

Georgia Tech School of Psychology

Graduate Student Handbook

May 2017

OVERVIEW

The School of Psychology of the Georgia Institute of Technology offers programs of study leading to the degrees of Master of Science and Doctor of Philosophy, with five Areas of specialization: Cognition and Brain Science, Cognitive Aging Psychology, Engineering Psychology, Industrial/Organizational Psychology, and Quantitative Psychology. All five programs of study provide intensive exposure to the theoretical and methodological foundations of psychology with strong emphasis on quantitative skills. Each student is expected to show individual initiative in both research activities and academic study, supported by close faculty-student contact.

Doctoral Degree

The Doctoral program provides the student with specialized coursework and opportunities for research in Cognition and Brain Science, Cognitive Aging Psychology, Engineering Psychology Industrial/Organizational Psychology, or Quantitative Psychology. Each curriculum includes individualized study and research with a strong foundation in general experimental psychology as a basis for this specialization. The goal of the School of Psychology, reflected in the structure of the program described within this handbook, is to provide an academic environment in which the Ph.D. degree will be completed in a reasonable amount of time.

Master's Degree

The Master's degree, designed to require at least two calendar years, is intended to prepare the student for continuation of graduate work toward the Ph.D. The Master's degree is viewed as a significant educational achievement and is not automatically awarded en route to the Ph.D. However, except in unusual circumstances, the School of Psychology does not admit students for a terminal master's degree.

Ph.D. Objectives

Objectives of the Doctoral program require that students:

1. Demonstrate understanding and use of psychological principles and techniques at an advanced level. Such use will be based upon a comprehensive knowledge of general psychology gained from a core set of courses in the field of psychology;
2. Read, review, and critique psychological literature and write research reports at a level of expertise commensurate with that represented in current research journals;
3. Demonstrate an ability to explain, use, and apply statistical principles and techniques at a level allowing them to design and assist others in designing psychological experiments;

4. Prepare and use a comprehensive, analytic review of the literature on a psychological problem;
5. Present psychological material verbally to professional audiences and demonstrate effective skills in classroom instruction;
6. Display a high degree of competence in an area of specialization as demonstrated by performance on a doctoral preliminary examination;
7. Demonstrate competence in a minor field. A minor field should be chosen to supplement a student's training in his or her specialty in a manner consistent with his/her occupational goals. Competence is defined as knowledge of the terminology specific to the minor field and knowledge of the major concepts, principles and methodologies of that field relevant to the goals of the student. Each student is required to complete a minimum of 9 semester hours of coursework outside of his/her specialty.
8. Plan and execute research on a significant psychological problem; and
9. Demonstrate awareness of current professional problems in psychology (e.g., ethical problems).

PART I

General course requirements

PSYCHOLOGY PROGRAM GENERAL REQUIREMENTS

Below are the requirements for both the Master of Science in Psychology and the Ph.D. degrees. It should be noted that the Master's degree is earned en route to the Ph.D. Thus, the requirements for the Master's degree are subsumed in those listed for the Ph.D. degree. The Institute additionally requires each student to complete at least nine credit hours in a minor field of study.

Information about registering for courses can be found starting on page 40 of this Handbook.

Grade point averages

It is expected that a graduate student will obtain at least a B in all courses attempted. Georgia Tech's policy is that a student must have at least a 2.7 GPA for graduating with an MS degree and a 3.0 for a Ph.D. degree.

If a student receives 2 or more grades less than a B, especially in a given semester, it will influence his/her end-of-the-year evaluation.

The Master of Science in Psychology

The Master of Science in Psychology prepares the student for continuation of graduate work toward the Ph.D. and/or for employment in business, industry, government, or education. Most students require a minimum of two calendar years to complete the master's degree. Students must complete a research thesis as well as 32 hours worth of the courses required for the Ph.D. Students must complete and pass these courses with a grade of B or better. Each Area may have specific core course requirements, but at a minimum, students must complete the following before receiving a Master's:

- The three required quantitative core courses (Research Methods, Statistics I and Statistics II);
- Two of the three required psychology core courses (for Engineering Psychology, both Psyc 7101 and 7202 [Engineering Psychology I and II] are required for the Master's);
- Psyc 7105 (First Year Research Project I);
- Psyc 7106 (First Year Research Project II);
- PSYC 7000 (Master's Thesis; 9 credit hours minimum).

Doctoral Program

The Doctoral Program in Psychology provides the student with an opportunity for advanced study in Cognition and Brain Science (CBS), Cognitive Aging, Engineering, Industrial/Organizational, or Quantitative Psychology. Each of the curricula consists of additional courses and programs of individual study and research beyond the core curriculum. Overall, the program will provide all students with a strong background in

general experimental psychology, quantitative methodology, and the student's area of specialization. As indicated above, the Ph.D. Degree program consists of completion of four categories of course requirements: quantitative core courses, general psychology core courses, professional course requirements, and specific program requirements.

Finally, in addition to the course work, the Ph. D. student must successfully complete a Master's thesis, the School's comprehensive examination (also called the preliminary examination), and an independent research project that culminates in the Ph.D. thesis.

Except for the minor, all School and Area course and research requirements must be successfully completed before taking the comprehensive exam.

The Minor

For the Doctorate, the Institute mandates that 9 credit hours be earned in a minor field ('the minor') that differs from the discipline of psychology of the Ph.D. investigation. The purpose of the minor is to encourage a wider interest on the part of the student and to provide a broader basis for the evaluation of the student's capabilities. The minor should be preferably outside of psychology to encourage breadth of knowledge. However, the minor can be in an area inside of psychology, but outside the student's major program of concentration (i.e., Engineering, Cognition and Brain Science, Cognitive Aging, Industrial/Organizational or Quantitative). For example, a student in the Cognition and Brain Science program can minor in Engineering, Industrial/Organizational, Cognitive Aging Psychology, or Quantitative Psychology.

The minor consists of at least *nine semester hours* of work in related courses, selected by the student in consultation with the Advisor and approved by the Graduate Coordinator and the Georgia Tech Office of Graduate Studies. Courses taken inside the student's specialized program will not count towards the minor. Course taken for the minor should be at the 6000 level or above. Under special circumstances, a single (3-credit or less) 4000 level course may be used to fill the requirement (but only if it is a course offered outside of the School of Psychology). Courses that are taken as pass/fail are not eligible to count toward the doctoral minor. Courses taken at other Atlanta-area universities, private or public, through the University Center cross-registration may be included in the minor. In the case of transfer students, graduate-level courses already taken at another institution may be used to fulfill the requirement, even if they have already been used toward an advanced (graduate) degree at another institution; approval by the Graduate Coordinator is required.

The Graduate Coordinator, in conjunction with the Office of Graduate Studies, will pre-approve a minor in concept, before the student takes the proposed courses. This is done through a Minor approval letter (see Forms section on the School of Psychology website). The student then submits the minor for final approval after all courses have been completed. Students who do not obtain pre- approval do so at the risk that courses they take may not ultimately be counted as fulfilling the minor requirement.

Although the student need not complete the minor as a prerequisite to become a candidate for the Ph.D., the minor must be completed and approved in order to be cleared for graduation.

A listing of previous minors for Engineering Psychology students is available from the Engineering Psychology Program Coordinator

Exception: Students in **Industrial/Organizational Psychology** are required to complete the Statistics or Quantitative Methods Minor by the beginning of the third year of graduate study. Students who wish to take an additional Minor (i.e., in addition to this Minor) should talk with their Advisor about how best to build the additional Minor into their program of study. Courses strongly recommended to satisfy the Quantitative Methods Minor (only 3 courses required):

- PSYC 7301 Introduction to Multivariate Statistics
- PSYC 7302 Structural Equation Modeling
- PSYC 7303 Psychometric Theory
- PSYC 8060 Multilevel Modeling Seminar
- PSYC 8060 Item Response Theory
- PSYC 8060 Multidimensional Scaling

REQUIRED COURSEWORK FOR THE DOCTORAL PROGRAM

The School of Psychology has two sets of requirements – the *general* requirements, common to all students, and an *Area-specific* set of requirements. A checklist can be found in the Forms section of the School of Psychology website.

A. General requirements:

A1. Psychology core courses:

Students take *three* classes from the following list:

(Exception: Students in the Engineering Psychology program take *four* of these classes)

Psyc 6011 Cognitive Psychology

(required for students in Cognitive Aging, Engineering Psychology, and CBS)

Psyc 6012 Social Psychology

Psyc 6013 Biopsychology

Psyc 6014 Sensation/Perception

(required for students in Engineering Psychology)

Psyc 6015 Developmental Psychology

Psyc 6016 Experimental Analysis of Behavior

Psyc 6017 Human Abilities

Psyc 6021 Personality Theories

Psyc 6060 Psychology of Aging

(required for students in Cognitive Aging)

Psyc 6090 Cognitive Neuroscience

Psyc 7101 Engineering Psych I

(required for students in Engineering Psychology)
Psyc 7201 Industrial/organizational Psychology
(required for students in I/O Psychology)

All of the required core courses must be completed prior to preliminary examinations.

If the student is using the course to fulfill the core course requirement, then a grade of B or better is required. If the student earns a grade lower than a B then the student must retake the same course and earn a grade of B or better.

If the student does not want the course to count towards the core course requirement, then the student does not need to retake the course.

If the student retakes the course there will be no change in the overall GPA.

A2. Quantitative Core:

All three classes are required:

Psyc 6018 Research design (including Responsible conduct of Research, Psyc 6000)
Psyc 6019 Stat I
Psyc 6020 Stat II

For each of these courses, a grade of B or better is required. Any student who earns a grade lower than a B is required to retake the course.

A3. First-Year Project:

Required during the first year of graduate studies:

Psyc 7105 First year Research Project I
(first semester of first year)
Psyc 7106 First year Research Project II
(second semester of first year)

A4. Minor (Ph.D. only)

(A minimum of nine credit hours)

For each of the courses in the minor, a grade of B or better is required.

(for I/O students, the Minor must be in Statistics or Quantitative Methods.)

B. Area-Specific Requirements

Each student is expected to be actively involved with her/his Area of specialization throughout her/his graduate career. This involvement includes topical seminars, survey courses, and research activities. **Students are expected to enroll for a minimum of three research credit hours during each semester of their tenure** in the graduate program in psychology. These credits may be thesis hours or independent study credits (i.e., the Special Topics courses within the relevant Area).

B1. CBS:

Psyc 6040 Topics in Cognition & Brain Science (every semester)
Psyc 8080 Seminar in Cognition & Brain Science
Psyc 8080 Seminar in Cognition & Brain Science

B2. Cognitive Aging:

Psyc 6041 Topics in Cognitive Aging (every semester)
Psyc 7020 Survey of Cognitive Aging
Psyc 8020 Seminar in Cognitive Aging
Psyc 8020 Seminar in Cognitive Aging

B3. Engineering Psychology:

Psyc 6043 Engineering Psychology Research Seminar (every semester)
Psyc 7102 Engineering Psyc II (required for MS & Ph.D.)
Psyc 7104 Skills and Psyc 8040 [Seminar in Engineering Psychology](#) (option a), or two 8040 courses, preferably from different instructors (option b)

B4. Industrial/Organizational Psychology:

Psyc 7202 Employee Selection
Psyc 7203 Motivation and Job Attitudes
Psyc 7204 Training and Development
Psyc 7205 Teams
Psyc 8050 Seminar in I/O Psychology
Psyc 8050 Seminar in I/O Psychology

B5. Quantitative Psychology:

Five additional quantitative courses, which may include:

Multivariate Statistics
Psychometric Theory
Item Response Theory
Structural Equation Modeling
Multilevel Modeling
Longitudinal Modeling
Categorical Data Analysis
Multidimensional Scaling

Brown-bags and colloquia

Note that Psyc 6040, 6041, and 6043 are program Area **brown-bag seminars** (informal research discussions), to be taken pass/fail. Students in the respective areas are expected to actively participate in these brown-bags for every semester they are enrolled.

Students in the I/O and Quantitative Areas are encouraged to check with the Area Coordinators of these areas for more information on these Area's brown-bag seminars.

In addition, scholars from visiting universities are periodically invited as guest speakers to

the School of Psychology. All students within the School of Psychology are expected to attend department-wide **colloquia** that are scheduled throughout the academic year. The department-wide colloquia typically meet on Wednesday afternoons at 3 p.m., or as announced, so as not to conflict with scheduled courses. Colloquia meeting times will be posted in the main office, and may also be announced over e-mail. Although topic areas may not be directly related to a particular student's Area of study, this medium is provided to add breadth and variety to graduate training.

End-of-Year Evaluations

At the end of each Academic Year, the faculty members of each Area convene to evaluate the progress of their students. This annual review is meant to help students assess their performance on their four main responsibilities: (a) progress through coursework and the milestones, (b) research activities, (c) professional activities (e.g., your performance as an instructor, TA or RA), and (d) service. The ultimate goal is to help students build a skill set and a vita that are as strong as possible. Consequently, the emphasis for these evaluations is on what makes for a strong academic vita – that is, research activities.

The scale used by faculty to assess progress is as follows:

Rating	Label	Sample criteria (as they apply)
3	Commendable	<ul style="list-style-type: none"> a. Completes milestones early b. GPA of 3 or better c. High research productivity (first authored and/or multiple acceptances in refereed, quality journal) d. Service showing leadership in field e. Superior teaching and/or TA performance^a
2	Satisfactory	<ul style="list-style-type: none"> a. Completes milestones in timely fashion b. GPA of 3 or better c. Moderate research productivity (submissions to refereed, quality journals, conference presentations, book chapters) d. Service to the department, the institute, the profession e. Satisfactory teaching and TA performance^a
1	Unsatisfactory	<ul style="list-style-type: none"> a. Does not complete milestones in timely fashion b. GPA unsatisfactory (2.0) c. Low or no research productivity d. No service or counterproductive service e. Unsatisfactory teaching and TA performance^a
0	Grounds for termination	<ul style="list-style-type: none"> a. Missing milestones after probation b. GPA unsatisfactory twice c. No research activity d. Failure to meet teaching, TA or other obligations e. Unethical behavior

^aFor teaching performance: as based on student evaluations and/or DOTE; for TA: based on supervisor assessment.

The specific form used for these evaluations can be found on the School's website. The form requires the student to fill out accomplishments of the past year, and includes planning for the future as well. After filling out the accomplishment part of the form, the student should meet with her/his Advisor to discuss planning. Both student and Advisor sign the form. The evaluation forms are **due on April 15**, to the office of the Graduate Administrative Assistant.

Graduate Credit Earned Elsewhere

First-year graduate students with previous graduate credit not acquired at Georgia Tech may wish to obtain transfer credit for that work. Graduate courses taken either as an undergraduate or graduate student (in the United States or Canada) that were not used for credit toward another degree may be considered for transfer credit. Students who wish to be considered for transfer credit should obtain transcripts and syllabi for the appropriate courses. In consultation with their Advisors, they will determine whether the courses are germane to their program of study. After approval by the Graduate Coordinator, the form will be submitted to the registrar for incorporation into the student's permanent records.

Basic Requirements

A student may transfer a maximum of 6 semester hours of course work. The courses for which transfer credit is sought must be graduate-level courses taken at an accredited institution in the United States or Canada and not used for credit toward another degree. The student must supply a current transcript for this evaluation.

Procedures

The steps which must be followed in all cases are:

1. The student must confer with the graduate Advisor to ascertain whether the courses to be transferred are a logical part of the student's graduate program.
2. If the courses are appropriate, the student will deliver to the Graduate Coordinator a copy of the current transcript, necessary descriptive materials including catalog descriptions, syllabi, and textbooks used for evaluation. The Graduate Coordinator will determine the equivalent Georgia Tech course and the number of credit hours accepted. The Graduate Coordinator will send the form directly to the Registrar with a copy of the student's Approved Program of Study attached.

Transferring More Than 6 Hours

If the student wishes to transfer more than six hours, a petition must be submitted to the graduate [policy](#) committee including statements of possible justification for the granting of such a petition, transfer credit forms, and the recommendation of the student's [Advisor](#).

Credit by Examination

Testing out of a course is an alternative to obtaining transfer credit. If a student has taken a course corresponding to a course taught by the School of Psychology, and is confident of his/her knowledge of that particular area of psychology, the student is encouraged to petition the Graduate Coordinator to allow him/her to test out of the course. This procedure is as follows:

1. The student should petition to the Graduate Coordinator by providing him/her with a course syllabus, course readings, grade in course, instructor, and institution.
2. The Graduate Coordinator may contact the faculty member who taught the course at the other institution in order to evaluate whether or not the course material is comparable to the course offered in the School of Psychology.
3. The Graduate Coordinator will contact the faculty member who taught/teaches the class in the School of Psychology in order to receive final approval.
4. The student will be notified of the final decision.
5. If the decision is positive, and the student has completed the appropriate forms and paid the appropriate fees, the student will be given an examination covering the course material.

Waivers of Courses or Thesis

Students who have earned credit for graduate-level courses at another institution that are required for the School of Psychology may request a waiver of that requirement. This also includes thesis credit for a MS degree at another institution.

The procedure is as follows:

1. The Advisor sends an email to the Graduate Coordinator requesting a waiver, or waivers, for specific courses or thesis.
2. The student provides the Graduate Coordinator with a copy of the syllabus for each course for which the student is requesting a waiver, or a copy of the thesis.
3. The Graduate Coordinator will contact the faculty member who taught/teaches the class in the School of Psychology to determine if the courses are sufficiently similar to warrant a waiver. For a thesis, the Graduate Coordinator reads the thesis and makes a similar decision.
4. The student and Advisor are notified of the decision.

Institute Criteria for Good Standing

Each student within the School of Psychology must maintain at least a 3.0 overall GPA measured on a 4.0 scale. If a student's cumulative GPA drops below 3.0, he/she will be placed on probation for two academic semesters. During this time he/she will be expected to raise this GPA to the minimum criterion level of 3.0. Failure to raise a deficient GPA within this time period will constitute grounds for termination from the program. If the GPA is at or below 2.0 for any one semester, the student may be placed on probation or terminated from the program regardless of the overall GPA.

PART II
Milestones and their Requirements

GENERAL

Each student is expected to be involved in programmatic research throughout his/her residency at Georgia Tech. Initially, this research involvement will be closely directed by a member of the faculty. As the student's graduate career progresses, he/she will be expected to develop and carry out an individual program of research. A broad outline of research requirements within the School of Psychology – the first-year project, the thesis, the preliminary exam, and the doctoral dissertation -- is presented below. These are the minimal research requirements. More specific requirements may be made by each individual program or by a student's Advisor. Each student should discuss research requirements and opportunities with his/her Advisor as early as possible after beginning the program.

As indicated in Part I, students are expected to enroll for a minimum of three research credit hours during each full-time semester of their tenure at Georgia Tech. These credits may be thesis hours or independent study hours. Students are responsible for ensuring that their course load and other professional duties will not inhibit execution of their research responsibilities.

TIMELINE

For students to remain in good standing in the program, they must successfully complete, by the time the end-of-year evaluation is due (April 15) each of the following milestones at each of these time points:

- By the end of Year 1: Complete the first-year project
- By the end of Year 2: Defend a Master's thesis proposal
- By the end of Year 3: Defend a Master's thesis
- By the end of Year 4: Complete preliminary exam
- By the end of Year 5: Defend the dissertation proposal
- By the end of Year 6: Defend the dissertation

Students who miss a deadline will be put on probation. This will trigger a mandatory meeting between the student, her/his Advisor, and the Graduate Coordinator to determine a concrete plan of action. Missing that same deadline by the next yearly evaluation (i.e., more than one year late) constitutes grounds for termination from the program.

Individual adjustments to this timeline can be made for emergencies and/or unforeseen circumstances (e.g., serious illness or disability, childbirth, necessary internships). The affected student should contact the Graduate Coordinator as early as possible to request such adjustment.

MILESTONE 1: FIRST-YEAR PROJECT

Each student (including those who enter with a Master's degree) is required to complete a research project during his or her first year of residence at Georgia Tech. The purpose of completing this research project is to enable the student to develop procedural research skills. Typically, projects consist of research activities designed by a faculty member as part of an ongoing research program. The student will be expected to **prepare a written report** of his/her own participation in the research activity.

The student should meet with his/her Advisor early in the first semester to set up the requirements for the first-year project. The project will be evaluated by two readers – one is the student's major Advisor, the second is selected by the student and the Advisor. The Advisor is the instructor of record and is responsible for entering the student's grade.

The grade for the **first semester course** in the sequence (First-Year Research Project I, Psyc 7105) will be based on evidence of progress towards completing the project. Both the first and second readers should review the evidence-of-progress report. The grade will be based on a consensus between the Advisor and the second reader. The evidence-of-progress report must be a written document (delivered on or before the Wednesday before Thanksgiving) that includes the following information:

- What the student accomplished during the first semester.
- The nature and scope of the project to be accomplished during the second semester.
- A timeline for finishing the project during the second semester.

The grade for the **second semester course** (First-Year Research Project II, Psyc 7106) will be based on the quality of the final product ([as agreed](#) upon by the student and Advisor at the beginning of the first semester). **The written product must be submitted to the student's Advisor and the second reader by April 15.** The student must have permission from the Graduate Coordinator to submit the report after this date. The research project will be reviewed by the student's research Advisor and the second faculty reader; the final grade will be based on the consensus of the Advisor and the second reader.

There are four **additional research formats** considered acceptable for the annual project:

1. *M.S. proposal*: Formal research proposals can be used to fulfill the requirements of the first-year research report, but only if the written report has been submitted to the student's thesis committee prior to the submission deadline. Works-in-progress and rough drafts submitted to the student's research Advisor are not acceptable products for the first-year report.

2. *Paper submitted for publication*: Research papers for which the student has played a primary role in the research process (i.e., sole- or first-author papers), and which have been submitted or accepted to a peer-reviewed journal are acceptable as submissions for the annual report. For multi-author papers where the student is not the first author and it is deemed by the Advisor that the student made a significant contribution to the project, the student must also submit a detailed report of their specific contributions to the paper co-signed by the Advisor.

3. *Theoretical paper*: Although a theoretical paper can be used to satisfy the first-year research requirement, students are discouraged from using this option. The goal of the

research requirement is to enable the student to develop sophisticated procedural research skills. While good theoretical scholarship is a crucial foundation for good empirical research, it is not sufficient to ensure development of sound, practical research skills. To emphasize this point, students should be aware that failure to use the research requirement to conduct actual research can have an adverse impact on his/her annual evaluation.

4. *Graduate fellowship proposal to a national organization*: A grant proposal to a national organization such as the NSF or NIH, submitted during the course of the student's first year or completed in the first year and to be submitted in the second year, counts as a first-year project. Failure to submit the proposal is equivalent to failure to submit the first-year project.

Exception: The Engineering Program Area requires an empirical project for the first-year project.

Failure to submit the written product as required constitutes grounds for probation or termination from the program.

MILESTONE 2: MASTER'S THESIS

Each student entering the School of Psychology without having previously completed a Masters thesis will be required to complete one while in residence at Georgia Tech. Thesis research must fulfill both program and Institute requirements.

Prerequisites

Work on the thesis may begin at any time during the first two years of residency in the School of Psychology. However, all course requirements for the Masters degree must be satisfied before the student is eligible for the oral defense of the thesis. In addition, the student's transcript must show 32 total hours of credit.

Sequence

Thesis research should proceed in the following sequence:

1. **Research topic selection:** The student, together with his/her Advisor, should choose a research topic. The student should then conduct a literature review of the topic area and prepare a written draft of the master's proposal. This draft generally also includes a preliminary experimental methodology and design.
2. **Forming the committee:** The student, together with his/her Advisor, will select members for a thesis committee. This committee will normally be made up of three faculty members from the School of Psychology (i.e., tenured or tenure-track faculty) or two members from Psychology and a third member from another School within the Institute or a scientific scholar not affiliated with Georgia Tech. For Engineering Psychology, the committee chair must be Engineering Psychology Program faculty. Individuals who are not tenure or tenure-track faculty at Georgia Tech require a vote of approval from two-thirds of the tenured and tenure-track faculty of the student's major Area. To request approval, the student contacts the Area Coordinator of the relevant graduate Area, and provides the Coordinator with a biosketch of the putative member, as well as a brief explanation of the reason for inclusion of this person on the committee. Final approval of the committees rests with the School Chair or the Chair's representative.
3. **Proposing the MS thesis:** The student will make a public oral presentation of the proposal to the thesis committee and other interested students and faculty. This presentation is technically intended for the thesis committee; however, other faculty input is encouraged to help the student recognize possible difficulties in her/his research plan prior to conducting the research. A copy of the final proposal should be submitted to each committee member and to the Psychology office at least two weeks prior to the scheduled proposal meeting. An electronic copy of the abstract should also be submitted to the Psychology office for distribution to the entire faculty two weeks before the proposal.
4. **Formal approval of thesis topic:** After the oral presentation, the student's committee

members must approve the thesis proposal. The student should bring a completed "Request for Approval of Thesis Topic" form, available on the School's website, to be signed by committee members after the oral presentation if the proposal is approved. The form should then be submitted for approval first to the Graduate Coordinator, and then to the Graduate School. At this time, appointment of the thesis committee is made official. The student then carries out the proposed research in consultation with the thesis committee.

5. **Completing the thesis:** Copies of the completed thesis are submitted to the student's thesis committee in preparation for the oral defense. The thesis must be in finished form with respect to content, format, and typographical accuracy. One copy of the thesis should be submitted to each committee member and to the Psychology office at the latest two weeks prior to the date of the oral defense. An electronic copy of the abstract should also be submitted to the Psychology office two weeks before the defense.

6. **Oral defense:** After the oral defense, the committee votes on the decision, which can be 'fail', 'pass with revisions', or 'pass'. If the outcome is 'pass with revisions', the Committee will provide the student with clear instructions on what those revisions should entail. Depending on the decision of the Committee, the implementation of those revisions might be overseen by the Advisor, or by the whole Committee.

7. **Institute requirements:** The thesis must now be submitted to the Graduate School for approval (<http://thesis.gatech.edu>), but first must meet certain institute and graduate division requirements. In order to graduate, the student must (1) submit an Approved Program of Study form (paper form), a Change of Major form (paper), and a Petition for Degree form (online) to the Registrar (*note that these forms are due about a semester before the student is expected to defend, see page 51 and following*); **and** (2) submit a thesis approval form which is to be signed by the committee and a copy given to the Graduate Coordinator's administrative assistant before submission to the graduate School.

Georgia Tech has specific **formatting requirements** for the thesis, which differ from standard APA format. The manual and templates can be accessed through <http://www.grad.gatech.edu/theses-dissertations>.

MILESTONE 3: PRELIMINARY EXAMS

General Requirements

In order to complete a Ph.D., students must pass a set of doctoral preliminary exams (prelims). These exams are designed to measure the student's understanding of an area. These exams vary in nature and format depending on the student's program requirements, which are outlined below for each Area.

In order to take prelims, a student must have completed a Master's degree, must have completed the core curriculum (including the Quantitative Core, the general psychology core courses, and any courses required by the student's Area), and must have obtained the approval of his/her prelims committee. It is not necessary to have completed a minor in order to take preliminary exams.

Committee

The committee will be composed of at least five members. The Chair of the committee (typically the student's Advisor) and two additional members of the committee must be tenured or tenure-track faculty from the School of Psychology. Other members of the committee may include adjunct faculty of the School, tenured or tenure-track faculty from other units of Georgia Tech, or scholars from other institutions. For Engineering Psychology, the committee chair plus at least one other committee member must be Engineering Psychology Program faculty.

Individuals who are not tenure or tenure-track faculty at Georgia Tech require a vote of approval from two-thirds of the tenured and tenure-track faculty of the student's major Area. To request approval, the student contacts the Area Coordinator of the relevant graduate Area, and provides the Coordinator with a biosketch of the putative member, as well as a brief explanation of the reason for inclusion of this person on the committee. The biosketch and the text detailing the contribution of the to-b-approved member to the prelims/dissertation will be attached to the Preliminary Examination Approval Form that is signed after the proposal meeting.

Approvals of the composition of the preliminary committee must occur before any meeting of the committees. The student must complete a Preliminary Examination approval form; this must be signed by the committee members, the Area Coordinator, the Graduate Coordinator, and the School Chair or her/his representative. The signed approval forms must be kept in the student's file in the main Psychology office.

In case of a failing grade

If the student does not pass the preliminary exam, the preliminary examination committee will meet to discuss a plan of action. Such action may include (as applicable) requiring major or minor revisions in the document; requiring a new document with a new topic; requiring the student to redo the written exam, in part or as a whole; requiring the student to redo the exam with a different format or topic focus; requiring the student to redo the oral defense; or failing the student, with the consequence that the student will not be admitted to the PhD candidacy.

Area-specific requirements: Cognitive Aging and Cognition and Brain Science Programs

Immediately after the committee has been established, a meeting must be held with the committee members (individually or in group) to discuss the format, appropriate areas of study, and suggested readings. The student should be prepared to provide extensive input concerning topic areas and readings.

The student, in consultation with the Advisor, selects one or more of the four following **examination formats**, which must be approved by the prelims committee:

1. *Take-home paper* on a specific question or set of related questions – length of time is negotiable, but typically 7-14 days; the question or set of questions are typically written by Advisor with input from committee members;
2. *In-class exams* – 5 sets of questions (one set per committee member); format as well as breadth and depth of content areas are negotiated with each committee member; the student is given approximately 4 hours per set of questions, one or two sets of questions per day within a 5- day period, typically;
3. *Oral examination* – length and content areas to be negotiated among committee members.
4. *A review paper* – length and content areas to be negotiated among committee members. By default, the process and evaluation of the paper follows the process outlined below. Modifications to this process must be negotiated with the committee prior to the initial meeting. The prelims paper should consist of the following sections:
 - Title Page
 - Table of Contents
 - Executive Summary (instead of an abstract; this is a 2-3 page overview of the purpose and findings of the paper as a whole)
 - Text of the Paper
 - o Headings and subheadings should be used
 - o The text section of the paper (not counting tables, figures, or references) *cannot exceed 75 pages (double-spaced, 12 point font)*
 - Reference Section
 - Appendices - the student should be aware that these materials may not be reviewed in depth or considered in the determination of the grade.

The paper should follow APA format and style guidelines except as noted above.

Sometime before the prelims paper is finalized, the Advisor is allowed to give general guidance to the student based on a draft of the paper. The specific timing of this review should be determined by the student and Advisor - allowing time for the Advisor to read the document and time for the student to make the recommended adjustments before the paper

is due.

Time to Complete and Grading

The maximum time allowed to complete the prelim exam is six months from the time the Advisor signs the preliminary exam form. If a paper is followed by an oral examination, the examination can be scheduled at a later date, but within a month of delivering the paper, providing the paper is delivered within the 6-month framework. Barring hardship or exceptional circumstances as evaluated by the committee and the Graduate Coordinator, failure to pass the exam within the time allotted is equivalent to failing the exam.

Exams and take-home papers will be evaluated by committee members within one week of exam completion. Papers will be evaluated by committee members within two weeks of receipt of the student documents. Oral examinations will be evaluated immediately following said examinations.

For all formats, each committee member will provide the Chair of the committee with an evaluation of the student's work (pass with commendation, pass, revisions required [this option is only available for review papers], fail). The goal is to have a consensus of the committee members but at least 4 of the committee members must vote to pass (with or without commendation) for the student to pass the exam.

The following scoring scheme for review papers should be used:

Grade	Sample Criteria
Pass with Commendation	Work is of uniform, extremely high quality.
Pass	Work meets the expectations of the committee members; it is of high quality and no changes are required. Committee members may provide comments and suggestions that are formative in nature, for future projects done by the student.
Revisions Required	The paper must be revised and re-reviewed. Committee members should provide a list of the specific issues of concern that will need to be addressed by the student before the paper will be considered a pass. Committee may request to require a full review or only a review by the Committee Chair (student's Advisor).
Fail	The paper does not meet the goals described above and a revision would not be sufficient to achieve the goals.

Area-specific requirements: Engineering Program

Purposes and Goals

The purpose for the preliminary exam is to ensure that the student has achieved an acceptable level of mastery of a designated area in psychology appropriate to the doctorate degree and is prepared to engage in independent research at the level of the dissertation.

Goals for the preliminary exam include:

1. ***Demonstration of proficiency and knowledge in proposed area of expertise*** - The student should be able to integrate ideas across related but distinct literatures; should be able to identify main principles, ideas, and arguments in the field of study; and should be able to defend and analyze major hypotheses in the area by citing empirical evidence and theoretical arguments.
2. ***Demonstration of language/writing skills*** - The student should be able to prepare a paper or written response that is well organized, coherent, and accessible, as well as grammatically correct.
3. ***Demonstration of creative thought*** - The student should be able to present ideas that are not contained in the literature but are supported by the literature. This may include the generation of new models, hypotheses, or frameworks - with possible solutions to problems contained within the literature. The demonstration of creative thought is of paramount importance, without it, the student will not pass the preliminary examination.

Committee Structure

Composition of the committee will be consistent with the School of Psychology rules governing eligibility of faculty to serve on doctoral committees. The committee will be comprised of at least five members, at least three of which must be regular faculty of the School of Psychology. The Chair of the committee must be a regular faculty member of the School of Psychology and, generally, must be an active member of the Engineering Psychology program. The projected dissertation Advisor will appoint this committee in concurrence with the student and the Engineering Psychology Area Coordinator. The Advisor will Chair the committee and have primary responsibility to coordinate the exam process, gather evaluations, and report the results to the faculty.

Formal Committee and Student Meeting

Prior to formally beginning the preliminary exam, the student must meet with the entire committee. The student will give a brief (5-10 minute) presentation on the domain along with specific issues to be addressed by the examination. In the meeting the format of the examination is agreed upon, the scope is defined, and the date for completion is noted.

Methods for Determining Content

The preliminary examination committee should design the examination for the individual student. What constitutes a designated area is a judgment of the preliminary exam committee. Methods for determining content generally are negotiated between committee and student, based upon the areas of proposed expertise identified by the student. Those areas emphasized should be relevant to the specific focus of the dissertation, although breadth in the general area of expertise must also be demonstrated. An initial step defining

the content will be a reading list compiled by the student in consultation with the committee. Additionally, the student should prepare an outline and a summary of the domain to be covered within the examination. The summary should not exceed two pages. Other methods of determining content may depend on the exact format of the exam.

For reference see:

Bem, D. J. (1995). Writing a review article for *Psychological Bulletin*. *Psychological Bulletin*, 118, 172-177.

Methods for Determining Format

To satisfy the purposes and goals for the exam the Engineering Psychology Faculty have decided that the major paper best meets these goals. Nevertheless, there may be other formats for the exam. These might include combinations of a closed-book and a take home test, a major review paper with a subsequent oral examination, etc. The final format is negotiated between the student and the committee. Each member of the committee is expected to contribute to and evaluate the final product. The examination and subsequent product should be a committee and not simply an Advisor creation. The preliminary examination form should be prepared by the student and signed by the Advisor, the committee members, and the student. Copies of this form must be forwarded to the Engineering Psychology Area Coordinator and to the Graduate Coordinator.

Time to Complete the Exam

The maximum time allowed to complete the prelim exam is four months from the time the Advisor signs the preliminary exam form. The Advisor normally signs the preliminary examination form during the formal meeting with the examining committee.

Grading System for Preliminary Exam Papers in Engineering Psychology

Grade	Sample Criteria
Pass with Commendation	Paper is of extremely high quality.
Pass	Paper meets the expectations of the committee members; it is of high quality and no changes are required. Committee members may provide comments and suggestions that are formative in nature, for future projects done by the student.
Revisions Required	The paper must be revised and re-reviewed. Committee members should provide a list of the specific issues of concern that will need to be addressed by the student before the paper will be considered a pass. Committee may request to require a full review or only a review by the Committee Chair (student's Advisor).
Fail	The paper does not meet the goals described above and a revision would not be sufficient to achieve the goals.

Process

1. Sometime before the prelims paper is finalized, the Advisor is allowed to give general guidance to the student based on a draft of the paper. The specific timing of this review should be determined by the student and Advisor - allowing time for the Advisor to read the document and time for the student to make the recommended adjustments before the paper is due. The gist of the Advisor's comments might include:

- you are not doing enough integration
- you need more summary sections
- the section on X is very confusing
- you have totally omitted the work of Dr. Q which is very relevant
- you need to focus on shorter paragraphs and crisper sentences
- make sure there is a reason for every section and clear linkages to the goals for the paper

2. By 5 PM on the agreed upon date (at most 4 months after the Advisor signs the Prelim Form after the formal preliminary committee meeting), the student will provide electronic (or paper) copies of the paper to each member of the committee. (NOTE: If the student does not provide a paper by the 4-month deadline, the student will receive a grade of Fail.)

3. The Committee members agree to review the paper within one month, and provide their grade with supporting comments to the Committee Chair (the student's Advisor). (Note that if the month includes holidays, slight adjustments may be made to the grading time frame by the committee chair.)

4. The Committee Chair will integrate the comments and determine if consensus has been reached. The Committee Chair should draft a letter to the student - the letter should then be reviewed by the committee members to ensure that the contents accurately reflect their views. If revisions are required, the committee should decide if a full committee review is required of the revision or only a review by the Committee Chair.

5. The Committee Chair should then schedule a meeting with the student to discuss the results.

6. If revisions are required, the student will have one month from the meeting with the Advisor to make the changes. *The revised paper should be accompanied by an explanation of how (and on what pages) the issues were addressed and changes were made.*

7. Within 2-weeks, the revision will be graded as Pass/Fail; either the full committee or the Chair (see #4 above) will grade the revision.

Prelims Paper Format

The prelims paper should consist of the following sections:

- Title Page
- Table of Contents
- Executive Summary (instead of an abstract; this is a 2-3 page overview of the purpose and findings of the paper as a whole)
- Text of the Paper - tables and figures should be embedded within this section headings and subheadings should be numbered
 - the text section of the paper is not to exceed 75 pages
- Reference Section
- Appendices - the student should be aware that these materials may not be reviewed in depth or considered in the determination of the grade.

The paper should follow APA format and style guidelines except as noted above.

Prelims Grading

The decision about the prelims grade will be based on the majority opinion of the committee members. The goal is to have a consensus of the committee members but at least 4 of the committee members must vote to pass.

Prelims Feedback

The Advisor will provide a summary letter/email to the student. Specific comments from committee members will be provided with their permission. If revisions are required, the letter from the Advisor will contain a list of the issues that must be addressed in the revision of the paper. (The Advisor might want to confer with the committee members prior to providing this letter to the student.) The student is then encouraged to meet with individual committee members to better understand the issues each raised.

Area-specific requirements: I/O Program

The purpose for the I/O preliminary exam is to ensure that the student has achieved an acceptable level of mastery in psychology and the subfield of I/O psychology appropriate to the doctorate degree and is sufficiently prepared to engage in independent research at the level of the dissertation.

Preliminary Examination Goals:

1. Demonstration of domain proficiency and knowledge

The student should be able to organize scientific findings across distinct literatures; should be able to identify main principles, ideas, and arguments in the proposed

doctoral field of study; and should be able to defend and analyze major hypotheses in the area by citing empirical evidence and theoretical arguments.

2. Demonstration of language/writing skills

The student should be able to prepare a paper or written response that is well-organized, coherent, concise, and accessible, as well as grammatically correct.

3. Demonstration of competence for generating original work

The student should be able to present ideas that are not contained in the literature but are supported by the literature. This may include the generation of new models, hypotheses, or frameworks - with possible solutions to problems contained within the literature. *The demonstration of original, creative thought is of paramount importance; without it, the student will not pass the preliminary examination.*

The Chair of the committee will have primary responsibility to coordinate the exam process, gather evaluations, and report the results to the faculty.

Options

The I/O prelim system provides three options for completing the preliminary examination, as described below. It is expected that the student and Advisor select the one that is most appropriate for the student. For each option, there will be a reading list that is approved by the examining faculty. This list will represent the minimum reading background for the Preliminary Examination.

Option 1. Two written projects in I/O psychology. With this option, the candidate will prepare two written projects, selected by the student and his/her Advisor from three topic domains:

- i. Industrial Psychology,
- ii. Organizational Psychology,
- iii. I/O-Methodology.

Each project must be approved by at least two I/O faculty “readers,” who will review the proposed project and grade the finished product. Four unique faculty readers (beyond the student’s major Advisor) must be involved across the two papers. That is, each paper will be read by a minimum of two additional faculty, though the additional faculty members for each paper may be different.

Each project will provide a comprehensive review of the literature on a topic relevant to the field specified above. The candidate will be expected to also provide his/her own substantive discussion that builds on the literature to gain some new insight or conclusions. Each paper must follow APA format and style guidelines. The maximum page limit for each project paper is 35 pages (text only).

Option 2. Major paper. With this option, the candidate will prepare one written project within the domain of I/O psychology.

Procedure:

1. The topic of the paper will be jointly agreed upon by the student and the Chair of the student’s preliminary examination committee (typically the student’s projected dissertation Advisor).

2. Once the topic and the composition of the committee are established, the student will prepare and distribute a written outline and comprehensive list of relevant readings to all committee members for review. The student will meet with committee members (individually or in a group) to discuss the planned document and readings, and make revisions to the paper outline and readings as needed. Each committee member will sign the proposed major paper prior to the start of the project.
3. The maximum time allowed to complete the major paper is six months from the time that the student's Advisor signs the preliminary exam form to the time that the student submits a completed paper to his/her Advisor. The Advisor normally signs this form following approval from all members of the committee. The student must provide each member of the committee a written and electronic copy of the paper.

Scope & Format:

The expectation is that this paper will be of a publishable, *Psychological Bulletin* type in both quality and scope. There are several useful published tutorials available that describes how to effectively write a paper that is acceptable for *Psychological Bulletin*. Students are expected to familiarize themselves with these resources, as their assessment will be based on how closely they come to writing a publishable manuscript. These sources include (but are not necessarily limited to):

- Baumeister, R. F. & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology, 1*, 311-320.
- Eisenberg, N. (2000). Writing a literature review. In R. Sternberg. *Guide to Publishing in Psychology Journals*. Cambridge, UP.
- Hinshaw, S.P. (2009). Editorial. *Psychological Bulletin, 135*, 511-515.

The paper must follow APA format and style guidelines, except as noted below, and contain the following sections:

- Title Page
- Table of Contents
- Executive Summary (instead of an abstract; this is a 2-3 page overview of the purpose and conclusions of the paper as a whole)
- Text of the Paper
 - Headings and subheadings should be used
 - The text section of the paper (not counting tables, figures, or references) *cannot exceed 75 pages (double-spaced, 12 point font)*
- References
- Tables and Figures
- Appendices. Appendices should be used sparingly, since these materials may not be reviewed in-depth or considered in the determination of the grade.

Modifications to this process must be negotiated with the committee prior to the initial meeting.

Option 3. Exam. The examination contains two parts.

In Part 1, two questions each are administered from the Industrial Psychology,

Organizational Psychology, and Quantitative Methods domains, respectively. [Five faculty members prepare the examination and grade the finished product.](#)

In Part 2, a comprehensive paper is written based on a topic selected by the student's committee. The exams and paper are scored by the committee and scores are provided to the committee Chair.

The candidate is given two weeks to complete the examination (both parts).

Grading Scheme

Exams will be evaluated by committee members within one month of exam completion. Major papers and written projects will be evaluated by committee members within six weeks of receipt of the student documents. Each committee member will provide the Chair of the committee with an evaluation of the student's work using the following scoring scheme:

Grade	Sample Criteria
Pass with Commendation	Written work(s) are of uniform, extremely high quality.
Pass	Written work(s) meet the expectations of the committee members; it is of high quality and no changes are required. Committee members may provide comments and suggestions that are formative in nature, for future projects done by the student.
Revisions Required	The paper must be revised and re-reviewed. Committee members should provide a list of the specific issues of concern that will need to be addressed by the student before the paper will be considered a pass. Committee may request to require a full review or only a review by the Committee Chair (student's Advisor).
Fail	The paper does not meet the goals described above and a revision would not be sufficient to achieve the goals.

Area-specific requirements: Quantitative Program

The Quantitative Psychology program provides two options, from which the student and Advisor select the one that is most appropriate for the student, as follows:

Option 1. **Major paper.** With this option, the candidate will prepare one written project within the domain of Quantitative Psychology. The expectation is that this paper will be of a *Psychological Bulletin* quality and scope. The preliminary examination committee will approve the outline of the paper and grade the finished product.

Option 2. **Exam.** The purpose of the examination is to ensure that the student has acquired knowledge and skills that represent quantitative psychology as a discipline. The exam will also enable the student to demonstrate his or her depth of knowledge in one or more areas. The exam will be administered in four sections. There will be five questions per section, from which the student must choose three questions to answer. The examinations will be

conducted over four days, with four hours devoted to each section. The student's reading list should reflect a broad range of topics in quantitative psychology (e.g., Applied Statistics/Data Analysis, Measurement, Methodology, etc.) and must be approved by the examination committee. The examination committee will construct questions based on the sources cited in the reading list. The student may bring to the examination, in paper or electronic format, all the papers on the approved reading list. Because the exam will be taken using the standard School of Psychology word processing software, the student should be prepared to type or insert mathematical equations into a document with that software.

MILESTONE 4: DOCTORAL DISSERTATION

Dissertation research activity should proceed in the same **sequence** as outlined for the Master's thesis.

For the dissertation, however, **committee membership** must consist of five faculty members, with at least one faculty member of the School of Psychology and three tenured or tenure-track faculty members of the School of Psychology. For Engineering Psychology, the committee chair plus at least one other committee member must be Engineering Psychology Program faculty.

Individuals who are not tenured or tenure-track faculty at Georgia Tech require a vote of approval from two-thirds of the tenured and tenure-track faculty of the student's major Area. To request approval, the student contacts the Area Coordinator of the relevant graduate Area, and provides the Coordinator with a biosketch of the putative member, as well as a brief explanation of the reason for inclusion of this person on the committee. The biosketch and the text detailing the contribution of the outside member to the prelims/dissertation will be attached to the "Admission to Candidacy" form that is signed after the proposal meeting.

The dissertation research cannot be initiated until the student has passed his/her preliminary examination and oral proposal of the dissertation project. The same procedures for the distribution of the proposal and the final copy of the dissertation should be followed as for the Master's thesis.

Students have seven years from the end of the term in which they successfully pass their preliminary examinations to graduate (i.e., to successfully defend their dissertation research).

Georgia Tech has specific formatting requirements for the dissertation, which differ from APA format required by the School of Psychology. The manual and templates can be accessed through <http://www.grad.gatech.edu/theses-dissertations>.

Part III
Resources

ACADEMIC ADVISING

Each first-year student will be assigned to an academic Advisor. Assignments will be made before a student arrives at Georgia Tech or as soon as possible after a student's arrival. The academic Advisor is the tenured or tenure-track Psychology faculty member who will serve to provide guidance in academic and related areas during a graduate student's academic career at Georgia Tech. Each student must have an academic Advisor throughout his or her tenure in the program. An academic Advisor is required for admittance into the Ph.D. program.

Function

The academic Advisor's function is to determine how to meet the goals and needs of the individual student most effectively and to provide guidance on graduate study, including:

1. coursework
2. choice and structure of minor area
3. internships and other professional activities
4. resolution of problems with coursework as the student progresses through the program

The academic Advisor will play a part in the year-end evaluation of the student and will receive the student's annual report.

Meetings

After the Advisor has been assigned, the student should request a meeting with his or her Advisor. It is the responsibility of the student to initiate meeting with the Advisor. During this meeting the student and Advisor should begin to plan the first-year project. Near the end of first semester, students should arrange a meeting with their Advisor to talk about the results of the first semester's work on the first-year project and outline the plan for the spring semester. Prior to the end-of-year evaluation deadline (April 15), the student should arrange a meeting with his/her Advisor in order to review the student's progress. After the end-of-year evaluations are completed by the faculty, each student should arrange a meeting with his/her Advisor to discuss the results of the evaluation.

Changing Advisors

Any graduate student can change his or her academic Advisor at any time and for any reason. Because successful completion of any graduate program requires a good working relationship between the student and faculty mentor, together with a match of interests, it is important that each graduate student be matched correctly with a research Advisor. The student must realize that changing Advisors should be done in a timely fashion because of research requirements. Changes can be made by first gaining approval for the transition from both the current and future Advisors. The student should then notify the Graduate Coordinator of the change. Every effort will be made to fulfill the student's request for an

Advisor change.

If a student's Advisor becomes unavailable (e.g., due to long-term illness, death, retirement, a move away from the Institute, or by choice), it is the student's responsibility to secure a new Advisor. However, the School shall make every effort to support the student in finding a new Advisor, on condition that the student is in good standing with the Institute (including being registered) and has received a score of 'commendable' or 'satisfactory' on the last end-of-year evaluation. While the search for a new Advisor is ongoing, the Graduate Coordinator will serve as the student's Advisor in an administrative capacity. If the student has not secured a new permanent Advisor by the end of the next complete semester, the student will be placed on probation.

FINANCIAL ASSISTANCE

Note that funding is for the academic year, not the calendar year.

Graduate Assistantships

Research Assistantships (GRA)

Availability: Currently, research assistantships are available with faculty members who have their own research grants or some other type of funding requiring research assistants. The number, availability, and duration of these positions vary each semester.

Expectations: Research assistantships are typically awarded on a half-time basis (20 hours per week). The supervising professor is responsible for determining a list of duties and responsibilities, and monitoring and training research assistants. It is against Georgia Tech policy for graduate students to be paid for more than 20 hours per week.

Teaching Assistantships (GTA)

Availability: Currently, departmental teaching assistantships are awarded by the School of Psychology to students within the first four years of their tenure. The number of teaching assistantships available to senior students each academic year is dependent upon the planned course curriculum and on the end of year evaluations. It should be noted that very few teaching assistantships are available during the summer term.

Expectations: A teaching assistantship involves performing the duties listed below for between one and three professors. Exact duties to be performed may vary according to the needs of the individual professor to whom the teaching assistant is assigned. For instance:

1. Constructing and grading course examinations and quizzes
2. Assuming classes in absence of the professor
3. Maintaining teaching materials and data
4. Library, photocopying, and reference work
5. Assisting in instruction-related research and demonstrations

Instructor Positions

Laboratory Instructors

Availability: The number of laboratory instructors available is dependent upon the planned course curriculum.

Expectations: Laboratory instructors teach an undergraduate laboratory portion of a course, with a faculty member teaching the lecture portion. In order to teach a lab it is recommended that a student have taken PSYC 7701 (Teaching Practicum), but he/she need not have received a Master's degree.

Course Instructor

Availability: The number of instructors available is dependent upon the planned course curriculum.

Expectations: Advanced students who have completed both the Master's degree and the Teaching Practicum course or the CTL Tech to Teaching certificate may be given responsibility for teaching an entire class as an Instructor. The course taught usually will be a General Psychology course or one of the service courses taught by the School. The service courses include Abnormal Psychology, Developmental Psychology, Engineering Psychology, Industrial/Organizational Psychology, Personality, and Social Psychology.

Other Positions within the School of Psychology

Availability: Employment is also available through the School of Psychology for special needs, such as laboratory technician or departmental administrative assistant. For more information consult the Associate Chair.

Internships/Other Employment

The School of Psychology at Georgia Tech has established relationships with corporations and agencies in the metropolitan Atlanta area. These agencies have provided graduate students at Tech with valuable experience in a number of areas. **All internships must be approved by the School.** Students who are interested in obtaining internships or outside employment should consult with their Area faculty. Students on internship are expected to be enrolled as full-time students, and registered for special project hours with a faculty member who will serve as an on-campus supervisor for the internship. Some of the organizations that the School of Psychology has established internships with in the past include:

- Georgia Tech Research Institute (Eng., I/O, Quant.)
- CEISMIC (I/O)
- Bell South (I/O & Eng.)
- Coca-Cola (I/O)
- Office of Minority Education (OMED) (I/O)
- Google (Eng.)
- Center for Teaching and Learning (CETL) (I/O)
- Lockheed (Eng.)
- IBM (Eng.)
- NCR (Eng.)
- AT&T (Eng.)
- United Parcel Service (I/O)

Note: The Engineering and I/O Psychology programs consider it unacceptable for first year graduate students to work more than half time and/or to work outside of the School of

Psychology. The faculty of these programs must approve any deviations of students within their program from this policy. Within I/O, all internships must be approved by the student's major Advisor and the Area coordinator. This is required so that the Area has a record of all student placements and so that the Area can help students effectively deal with and learn from their internship experiences.

For Engineering Psychology students, the following guidelines for internship have been established:

- a. Pre-Master's Degree
 - i. Only allowed to do an internship in the summer and *only if* funding not available through TA or RA, based on consultation with your advisor
- b. Post-Master's Degree (thesis defended and turned in to GT)
 - i. Can do an internship during any semester
 - ii. Preferred length remains one semester but can last up to one year if agreed upon with your advisor.

FINANCIAL AID

Tuition Waivers

Graduate Teaching and Graduate Research Assistantships for the Fall and Spring semesters automatically include a waiver of tuition costs, with the exception of all fees.

RESPONSIBLE CONDUCT OF RESEARCH

General Ethics Guidelines

All graduate students are expected to fulfill their academic responsibilities with the highest of ethical standards. Academic misconduct, dishonesty, or violations of ethical standards will not be tolerated in any form and could result in immediate termination from the program. Academic misconduct can be described as any act that does, or could, improperly distort student grades, research reports, or other student academic records. Such acts include, but need not be limited to, the following:

1. Possessing, using, or exchanging improperly acquired written or verbal information in the preparation of any essay, laboratory report, examination, or other assignment included in an academic course;
2. Substitution for, or unauthorized collaboration with, a student in the commission of academic requirements;
3. Submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating authorship (i.e., plagiarism);
4. False claims of performance or work that has been submitted by the claimant;
5. Alteration or insertion of any academic grade or rating so as to obtain unearned academic credit;
6. Deliberate falsification of a written or verbal statement of fact to a member of the faculty so as to obtain unearned academic credit;
7. Forgery, alteration or misuse of any Institute document relating to the academic status of the student;
8. Violations of rules and principles relating to the ethical treatment of human or animal subjects; or
9. Violation of ethical standards published by the American Psychological Association.

Students should be familiar with the Student Rules and Regulations published in every edition of the Institute catalog. The student conduct code is a part of these rules and regulations. If academic misconduct is suspected, the case will be turned over to the appropriate Georgia Tech authority.

Students should also be familiar with the Code of Ethical Responsibilities compiled and published by the American Psychological Association. As graduate students in Psychology, students are expected to abide by these ethical principles without exception. Failure to do so will result in termination from the program.

Research Approval: Human Subjects Introduction

This section provides information on the procedures and policies for the involvement of human subjects by anyone at Georgia Tech. A more detailed set of policies is available in

the Psychology office. A video series entitled “Protecting Human Subjects” is also available in the Psychology Office. All information pertaining to research policy can be found in the IRB website section on [research policies](http://www.compliance.gatech.edu/irb/policies.shtml).: www.compliance.gatech.edu/irb/policies.shtml

Policy

All Psychology student studies requiring the use of human subjects must be sponsored by a Psychology faculty member and approved by the Georgia Tech Institutional Review Board (IRB). The approval requirement is not limited to theses and dissertations but applies to all studies performed under the aegis of the School of Psychology.

Field Experiments

Any study conducted by a Georgia Tech student requiring use of human subjects from facilities other than Georgia Tech must conform to the [policy](#) described [in the preceding section](#).

Ethics

The involvement of human subjects requires the highest ethical standards. It is the responsibility of the student to know these standards. All studies involving human subjects must follow the standards of ethics established by the American Psychological Association (available in Psychology office) and the Belmont Report (available on the Compliance Office website listed above). It is the responsibility of the student investigator to become familiar with these standards because a violation of the established ethical principles may be grounds for dismissal from the program.

Subject Pool

The School of Psychology encourages students in psychology classes to participate on a voluntary basis in studies authorized by the School. The subject pool is comprised of undergraduate students who volunteer for research studies in exchange for course credit (with the participation of their instructors) or for money. As specified above, all studies requiring human subjects must be approved by the Georgia Tech IRB, whether they are recruited from the School of Psychology subject pool or from outside the Institute (e.g., older subjects recruited from the community for Cognitive Aging studies). Note: A database of potential subjects for aging studies is maintained by the Cognitive Aging Faculty.

Sona

[Sona](#) is a web-based experiment scheduling and tracking system used by the School of Psychology. Refer to www.gatech-psych.sona-systems.com for information about this system.

Course Credit

All course credit for student participants is to be issued through Sona immediately upon completion of the student's participation. If monetary payment was given for a session, then credit cannot also be given. If an Experimenter fails to show up for an appointment with a student volunteer participant, the Experimenter will lose his or her ability to use the subject pool for a length of time to be determined by the School Chair. ***EXPERIMENTAL SESSIONS CAN NEVER BE CANCELED BY THE EXPERIMENTER SIMPLY FOR THE CONVENIENCE OF THE EXPERIMENTER.***

Voluntary Participation

Subjects must be given the opportunity to refuse to participate in the study either prior to or during the study. There may be no penalty assigned for not participating in a study. This option must be specified by the investigator, in writing, by including it on the informed consent form. A written consent form, describing the experimental procedure, any risks beyond those encountered in daily living, and the statement specifying that the subject has the right to discontinue participation at any time must be signed by each subject prior to participation in the experiment. These consent forms must be kept on file for no less than three years after completion of the study.

Debriefing

After the experimental session, subjects should be informed as to the nature of the study and the possible use of the data. This debriefing must be conducted in a systematic manner. Each subject must be given the name and phone number of an individual who may be contacted should any further questions arise concerning the experiment. A written synopsis of the study should also be offered to the subject after the study has been completed.

Publications with Students as Sole Authors

Students are encouraged to publish reports of their research in professional journals. This section deals with some issues that occur when a student is the sole author of a manuscript. Generally, journals describe the requirements for manuscript submission in each published edition of the journal. Most journals require manuscripts to be typed in accordance with the Publication Manual of the American Psychological Association. This manual is available for purchase at the Georgia Tech Bookstore.

Review and Approval

For any proposed publication identified as a product of the Georgia Tech School of Psychology, the student must submit the manuscript to his/her Advisor for review and approval prior to journal submission.

Financial Responsibility

Any cost associated with production of the manuscript is the responsibility of the student.

However, occasionally the faculty member directing the research may have funds available to defray the publication costs. The student should make arrangements to secure funds (personal or otherwise) to pay publication costs prior to submitting the manuscript for editorial review. Many journals charge only for "additional" reprints, with some number of reprints provided free of charge. If additional reprints are not ordered, then those journals are "cost free". However, there are some journals that charge special set-up fees, proof modification fees, etc. Journals that charge on a per page basis are even more costly. The student is advised to understand the policy of the journal regarding costs associated with publication prior to submitting the manuscript.

TAKING COURSES AT GEORGIA TECH

Introduction

This section deals with registration in general, for all semesters and for all students of all standings. It outlines procedures involved in registration (including pre-registration). Descriptions of how to drop and add courses, and of requirements specific to graduate students are also provided. A following section addresses the resolution of problems that may arise.

Registration procedures change frequently at Georgia Tech and you should refer to [OSCAR](http://oscar.gatech.edu) (On- line Student Computer Assisted Registration; oscar.gatech.edu).

Pre-Registration

If the student plans to take special problem hours or reading hours (8900-8908), thesis or dissertation hours (7000, 9000), s/he must fill out a special request form entitled "Petition to Enroll in Special Problems, Special Topics, Thesis/Dissertation". This form can be found at the psychology office and on Forms section of the School of Psychology website. The student must fill out the form and have the professor who is supervising the course sign it. The completed form then must be given to the Graduate Administrative Assistant before the student registers for these hours.

Where and How to Register

The relevant web site is: <http://oscar.gatech.edu>. See OSCAR for specific instructions for using this system.

Adding and Dropping

You can drop and/or add classes using <http://oscar.gatech.edu>. . Changes may be made to your schedule provided the allotted time for registration has not expired. In general, you will have until the last day of Phase II registration to add and/or drop classes without penalty.

Payment of Fees

Students must pay tuition and fees each semester at the Bursar's Office by the deadline listed in the OSCAR. If fees are not paid, your registration will be canceled. Typically, tuition and fees are due on the last day of Phase II Registration. Payments may be made through the mail by check or money order, in person at the Bursar's office by cash, check, money order, or credit card, and over the phone. Some credit cards are not accepted. Check with the [Bursar's Office](http://www.bursar.gatech.edu): www.bursar.gatech.edu.

If you are paid by the Institute, you can also have fees paid by payroll deduction. This

deduction must be set up before the fee deadline. Payroll deduction can be set up through the OSCAR system.

Course Load

Hourly course load requirements are outlined below. Please note that the number of required letter grade or pass/fail hours outlined below must not be reduced during the semester by dropping a course.

Full time students must be registered for a minimum of 12 hours letter grade and/or pass/fail (9 hours during the summer semester). Under exceptional circumstances, up to three hours of audit may be used to complete the required 12, with permission of student's academic Advisor.

Full-time students only working on a thesis or dissertation must carry 12 hours of 7000 or 9000 course hours, as appropriate. Students with FELLOWSHIPS, TRAINEESHIPS, REGENT'S OPPORTUNITY SCHOLARSHIPS, or TUITION WAIVERS must be enrolled for 12 hours letter grade and/or pass/fail. Minimum load for STUDENTS ON VISAS is 12 hours letter grade and/or pass/fail excluding audit, except summer semester.

Registration Problems

Hold placed on a student's registration must be cleared before registration is allowed. Listed below are some of the holds that you may encounter. In addition, who to see as a function of the hold is provided in parentheses.

ACADEMIC STANDING (Registrar)
ACCEPTED, NO FINAL OK (Graduate Admissions)
ADMISSION CODED ONLY (Graduate Admissions)
BUSINESS OFFICE (Cashier's Office)
CO-OP DIVISION (Co-Op Office)
DEAN OF STUDENTS (Dean of Students)
DIRECTOR OF HEALTH (Infirmary: often caused by lack of completed health form)
FINANCIAL AID OFFICE (Financial Aid)
HOUSING (Housing Office)
LIBRARY (Circulation Desk, Library)
MAJOR SCHOOL (Psychology Office: often caused by lack of Petition to Enroll form)
NATIVE LANGUAGE (Modern Language Department)
PARKING AND SECURITY (Parking and Security Office: often due to an outstanding fine)
READMISSIONS NOT FINAL OK (Graduate Admissions)
SAC (Student Athletic Center Office)
SCHEDULE HOUR OVERLOAD (To Correct Hold: remove excess hours by a schedule change)
SPECIAL BY ADMISSIONS (Graduate Admissions)
SPECIAL BY RECORDS (Student Records Office)
SPECIAL BY REGISTRAR (Registrar Office) WITHDREW (Registrar Office: must apply for

readmission)

TAKING COURSES AT OTHER SCHOOLS

In the course of your academic career at Georgia Tech, you may want to take courses that are not offered here. This often occurs when trying to assemble courses for your minor. In order to broaden your academic horizons, one can take courses at a number of area universities (for no extra tuition) while enrolled at Georgia Tech.

How many courses can I cross-register for?

You can have up to nine hours counting toward your Master's degree. Ph.D. credit must be approved on a case-by-case basis by the Dean of the Graduate Division. You cannot take more than two outside courses at a time.

Are there any other restrictions?

Yes, the course cannot be one that is offered at Georgia Tech. It is also advisable that the course fits into your academic program. Talk to your Advisor before beginning any of this process. Of course, you must also be in good academic standing.

Where can I take outside courses?

There are quite a few places, including:

- Agnes Scott College
- Atlanta College of Art
- Clark Atlanta University
- Columbia Theological Seminary
- Emory University
- Georgia State University
- Institute of Paper Science & Technology
- Interdenominational Theological Center
- Kennesaw State College
- Mercer University in Atlanta
- Morehouse College
- Morris Brown College
- Oglethorpe University
- Southern Technical Institute
- Spelman College
- University of Georgia

How do I get started?

Once you have talked to your Advisor, the forms are available at the Registrar's office. Note that all of these forms must be submitted before the early (Phase I) registration period, so

start early. Also note that the "native" students will have registration priority over cross-registering students, so you will not know if you have a place in your requested class or classes until after that School's normal registration period is over.

The following are approximate deadline dates:

Fall: July 26

Spring: December 5

Summer: June 5

How are the grades recorded?

The courses will be listed as audited courses (usually the outside School name is included in the artificial code number), and will be treated as transfer credits. Since these are treated as transfer credits, they will not be included in grade point average calculations (these hours will count as resident credit).

You must also request that the host institution send an official transcript to Student Records once the term is completed so you will receive credit.

LEAVE OF ABSENCE POLICY

A student desiring to take a one-semester (Fall or Spring) leave of absence should submit a request in writing to their Area (signed and approved by their Advisor) for approval and then to the Graduate Coordinator. However, if a student is not enrolled for two consecutive semesters, including summer term (e.g., Fall & Spring or Spring & Summer), he/she must reapply to Georgia Tech through the Graduate School. Readmission will be based on Area and departmental approval.

INTERNATIONAL STUDENTS

Introduction

This section is intended as a reference for non-U.S. citizens who are planning to attend Georgia Tech. It should be noted, however, that the following information is continually being updated and modified, so any specific inquiries should be directed to [International Student Services and Programs](http://oie.gatech.edu/iss/index.html) (OIE; oie.gatech.edu/iss/index.html) (404) 894-7475

The OIE office also issues the "International Student Handbook," a reference designed to give International Students basic information relevant to their status as non-U.S. citizens. We recommend that matriculating international students obtain the handbook and make reference to it throughout their stay at Georgia Tech. An International Student Orientation is also offered by Georgia Tech at the beginning of each semester. Incoming students should contact the OIE office to confirm the exact date and details of the orientation each year.

Important Issues

The following are important issues that incoming International Students will likely be confronted with before registering for classes at Tech: (Excerpts from the "International Student Handbook")

1. Health insurance: All international students are required to have a major medical health and accident insurance policy that meets certain minimum requirements for their entire stay in the United States. If you are covered by a major medical policy that does not meet these requirements (contact OIE office for details), or if you do not have major medical insurance coverage, you will be required to purchase the special Georgia Tech Health and Accident Insurance Policy. Georgia Tech is currently in the process of developing a system whereby all students will automatically receive health coverage once they have been accepted, but it remains the responsibility of each individual to ensure sufficient personal coverage. If you are already covered by a major medical policy, you must bring a copy of your policy (and proof of your current coverage under that policy) with you when you come to Tech.

Medical Entrance Form and Tuberculosis (TB) Screening: In your acceptance package, you should have a Medical Entrance Form and a Certificate of Immunization. Both of these must be completed and submitted to the Student Health Center before the deadline date indicated on the Medical Entrance Form. The Certificate Of Immunization must be reviewed and signed by a medical provider showing proof of your immunity to measles, mumps, and rubella. All matriculating international students must also provide documentation of TB screening prior to registration. Failure to comply with the above could lead to delay of registration. Contact the OIE office for a list of health departments

and family physicians who can provide these services for you.

2. Social Security Number (SSN): Anyone who earns wages in the U.S. must have a SSN; this number identifies each person and the money that belongs to him or her. Non-U.S. citizens can also obtain a SSN as long as they have a job or a job offer (e.g., an assistantship). The closest Social Security Administration Office is located at 55 Marietta St (corner of Marietta & Forsyth Streets). The telephone number of the Social Security Office is 404-331-4155. You will be required to have the following documents when you apply for your SSN: your I-94 form, your passport, your I-20 or IAP-66, and your job offer letter from Georgia Tech. The SSN will be mailed to you in approximately 2 to 6 weeks, so you'll want to start the process early. International students should obtain the latest updates from the OIE office. Applications for the SSN are available at the International Student Orientation.

3. Employment and Scholarships: Do not plan to seek employment in the U.S. other than graduate research or teaching assistantships; it is illegal for either a F-1 or a J-1 non-immigrant to be employed outside the boundaries of Georgia Tech without special permission from the OIE office or the Immigration and Naturalization Service (INS). On a related issue, international students will not be permitted to begin employment as research or teaching assistants before the first semester for which they are registered (i.e., if you want to start work during the summer, you must register for hours during the summer semester). As well, non-U.S. citizens are not eligible for a number of U.S. scholarships that are made available to American graduate students (e.g., Presidential Scholarships, NIA Traineeships). Students may want to pursue funding opportunities in their country of origin prior to moving to Georgia. Note that even within Georgia Tech, international students may not be paid for working more than 20 hours per week.

4. I-20/I-9: Once you have been accepted at Georgia Tech, you will receive an I-20 form, which enables an international student to obtain an F-1 (student) non-immigrant status. It should be noted that if you did not receive funding from Georgia Tech you will need to provide proof of sufficient funds prior to receiving the I-20. You should take this I-20 form to the U.S. consulate in your country of origin to get a visa, which is normally a red, blue, or green seal stamped onto a page of your passport. This seal will give you permission to enter the United States a specified number of times until a specific date, which is written on the seal. When you cross the border into the U.S. for the first time, you will also receive an I-94 form (an entry permit), which you should keep with your passport at all times. You will also be required to fill out an I-9 form (which is proof of **your identity**) **once** you arrive at Tech. **It is very important that you contact the OIE office once you arrive at Georgia Tech to ensure that you have filled out all necessary forms correctly; this will minimize your chances of ever getting into trouble with the INS.**

5. Travel Outside the U.S.: If you are planning to leave the U.S. temporarily for any period of time and if you have an F-1 status, then you should go to the OIE office and have the Director or Associate Director sign your I-20 form on page 4. Along with a valid passport and a valid U.S. visa, a signed I-20 form will let you re-enter the U.S. See the "International Student Handbook" for how to re-enter the U.S. when you do not have a signed I-20 form.

6. Minimum Course Hours: With the exception of summer semester, it is very important that holders of F-1 and J-1 non-immigrant classifications remain in school at all times when they are in the U.S. In order to satisfy INS regulations, F-1 and J-1 graduate students must take 12 credit hours, except by approval of OIE. An international student does not have the liberty to simply "drop out" of school for a semester; in general, a student must be enrolled full time for at least two consecutive semesters before s/he can take one semester off (summer semester). See OIE office for details.

7. Taxes: If you receive permission to work in the U.S. (this includes an assistantship at Georgia Tech), there are certain taxes on your income that you must pay to both the U.S. government and to the State of Georgia. These taxes are automatically deducted from your paycheck before it is issued to you. In most cases, more money is taken from your paycheck than the amount of tax you are supposed to pay (especially if your country has a tax treaty with the U.S.). Therefore, at the end of the year, you must file an "income tax return" in order to get the money back you were "overcharged." The OIE office has a number of tax information guides, tax forms, and phone numbers available that you will need when it comes time to file your tax return. The OIE office often offers a tax seminar that will allow you to ask questions of an international tax specialist. Take advantage of this opportunity, given that professional tax assistance for an international student outside of Georgia Tech can be fairly expensive (more than \$100).

GUIDE TO ADMINISTRATIVE STEPS TOWARDS GRADUATION

The Institute expects the student to apply to graduate the semester before they wish to graduate.

The deadlines and procedure are posted at:

<http://www.registrar.gatech.edu/students/deginfo/dcprocess.php>

Georgia Tech employs an **Online Application for Graduation (OAG)** for all its students – both undergraduate and graduate. Students can login to OSCAR to submit their application.

The OAG is only open during set times for each semester's graduation, and each semester will have two separate windows – one for new applicants, and one for reapplicants. New applicants are defined as students who have never applied for that specific degree before (note: they may have applied for other degrees previously), and reapplicants are defined as students who are reapplying for the same degree again. If a new applicant does not satisfy all their degree requirements, then they will be a reapplicant for the next semester.

Tentative dates for each semester's OAG window are as follows:

Fall Graduation:

- New Window: May 22 – June 15 (Applications can still be submitted from June 15-30, but will incur a \$50 late application fee)
- Reapplication Window: August 1 – September 15

Spring Graduation:

- New Window: September 17 – October 15 (Applications can still be submitted from October 16-31, but will incur a \$50 late application fee)
- Reapplication Window: December 1 – January 15

Summer Graduation:

- New Window: January 17 – February 15 (Applications can still be submitted from February 16-28, but will incur a \$50 late application fee)
- Reapplication Window: May 1 – May 20

Note that there is no Summer Commencement ceremony. Students graduating in Summer can take part in the Fall Commencement ceremony.

Masters students must ALSO submit a [Program of Study](#) and [Change of Major](#) form to the Office of the Registrar by the last day of the window.

After the student's application is submitted, Degree Certification will conduct **three audits**, while working and communicating with the student's Advisor. Below is a breakdown of the timing of the three audits:

- First Audit – to be completed by the end of Phase II registration (new applications only)
- Second Audit – began after Phase II closes, and completed mid-semester (NOTE: if after Second Audit, there are deficiencies on your status that cannot be resolved with final grades (such as Low GPA), then you will be inactivated as a degree candidate, and required to reapply for the next semester)
- Inactivation Date – approximately one month before Commencement (e.g., Spring 2012 Inactivation Date was scheduled for April 8)
- Final Audit – Tuesday following Commencement
- Degrees Awarded – Thursday following Commencement

An important final deadline is the **deadline for defending the dissertation** (or thesis, as the case may be). Deadlines are posted at: <http://www.gradadmiss.gatech.edu/thesis/thesisdeadlines.php>

Note that these deadlines are relatively early (e.g., for Fall 2014, the deadline was Nov 17). Also note that the deadline applies to the dissertation document itself. This requires that the student has incorporated the changes suggested by her/his Committee after the oral defense. Therefore, it is advisable to schedule a defense date that is at least two weeks before the Institute's deadline.

GRIEVANCES

Introduction

In any organization, situations may arise in which some grievance, real or perceived, occurs within the organization. The School of Psychology is no exception. By providing the student with information about procedures and policies of the School of Psychology it is hoped that the resolution of many problems may be facilitated and some problems may even be prevented. According to the Georgia Tech Faculty Handbook "[feedback] from students, whether of a positive or negative nature, should be used for the improvement of the educational programs of the Institute."

First Step

It is hoped that any student with a grievance against a particular faculty member will first attempt to resolve the issue with that faculty member.

Procedure if First Step is Unsuccessful or Undesired

However, if the matter cannot be resolved to the student's satisfaction, or if the student elects to not directly talk to the faculty member, Georgia Tech has specific procedures for resolution of the conflict. Therefore, as a second resort, the student can voice a complaint with the School of Psychology Chair, or any member of the Graduate Policy Committee, acting as an ombudsperson. The Chair or ombuds will then discuss the complaint with the faculty member. If the complaint is determined to have merit, a plan of action to correct the cause of the complaint will be coordinated jointly between the Chair/ombuds and the faculty member.

If the student is not satisfied with the proposed plan of action proposed, he/she may go to the next higher administrative level for review (the Dean).

Institute Ombuds Office

The Institute has an Ombuds Office for Graduate students (see <http://provost.gatech.edu/reporting-units/faculty-graduate-student-ombuds-programs>). Students should feel free to contact this office with any concerns. The procedure outlined above does not preclude the student from directly working with the Ombuds Office as a first step, a last resort, or along the way.

Sexual Harassment

Sexual harassment of students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Please see the Georgia Tech Classified Employee Handbook.

Problem Solving Approach

It is hoped that any person, student or faculty, involved in a dispute or grievance will appreciate the delicate nature of such matters and conduct themselves in a mature and responsible manner. With this approach to problem solving, most issues can be successfully reconciled.

DEPARTMENTAL CONTACTS

Department Chair: Howard Weiss

Associate Department Chair: Jenny Singleton

The Chair and Associate Chair are responsible, among other things, for scheduling classes, assigning TA-ships and TA roles.

Graduate Coordinator: Paul Verhaeghen

The Graduate Coordinator is responsible for rules and procedures, signing much of students' paperwork, and chairing the Graduate Policy Committee

Graduate Policy Committee: Rick Thomas, Paul Verhaeghen, Mark Wheeler

Graduate Administrative Assistant: Jan Westbrook

The Graduate Administrative Assistant is the students' first-in-line contact for most paperwork.

A list of who-to-see-for-what can be found in the Resources portion of the School's website (<http://psychology.gatech.edu/resources/landing.php>).