

POLICY MANUAL FOR THE M.S. PROGRAM IN PSYCHOLOGY
AUGUSTA STATE UNIVERSITY
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The right to add to, delete, or otherwise modify any of these provisions remains with the appropriate faculty and administrative bodies of Augusta State University and the University System of Georgia.

AUGUSTA STATE UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION. NO PERSON SHALL, ON THE GROUNDS OF RACE, COLOR, SEX, CREED, NATIONAL ORIGIN, OR HANDICAP, BE EXCLUDED FROM PARTICIPATION IN OR BE OTHERWISE SUBJECTED TO DISCRIMINATION BY AN EDUCATIONAL PROGRAMS ACTIVITY OR FACILITY.

I. Introduction

The graduate program in psychology at Augusta State University provides intensive master's level education and training in clinical and experimental psychology. The M.S. program is, for most students, a two year program containing both advanced foundation courses (e.g. learning, social, personality, statistics), applied course work (e.g., psychometrics, counseling, psychopathology, research practicum) and supervised internship experience in treatment facilities or research laboratories. The department operates a psychometric and clinical training facility and an animal and human research laboratory. Internship assignments are made at a variety of local agencies including a Veterans Administration Medical Center, a regional state psychiatric hospital, the Medical College of Georgia, a regional state school and hospital for the developmentally disabled, a regional state training center for juvenile offenders, Dwight David Eisenhower Army Medical Center at Fort Gordon.

Augusta State University is accredited by the Southern Association of Colleges and Schools. We are often asked if our program is accredited by the American Psychological Association (APA). Although APA does accredit applied doctoral programs; they do not accredit any program at the master's level. As a result, the Masters in Psychology Accreditation Council (MPAC) was formed, and in 2005 we received full MPAC accreditation for our clinical/counseling track. Additionally, the Department and its faculty members maintain active relationships with the discipline's various governing and professional bodies, such as the American Psychological Association (APA), Association of Psychological Science (APS), Council of Graduate Departments of Psychology (COGDOP), Council of Applied Master's Programs in Psychology (CAMPP), and North American Association of Master's in Psychology (NAMPP).

The deadline for submitting applications to the M.S. program is set by the institution (May 1). Those individuals who complete their application packet by April 1 will be reviewed early. We will notify you of the status of your application as soon as the files are reviewed. Please note that there are a limited number of positions for each fall entering class; the program often fills sooner than the May 1 deadline. Admission to the program in semesters other than fall is possible if openings exist, but this is rarely permitted given the sequencing of some courses. Applicants are strongly encouraged to submit their complete application by April 1. A final decision regarding acceptance into the graduate program can be made only upon receipt of *official* GRE scores, *official* transcripts, satisfactory letters of reference, and a personal statement of educational and professional goals. Under exceptional circumstances students may be granted permission to enroll in certain courses in a post-baccalaureate status while the application is being processed.

Inquiries are encouraged especially from members of minority groups and older persons, from human service personnel employed by local community agencies, from individuals

who may lack specific undergraduate preparation in psychology, and from persons possessing otherwise adequate credentials, but who may have a deficit in a single credential such as the quantitative GRE score or freshman grade point average. In such cases, the department may use other information in the admission decision, and may require satisfactory remediation of any academic deficits prior to full acceptance.

II. Admission Requirements and Procedures

A. Admission Criteria

Admission to the program is competitive, and students admitted in regular status are likely to have exceeded the criteria listed below.

1. Completed requirements for the bachelor's degree at a regionally accredited college/university.
2. A minimum grade point average equivalent to 3.0 on a 4.0 scale.
3. Have taken the Graduate Record Examination (GRE) within the past five years. The analytical/writing score must be 3.5 or higher, one of the remaining scores must be 400 or better, and one score must reach 450 or better.
4. Satisfactory letters of recommendation and transcripts. At least two letters should be from academic sources.
5. A statement regarding personal and professional goals with respect to graduate study at Augusta State University.
6. For students whose native language is other than English, the examination scores of the Test of English as a Foreign Language (TOEFL). An oral expression and comprehension evaluation may also be required.
7. For foreign students, a financial form provided by the Office of Admissions.

Successful applicants for regular graduate status will, at a minimum, have satisfactorily completed undergraduate courses in general psychology, behavioral statistics, and research methods. Those applying to the clinical track will also have satisfactorily completed an abnormal psychology class. It is also recommended that the undergraduate preparation include tests and measurement together with "core" courses, such as learning, biological psychology, social psychology, and history and systems of psychology.

B. Admission Procedures

The Degree Program Specialist for the department will provide the prospective applicant with information concerning the psychology program and admission

procedures. Applications from persons interested in taking graduate courses in psychology should be sent to the Department of Psychology, not the Augusta State University Office of Admission. After all required information has been received, the Psychology Graduate Admissions Committee, consisting of the Director of Graduate Studies in Psychology and at least two other members of the psychology faculty appointed by the Department Chair, will make an admission decision, subject to the approval of the Department Chair. The Director of Graduate Studies in Psychology will inform the applicant of this decision. Any appeals of this decision should be addressed to the Department Chair.

Space permitting, persons meeting all admission requirements will normally be granted **regular** graduate student status. Students deficient in one area of the admission prerequisites, but who otherwise show promise, *may* be awarded **provisional** status.

Provisional graduate students must take at least 6 hours of admissible graduate work and earn at least a 3.0 grade point average to be considered for regular graduate status. Students are responsible for petitioning the faculty for regular student status. The faculty will consider the student's academic performance, professional demeanor, and ethical behavior in granting regular student status. Students will normally not be allowed to carry provisional status for more than one semester. Students with provisional status will be able to count up to 12 hours of course credit earned in the program toward their graduate degree. No more than 9 hours of graduate credit may be transferred in from another graduate program or post baccalaureate studies.

C. Dismissal and Re-admittance

Students whose GPA shows a deficit of greater than six quality points will be dismissed from the program. Dismissal may also occur when students display unethical behavior such as plagiarism, fail to pass comprehensive exams, or when students in provisional status have deficient academic records. Students who are dismissed from the program must formally reapply to gain re-admittance.

D. Fees and Financial Assistance

Fees are determined by the University System of Georgia and are provided in the schedule booklet each semester. Students are expected to arrange their own means of paying tuition and other fees. Persons requiring financial assistance should first contact the Office of Financial Aid to inquire about funding alternatives, including the Work Study Program and low interest loans. Part-time employment, often in psychology-related positions, is found by some students, but care must be taken that this does not interfere with academic obligations. Applications for our emergency loan program exclusively for psychology students, the Wiggins Fund, may be obtained from the Office of Financial Aid and submitted to the Director of Graduate Studies.

The department offers a limited number of graduate assistantships which reduce tuition and provide a monthly income in return for services to the department (e.g., grading tests, conducting library searches, answering phones, collecting research data, tutoring students). These are assigned by the Department Chair each semester from among those students applying or recommended by the faculty. Some of the factors which contribute to the award decision are: financial need, residency status, academic potential and performance, work performance in previous assistantships, not being otherwise employed, and possession of skills needed by the department.

Graduate assistants are required to carry an academic load of at least 9 semester hours with no more than 4 hours of internship. Those students granted assistantships are expected to report to the university to begin their assistantships on the same day that faculty return for each semester. This is usually a week before the first day of class in fall semester and the two to three days before classes begin for spring semester. Please note faculty members depend on your assistance and need your help during the first week. Those who are unable to be here for this week face the possibility of losing their assistantship for that semester. Assistantships are typically awarded for no more than four semesters. Assistants will sign contracts each semester specifying the conditions of the assistantship. The award of an assistantship one semester is not a guarantee of future awards, and the university and department reserve the right to modify the number and conditions of awards as necessary. Only a small number of assistantships are typically awarded for the summer term. Please be aware that there is no guarantee that you will be awarded an assistantship in the summer semester.

The Board of Regents of the University System of Georgia now requires that all graduate assistants provide proof of adequate health insurance coverage. If a waiver is not obtained before the start of each academic term, graduate assistants' monthly stipend will be used to pay for the insurance coverage.

E. Assistantship Guidelines

The award of a graduate assistantship carries with it high expectations of helpfulness, responsibility, professionalism, and ethical standards. For example, assistants given office suite duties should show exemplary courtesy and responsiveness when answering telephones and greeting visitors. Graduate assistants must be above reproach when dealing with sensitive and confidential information in the course of their assignments.

Work hours vary by assistantship, but typically are for 10 hours per week through the week of end-of-semester exams. All assistants are expected to be available for their assistantship assignment when faculty members return for each semester (a week before classes begin in the fall and two to three days before classes begin in the spring). Failure to be available at this time can result in losing the assistantship for that semester and in the future. Assistantship duties are to be considered a priority over other nonacademic work or internship duties. Assistants are expected

to be available at the convenience of their assigned supervisors and are expected to notify their supervisor as soon as possible if illness or other conflicts interfere with normal work expectancies in any way. Assistants may be assigned to other faculty or staff members when appropriate. Students whose schedules are not flexible enough to meet the time requirements of the assistantship should decline an assistantship offer.

Office resources (copier, telephones, fax machine, mail, supplies, etc.) are to be used only when directed by a faculty or staff member for business purposes. Use of the office equipment and the making of long-distance phone calls require specific training by a member of the staff or faculty. Graduate assistants, as any student, must bear the cost for any course assignments (photocopying, interlibrary loans, etc.) and the university provides access to such resources in the library, media center, computer labs and elsewhere.

Assistantships may be terminated at any time due to such things as poor academic or work performance, general unavailability of the student to complete assistantship hours in a satisfactory manner, violations of policy, and unethical or inappropriate behavior. It should be noted that students who withdraw from an assistantship or who are terminated from an assistantship are responsible for paying their full tuition for the semester at the point of withdrawal.

III. Degree Requirements and Procedures

A. Advisor and Professional Guidance

Upon admission to the program, each student will be advised by the Director of Graduate Studies. By completion of the first semester of full-time course work or its equivalent, the fully admitted graduate student must select a major professor who will serve as an advisor to guide the remainder of the program of study.

B. Plan of Study

Based on long-range career goals, students develop a plan of study for the courses they intend to take. The initial plan of study will list classroom courses only.

After the student has completed 18-24 hours of class work, he or she must petition the graduate faculty for permission to enter either the thesis or internship track. Further, within the internship track the student must specify how the credit obligation is to be distributed among the four options, (clinical, industrial/organizational, teaching, and research). The major professor will present the student's petition for departmental review. In considering the student's petition, the faculty will take into account grade point average, mastery of content, writing skill, oral competency, dependability, integrity, motivation, and personal suitability. The faculty may determine that the student's preferred track is not within the student's demonstrated ability. If so, the faculty will designate which

track or options are permissible, *if any*. Students may subsequently register only for the track or options which have been approved on the plan of study. A typical plan is provided in Section V. Since the department uses these plans for course scheduling, plans should be developed carefully and altered only with the full and *prior* approval of the major professor, graduate director, and department chair. **After-the-fact plan of study modifications may result in an increase in the minimum number of hours for graduation.**

C. Required Hours

For thesis students in the general experimental track, the minimum number of classroom credits for graduation is 41 semester hours plus six semester hours of credit for thesis. Forty-two classroom hours plus 6 internship hours are required for the students in the applied experimental track. For those in the clinical/counseling tracks, the minimum number of classroom credits for graduation is 45 semester hours plus eight semester hours of internship (a total of 600 hours of supervised internship experience). For clinical students who pursue the thesis option, the minimum number of classroom credits for graduation is 45 semester hours plus three semester hours of credit for thesis and five semester hours credit for internship. For all tracks, one approved graduate course without a PSYC designation may count in the plan of study.

D. Grade Policy

Students must maintain a B average in the program. Only courses that have earned a grade of B or higher may count in the plan of study. Courses may be repeated once. For students in the Clinical/Counseling track, a grade of less than B in a course in the Learned Bases of Behavior or Biological Bases of Behavior categories may be substituted by a satisfactory grade in the other course in those categories. For example, a student who earns a C in PSYC 6165 Learning Principles and Applications may opt to complete the PSYC 6130 Developmental psychology course to fulfill the Learned Bases of Behavior requirement for the plan of study.

E. General Psychology Requirement

Graduate students in psychology must have proficiency in general psychology prior to admission to candidacy. This may be demonstrated by 1) a score at or exceeding the 50th percentile on the GRE Advanced Test in Psychology, or 2) a score at or exceeding the 60th percentile on the Major Field Achievement Test in Psychology, or 3) attaining the equivalent of a “B” or above on achievement tests appropriate to a general psychology course. Provision for this third option, will be made within the context of PSYC 6190, Professional Issues in Psychology. Students failing to meet the general psychology requirement by the end of their first fall semester in the program may re-examine under any of the options above.

However, admission to candidacy cannot occur until the requirement has been achieved.

F. Residence Requirements

No more than 9 semester hours of credits may be transferred from another institution. Transfer of credit is recommended by the student's major professor and approved by the Department Chair. The student must be registered in the university during the semester in which requirements for graduation are completed, including the semester in which written and oral comprehensive examinations are taken. Registration for the singular purpose of taking the comprehensives exam may be accomplished by enrollment in one semester hour of PSYC 6950, Special Topics.

G. Time Limit

Only that course work completed within the six calendar years prior to completion of degree requirements will apply toward graduation. The age of a course will be calculated from that date when the course would be expected to have been completed, normally the last day of class of the term in which registration for the course occurred. Exceptions must be appealed in writing to the Director of Graduate Studies for consideration by the graduate faculty.

H. Evaluation of Student Progress

Toward the end of spring semester, first year graduate students will complete a final plan of study with their major professor. At that time, students will indicate their request to either complete a thesis or to seek out internships. Evaluation of these requests will be based on the student's academic and ethical performance over their time in the department. If the student's requests are granted, their final plan of study will be approved.

Students also will be evaluated at the end of the fall semester of their second year. At that time, faculty will review the student's performance in their classes, progress toward successfully addressing any points of remediation, and thesis or internship experiences. If the faculty members perceive the student to be performing at an acceptable level they will be officially admitted for candidacy for the master's degree. Students must be admitted to candidacy to take comprehensive exams.

I. Internships (PSYC 6940, 6960, 6970, 6980)

The internship is a transitional step between classroom learning and professional application of knowledge. For that reason it is undertaken late in the student's career. Note that most students are expected to choose between two major options; thesis and internship. Each typically requires six to eight semester credit

hours to fulfill. Most students who enroll in our program envision careers in applied settings.

Those in the clinical/counseling track are training to work in public or private agencies where direct intervention with clients on a one-to-one basis would be their primary assignment. Their clientele are typically persons diagnosed with psychological disorders who are in need of assessment and /or counseling. Thus, the internship option is most appropriate for these students. Internships will also be a necessity for students expecting to seek a professional license at the master's level. Students who have departmental approval to pursue a clinical internship must meet with the Graduate Internship Coordinator to discuss internship placement sites. The Graduate Internship Coordinator must approve the student's internship placement before hours can accrue.

Students in the applied experimental track are similarly training to work in public or private agencies where they might be employed as psychometricians, research assistants, or project directors.

There are four types of internship.

- Students who take PSYC 6960, the Clinical Internship, work on a part time basis, usually in a clinical setting. The Veterans Hospital, Georgia Regional Hospital, Gracewood State Hospital, Walton Rehabilitation Hospital, Community Mental Health Center, the Medical College of Georgia and many more serve as local host agencies.
- PSYC 6980, the Research Internship is especially suited for students in the applied experimental track who will seek employment as research technicians, grant writers, project managers, or technical /pharmaceutical salespeople. It is also appropriate for persons who foresee enrollment in a doctoral program, clinical or otherwise, or who would like to apprentice with a person whose primary mission is to conduct scientific studies and publish the results in professional journals. The Augusta area is particularly rich in opportunities to do psychological and medical research with highly regarded and nationally prominent investigators.
- Students who take PSYC 6940, Industrial/Organizational Internship work in commercial or business settings often within a human resources environment. This option typically allows students to learn about the job selection and termination process, employee training, and increasing employee satisfaction and quality of work.
- PSYC 6970, Teaching Internship, is unique to our master's program and allows the student a thorough exposure to college-level instruction in psychology. Most students who select this option serve in an apprentice relationship with a member of the psychology faculty at ASU. Other host agencies include Aiken Technical College and Paine College. A faculty

member of the host institution acts as a mentor to the student, who reviews text material and audiovisual aids, observes instructional techniques, writes syllabi and test items, scores exams, tutors individuals, provides test feedback, and ultimately teaches under the supervision of the faculty mentor. This option is useful to people who expect to teach full or part time in a high school, technical school, junior college, senior college or commercial setting, as well as to those who hope to continue with doctoral studies and seek a teaching assistantship.

Performance: Performance on internships is assessed in terms of 1) meeting the appropriate number of internship hours (5 clock hours per week per credit hour on a 15 week term), 2) experiences in assigned internship activities, e.g., client contacts, readings, etc., 3) experiences with an agency supervisor – a minimum of one hour per week of direct supervision, and 4) experiences with a faculty supervisor – a minimum of one scheduled contact hour per week.

Following receipt of a report from the agency supervisor, the faculty supervisor will assess the adequacy of each intern's performance and experience and assign a grade of "S" or "U". At the faculty supervisor's discretion, remedial tasks may be assigned which must be completed before the final grade is issued.

Health and Liability Insurance: Participating students must show evidence of health and liability insurance in amounts satisfactory to the internship facility. All medical or health care (emergency or otherwise) that a student receives in conjunction with his or her internship with the agency will be at the expense of the individual involved. Please refer to Section VIII for further information and answers to frequently asked questions about internships.

J. Thesis

The thesis is expected to demonstrate thoroughness of research, keenness of analysis, and effectiveness of expression. A student interested in pursuing the thesis option must first obtain approval from the graduate psychology faculty after a formal departmental review of the student's progress in the program. This approval should be reflected in the plan of study after the satisfactory completion of 18-24 graduate credit hours. Experimental students pursuing theses must register for a minimum of 6 hours of PSYC 6990 Thesis Research. Clinical students pursuing a thesis must register for a minimum of 3 hours of PSYC 6990. Students should enroll in the PSYC 6990 course each semester they work on the thesis even if they have already completed the required course hours. It is expected that students will register for PSYC 6990 during summer, fall, and spring semesters of their second year, completing the thesis *no later than* the following summer. A grade of "I" will not typically be given for thesis hours. If students continue to work on the thesis after they have completed six hours of PSYC 6990, they are expected to enroll for one hour of thesis credit each semester they continue to work on the project. Students who are living outside of the Augusta area and not using university resources may qualify for a waiver of

the student activity fees. *Fee waivers are not guaranteed and must be requested well in advance of the beginning of the academic term.*

Thesis work requires close supervision by the thesis committee, especially the thesis advisor. The thesis advisor should be selected, with approval of the Director of Graduate Studies, by the end of spring semester of the student's first year. The thesis committee will consist of the thesis advisor and two other psychology faculty members approved by the thesis advisor and Director of Graduate Studies. The thesis advisory committee may include an additional ex-officio member outside the Augusta State University Psychology Department. This individual should have appropriate academic qualifications and demonstrated expertise in the area of research pertaining to the thesis.

All students pursuing the thesis option must complete a thesis proposal. The thesis proposal can be viewed as a contract between the student and the thesis committee. The proposal should include rationale, hypotheses, method, proposed analyses, and references. After consultation with the thesis advisor and no later than one week before the end of June, the student will invite two other faculty members to serve on his or her thesis committee. The student will submit a proposed thesis committee to the Director of Graduate Studies at that point. Thesis students are expected to write their thesis proposals during the summer of their first year of graduate study. The thesis proposal meeting should be held no later than the end of the third week after the beginning of the fall semester of the second year. After formal approval by the thesis advisory committee, the student must obtain approval from the Institutional Review Board. This approval must be obtained before data collection begins. The thesis must conform to the current American Psychological Association Publication Manual.

Students should plan to collect data during fall and spring semesters, and complete analyses and write-up during spring semester, with a thesis defense meeting scheduled no later than three weeks prior to planned graduation. With the approval of the thesis committee, the student may complete the thesis and have the thesis meeting during the summer. If a student fails to meet these deadlines, she or he will not be allowed to continue the thesis project. After obtaining the thesis advisor's approval, the student will schedule a thesis defense meeting with the members of the thesis advisory committee. Copies of the thesis should be given to the advisory committee members no later than one week before the thesis defense meeting.

The student must file a minimum of three acceptable copies of the thesis signed by members of the thesis advisory committee, the Department Chair, and the Dean of Arts and Sciences no later than one week prior to the date of graduation. One bound copy shall be permanently filed in the Reese Library, one bound copy shall be retained by the department, and one bound copy shall be provided to the thesis advisor.

It is possible for a student to complete both the thesis and internship tracks with approval from the major professor and after a review of the student's performance in the program. Due to the time constraints of pursuing both thesis and internship tracks, students choosing this route should consider remaining in the program longer than the usual five semesters for full-time graduate students. All thesis students are expected to adhere to deadlines and guidelines above.

K. Summer Semester Attendance

The M. S. program is scheduled on a year round basis and all students are expected to attend the summer term as full-time students. Exceptions to this policy may be granted only by successful written petition to the student's major professor and approval by the department chair.

L. Comprehensive Examinations

Comprehensive examinations are an integral part of each candidate's program of study. They are designed to measure the candidate's knowledge of and competency in the field of psychology. Candidates must meet the following criteria for admission to the examination, along with any other requirements which are in effect at the time a date is set for the examination:

- a. faculty approval for admission to candidacy
- b. successful completion of at least 34 semester hours of the plan of study for general experimental students, 37 semester hours for applied experimental students, and 38 semester hours for the clinical students
- c. achievement of an overall GPA of 3.00 or higher on a 4.00 scale for all courses creditable toward satisfying the degree requirements,
- d. grades of "B" or better for all courses in the approved plan of study.
- e. Students must be enrolled in the University the semester they wish to graduate. For those students who have completed all coursework but not comprehensive exams, a one hour section of PSYC 6950 entitled Comprehensive Exams can be created for which the student should enroll in an audit status.

If a student decides not to take comprehensive exams after enrolling in the course, it is the student's responsibility to withdraw from the course by the departmental deadline. At least six weeks before comprehensive exams are held, students must complete the declaration of intent to take comprehensive exams form and return it to the front office or Director of Graduate Studies. Based on this list, the Director of Graduate Studies will compile a list of individuals who plan to take the exams. If a student would like to withdraw their name and take the exams in another semester, they must complete the withdrawal from comprehensive exams form

and return it to the front office no later than three weeks prior to the stated exam times for that semester. Students who withdraw their names from the list later than three weeks before the comprehensive exam date will automatically be assigned a fail grade for that comprehensive exam attempt.

1. Written Examination:

The written examination will be constructed to evaluate the candidate's learning experiences, and will particularly provide an opportunity to integrate and synthesize information from the various areas of psychology. The department is under no obligation to provide items related to credits earned outside the department or at other institutions, or credits earned in special topics or independent study courses. Faculty members will take turns as Examination Coordinator on a rotating schedule. The examination coordinator will be responsible for compiling items for the written examination in accordance with the stated examination objectives.

The examination will be administered during fall and spring semesters. For fall semester it is typically administered on the third Thursday and Friday after the beginning of classes. For spring semester, the exam is typically scheduled on the mornings of the first Thursday and Friday following the official university midterm date, such that the first examination day follows the midterm date by at least two weekdays. During the four and one-half hour Thursday session students will be required to respond to no more than seven items from a larger set of items covering course work in the program. The Friday session, not to exceed three and one-half hours, will require the student to respond to required items on general psychology, professional and ethical issues, and the content of the Research Methods sequence (PSYC 6121 and 6122). The Examination Coordinator will collect the examinations, code them for anonymity, and distribute them for evaluation. Individual items will be read and graded as "Pass" or "Fail" by the faculty member submitting the item. Performance on the written examination will be assessed as follows:

- a. The student must pass eight items in order to satisfy the written examination requirement.
- b. If the written examination is not passed according to the criteria in item (a), the examination may be repeated once during a subsequent regularly scheduled administration. The student's major professor may assign remedial tasks to be completed prior to reexamination. A third examination can be gained only through a successful written appeal to the departmental faculty. Students will be dismissed from the program after three unsuccessful written examinations.
- c. Students who wish to appeal a grade on one or more items of their written comprehensive examinations must first discuss the basis of their grievance

with the primary grader(s) of the item(s). In order to advance with the appeal, this initial discussion must take place in the same semester as the written examination. If the result of the discussion with the primary grader(s) is not satisfactory to the student, the student may ask to proceed with a formal departmental review of the item by contacting the Director of Graduate Studies (or Department Chair if the primary grader is the Director of Graduate Studies). The Director of Graduate Studies will ask at least two other faculty members to undertake an independent review of the student's response. All graders will be provided with an ungraded version of the response to evaluate. Faculty reviewers will mark the item as pass, marginal pass, or fail and return the item to the Director of Graduate Studies. This review should occur within one week of the dissemination of the disputed exam response. If the reviewers' assessment of the item is not consistent, the Director of Graduate Studies will meet with the graders to determine the grade for the exam item. The Director of Graduate Studies will notify the student of the outcome of the review in writing and place a copy in the student's departmental file. If the student is not satisfied with the outcome of the departmental review, he or she may follow the steps outlined in the University Academic Grievance procedure found in the Student Handbook.

2. Oral Examination:

- a. Each graduate student will be orally examined as soon as practicable by a committee of three faculty persons upon successful completion of the written comprehensive examination component and upon satisfactory development of the thesis, if applicable.
- b. Recommendations for the composition of each student's orals committee will be made by the graduate faculty. The committee will consist of at least three members, including the student's major professor and faculty members representing topics failed on the written exams. The oral examination is open to any member of the graduate faculty, although direct participation will typically be restricted to members of the orals committee. The voting members may be increased to any numbers of faculty members where advisable and approved by the Department Chair.
- c. Oral examinations may cover the following areas:
 1. Responses to items on the written comprehensive exam;
 2. Material from course work;
 3. Especially for the non thesis option students, internship experiences and career objectives with special emphasis on technical knowledge, together with basic professional and ethical issues.
For thesis-option students, thesis defense.

- d. The committee's response to the student's initial oral exam will be "Pass with Distinction" or "Pass" or "Continue" or "Fail". A simple majority of the voting membership of the examining committee is required to reach a decision, and each member of the examining committee will affix his or her signature attesting to the examinee's performance.

The **Pass with Distinction** designation will reflect outstanding performance on both the written and oral portions of the comprehensive examinations. If it is decided that the student should **continue**, he/she shall be given instructions on remedial actions by the committee members. The student will be re-examined when remediation is satisfactorily completed, but no sooner than four weeks after the initial examination, nor later than the end of the next term following the initial oral examination. The committee's response to the subsequent exam must be "Pass" or "Fail". Students receiving a "fail" at any point in their oral performance are not automatically entitled to re-examination, which may be gained only through a successful written appeal to the departmental graduate faculty. Students will be dismissed from the program after a second unsuccessful oral examination.

M. Academic Expectancies and Professional Standards

Students are expected to pass all courses in their plan of study with at least a grade of B. If a student earns a C or lower in a course, the student must remediate that course. This can be done by both retaking the course and earning a B or better in the class OR by taking another course in the curriculum which meets the requirements of the program in which the student earns at least a grade of B or better. For clinical students, the "substitute" course must come from the same content area as the one the student hopes to replace. In addition, the student must maintain a GPA of at least 3.00 across all courses attempted in the M.S. degree program. Students whose GPA shows a deficit of greater than six quality points will be dismissed from the program. Dismissal may also occur when students display unethical behavior such as plagiarism, fail to pass comprehensive exams, or when students in provisional status have deficient academic records. Work with a grade of "U" may be repeated once if the student's major professor so recommends. Dismissal may also occur when students in post baccalaureate or provisional status have deficient academic records or when students fail to be admitted to candidacy in a timely manner.

In addition to the usual academic challenges, students must demonstrate personal maturity, emotional stability, social competence, ethical standards, and demeanor befitting a psychologist. These dimensions are assessed formally during a departmental review of first year graduate students, when the major professor, graduate director and department chair endorse the plan of study, when the faculty vote to admit the student into candidacy, during each internship, and during each semester as a graduate assistant (if applicable). Failure to obtain endorsement of the plan of study or to remediate any deficits noted during the first year review precludes admission to candidacy or assignment to internship. Unacceptable

performance on an internship or an assistantship may also be grounds for termination at the discretion of the faculty.

Because, relative to undergraduate education, graduate school is a closer approximation to psychology as a profession, students are expected to conduct themselves in a professional manner while enrolled in the program. Attention is called especially to the following:

1. Students are to attend all class sessions in each course in which they are enrolled. While college policy permits the equivalent of one week of absence during the semester, this should be viewed as a provision for emergencies and not as a privilege to be used capriciously. Attendance will be monitored beginning with the first scheduled class period.
2. On-time behavior is an important professional attribute. Consequently, students are expected to be in the classroom, prepared for class and ready to work at the beginning of each class period. At the discretion of the individual instructor, late arrival to class may be recorded as an absence.
3. When, due to uncontrollable circumstances, a student will be late or absent from class, it is the responsibility of the student to notify the instructor prior to the event. When prior notification is not feasible, the student will discuss the tardiness or absence with the instructor as soon as possible following the event.
4. Students are expected to perform in a professional manner while in the classroom. Inattention, apparent boredom or apathy, and behaviors inconsistent with the operation of the class will be considered to be unprofessional within the context of this program.
5. Assignments are to be submitted promptly when due. All work is to be completed in accordance with professional standards and in keeping with principles of academic honesty.
6. In interactions with others, including faculty, staff, and other students, clients, or subjects, students are expected to observe the ethical standards applicable to the profession of psychology. In internship assignments, students are expected to dress and comport themselves as would psychologists working within that setting or agency.

The psychology department has outlined a set of competencies that all students are expected to meet. The competencies for each track reflect the intention behind the curricular requirements in that track. Students are expected to demonstrate their attainment of these competencies through their grades in their classes, their internship evaluations, their personal conduct, and their passing of written and oral comprehensive exams. The competencies associated with each track can be found in appendices A – C.

N. Forms Summary

Current forms should be obtained from the department website. The following forms are to be initiated by the student, completed and filed with the department:

1. **Preliminary Plan of Study.** No later than the end of the first full-time semester or its equivalent.
2. **Proposed Final Plan of Study.** Completed in time for the review of all first year students. This form is to be completed with the major professor and then presented to the faculty for approval.
3. **Petition to Change from Provisional to Regular Graduate Status** (if applicable). Upon satisfactory completion of 6 to 11 semester hours of appropriate graduate course work.
4. **Intent to take comprehensive exams.** Those students intending to take comprehensive exams in a given semester must give this completed form to the Director for Graduate Studies no later than six weeks prior to the scheduled date for the written exams. Should the student decide to withdraw their intent, they must complete “intent to withdraw” form and give it to the Director of Graduate Studies sooner than three weeks prior to the exam.
5. **Application for Graduation.** No later than the midterm of the semester *preceding* the semester in which all course work will be completed. Thus, the application for graduation will normally be completed in the fall or spring semesters of the second year. This form must be filed with the Registrar.
6. **Exit Interview and Faculty Evaluation Forms.** Submitted to the Department Chair during an interview scheduled as soon as possible after passing the oral comprehensive examination and prior to graduation.

IV. Curriculum Summary

The following list of graduate courses indicates the semester(s) each course is projected to be offered.

NO.	NAME	HRS	SEMESTER(S) OFFERED
6115	History and Systems of Psychology	3	Spring
6121	Research Methods I	3	Fall
6921	Research Methods Lab I	1	Fall
6122	Research Methods II	3	Spring
6922	Research Methods Lab II	1	Spring
6125	Tests and Measurement	3	Fall
6126	Cognitive Assessment	3	Spring
6926	Cognitive Assessment Practicum	1	Spring
6127	Personality Assessment	3	Fall
6927	Personality Assessment Practicum	1	Fall
6130	Developmental Psychology	3	Summer or Fall

6143	Behavior Pathology	3	Fall
6145	Therapeutic Interventions I	3	Spring
6945	Therapeutic Interventions Practicum I	1	Spring
6146	Therapeutic Interventions II	3	Fall
6946	Therapeutic Interventions Practicum II	1	Fall
6147	Seminar in Group Process	3	Summer
6148	Marriage and Couples Therapy	3	Variable
6165	Learning Principles and Applications	3	Summer or Fall
6168	Cognitive Psychology	3	Variable
6173	Social Psychology	3	Summer
6178	Industrial-Organizational Psychology	3	Variable
6181	Behavioral Neuroscience	3	Fall
6182	Clinical & Addictive Psychopharmacology	3	Spring
6190	Professional Issues in Psychology	1	Fall
6191	Ethical Issues in Psychology	1	Summer
6930, 6931	Research Practicum	3	Fall, Spring
6950	Special Topics	Var	Fall, Spring, Summer
6940	Industrial/Organizational Internship	Var	Fall, Spring, Summer
6960	Clinical Internship	Var	Fall, Spring, Summer
6970	Teaching Internship	Var	Fall, Spring, Summer
6980	Research Internship	Var	Fall, Spring, Summer
6990	Thesis Research	Var	Fall, Spring, Summer

A. Clinical/Counseling Track Course Requirements

The clinical/counseling track offers a thesis or a non-thesis (internship) option. Students will be given formal permission by the faculty to pursue a thesis or internship at the end of the spring semester of their first year of graduate studies. The faculty will review the student's professional goals, academic performance, proposed final plan of study, and professional and ethical behavior to determine whether the student will be in the thesis or internship track.

1. Clinical/Counseling Track, Non-Thesis Option

The non-thesis option requires the satisfactory completion of a minimum of 53 semester hours of graduate course as detailed below. Students who pursue the non-thesis option will need to complete at least 8 hours of PSYC 6960 Clinical Internship. All clinical/counseling students are strongly encouraged to carefully study the license requirements in the states where they may be employed in the future. For this track, at least 50 of the total hours required must be earned in the major field; and no more than 8 of the 53 hours may be earned in PYSC 6940, 6960, 6970, 6980, and/or 6990.

a.) Clinical/Counseling Non-Thesis Track Courses (53 hours)

Research Foundations (Required)

PSYC 6121 Research Methods I (3 hours)

PSYC 6921 Research Methods Lab I (1 hour)

PSYC 6122 Research Methods II (3 hours)

PSYC 6922 Research Methods Lab II (1 hour)

Assessment Foundations (Required)

PSYC 6126 Cognitive Assessment (3 hours)

PSYC 6926 Cognitive Assessment Practicum (1 hour)

PSYC 6127 Personality Assessment (3 hours)

PSYC 6927 Personality Assessment Practicum (1 hour)

Therapy Foundations (Required)

PSYC 6143 Behavior Pathology (3 hours)

PSYC 6145 Therapeutic Interventions I (3 hours)

PSYC 6945 Therapeutic Interventions Practicum I (1 hour)

PSYC 6146 Therapeutic Interventions II (3 hours)

PSYC 6946 Therapeutic Interventions Practicum II (1 hour)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)

PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)

PSYC 6191 Ethical Issues in Psychology (2 hours)

Internship Requirements (Required)

PSYC 6960 Clinical Internship (8 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

Select at least two additional courses to include:

PSYC 6115 History and Systems of Psychology (3 hours)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

PSYC 6147 Seminar in Group Process (3 hours)

PSYC 6148 Marriage and Couples Therapy (3 hours)
PSYC 6168 Cognitive Psychology (3 hours)
PSYC 6178 Industrial Organizational Psychology (3 hours)
PSYC 6950 Special Topics (3 hours)

2. Clinical/Counseling Thesis Track Courses (53 hours)

Research Foundations (Required)

PSYC 6121 Research Methods I (3 hours)
PSYC 6921 Research Methods Lab I (1 hour)
PSYC 6122 Research Methods II (3 hours)
PSYC 6922 Research Methods Lab II (1 hour)

Assessment Foundations (Required)

PSYC 6126 Cognitive Assessment (3 hours)
PSYC 6926 Cognitive Assessment Practicum (1 hour)
PSYC 6127 Personality Assessment (3 hours)
PSYC 6927 Personality Assessment Practicum (1 hour)

Therapy Foundations (Required)

PSYC 6143 Behavior Pathology (3 hours)
PSYC 6145 Therapeutic Interventions I (3 hours)
PSYC 6945 Therapeutic Interventions Practicum I (1 hour)
PSYC 6146 Therapeutic Interventions II (3 hours)
PSYC 6946 Therapeutic Interventions Practicum II (1 hour)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)
PSYC 6191 Ethical Issues in Psychology (2 hours)

Internship Requirements (Required)

PSYC 6990 Thesis (3 hours)
PSYC 6960 Clinical Internship (5 hours). Additional internship hours may be selected from PSYC 6940, 6970, or 6980.

Select at least two additional courses to include:

- PSYC 6115 History and Systems of Psychology (3 hours)
- PSYC 6130 Developmental Psychology (3 hours)
- PSYC 6165 Learning Principles and Applications (3 hours)
- PSYC 6147 Seminar in Group Process (3 hours)
- PSYC 6148 Marriage and Couples Therapy (3 hours)
- PSYC 6168 Cognitive Psychology (3 hours)
- PSYC 6178 Industrial Organizational Psychology (3 hours)
- PSYC 6950 Special Topics (3 hours)

B. Experimental Track Course Requirements

The experimental track is divided into two sub-tracks: the general experimental track and the applied experimental track. Students who seek to pursue the doctoral degree are advised to complete the general experimental track. Those individuals who wish to work in more applied settings after graduation, such as in a medical research environment, technical college, or community agencies are advised to choose the applied experimental track.

The program objectives for the general and applied experimental tracks suggest that students will be proficient in the following areas: methodology, learned bases of behavior, biological bases of behavior, social/cultural bases of behavior, and individual or unique bases of behavior. Applied experimental students are also expected to have competency in assessment. To ensure that all of the experimental students have the background to meet these objectives, experimental students will be required to take courses from each category outlined below.

1. General Experimental Track

The general experimental track requires the satisfactory completion of a minimum of 47 semester hours of graduate work including six semester hours of Thesis Research (PSYC 6990). Students must be given formal permission by the graduate faculty to pursue a thesis or internship at the end of the spring of their first year of graduate studies. The graduate faculty will review the student's professional goals, academic performance and professional and ethical behavior to determine whether the student will be in the thesis or internship track. For this track, at least 44 of 47 required hours must be earned in the major field; and no more than six of the 47 total hours may be earned in PSYC 6990.

Research Foundations (All Required)

- PSYC 6121 Research Methods I (3 hours)
- PSYC 6921 Research Methods Lab I (1 hour)
- PSYC 6122 Research Methods II (3 hours)
- PSYC 6922 Research Methods Lab II (1 hour)

PSYC 6930 Research Practicum I (3 hours)
PSYC 6931 Research Practicum II (3 hours)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)

PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)

PSYC 6191 Ethical Issues in Psychology (2 hours)

Individual or Unique bases of behavior (Required)

PSYC 6143 Behavior Pathology (3 hours)

Thesis/Internship (6 hours required)

PSYC 6990 Thesis (General Experimental)

PSYC 6940, 6970 and/or 6980 (Applied experimental)

Electives (12 hours)

PSYC 6115 History and Systems of Psychology (3 hours)

PSYC 6126 Psychological Assessment I (3 hours)

PSYC 6127 Psychological Assessment II (3 hours)

PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)

PSYC 6147 Seminar in Group Process (3 hours)

PSYC 6148 Marriage and Couples Therapy (3 hours)

PSYC 6178 Industrial Organizational Psychology (3 hours)

PSYC 6168 Cognitive Psychology (3 hours)

PSYC 6181 Behavioral Neuroscience (3 hours)

PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

PSYC 6950 Special Topics (3 hours)

2. Applied Experimental Track

The applied experimental track requires the satisfactory completion of a minimum of 48 semester hours of graduate work including six semester hours of Internship (PSYC 6940, 6970 and/or 6980). Students will be given formal permission by the graduate faculty to pursue a thesis or

internship at the end of the spring semester of their first year of graduate studies. The graduate faculty will review the student's professional goals, academic performance, and professional and ethical behavior to determine whether the student will be in the thesis or internship track. For this track, at least 44 of the 48 total hours required must be earned in the major field; and no more than six of the 48 total hours may be earned in PSYC 6940, 6970, and / or 6980.

Research Foundations (All Required)

PSYC 6121 Research Methods I (3 hours)
PSYC 6921 Research Methods Lab I (1 hour)
PSYC 6122 Research Methods II (3 hours)
PSYC 6922 Research Methods Lab II (1 hour)
PSYC 6930 Research Practicum I (3 hours)
PSYC 6931 Research Practicum II (3 hours)

Social/Cultural/Systemic Bases of Behavior (Required)

PSYC 6173 Social Psychology and Human Diversity (3 hours)

Learned Bases of Behavior (Choose One)

PSYC 6130 Developmental Psychology (3 hours)
PSYC 6165 Learning Principles and Applications (3 hours)

Biological Bases of Behavior (Choose One)

PSYC 6181 Behavioral Neuroscience (3 hours)
PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)

Professional Foundations (Required)

PSYC 6190 Professional Issues in Psychology (1 hour)
PSYC 6191 Ethical Issues in Psychology (2 hours)

Individual or Unique bases of behavior (Required)

PSYC 6143 Behavior Pathology (3 hours)

Assessment Foundations

PSYC 6126 Psychological Assessment I (3 hours)
PSYC 6926 Psychological Assessment Practicum I (1 hour)

Thesis/Internship (6 hours required)

PSYC 6990 Thesis (General Experimental)
PSYC 6940, 6970 and/or 6980 (Applied experimental)

Electives (9 hours)

PSYC 6115 History and Systems of Psychology (3 hours)
PSYC 6127 Psychological Assessment II (3 hours)
PSYC 6130 Developmental Psychology (3 hours)

PSYC 6165 Learning Principles and Applications (3 hours)
 PSYC 6147 Seminar in Group Process (3 hours)
 PSYC 6148 Marriage and Couples Therapy (3 hours)
 PSYC 6178 Industrial Organizational Psychology (3 hours)
 PSYC 6168 Cognitive Psychology (3 hours)
 PSYC 6181 Behavioral Neuroscience (3 hours)
 PSYC 6182 Clinical and Addictive Psychopharmacology (3 hours)
 PSYC 6950 Special Topics (3 hours)

V. Typical Plan of Study: Clinical

Course sequences vary somewhat among students depending on a number of factors. The following plan of study may be considered representative, but by no means universal, of a clinically focused student completing the program with 53 semester hours in six consecutive semesters. Many students develop plans of study in a fewer or greater number of semesters.

YEAR I

FALL (12 hours):	Professional Issues in Psychology	(PSYC 6190) (1 hrs)
	Personality Assessment	(PSYC 6127) (3 hrs)
	Personality Assessment Practicum	(PSYC 6927) (1 hr)
	Research Methods I	(PSYC 6121) (3 hrs)
	Research Methods Lab I	(PSYC 6921) (1 hr)
	Behavior Pathology	(PSYC 6143) (3 hrs)

- * Select Major Professor
- * File Preliminary Plan of Study

SPRING (11 hours):	Cognitive Assessment	(PSYC 6126) (3 hrs)
	Cognitive Assessment Practicum	(PSYC 6926) (1 hr)
	Research Methods II	(PSYC 6122) (3 hrs)
	Research Methods Lab II	(PSYC 6922) (1 hr)
	Therapeutic Interventions I	(PSYC 6145) (3 hrs)
	Therapy I Practicum	(PSYC 6945) (1 hr)

- * File Complete Plan of Study
- * 1st Year Evaluation
- * Meet with Graduate Internship Coordinator for Internship Placement

SUMMER (8 hours):	Social Psychology & Human Diversity	(PSYC 6173) (3 hrs)
	Seminar in Group Process	(PSYC 6147) (3 hrs)
	Ethical Issues in Psychology	(PSYC 6191) (2 hrs)

YEAR II

FALL (11 hours)

Therapeutic Interventions II	(PSYC 6146) (3 hrs)
Therapy II Practicum	(PSYC 6946) (1 hr)
Learning	(PSYC 6165) (3 hrs)
Internship	(PSYC 6960) (4 hrs)

- * Submit Application for Graduation by Midterm
- * 2nd Year Evaluation/ Admission to Candidacy

SPRING (11 hours)

Developmental Psychology	(PSYC 6130) (3 hrs)
Clinical & Addictive Psychopharmacology	(PSYC 6182) (3 hrs)
Internship	(PSYC 6960) (4 hrs)

- * Take Comprehensive Exams (see item III. K.)
- * Schedule Exit Interview (see item III. M. 6)

VI. Typical Plan of Study: General Experimental

Course sequences vary somewhat among students depending on a number of factors. The following plan of study may be considered representative, but by no means universal, of an experimentally focused student completing the program with 47 semester hours in five semesters. Many students develop plans of study with more than the minimum number of hours. Also, students may complete their plans of study in a fewer or greater number of semesters.

YEAR I

FALL (11 hours)

Professional Foundations	(PSYC 6190) (1 hrs)
Research Practicum I	(PSYC 6930) (3 hrs)
Research Methods I	(PSYC 6121) (3 hrs)
Research Methods Lab I	(PSYC 6921) (1 hr)
Behavior Pathology	(PSYC 6143) (3 hrs)

- * Select Major Professor
- * File Preliminary Plan of Study

SPRING (10 hours)

Research Methods II	(PSYC 6122) (3 hrs)
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Research Methods Lab II	(PSYC 6922) (1 hr)
Research Practicum II	(PSYC 6931) (3 hrs)
History and Systems of Psychology	(PSYC 6115) (3 hrs)

- * File Complete Plan of Study
- * 1st Year Evaluation
- * Start to develop thesis idea

SUMMER (8 hours):	Social Psychology	(PSYC 6173) (3 hours)
	Ethical Foundations in Psychology	(PSYC 6191) (2 hrs)
	Thesis	(PSYC 6990) (3 hrs)

YEAR II

FALL (10 hours)

Learning	(PSYC 6165) (3 hrs)
Behavioral Neuroscience	(PSYC 6181) (3 hrs)
Personality Assessment	(PSYC 6127) (3 hrs)

- * Submit Application for Graduation by Midterm
- * 2nd Year Evaluation/ Admission to Candidacy

SPRING (9 hours)

Developmental Psychology	(PSYC 6130) (3 hrs)
Cognitive Psychology	(PSYC 6168) (3 hrs)
Thesis	(PSYC 6990) (3 hrs)

- * Take Comprehensive Exams (see item III. K.)
- * Schedule Exit Interview (see item III. M.6).

VII. Typical Plan of Study: Applied Experimental

Course sequences vary somewhat among students depending on a number of factors. The following plan of study may be considered representative, but by no means universal, of an experimentally focused student completing the program with 47 semester hours in five consecutive semesters. Many students develop plans of study with more than the minimum number of hours. Also, students may complete their plans of study in a fewer or greater number of semesters.

YEAR I

FALL (11 hours)	Professional Issues in Psychology	(PSYC 6190) (1 hr)
	Research Practicum I	(PSYC 6930) (3 hrs)
	Research Methods I	(PSYC 6121) (3 hrs)
	Research Methods Lab I	(PSYC 6921) (1 hr)
	Behavior Pathology	(PSYC 6143) (3 hrs)

- * Select Major Professor
- * File Preliminary Plan of Study

SPRING (10 hours)	Research Methods II	(PSYC 6122) (3 hrs)
	Research Methods Lab II	(PSYC 6922) (1 hr)
	Research Practicum II	(PSYC 6931) (3 hrs)
	History and Systems of Psychology	(PSYC 6115) (3 hrs)
	* File Complete Plan of Study	
	* 1st Year Evaluation	
	* Meet with Graduate Internship Coordinator for Internship Placement	

SUMMER (8 hours):	Social Psychology & Human Diversity	(PSYC 6173) (3 hours)
	Ethical Issues in Psychology	(PSYC 6191) (2 hrs)
	Research Internship	(PSYC 6980) (3 hrs)

YEAR II

FALL (10 hours)	Learning	(PSYC 6165) (3 hrs)
	Behavioral Neuroscience	(PSYC 6181) (3 hrs)
	Personality Assessment	(PSYC 6127) (3 hrs)

- * Submit Application for Graduation by Midterm
- * 2nd Year Evaluation/ Admission to Candidacy

SPRING (9 hours)	Developmental Psychology	(PSYC 6130) (3 hrs)
	Cognitive Psychology	(PSYC 6148) (3 hrs)
	Teaching Internship	(PSYC 6970) (3 hrs)

- * Take Comprehensive Exams (see item III. K.)
- * Schedule Exit Interview (see item III. M.6).

VIII. Course Descriptions

Psychology courses at the graduate level are not generally available to students in other programs at Augusta State University unless approved by the student's major professor, the chair/dean of the student's department and /or college, the chair of the Psychology Department, and the instructor of the course. Post-baccalaureate students may be admitted to a course by permission of the instructor with approval by the Chair of the Psychology Department or the Director of

Graduate Studies. A minimum grade of “B” must be earned in any prerequisite listed below. Most graduate courses are taught only once a year, and some may have to be offered less frequently than that.

PSYC 6115 History and Systems of Psychology (3-0-3)

The scientific and philosophical antecedents influencing psychology, and the development of psychology’s principal theoretical schools. Emphasis will be placed on understanding current trends from an historical perspective.

PSYC 6121 Research Methods I (3-0-3)

This course covers theory and application of experimental design in psychology. Topics include but are not limited to controlling confounding variables, hypothesis testing, APA style guidelines, and univariate statistics. The use of computers in psychological research will also be covered.

PSYC 6122 Research Methods II (3-0-3)

A continuation of PSYC 6121 in examining the theory and application of experimental and correlational designs in psychological research. Focus is placed particularly on multivariate designs and analysis, with other topics including qualitative analyses, research ethics, and APA style guidelines. Computer application of course material will be emphasized. *Prerequisite(s): PSYC 6121, with a grade of B or better.*

PSYC 6125 Tests and Measurement (3-0-3)

Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings.

PSYC 6126 Cognitive Assessment (2-2-3)

Review of theory and application as related to psychological tests of intellectual and cognitive functioning. The application part of the course focuses on supervised practice in the individual administration and scoring of widely used, psychometrically sound cognitive tests. Moreover, emphasis is placed on interpretation of test results through, for example, multiple reports and feedback of written communication.

PSYC 6127 Personality Assessment (2-2-3)

Examination of the theoretical and practical issues in personality and diagnostic assessment, with an emphasis on reliability, validity, and test construction, and an emphasis on diagnosis using the current Diagnostic and Statistical Manual.

PSYC 6130 Developmental Psychology (3-0-3)

A study of biological, cognitive, psychosocial and ecological changes in life span development. The evolution of developmental theory is examined with emphasis on current research in the field.

PSYC 6143 Behavior Pathology (3-0-3)

The study of the etiology, explanatory models, and terminology associated with diagnosis of disorders described in the current Diagnostic and Statistical Manual. Students will have extensive practice at diagnosing from video clips.

Prerequisite: Undergraduate course in abnormal psychology with a grade of "C" or better.

PSYC 6145 Therapeutic Interventions in Clinical and Counseling Psychology I (2-2-3)

A critical comparison of therapeutic approaches to behavior disorders and problems of daily living, including psychodynamic

behavioral, humanistic and cognitive-behavioral models. Practical training in interviewing and therapy is provided.

Prerequisite(s): PSYC 6143, with a grade of B or better.

PSYC 6146 Therapeutic Interventions in Clinical and Counseling Psychology II (2-2-3)

A continuation of PSYC 6145, with critical comparison of therapeutic approaches to behavior disorders and problems of daily

living, including psychodynamic behavioral, humanistic and cognitive-behavioral models.

Practical training in interviewing and

therapy is provided. *Prerequisite(s): PSYC 6143 and PSYC 6145, each with a grade of B or better.*

PSYC 6147 Seminar in Group Process (2-3-3)

The application of theory to group intervention. Group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal explorations are emphasized.

PSYC 6148 Marriage and Couples Therapy (3-0-3)

An introduction to the premier psychological approaches to therapy with couples. Various theoretical perspectives and their

clinical application will be explored, including those of the psychoanalytic, experiential, behavioral, and family systems traditions.

Ethical considerations specific to couples therapy are also explored.

PSYC 6165 Learning Principles and Applications (3-0-3)

The course will focus on the theory and methods of empirically derived principles of conditioning and learning on human and

animal subjects. Special attention will be given to clinical and personal applications of the material.

PSYC 6168 Cognitive Psychology (3-0-3)

This course will examine the scientific study of human mental processes, including language, memory, problem solving, concept

formation and attention. The course will emphasize thinking critically about issues central to cognition, grasping the logic of

research design and understanding how to weigh evidence in evaluating explanations.

PSYC 6173 Social Psychology and Human Diversity (3-0-3)
An advanced survey of the traditional areas of research in social psychology including social cognition, the self, attitudes, social influence, prejudice, prosocial behavior, aggression and groups. Emphasis will be placed on relationship of diversity (e.g., gender, ethnicity, sexual orientation, religion, disability) with these topic areas.

PSYC 6178 Industrial-Organizational Psychology (3-0-3)
A survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change.

PSYC 6181 Behavioral Neuroscience (3-0-3)
Consideration of the biological bases of behavior, particularly the role of forebrain structures on sensation and perception, learning and memory, language and cognition, emotion and motivation, and psychological disorders. Clinical neuropsychology will receive special focus. An undergraduate course in biological psychology is recommended, but not required.

PSYC 6182 Clinical and Addictive Psychopharmacology (3-0-3)
A critical examination of contemporary chemical-based therapies for psychological disorders, and a survey of the theoretical, etiological and treatment aspects of drug abuse and (especially) drug addiction. Undergraduate preparation in biological psychology and/or psychopharmacology is preferred but not required.

PSYC 6190 Professional Issues in Psychology (3-0-3)
The course will address multiple professional issues, including licensing, professionalism, the scope of psychology, and specializations in the field. In addition, the course will serve as an orientation to the program. All students will be required to demonstrate competency in their knowledge of the discipline of psychology.

PSYC 6191 Ethical Issues in Psychology (3-0-3)
A critical evaluation of the ethical issues associated with the practice of psychology. Students will learn about the APA code of ethics associated with both treatment and research in the discipline. Students will be provided with information to help make informed ethical decisions in their profession.

PSYC 6921 Research Methods Lab I (0-2-1)
Designed to be taken concurrently with PSYC 6121 Research Methods I. Provides in-depth experience with design of independent research projects. Other topics include writing APA style manuscripts and statistical analysis using computer software.

PSYC 6922 Research Methods Lab II (0-2-1)
Designed to be taken concurrently with PSYC 6122 Research Methods II. Provides in-depth experience with data collection and analysis of independent research projects. Other topics

include writing APA style manuscripts and statistical analysis using computer software.

Prerequisite(s): PSYC 6921 with a B or better.

PSYC 6926 Psychological Assessment Practicum I (0-2-1)

Designed to be taken concurrently with PSYC 6126 Psychological Assessment I. Provides in-depth supervised experience with administration, scoring, and summarizing the results of cognitive assessments applicable to professional psychology.

PSYC 6927 Psychological Assessment Practicum II (0-2-1)

Designed to be taken concurrently with PSYC 6127 Psychological Assessment II. Provides in-depth supervised experience with administration, scoring, and summarizing the results of personality assessments applicable to professional psychology.

PSYC 6930 Research Practicum I (3-0-3)

In-depth research experience under the supervision of a faculty member. Readings will focus on research ethics and diversity issues in psychological science. Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.

PSYC 6931 Research Practicum II (3-0-3)

In-depth research experience under the supervision of a faculty member. An emphasis will be placed on writing, professional issues, and philosophy of science.

Prerequisite(s): Graduate status and prior approval by the faculty instructor or supervisor.

PSYC 6940 Industrial/Organizational Internship (varies)

Individually supervised field work in the area of industrial/organizational psychology relevant to the student's professional goals. One semester credit is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 hours of graduate hours in Psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6945 Therapeutic Interventions Practicum I (0-2-1)

Designed to be taken concurrently with PSYC 6145 Therapeutic Interventions I. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and therapeutic techniques to include humanistic, gestalt, behavioral, and cognitive modalities.

PSYC 6946 Therapeutic Interventions Practicum II (0-2-1)

Designed to be taken concurrently with PSYC 6146 Therapeutic Interventions II. Provides in-depth supervised experience with individual psychotherapy. Topics include initial interview and assessments, therapy micro skills, and empirically based therapy techniques.

Prerequisite(s): PSYC 6945 with a B or better.

PSYC 6950 Special Topics (varies)

Supervised independent study or seminars on topics chosen to meet the needs and interests of graduate students which make use of the expertise of the faculty and consultants. May be repeated for credit.

Prerequisites: Graduate status and prior approval by the faculty instructor or advisor.

PSYC 6960 Clinical Internship (varies)

Individually supervised clinical or counseling field work in an applied setting relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6970 Teaching Internship (varies)

Individually supervised field work in a teaching or educational setting relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6980 Research Internship (varies)

Individually supervised fieldwork of a research nature relevant to the student's professional goals. One semester credit hour is earned for each 75 hours of field work. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's academic advisory committee.

PSYC 6990 Thesis Research (varies)

The thesis is an independent research project conducted under the supervision of a faculty supervisor. All students pursuing the thesis option must complete a thesis proposal before data collection and defend their completed thesis to a faculty committee. Most thesis students will enroll in PSYC 6990 during the semester they write their thesis proposal and again during the semester they collect data and finish writing the thesis. May be repeated for credit. Only six hours of credit count toward the Master in Science degree.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the thesis option on the student's plan of study.

PSYC 6995 Independent Research (varies)

Independent research conducted under the supervision of a faculty supervisor. May be repeated for credit.

Prerequisites: Completion of a minimum of 18 graduate hours in psychology with a B average or better, and approval of the student's faculty advisor.

IX. Faculty

Graduate Faculty

Chris Bell, Ph.D.

Assistant Professor

University of Georgia

Counseling Psychology

Assessment, Health, Bullying, Therapy

Georgina Hammock, Ph.D.

Associate Professor

(Assistant Chair/ Director of Graduate Studies)

University of Georgia

Social Psychology, Interpersonal

Aggression and Conflict

J. Quentin Hartmann, Ph.D.

Assistant Professor

(Departmental Advising Chair)

University of Nevada Reno

Child Language Development

Chimpanzee Language Study

Adrian Janit, Ph.D.

Assistant Professor

(Internship Co-Coordinator)

Northern Illinois University

Belief Systems, Collecting Behavior,

Domestic Violence

Tadd Patton, Ph.D.

Assistant Professor

University of South Florida

Physiological, Learning, Brain Evolution,

Comparative Neuroanatomy, and

Cognition

Robert Reeves, Ph.D.

Professor

University Of Georgia

Social Psychology, Consumer Behavior,

Industrial-Organizational

Deborah S. Richardson, Ph.D.

Professor

Kent State University

Social Psychology, Human Aggression

Rebecca Rogers, Ph.D.

Associate Professor

(Internship Co-Coordinator)

University of North Texas

Clinical, Health Psychology, Weight

Management, Eating Disorders)

Nicole Rossi, Ph.D.

Assistant Professor

University of New Hampshire

Transitions Across the Lifespan

Richard Topolski, PhD.

Associate Professor

Binghamton University

Experimental, Cognitive, Visual,

Information Processing, Psychology of

Reading

Sabina Widner, Ph.D.

Professor

(Chair)

University of Georgia

Clinical Psychology, Clinical

Geropsychology, Master's level issues

X. Internship FAQs

The following is a list of frequently asked questions regarding internships. The answers provided are meant to help students gain a basic understanding of the internship opportunity. Questions not answered here should be addressed to the Internship Coordinator or the Director of Graduate Studies.

When can I start my internship?

It is strongly recommended that you have at least two full semesters of instructional credit before beginning. The more you learn in class, the more tasks can be entrusted to you in an applied setting. Of particular importance is PSYC 6191, Ethical Issues in Psychology. Obviously, your advanced standing would make you more valuable to the host agency than you would be as a novice. Remember that an internship is an extended “audition” in which you have at least one semester to convince an agency that they function far better with you than without you. Students with departmental permission to begin internships must meet with the Graduate Internship Coordinator to gain approval for their internship placements. This meeting should occur by the end of the spring semester in the first year of graduate studies.

Should I take more than one kind of internship?

You may take more than one kind but the guiding principle of selection should be your career plan and the requirements for your particular program track. Choose the experiences and settings that would be most impressive to the potential employer (or doctoral programs) that you will be approaching after graduation.

May I count a previous job or my present job as an internship?

The internship, like classroom instruction, is intended to bring *new* knowledge and competence to you. Therefore you cannot receive credit for doing the familiar. However, you may be able to arrange new experiences in the setting where you now work. Remember that all supervision done in the agencies must come from a person who holds, at minimum, a masters degree in psychology or a related field (Department of Psychology requirement) and a professional license in some mental health field (required by certain licensing or certification groups).

How do I go about getting an internship?

First, recall that you must obtain the endorsement of the graduate faculty to undertake any form of internship. Next, consult the descriptions of available internship agencies in the Augusta area. These are found in the steel box on the desk of the conference room. Most files contain a description posted by the hosting supervisor and many contain candid evaluations from previous students who trained there. Faculty, especially Dr. Rogers, will be eager to help you find the right match for your career needs. After conferring with Dr. Rogers, you may call the hosting supervisor and ask for an interview.

The host agency is not required to accept a student who is not well suited for their operation. However, if you and your potential supervisor agree, you may enter into a verbal agreement for training. At registration time in the ensuing semester, simply enroll in PSYC 6940, 6960, 6070, or 6980, as appropriate.

Keep in mind that teaching internship opportunities may be somewhat more restricted. For example, most teaching interns are assigned to lower-level classes, such as General Psychology or Human Development.

What if I start late or finish early in the semester?

The faculty is flexible regarding the match of credit hours to clock hours. A penalty need not be assessed if the clock hours are not achieved by the end of the term. However, an “IP” (in progress) grade will be entered until the necessary time is reached. Students who have no scheduled classroom obligations in a given semester are often able to get ahead on clock hours by devoting more time to training. Students enrolled in six or more semester hours of classroom courses will not be permitted to register for more than four hours of internship in the same term without special permission from their advisors. Students with graduate assistantships may also have limitations placed on the number of credit hours of internship per semester. These caveats aside, however, it is potentially possible to enroll for six internship credits in the same term.

How do I dress for a training assignment?

What is considered appropriate dress may vary widely from agency to agency. A useful rule of thumb is to avoid dressing less formally than your own agency supervisor. While any comfortable outfit may be suitable for campus, the same clothing in a service institution could signal immaturity to employees and clients. To some extent your credibility as a professional can pivot on your appearance. Thus, you are obliged to dress up to the standard of the host agency.

What if I want to train outside of the Augusta area?

Students are permitted to train in distant locations. However, the fundamental parameters still apply, i.e. the agency must enter a legal agreement with the university, the experience must be relevant and your immediate supervisor must have the requisite educational and professional credentials. Students who wish to do this should, at the earliest opportunity, make their intentions known to the Graduate Internship Coordinator. This gesture will allow time for the university to approach the agency with a legal contract. If the training agency is sufficiently distant from ASU to make on campus supervision impractical, the student will be obligated to mail weekly written summaries of their training experiences and schedule weekly telephone conferences with the faculty supervisor. Summaries must be detailed and a cumulative record of clock hours must be included in each.

Do internships pay a salary?

Most do not; however, students may seek paid positions which will double as internship training. To qualify, the position must be appropriate to psychology and be supervised as in any other internship.

What do I do if an internship fails to meet my training needs or course credit requirements?

Simply tell your faculty supervisor about the difficulty. An effort will be made to contact the agency and upgrade your experience. That failing, another internship setting can be substituted. If, by grading time, you have not met the criterion for clock hour requirements, an IP grade can be assigned. When requirements are met, the IP will be replaced by the appropriate grade.

Do I need malpractice insurance?

Neither Augusta State University nor the Department of Psychology require malpractice coverage. If the host agency requires it, the student must bear the expense of paying the premium to the insurer. In practice, psychologists are rarely sued and judgments are seldom decided against them. It is even less common for interns to be sued. Consequently, insurers can provide ample coverage at minimum cost. The American Professional Assurance Corporation of Amityville, New York and the American Psychological Association have coverage information.

What are my obligations within the Psychology Department?

At the beginning of any semester in which you are training, you must contact the faculty member who has primary on-campus supervision responsibility in that particular term. It is important to note that you may not accrue more than 20 internship hours without having a scheduled meeting with a faculty supervisor. A weekly time will be arranged for interns to meet with the supervisor. You should attend meetings as faithfully as you would attend a class and arrive on time. Have with you a typed written summary of the previous weeks training experiences and your completed log sheet. During meetings, be prepared to talk at length about your experiences for the benefit of other interns and yourself. If you cannot attend campus supervision in any given week, you must call prior to the scheduled meeting and explain to the faculty member why you cannot attend. Remedial work will likely be assigned for any absences.

It is expected that at least 35% of your clinical internship hours will involve direct client contact. Your log sheets will allow you to keep track of your direct contact time.

Near the end of the semester, your agency supervisor will be given forms on which to evaluate your performance, and this must be returned to your faculty supervisor. Although it would be preferable for the agency to share the evaluation with you, the agency may choose not to. A satisfactory grade cannot be issued until the evaluation is signed and returned. After completion of the internship you should fill out a candid

evaluation of the agency to be put on file for the benefit of future students seeking an internship experience of their own.

Can I continue working at my internship during break times?

You may continue to accrue internship hours during breaks as long as you meet weekly with your faculty supervisor. Interns are not allowed to work more than 20 hours over break times without a scheduled meeting with a faculty supervisor.

Which is better, one long internship in a single setting or two shorter ones in two different settings?

This determination depends on your needs and the complexity of the agency. Students who perform well acquire competencies that open additional training opportunities for themselves. In some settings it takes a full semester just to learn the ropes and gain the confidence of other employees. Many trainees are retained by the host agency as they become crucial to the continuing efficiency of that agency. On the other hand, the more varied a person's training experiences, the more likely they are to gain a skill that will fit the needs of a potential employer yet unknown. Ultimately, the Graduate Internship Coordinator must approve any internship placement or the continuation of a placement.

Which is the better route to getting into a doctoral program, an internship or a thesis?

Ph.D. programs typically seek students who have had research experience in some form. A thesis could provide evidence of research experience, as could a research internship. Publications and presentations are often especially impressive to doctoral admission committees. The thesis is particularly helpful if the doctoral program requires a thesis and would accept a thesis completed during a masters program as meeting its requirements. Psy.D. programs typically do not expect a thesis among applicant's credentials.

Should I do both a thesis and an internship to enhance my chances of being admitted to a doctoral program?

Thesis and internship hours may not be mixed to meet minimum degree requirements. Doing both options to their full complement would establish research expertise *and* practical experience. However, the overwhelming majority of students who have successfully reached doctoral programs did so without resorting to this strategy.

XI. Thesis FAQs

Why should I consider doing a thesis?

It would be hard to find another activity that would as effectively help build functional independence and skills in all aspects of the scientific process. The thesis option is chosen by students who intend to seek a research position following completion of the masters degree, or those seeking admission to a doctoral program in psychology.

Students should be aware that doctoral programs vary with respect to this requirement. Some may be just as positively impressed by a publication or even multiple conference presentations. Some may only require a dissertation as part of the doctoral program. Others may require a thesis after doctoral admission regardless if one was completed in the masters program. We recommend that students carefully consider their long-term goals, seek information from potential doctoral institutions, and thoroughly discuss the pros and cons of doing a thesis with the major professor and others.

What types of research are acceptable/unacceptable for a thesis?

Any type of empirical research that includes study design and analysis is seen as acceptable thesis material. This may include qualitative or archival research as approved by the thesis advisor. Purely theoretical or review papers are not acceptable thesis projects.

My thesis idea stems from something I did as an undergraduate (or in PSYC 6121/6122, etc.). Is that OK?

As long as the thesis stems from previous research and is not simply a replication of previous research, it is acceptable. For example, if you completed a research project in the area of stress and memory, it is acceptable to improve upon the original research design in a thesis. However, it is not acceptable to use the same data for a thesis as was used for the class project. Again, the research topic and design should receive approval from the thesis advisor and include empirical research.

How do I go about choosing a thesis advisor? Other committee members?

The thesis student is encouraged to seek their primary consultation and guidance from the major professor. Thesis committee members must be graduate faculty. An outside member may sit on the committee if this person has demonstrated expertise and appropriate academic qualifications and is approved by the major professor.

For what is my thesis advisor responsible? Other members of the committee?

The thesis advisor is responsible for guiding the student in formulation, design, and analysis of the project. The thesis advisor also is responsible for reviewing and editing a thesis draft (for both the proposal and final manuscript) before it goes to the committee. The committee members are responsible for reviewing the thesis proposal and final manuscript and providing feedback to the student. The thesis advisor and committee members also are present for the thesis proposal and defense.

What thesis costs are covered by the department and what costs must I bear? If I wish to do a thesis using animals, will the department pay for the cost of purchasing and maintaining the animals?

Students should expect to pay for interlibrary loans, photocopying, printing and binding the thesis, and research materials. The department and/or university typically provide research support through its library and library connections, computer time and equipment, office and research space, animal maintenance, and the like. If the thesis project requires more extensive funding (for example, the use of animals, considerable long distance telephoning, or special equipment), the student should work with the thesis advisor in seeking assistance through grants, the department, the university, and other possible funding sources.

If I finish all my courses here, can I finish doing my thesis after moving out of town?

The graduate student may continue and complete the thesis away from the university; however, the student must return to the department for the thesis defense (oral comprehensive exam) and the student must be enrolled in at least one credit hour of PSYC 6990 Thesis during each semester that they work on the thesis.

If I publish my thesis, under what circumstances should my thesis advisor or committee members be coauthors?

The department follows the APA ethical guidelines and encourages the student to review the code section including authorship (section 8.12 of the 2002 code).

What's the difference between the thesis course (PSYC 6990) and the independent research course (PSYC 6995)?

PSYC 6990 is for students who have permission to pursue a thesis on their plans of study and who are actively working on their thesis research. Most thesis students will enroll in PSYC 6990 (for 3 hours) during the semester they write their thesis proposal and again (for 3 hours) during the semester they finish writing the thesis. It should be noted that thesis students must be enrolled in PSYC 6990 during the semester in which they defend their thesis work. Enrolling in PSYC 6995 is intended for any student who wishes to engage in independent research under the direction of a faculty member. Non-thesis independent research could be done within a single semester's course, whereas the thesis would typically require enrolling in the course for at least two consecutive semesters. Only thesis students would be required to have their project proposal approved by a thesis committee and defend their thesis upon completion.

What's the difference between PSYC 6980 Research Internship, PSYC 6995 Independent Research, and PSYC 6990 Thesis Research?

A Research Internship (PSYC 6980) involves active participation in an ongoing research program either on campus or at another facility. Students learn about psychological research, but do not initiate and conduct their own research projects. Like other internships, credit is based on hours of onsite work. PSYC 6995 involves an independent research project conducted under the supervision of a faculty member. Generally the student initiates the project and works with the faculty supervisor on research design, data

collection, data analysis, and manuscript preparation. The thesis (PSYC 6990) is also conducted under the supervision of a faculty member, but requires a formal thesis proposal before data collection occurs and a thesis defense of the final project to a faculty committee.

XII. Appendices

A. Program Outcomes – Clinical Track

1. Knowledge Base: Graduates will be knowledgeable of the discipline's methodology, empirical content, and major theoretical and historical perspectives.
2. Conceptual Competencies: Graduates will demonstrate their ability to think critically, synthesize information, and distinguish between "fact" and assumption.
3. Research Competencies: Graduates will be able to design, conduct, analyze, and interpret the results of psychological research.
4. Clinical Competencies: Graduates will demonstrate the ability to conduct assessments and do empirically-supported therapeutic interventions.
5. Language Competencies: Graduates will be able to read and comprehend both experimental and conceptual information, and will be able to effectively express themselves in written and oral form.
6. Interpersonal Competencies: Graduates will show an understanding of and appreciation for differences among people.
7. Professional Competencies: Graduates will understand and adhere to codes of professional and ethical conduct.
8. Career Competencies: Graduates will be qualified to assume a psychologically related career and/or continue with more advanced education in the discipline.

B. Program Outcomes – General Experimental Track

1. Knowledge Base: Graduates will be knowledgeable of the discipline's methodology, empirical content, and major theoretical and historical perspectives.
2. Conceptual Competencies: Graduates will demonstrate their ability to think critically, synthesize information, and distinguish between "fact" and assumption.
3. Research Competencies: Graduates will be able to design, conduct, analyze, and interpret the results of psychological research.
4. Language Competencies: Graduates will be able to read and comprehend both experimental and conceptual information, and will be able to effectively express themselves in written and oral form.

5. Interpersonal Competencies: Graduates will show an understanding of and appreciation for differences among people.
6. Professional Competencies: Graduates will understand and adhere to codes of professional and ethical conduct.
7. Career Competencies: Graduates will be qualified to assume a psychologically related career and/or continue with more advanced education in the discipline.

C. Program Outcomes – Applied Experimental Track

1. Knowledge Base: Graduates will be knowledgeable of the discipline's methodology, empirical content, and major theoretical and historical perspectives.
2. Conceptual Competencies: Graduates will demonstrate their ability to think critically, synthesize information, and distinguish between "fact" and assumption.
3. Research Competencies: Graduates will be able to design, conduct, analyze, and interpret the results of psychological research.
4. Assessment Competencies: Graduates will demonstrate the ability to conduct cognitive assessments.
5. Language Competencies: Graduates will be able to read and comprehend both experimental and conceptual information, and will be able to effectively express themselves in written and oral form.
6. Interpersonal Competencies: Graduates will show an understanding of and appreciation for differences among people.
7. Professional Competencies: Graduates will understand and adhere to codes of professional and ethical conduct.
8. Career Competencies: Graduates will be qualified to assume a psychologically related career and/or continue with more advanced education in the discipline.