result by the graduate program coordinator. The graduate program director also will provide the student with feedback identifying the weaknesses in the student's answer. Upon notification of the exam result, the student will have 30 days to write a paper addressing the entire missed question. The paper will consist of 10-15 double spaced pages in standard APA publication style with references not counted in the length of the paper but expected as part of the answer. One or more program faculty will review the paper. If the revised answer(s) 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. Extensions may be granted to the 30-day limit for extraordinary circumstances and must be requested of the program director in writing immediately upon notification of the comprehensive exam result.

Criteria for a failure: Failure reflects an unacceptable level of overall performance on the exam. Criteria for 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) not successfully meeting the conditions of a conditional pass.

Students who fail the exam once must retake the exam during the next regular 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 who are taking the exam for the first time).** The content of the second exam may include a mix of questions from the exam the student failed and new questions on comparable topics (the exam also could consist of entirely or mostly new questions). Failure to schedule the exam during the next successive term is regarded as equivalent to failing the exam.

IO Psychology Comprehensive Exam – Alternative Format: The Alternate Format Comprehensive Exam assesses students' ability to:

1. **Integrate concepts** across Industrial and Organizational domains.
2. **Communicate** I/O scholarship through **written** and **oral** formats.
3. **Critically analyze research methods** to answer I/O related questions.
4. **Identify both practical impacts and opportunities for future scientific investigations** in fundamental I/O topic areas.

To achieve these outcomes, the alternate comprehensive exam format requires students to write an **integrative review paper**.

Overview

Students will write an integrative review paper that incorporates at least one topic from industrial psychology **and** one topic from organizational psychology. Theoretical integration can take on multiple forms. Students may choose the approach that is most appropriate for their chosen topic areas. Students are not required to generate new theory, but instead to integrate components of existing theories or models. This paper must also include sections on methodological and practical implications as well as recommendations for future research. Students are also required to prepare a plain language abstract alongside the primary paper.

Ideally, the integrative review paper is related to the student's primary research interests. However, the integrative review paper should be broader in scope than a thesis or dissertation literature review. In addition, this paper differs from the thesis and dissertation process in that students will not be proposing their own study or completing data collection. Accordingly, the integrative review paper should be original work and should not directly self-plagiarize the student's thesis, class papers, or other work. However, the integrative review paper can cover a topic that is a variation on the student's prior work or current interests.

Process

1. Prospectus Submission

- a. Students submit a written prospectus (5 double spaced pages maximum excluding tables, figures, and references) outlining:
 - i. The focal topic and rationale
 - ii. Preliminary structure of the review
 - iii. A working list of key articles to be included in the review

The prospectus submission should resemble a proposal for an annual review issue or conceptual review call (the committee will provide examples of such papers).

2. Assembling Committee

- a. After the prospectus submission has been approved by the student's primary Ph.D. advisor, the student should contact the I/O graduate program coordinator to assemble the committee.
- b. The program coordinator will assign two additional faculty members from the I/O area to serve as committee members.

3. Initial Planning Meeting (45–60 minutes)

- a. The student will meet with the comprehensive exam committee to discuss feedback on the proposal.

- b. This meeting should *not* be a presentation of the research prospectus (i.e., no PowerPoint) but instead should focus on providing developmental feedback to the student on the scope, breadth, structure, and feasibility of the proposed paper.
- c. Approval of the proposal from all committee members is required to proceed. If, in the judgment of the committee, the proposal is not sufficiently well-developed, the committee may require the student to revise the proposal and schedule a second initial planning meeting.

4. Paper Development Phase (8 weeks)

- a. Student writes the full APA-style integrative review paper (30-35 pages double-spaced excluding title page, tables, figures, and references).
- b. The complete integrative review paper will be due to the committee 8 weeks from the date of the initial planning meeting (the exact date will be set in the initial planning meeting).
- c. Students may seek input from their primary advisor or committee members during this 8-week period.

5. Paper Development Meeting (60 minutes)

- a. Students will participate in a paper development meeting with all committee members to assess their ability to discuss their scholarly work. The focus of this meeting is on a student's ability to respond to committee member questions and feedback (i.e., this meeting **will not** require a formal presentation of the paper, analogous to a thesis/dissertation defense).
- b. Student submits the full integrative review paper to the committee **two weeks** in advance of the paper development meeting.
- c. Committee members should provide written feedback to the student, which will be discussed during the paper development meeting. Written feedback from each committee member should be available to the student before or immediately following the paper development meeting.
- d. At the conclusion of the meeting, the student and PhD advisor will prepare a summary of the revisions needed (i.e., what is required to receive a "pass") and set a due date for the revised paper. Once this plan is approved by the full committee, the student can begin the revision phase.

6. Revision Phase (3 weeks)

- a. Student revises paper based on committee feedback.
- b. Students may seek input from their primary advisor or committee members during this 3-week period.

7. Final Approval (Electronic approval)

- a. The comprehensive exam is complete after the committee approves the final review paper and oral discussion.
- b. In the case that a student's revision does not adequately reflect requested changes, the committee has the option to hold an additional discussion to ensure the student is capable of completing any remaining minor revisions to the committee's satisfaction. If the student does not meet the committee's expectations regarding their requested revisions, the student will not pass comprehensive exams.

Administrative Notes

- Ideally, the comprehensive exam occurs during students' third year. Students should plan on a minimum of 13 weeks for the entire process once the initial prospectus is approved: 8 weeks for paper

development, 2 weeks for committee review prior to the paper development meeting, and 3 weeks for revisions as needed.

- Students **may** schedule their paper development phase to occur over fall, winter, and/or spring break, but should not expect to schedule committee meetings during these times. In addition, a paper submitted during a break period may delay faculty feedback.
- Students are not permitted to use AI to prepare their integrative review, but should refer to the graduate handbook and any relevant graduate school policies for additional guidance on this topic
- The graduate coordinator will manage faculty committee assignments. Ideally, committee assignments are made in part based on topical alignment with the faculty member's research area, but the graduate coordinator should prioritize an equitable distribution of labor.
- Advisors can offer feedback on topic selection/scope/framing and help students with identifying relevant references or frameworks during the planning stage and can provide more detailed feedback on the prospectus; during the paper development stage they can provide structured, high-level guidance and answer but are not responsible for line-by-line editing, reviewing multiple full drafts, or regularly meeting to provide continuous feedback throughout the writing process. Committee members are expected to provide targeted, milestone-based evaluation and feedback but are not responsible for detailed, iterative feedback during the paper development stage, reviewing multiple drafts during the paper development stage, or serving as secondary advisors at any point. If, in the judgment of the committee, any submitted proposal/paper is poorly edited, it may be returned to the student for further editing prior to advancing in the process.
- The initial planning meeting, 8-week paper development phase, paper development meeting, 3-week revision phase, and final approval must occur between August 15 and May 15 in line with faculty employment contracts. To protect faculty workload and ensure equitable expectations, students and advisors may not request or lobby faculty to review or approve papers outside of this timeframe, including during summer months. Accordingly, students must schedule their planning meeting to occur on or before February 1st or must wait until the following academic year to begin the process.
- Students who do not pass their comprehensive exams OR who fail to complete requirements within the prescribed timeframes will be required to retake the exam. Students may retake the exam as early as the following academic term. Students who do not pass the comprehensive exam after two attempts will be dismissed from the program.
- The comprehensive examination process may not begin until the student has successfully defended their thesis; the initial planning meeting for the comprehensive paper may only be scheduled after the thesis defense has been formally completed and approved. The same requirement applies to students entering the PhD program with a master's degree who must complete a thesis-equivalent project. In these cases, students may not hold their initial planning meeting until the project has been completed and approved by their advisor and the graduate program coordinator.
- The IO area will provide students with a) a list of industrial and organizational topics that could be included in the review (based on SIOP competencies), b) a rubric for the integrative review papers that is aligned with the learning objectives for this process, and c) resources to guide students in writing a review or theory paper (e.g., [here](#) and [here](#)).
- Students who matriculated in the program prior to Fall 2026 will be given the option to complete the traditional comprehensive exam process or adopt this new process. However, once an option has been selected, students must complete it (i.e., cannot change to the other option).
- The comprehensive exam committee will collect survey-based feedback from faculty and students who participate in the new comprehensive exam process during AY2027-28 and will use this feedback to make necessary adjustments.

The Human Factors Psychology Comprehensive Exam

The goal of the comprehensive exam is for students to develop and demonstrate content mastery and intellectual independence in preparation for completing the dissertation. The comprehensive exam product should involve integrating research and theory in the student's field of interest, broadly conceived, prior to the student's focusing on a more specialized depth area of doctoral research. The content should be broader than the specific focus of the dissertation research but sufficiently focused that a comprehensive (non-superficial) knowledge of the area can emerge and be evaluated in the context of the comprehensive exam process. The committee will evaluate the student's critical thinking with regard to theoretical, empirical, and methodological issues in the field as well as the student's ability to clearly present thoughts in writing and orally. In order to ensure that the final product represents the student's independent skills and knowledge, all work must be completed independently. Advisors are not permitted to read or respond to preliminary drafts, and cannot engage in discussions guiding student's thinking on the exam response.

Statement of Research Interests and Committee: Student creates a statement of research interests, generally about 2-3 pages, completed prior to the first committee meeting and is used to assist with question generation. The statement should describe a coherent domain of research inquiry. The research domain described in the statement should ideally provide a foundation for the dissertation, but should be broader than the dissertation focus. Students are encouraged to work with their advisor to receive feedback and guidance on their comprehensive exam materials before they are submitted for further evaluation and final approval by the committee. The committee composition should follow the same rules as that of the dissertation committee and under advisement of the mentor.

Reading List: In conjunction with the statement of research, the student will generate a reading list that will provide a robust foundation in the relevant literature to support the expertise targeted in the statement of research. The reading list should aim to provide exposure to core theoretical models, historical insights in the field, and current approaches and findings. The reading list should be between 80 – 100 readings, including articles and chapters, and entries should be numbered. Templates for formatting a reading list for committee evaluation will be made available. Students often use an outline format to organize the content focus of the readings. However, readings should not be cross listed in multiple domains as this complicates the ability to count independent readings.

Reading lists are a platform for students to engage in scientific exploration of the literature with guided oversight from the committee. However, the reading list does not function like a contract, as the reading list will not be compared to the final written product to verify alignment. Students may encounter a reference in the course of their reading that is clearly relevant to their interests despite not being originally included on the list. Students should not feel restricted from browsing or reviewing additional readings. However, students should consider that the agreed upon list is the most effective way to ensure that they have been adequately exposed to the information the committee deems critical, and thus students are discouraged from neglecting or replacing significant sections of their reading list. Committee members may also make suggestions on the reading list which can include additions, substitutions, or subtractions. In incorporating this feedback, the student must ensure that the list does not exceed 100 articles and must balance additions with subtractions if necessary.

Exam Questions: The comprehensive exam itself will consist of (typically) 2-3 questions that address a broad (comprehensive) targeted field and solicit students' evaluation of current issues in the field. Students' responses should aim to demonstrate critical analysis and integration of ideas toward addressing current problems in the field, and should not be limited to providing a summary of existing literature. Further information about the questions is addressed below; however, any materials (e.g., articles) may be accessed during the combined writing and reading period.

Students may be involved in the development of the exam questions. Students may generate the first draft of the questions, or they may be given an opportunity to read and comment on questions drafted by the committee. However, it is important to keep in mind that the committee has the ultimate responsibility over the final question content and structure. The committee may make minor or extensive changes to the questions developed by the student, as it is understood that the committee's expertise gives it the responsibility to identify the critical questions in the field that best prepare the student for their dissertation work.

Because the students are aware of the questions at the outset of the process, the reading and writing phases are combined and take place over a period of no more than 4 months. The 4-month window begins one week after the questions are approved by the committee (or chair).

Students will produce a written response to the questions that cannot exceed 60 pages in length, double spaced. References are not included in the page limit but are required. Students may elect to create separate reference lists for each question or provide a single reference list covering the entire exam.

We recommend students plan accordingly as faculty are not available to provide feedback, grade, or attend defenses during university holidays or summers. Students should discuss timelines clearly with their mentors and committee members. Written timelines are often helpful to ensure clear communication and consensus.

HF Comprehensive Exam Oral Defense (Optional): In addition to the written product, the committee may decide that the student will defend their comprehensive exam orally in front of their committee. The Chair will moderate the oral exam which will focus on the comprehensive paper but can include other issues relevant to the student's graduate education. Discussion of the student's oral and written performance will occur following the oral exam (in the student's absence). Two thirds approval of the committee are needed for a passing grade.

If the committee feels that the student has not met the expectations needed to pass the comprehensive exam, the student will be granted one additional attempt to meet this threshold. The committee should document that the student has failed this first attempt and is responsible for determining the timing and structure of the 2nd attempt. The second exam may involve re-writing specific sections, or the entire exam as originally developed, creation of new comprehensive exam questions, and/or meeting again to defend the exam orally. The committee can request a format different from the original format, but the topic must be relevant to the original statement/proposal and reading list. The timeline for completing the second exam cannot exceed the timeline for completing the first exam (e.g., 4 months), and the second exam must be approved by the same committee. The committee is required to document the reason for failing the first exam, the expectations of the second exam, and the deadline for fulfilling these expectations and must provide this document to the student and to the program director. Students failing the exam a second time will be terminated from the program for unsatisfactory scholarship.

The Health Psychology Comprehensive Exam

The health psychology comprehensive exam has two options, a written comprehensive exam and an examination dossier.

Option 1: Written Comprehensive Exam:

The goal of the comprehensive exam is for students to develop and demonstrate content mastery and intellectual independence in preparation for completing the dissertation. The comprehensive exam product should involve integrating research and theory in the student's field of interest, broadly conceived, prior to the student's focusing on a more specialized depth area of doctoral research. The content should be broader than the specific focus of the dissertation research but sufficiently focused that a comprehensive (non-superficial) knowledge of the area can emerge and be evaluated in the context of the comprehensive exam process. The committee will evaluate the student's critical thinking with regard to theoretical, empirical, and methodological issues in the field as well as the student's ability to clearly present thoughts in writing and orally. In order to ensure that the final product represents the student's independent skills and knowledge, the responses to the exam questions must be completed independently with little to no input from the faculty.

Statement of Research Interests and Committee: Student creates a statement of research interests, generally about 2-3 pages, which is used to assist with question generation. The statement should describe the student's main achievements in the program, a coherent domain of research inquiry, and the student's future career goals. The research domain described in the statement should ideally provide a foundation for the dissertation, but should be broader than the dissertation focus. Students are encouraged to work with their advisor to receive feedback and guidance on their comprehensive exam materials before they are submitted for further evaluation and final approval by the committee. The committee composition should follow the same rules as that of the dissertation committee and under advisement of the mentor.

Exam Questions: The comprehensive exam itself will consist of (typically) 2-3 questions that address a broad (comprehensive) targeted field and solicit students' evaluation of current issues in the field. Students' responses should aim to demonstrate critical analysis and integration of ideas toward addressing current problems in the field and should not be limited to providing a summary of existing literature. Further information about the questions is addressed below; however, any materials (e.g., articles) may be accessed during the combined writing and reading period.

Students may be involved in the development of exam questions. Students may generate the first draft of the questions, or they may be given an opportunity to read and comment on questions drafted by the committee. However, it is important to keep in mind that the *committee has the ultimate responsibility over the final question content and structure*. The committee may make minor or extensive changes to the questions developed by the student, as it is understood that the committee's expertise gives it the responsibility to identify the critical questions in the field that best prepare the student for their dissertation work.

Reading List: In conjunction with the statement of research and approved questions, the student will generate a reading list that will provide a robust foundation in the relevant literature to support the expertise targeted in the statement of research. The reading list should aim to provide exposure to core theoretical models, historical insights in the field, and current approaches and findings. The reading list should be between 80 – 100 readings, including articles and chapters, and entries should be numbered. Templates for formatting a reading list for committee evaluation will be made available. Students often use an outline format to organize the content focus of the readings. However, readings should not be cross listed in multiple domains as this complicates the ability to count independent readings. *The committee will review and approve the final reading list.*

Reading lists are a platform for students to engage in scientific exploration of the literature with guided oversight from the committee. However, the reading list does not function like a contract, as the reading list will not be compared to the final written product to verify alignment. Students may encounter a reference in the course of their reading that is clearly relevant to their interests despite not being originally included on the list. Students should not feel restricted from browsing or reviewing additional readings. However, students should consider that the agreed upon list is the most effective way to ensure that they have been adequately exposed to the information the committee deems critical, and thus students are discouraged from neglecting or replacing significant sections of their reading list.

Because the students are aware of the questions at the outset of the process, the reading and writing phases are combined and take place over a period of no more than 4 months. The 4-month window begins one week after the questions and reading list are approved by the committee. Upon completion, the committee may also require an oral defense of the questions.

Students will produce a written response to the questions. Students may elect to create separate reference lists for each question or provide a single reference list covering the entire exam.

We recommend students plan accordingly as faculty are not available to provide feedback, grade, or attend defenses during university holidays or summers. Students should discuss timelines clearly with their mentors and committee members. Written timelines are often helpful to ensure clear communication and consensus. If the committee feels that the student has not met the expectations needed to pass the comprehensive exam, the student will be granted one additional attempt to meet this threshold. The committee should document that the student has failed this first attempt and is responsible for determining the timing and structure of the 2nd attempt. The second exam may involve re-writing specific sections, or the entire exam as originally developed, creation of new comprehensive exam questions, and/or meeting again to defend the exam orally. The committee can request a format different from the original format, but the topic must be relevant to the original statement/proposal and reading list. The timeline for completing the second exam cannot exceed the timeline for completing the first exam (e.g., 4 months), and the second exam must be approved by the same committee. The committee is required to document the reason for failing the first exam, the expectations of the second exam, and the deadline for fulfilling these expectations and must provide this document to the student and to the program director. Students failing the exam a second time will be terminated from the program for unsatisfactory scholarship.

An example overview of this process is below:

1. Student works with the chair to create the committee and completes the necessary paperwork
2. Student drafts the research statement and questions and works with the chair and committee for approval.
3. Student drafts the reading list and seeks approval from the chair and committee.
4. Official 4-month window begins upon approval of step 3.
5. Final full written product (research statement, questions, reading list, and responses) are submitted to the committee and upon passing will receive their signatures (GS5D Form).
6. Optional oral defense scheduled during the fall or spring semesters (excluding holidays)

Option 2: Examination Dossier:

Purpose: A Comprehensive Examination Dossier (CED) must be completed before proposing a dissertation. The purpose is for the student to demonstrate both a breadth and depth of expertise in Health Psychology which merits their elevation to a doctoral candidate. The experience should include two tracks (work products) that

both include evidence of training and practice to support a final dossier product (main CED task). The final product must include an element of peer-review/peer-feedback and it is likely that completion of CEDs can take candidates up to a year, or more to complete. Students who wish to propose their dissertation prior to completion and approval of the CED must petition the program director after gaining approval from their advisor. Guidelines provided below are subject to change.

Procedures, Timelines, and Policies: Students must complete the dossier within two years. If this time limitation is not met, those incomplete CED products of the comprehensive examination will be graded as failed. Each CED product is graded pass or fail with both CED products necessitating a passed grade in order to pass the comprehensive examination. When any CED product is failed, students must resubmit the revised version within one year. If the time limitation of one year for passing the failed track(s) is not met, the comprehensive examination will be graded as failed. Two failures of any CED will result in termination from the program.

Dossier Format: The dossier involves successful completion of the two tracks (work products) as outlined through a Comprehensive Examination Dossier (CEDs). Please see sample CEDs for supporting the development of student's tailored CED proposals. The CEDs topic options are:

- A) Research Dissemination; (required)
- B) Research Funding;
- C) Teaching/Scholarship of Teaching (please refer to supplementary material on teaching options);
- D) Community Engaged Scholarship;
- E) Government Proposals and Policy;
- F) Program Evaluation;
- G) Prevention/Intervention.

Comprehensive Examination Dossier Track A: Research (required): The culmination of the checklist will result in the submission of two publications, which can be review, meta-analysis, theoretical, or empirical articles to a peer-reviewed journal in psychology or related discipline. Submissions could be a result of a Master's thesis obtained at Clemson University or another institution, as long as the publication was completed during the students' time at Clemson. If there is more than one author, indicate the percent of contribution of each author and specify author contribution. It is expected that students provide the majority of effort and serve as first or second author on one manuscript and completed a significant effort on the second manuscript, even if they are not first or second author.

Steps for the student to propose and complete the CED:

1. Choose two tracks with your research advisor. If there is a novel track not listed that you want to pursue, email the program director. While planning with your research advisor, develop a CED committee of three faculty members. These faculty members will provide unique expertise based on the CED experiences and products proposed. Interdisciplinary committees are encouraged, but at least two psychology faculties are typical.
2. Create a checklist of training experiences that will support the final product. Use the samples provided for guidance. Other examples will be posted on the Health Psychology Canvas page, as available.
3. Email your chosen faculty members for your CED committee and ask if they are willing to judge your final CED product; include the tentative CED proposal document for their feedback. Depending on the feedback, you may need to plan a meeting with the committee to finalize your final CED plan and product.
4. Create a cover letter addressed to the program director (Dr Nicholson) explaining why the track choices (and the checklist experiences within those tracks) best support your career trajectory. Explain why the committee will be the best jury for your CED and include in the letter the following statement with an electronic signature from each committee member: *We have been a part of the process of the*

development of this Comprehensive Exam Dossier and have approved both tracks, along with their training checklist and final track product. We will serve as the jury for [student name]'s Comprehensive Exam Dossier products to judge their merit in demonstrating depth and breadth of understanding within the field of Health Psychology.

5. Submit this document to Canvas (Assignment is *CED approval*). The director might provide feedback or suggested changes. Under this scenario, you will need to revise the CED document and amend the cover letter with the changes made and collect signatures from the committee members under this statement: *We have reviewed and approved the recommended changes to this CED.*
6. Once the CED training and product is complete, provide the completed checklist and final CED product to the committee and receive their signatures (GS5D Form). If the committee will not approve of the final product, the student must revise the product until it is deemed sufficient. If after revision the committee still does not feel the students' product is of high enough quality to gain candidacy in the doctoral program, then they will not be able to continue in the program.
7. The completed document noting the full approval of the CED product by the committee (i.e., a copy of the completed GS5D form) needs to be turned into the Health Psychology Canvas page under the assignment called "CED final product."
8. The Health Psychology program Canvas page contains additional information about the teaching option that students should review prior to finalizing their comprehensive exam plans.

DEPARTMENT POLICIES AND PROCEDURES

The student is ultimately responsible for compliance with all policies, procedures, and regulations pertaining to graduate study. This includes submitting all required university forms regarding thesis work, dissertation work, and graduation in a timely manner. The graduate school has compiled a [useful list of forms](#) on its webpage.

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 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 (APA) [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 (APA Division 14), APA's Division 38 serving Health Psychology, or the Human Factors and Engineering Society.

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 they would with 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

Graduate students should work with their faculty advisor to plan an academic program that meets the student's training needs and that meets specified area, department, and University degree requirements. The Department of Psychology develops course schedules several weeks before the start of each term. We encourage graduate students to assist in this effort by suggesting courses and seminars to be offered. It is advisable, 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.

Students will register for each forthcoming semester during the designated times listed in the University calendar. Prior to enrolling in Special Problems in Applied Psychology (PSYC 8970), an agreement should be developed between the student and the supervising faculty member that specifies, in detail, what research work is to be accomplished. The grade on the project will reflect the extent to which the student fulfilled the expectations of this contract. An 8970 project may not be used to support MS thesis or PhD dissertation work.

Students in the M.S. program should complete the thesis by the time 51 credit hours have been accumulated. Students in the Ph.D. program should complete the dissertation by the time 96 hours have been accumulated. Students who have not completed the thesis/dissertation in the recommended period will not be allowed to enroll for further credit except for PSYC 8910 (Thesis research) or PSYC 9910 (Dissertation research). Such students should **not** expect further university or department-sponsored or department-approved financial support.

Course/Work Loads and Outside Employment

A normal course load for a full-time graduate student holding an assistantship is 9 credit hours (although students may take more than 9 credits). Graduate Assistants, students employed in other areas of the University, and students employed in professional agencies or organizations under departmental sponsorship may be classified as full-time graduate students. **All such students who are employed for 10 or 20 hours/week as a graduate assistant must maintain a course load of at least 9 credit hours** during each spring and fall academic semester (graduate assistants must maintain a minimum of three credits during any summer term that they are employed as a graduate assistant). 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.

Students may not work more than 28 hours/week during the fall and spring semesters. International students may not exceed 20 hours of work during the regular school year under any circumstances. During their first semester, students enrolled in 9 credit hours should not be employed more than 20 hours/week, including all forms of employment. **All outside/extra employment should 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 be required to discontinue their outside employment or have their assistantship removed.

A graduate student who has not completed the master's degree cannot register for more than one 8970 Special Problems activity, within or outside the Department, in any semester or summer term.

Graduate students in the Department of Psychology are permitted to drop courses in which they are enrolled but 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 (e.g., from dropping a class), that student may have the assistantship or other departmental sponsorship revoked.

Students who have completed the minimum number of hours required for the MS degree or PhD and who lack only the thesis or dissertation for degree completion, must continue to enroll in at least 1 credit hour of PSYC 8910 (Thesis research) or PSYC 9910 (Dissertation research) 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 only required when they plan to graduate in August, in which case enrollment should be in the second summer session. Aside from approved internships or leaves of absence, students are normally expected to remain full-time students in residence during the regular academic year 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 PSYC 8910 (Thesis research) or PSYC 9910 (Dissertation research) 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; **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 of any type of university financial support or university-related job placement will be contingent upon satisfactory academic performance. On the recommendation of the Graduate Program Committee and the Department Chair, students who accumulate a GPA 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 to attain a higher grade. A grade of '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 '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') may be given 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 30 days 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 (e.g., the instructor's absence from the campus makes it impossible for the student to remove the Incomplete). Students who have Incomplete grades on their transcript 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 will result in disciplinary action, including potential dismissal from the program.**

Annual Evaluation of Students

Each graduate student 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 their specialty area (including the student's advisor as well as those who supervise the student in other roles). The purpose of these evaluations is primarily diagnostic; the evaluations are designed to identify problem areas or deficiencies 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.** In the spring of each academic year (typically in late April or early May), students will be asked to complete a performance evaluation form in which they will describe their accomplishments during that year. This information will be evaluated relative to our satisfactory progress criteria. Students funded by graduate research or teaching assistantships will also receive an evaluation by their instructor/supervisor. The graduate program coordinator will gather this information and provide it to the student along with a summary rating of their standing in the program.

Following these evaluations, the Graduate Program Coordinator for each respective program 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.

Each program/area also may conduct their own evaluation processes for developmental or other purposes.

Assistantships and Financial Support

The Department of Psychology uses two sources for funding graduate students: University funds, and funds from contracts, grants, and donations. Students supported by university funds normally are assigned teaching assistant duties while those supported by research contract funds are typically assigned research duties. Students also may have a mix of responsibilities and funding sources, such as when a student is partly funded through a teaching assistantship and partly funded through a research assistantship. 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 funds.

- Effective Fall, 2022, 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 \$7,500/term for a 20 hour per week position.

- GTAs who have completed their master's degree, including those who completed the masters at another program will be paid \$8,500/term.
- GTAs who teach a stand-alone course will be paid \$9,500/term during any term that they teach a course as the instructor of record.
- 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 and chair as needed.
- Compensation for Graduate Research Assistants (GRAs) will follow the same basic pattern. **Faculty may, at their discretion, pay GRAs more, but not less than the GTA 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.
- In cases where a student is hired on a grant, but the funding for that grant ends, the student will (assuming the availability of department funds) normally be switched to GTA funding at the standard rate for students of the same program standing. For example, a pre-MS PhD student who was working on a grant would be switched to the nine-month pre-MS pay rate, no matter how much they were being paid by the grant.
- All pay increases are effective at the start of the next complete semester. For example, a PhD student who completes their MS degree 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 with office staff to make sure that pay increases are processed and check their pay stubs carefully to ensure any necessary changes are made.**

Graduate assistantships 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. Assistantships may be discontinued at any time due to unacceptable performance or failure to make acceptable progress towards the completion of the thesis or dissertation. **Students must reside in South Carolina through the duration of their assistantship.**

Students should expect to be supported on university funds or departmentally supported funds (e.g., research grants, community agency placements) for no 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 Master's 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 research/teaching assistantship.

Students holding assistantships are expected to meet with each of their supervising faculty members (and/or instructors of record) each semester 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.

Graduate students must possess a master's degree to teach a self-contained course as their assistantship assignment (i.e., as an instructor of record). Graduate student instructors of record 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 student instructors are encouraged to contact the Graduate Program Coordinator or their Area Coordinator for assistance in identifying a teaching mentor.

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 requires them to postpone accepting a job offer or other opportunity.

Please note that syllabi and all related course materials must comply with university regulations related to course policies and syllabus content. For more information see the academic regulations provided by the [registrar's office](#).

Assessment of Graduate Student Teaching Effectiveness

When graduate students teach courses as the "Instructor of Record" they are responsible for ensuring that their classes contribute to the department's goal of offering high quality undergraduate education as well as to the University's expectations for undergraduate courses. Therefore, the Department of Psychology conducts routine assessments of Graduate Student Instructor teaching. This process serves three goals: (1) to ensure that graduate student instructors comply with university requirements regarding issues such as syllabus content, (2) to provide students with developmental feedback that will help them improve their teaching effectiveness, and (3) as a performance management system to identify and respond to potential problems with courses. We also expect participation in the assessment process to provide professional development and feedback for graduate student instructors that will be valuable regardless of whether students aspire to academic or applied careers.

Mid-Term Evaluation: All graduate student Instructors of Record are encouraged to conduct mid-term evaluations from their classes. The content of the mid-term evaluation is open to the discretion of the instructor. However, the minimum requirement for the evaluation would be open-ended questions asking students to describe the strengths of the course/instructor and to identify any potential opportunities for improvement. This evaluation should be completed and submitted by the start of the 10th week of class, ideally after the class has completed at least one exam.

Final Evaluation: All graduate student Instructors of Record are required to obtain teaching evaluations through the university's normal evaluation process. Instructors of Record also will submit a copy of their final evaluations as part of their annual performance review. This should minimally consist of a single file with quantitative ratings and student comments from the standard university and department rating items. Graduate students who are teaching labs or providing other support to an instructor of record are not required to submit final evaluations but may do so at their discretion (we especially encourage this for students who aspire to be university faculty as evidence of their teaching effectiveness).

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 should evaluate the student's conduct and performance during the internship. Evaluation components may consist of formal job performance evaluations, weekly or bi-weekly reports of job activities by the intern, a final report describing major internship activities, or 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 are 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).

Students who are on a graduate assistantship may not register for internship credits during any term that they are working on an assistantship. Thus, assistantship-funded students would normally only be able to take internship credits during the summer when their tuition is not typically covered by the assistantship (i.e., they pay for their tuition credits).

Copying and Printing

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 educational materials (e.g., tests, syllabi, in-class exercises) to support undergraduate teaching is completely acceptable. 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 questionnaires and any other research materials. Students are strongly encouraged to avoid printing non-essential materials such as print versions of articles the results of statistical analyses that include a great deal of extraneous information that is not of direct interest.

- 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 instructor 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 exceptions:**

- 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 proctoring assignment, depending on nature of proctor demands and proctor availability each term.

Proctor assignments are made by a proctor coordinator who is either a department staff member or a graduate student performing the job as part of their departmental duties under the supervision and direction of the graduate coordinator (if they are a student, 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 proctor 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 expected job duty. Moreover, students should recognize that proctors who miss assignments create a great deal of disruption and frustration for department instructors and undergraduates. Students who miss assignments will be given 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.

Graduate Student Awards

The Department of Psychology offers three graduate student awards. Normally, one eligible student from each area will receive an award, although an area may opt not to give an award.

The award process has three stages:

(1) The graduate program director and/or department award coordinator will issue a call for award nominations to all faculty members and graduate students. Any department faculty member may formally nominate an eligible student. Students may also self-nominate or nominate their colleagues by submitting their nominations to their area coordinator. Faculty should not nominate more than one of their own students.

(2) For the MS and PhD awards, nominated students will be asked to submit a list of brief (two page max) descriptions of their top 7 accomplishments during their tenure at Clemson. These accomplishments may be a mix of research (e.g., publications, presentations, grant activity), contributions to the department (e.g. teaching, holding an officer position in a student organization), and contributions to the profession/practice (e.g., serving on a committee for a professional organization, helping implement a field intervention, completing a noteworthy internship). These accomplishments must be Clemson-based such that the activity was completed during the student's tenure at Clemson. For example, a publication or presentation based primarily on work conducted at another institution would not count, even if that publication appeared during the student's time at Clemson.

(3) Each area coordinator will compile a list of award nominees for their area. Depending on the number of nominees, the area coordinator may, at their discretion and working with their area faculty, generate a short list of nominees for each award. Then, members of each area will vote on the nominees to select an award winner for their area (the exact voting process will be up to the discretion of the area).

Best Graduate Student Publication Award: This award is given by vote of the area faculty to the best publication by a graduate student for a paper published in the previous calendar year (papers that appear on-line may be considered for this award). There will be a total of three best student publication awards each year, one each for IO, HF, and Health students (both MS and PhD students are eligible). Nominated papers must have a Clemson Psychology graduate student as the first author on the paper and the work should have been conducted primarily at Clemson. Preference will be given to papers published in peer-reviewed journals, although other published sources such as book chapters are eligible. If there are no nominees, the award will not be issued. Any financial prize awarded will go to the first author of the paper, although all student co-authors are considered winners of the award.

The Outstanding Master's Degree Candidate in Psychology: This award is given by vote of the area faculty to any student who has been a master's degree candidate during the preceding year and who has demonstrated excellence in research activities, as well as other activities such as teaching, professional/departmental service, and classroom performance.

The Outstanding Doctoral Candidate in Psychology: This award is given by vote of the area faculty to any doctoral candidate (i.e., post-comprehensive exam) who has demonstrated excellence in research activities, as well as other activities such as teaching, professional/departmental service, and classroom performance.

Counseling and Psychological Services Available to Graduate Students

The demands of graduate school can sometimes seem overwhelming. The [University's Counseling and Psychological Services \(CAPS\)](#) can help graduate students navigate difficult situations, times of stress, or other issues. If you are experiencing a mental health emergency, services are available 24 hours a day including weekends. To learn more, visit the CAPS website.

Supplies and Clerical Services

Teaching assistants, with faculty approval, may use the resources of the department only for work directly associated with their instructional duties. 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.

Office 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. Fees may 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 and familiarize themselves with the University's policies on copyrights, patents, and software. Computer programs written, data generated, discoveries made, class materials developed, etc., during your assistantship are the property of Clemson University.

THESES AND DISSERTATIONS

Overview

Thesis and dissertation projects demonstrate the student's ability to plan, organize, conduct, report, and interpret the results of an empirical research study. Theses and dissertations accomplish this goal at differing levels of complexity and student autonomy. Regardless, each should represent a unique and original contribution to the field of psychology. All theses and dissertations should have an empirical component as the primary project (e.g., a project focusing on a narrative literature review would not be considered acceptable).

The master's thesis is a research training experience where students learn about the research process. The master's thesis also provides the opportunity to evaluate 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 represent a potentially substantial contribution to knowledge in psychology. Although both theses and dissertations should be designed to produce findings that would be publishable if the study progresses as planned, the department recognizes that not all theses/dissertations may generate publishable results (e.g., if the idea proposed in the thesis/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 thesis/dissertation should normally be acceptable, even if the proposed hypotheses are not supported.

All phases of the thesis/dissertation research, including proposal of the problem, design of the research, data collection and analysis, and writing of the final report, are primarily the student's responsibility with the support of their advisor. In addition, it is the student's responsibility to ensure that the written product meets the [formatting specifications](#) detailed by the Graduate School.

Topic Selection

Students may choose any topic that is relevant to the student's area in psychology **and acceptable to the committee**. The student should discuss the proposed topic with the committee chair and possible committee members **before** they commit to serve on the committee. Students must provide enough information to potential committee members about the nature of the project for them to make an informed decision about their willingness to be a committee member. This information normally includes the research questions, expected sample, proposed research design, and data analysis plan.

Academic Credit for Thesis/Dissertation Work

As part of their MS degree requirements, students who are completing a thesis must take six credits of PSYC 8910. Students may not count more or less than six credits toward their degree requirements and the six credit requirement does not apply to MS students who have not chosen the thesis option. As part of their PhD degree requirements, PhD students complete a minimum of 18 credits of PSYC 9910. In general both MS and PhD students should be enrolled in at least one credit hour during any term that they are completing any work on their thesis/dissertation. However, students must be enrolled in at least one credit during the term that they plan to graduate, even if they are only defending that term. The only time students do not need to be enrolled is if they have finished all degree requirements before the first day of classes of the next semester. For example, a student could graduate in the summer without enrolling if they have finished their degree work before the first day of the summer semester. Although students may take more thesis or dissertation hours than the prescribed maximum (e.g., to maintain their enrollment status), **no degree credit is given for additional hours of PSYC 8910 and PSYC 9910 beyond the required 6/18 credits.**

Timing

Students should begin planning the thesis during their first year of graduate training by working with their advisor (or other faculty member who will chair the thesis committee) to identify a thesis topic. The student will then work with their committee chair to form a thesis committee come up with a timeline for completing the thesis. To complete the MS degree in two years, students typically should propose their thesis no later than the Fall semester of the student's second year in the program and plan to defend the thesis in the Spring semester of their second year in the program.

Work on the doctoral dissertation typically begins after the student has passed the Doctoral Comprehensive Examination. Note that PhD students 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. Students are encouraged to communicate directly with their faculty advisor and committee members about their availability and expectations for communication during the summer months.

Students who fail to maintain adequate progress towards the completion of a thesis or dissertation may 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 input from the advisor and/or other area faculty in this process). Master's students have 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 60 hours of graduate work. Similarly, the doctoral dissertation must be completed by the time the student has finished 96 hours of graduate work. In both cases, the student will not be allowed to enroll in further academic credits other than PSYC 8910 or 9910 for MS and PhD students, respectively, until the thesis or dissertation has been completed. These students will normally be ineligible for any type of department-sponsored or approved financial support and may be terminated from the program at the discretion of the graduate program committee.

Students need to remain aware of the various deadlines posted by the Graduate School. Information regarding these deadlines can be obtained from the [Graduate School's deadline page](#). This web page also contains a checklist on graduate school procedures.

Committees and Committee Chairpersons

The student selects a committee 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 selected (and the faculty members comprising the committee have agreed to serve), the student will complete the GS2 (or GS2-14) degree plan with the committee members listed. A chairperson need not be the student's academic advisor nor be in the student's specialty area, although the advisor normally will be the thesis chair.

- 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.
- No matter how many members there are on a committee, **the majority of the committee members must be full-time faculty in the Department of Psychology**. This means that a typical three-person thesis committee would have at least 2 full-time psychology department faculty and that a typical four-person doctoral dissertation committee would have at least 3 members who are full-time faculty members in the Department of Psychology.

Committee members may be from other departments within the University or from outside the University. In either case, members must have Graduate Faculty Status within the Department of Psychology. Prospective committee members who do not already have Graduate Faculty Status in the department must obtain this status prior to serving on the committee. This includes both Clemson employees in other departments (even if they have graduate faculty status in another department) and non-Clemson employees. Committee members do not need to be academic faculty but must hold a terminal graduate degree (typically a PhD) and have evidence of active engagement in social science/behavioral research. Potential members who have at least 10 years of research experience may be unilaterally approved by the department chair. Other potential members need to be approved by the department's tenure and promotion review (TPR) committee prior to being approved by the department chair.

To add a committee member who does not currently have Graduate Faculty Status, the student obtains the potential member's CV and submits it to the graduate program coordinator. The graduate program coordinator will send the CV to the TPR committee who will review and approve the proposed member. If the proposed committee member is not a Clemson faculty member, the student will then complete and submit the [External Advisor Request Form](#) for the department chair's approval (this form does not need to be submitted for prospective members who are Clemson faculty in other departments). Upon approval from the department chair, the external member can participate on the committee and sign the various graduate student forms (e.g., GS2 and GS7) as would any other member. Note that because external committee members do not have Clemson email accounts, students will need to circulate dissertation/thesis-related paperwork as pdf files for electronic signatures rather than having them routed through the normal electronic approval system.

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

It is the responsibility of the chair of thesis and dissertation committee that the entire thesis/dissertation committee is present at proposals and defense. In rare occasion, if member(s) cannot attend the proposal/defense, the student must send a formal request to provide asynchronous feedback from the absent committee member must be sent to the graduate program coordinator and sent to the graduate committee for review and approval.

Using Secondary/Previously Collected Data in Thesis or Dissertation Projects

There are at least three ways secondary (previously collected) data may be used in a thesis or dissertation project:

- Conducting a meta-analytic review of existing literature (a narrative literature review would generally not be considered acceptable for a thesis/dissertation project).
- Testing new hypotheses in an archival data set.
- Including empirical studies previously completed by the student while enrolled in graduate study in the Clemson Psychology department

The thesis/dissertation committee may permit any of these uses of previously collected data, assuming that, in the judgment of the committee, the project meets usual standards of scientific quality and constitutes an original contribution to the literature for which the student has clearly been the primary driving force. The committee also may decide that a study using one of these methods would not be acceptable. Examples of unacceptable uses of secondary data for a thesis/dissertation might include proposing a meta-analysis consisting of a small number of studies or using a poor-quality archival data set to test hypotheses.

When students seek to include previously completed research as part of their thesis/dissertation work, they must also adhere to the following guidelines.

- The new data collection must build on the previously completed research in a logical, programmatic manner.
- The student must be the primary driving force in the previously completed research. This would normally be indicated by lead authorship on prior publications/presentations included as part of the thesis/dissertation work. To include prior work that has not been published/presented, the student must be able to offer other evidence to demonstrate their lead role in the project.
- The master's thesis, and any work preceding the Master's, may not be considered as part of the dissertation (although work that builds on a student's prior work would be perfectly acceptable).
- The proposal and final thesis/dissertation documents must clearly indicate which portions of the research were previously completed (e.g., prior to the proposal being approved), which represent new contributions, and the relative contributions of others to any existing research.

It is important to note that the decision to accept any form of secondary data as part of the thesis/dissertation rests solely with the thesis/dissertation committee. The ultimate criterion that committees will use to evaluate a proposed thesis or dissertation is the scientific contribution of the proposed research. Thus, the committee will evaluate the previously completed research as part of their summary evaluation of the proposal. The committee may (a) accept the previously completed research as part of the thesis or dissertation project, (b) accept the previously completed research, but request further work beyond what the student has proposed, or (c) reject the inclusion of previously completed research. Options (b) and (c) would typically require the student to revise the proposal to include additional data collection and to move the discussion of the existing data to the Introduction section. In general, students should work with their committee before the official proposal meeting to ensure that there is consensus from the committee about the proposed use of secondary data.

Preparation of the Thesis/Dissertation Proposal

The student prepares the thesis/dissertation proposal 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, description of procedures for analyzing the data with justifications for using these procedures, and brief discussion of the potential implications of the findings. 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 as these details may vary from advisor to advisor. Students typically obtain approval for the proposal from their chairperson first and then send the approved proposal to the rest of the committee prior to the proposal meeting.

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 the case of rejected proposals, the student may choose a new chairperson, committee, and/or topic.

Proposal/Defense Meetings

Each thesis/dissertation involves at least two committee meetings, one when the thesis is proposed to the committee members and one when the final thesis/dissertation is defended. The proposal/defense document generally should be submitted in final written form to the committee at least ten business days prior to the proposal/defense meeting. Students should understand that if they submit their proposal with less time for the members to review the thesis/dissertation, they may be required to reschedule their meeting.

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. Students should e-mail the Graduate Program 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/Committee Chair.
5. The Thesis/Dissertation Committee Members.
6. The Abstract.
7. The Time, Date, and Location of the meeting.
8. A link to the meeting if it will be held on-line.

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 plan on a minimum of 90 minutes for each meeting. The meetings typically consist of (a) a formal presentation, lasting approximately 30 minutes, (b) question and answer session from committee members, (c) a 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 the details of the presentation content, including the appropriate balance of theory, hypotheses, methods, etc.

Conduct of the Thesis/Dissertation 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 Ethical Conduct of Human Subjects Research and Ethical Principles of Psychologists). Any new data collection included as part of a thesis/dissertation may not 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 generally expected to obtain any necessary funding for their thesis/dissertation research. 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 expenditure 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 and the norm is that the department does not fund thesis/dissertation research.

Thesis/Dissertation Defense (Final Examination)

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.**

Following the defense of the work, the committee will vote to either:

- Accept the completed work without modification,
- Accept the work contingent upon 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 thesis/dissertation. 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.

Thesis and dissertation candidates must be registered as full-time students or be registered in at least 1 credit of PSYC 8910 (Thesis) or PSYC 9910 (Dissertation) during the semester or summer session in which they graduate.

IMPORTANT GRADUATE SCHOOL FORMS

Unless otherwise stipulated, students are responsible for ensuring 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 website](#) (many of these forms are now distributed electronically). Students are strongly encouraged to familiarize themselves with the various Graduate School [forms](#) and [deadlines](#) as these are especially important to maintaining timely progress through the program.

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 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 PSYC 9910 are listed on the PhD GS2. For the MS degree, indicate "MS" as the Degree sought and either "Applied Psychology- HF", "Applied Psychology - HP", or "Applied Psychology- IO" 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 should 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 no later than the beginning of the fourth semester of study.** 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 carry over.

GS-Approval of Thesis/Dissertation Research Proposal

This form is completed after the student has successfully proposed a thesis or dissertation research project.

GS5D - Results of the Doctoral Degree Comprehensive Examination

Depending on the comprehensive exam format, this form will be completed by the graduate program coordinator or the examining committee chair and signed by the examining committee as needed. Students typically do not see this form, but they should check with the appropriate faculty member to make sure that it has been completed. Note that this form may not be filed until the graduate school has accepted the GS2.

GS7 - Final Thesis (GS7M)/Dissertation(GS7D) 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. 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 typically about three weeks before the expected date of graduation.**

GS35 - Request for Certification of South Carolina Residency

GS2000 - Graduate Assistant Tuition Remission Form