

Georgia Tech School of Psychology Graduate Student Handbook

Revised 10/1/2024

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, Adult Development and Aging, Engineering Psychology, Industrial/Organizational (Work) 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

All students are admitted to the Ph.D. program pursuing the doctoral degree. The Doctoral program provides the student with specialized coursework and opportunities for research in Cognition and Brain Science, Adult Development and Aging, Engineering Psychology, Industrial/Organizational (Work) 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 lead to excellence in research and careers in academic, industry, government and other settings.

Master's Degree on the Way to Earning a Ph.D.

Historically, the Ph.D. program has been designed such that each student was required to obtain a Master's degree, prior to advancing to the Ph.D. This Master's degree, typically requires at least two calendar years, and 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, the School of Psychology does not admit students for a stand-alone master's degree and students do not apply for admission to a Master's program. Effective in August 2023, the Master's degree en-route to Ph.D. will be optional. If a student and primary advisor are in agreement, a student may forego the step of advancing their independent research project(s) into a formal Master's thesis. The opt-out of the Master's degree does not relieve the requirement for each student to perform

independent research of the highest quality. Rather, waiving this requirement will relieve the student of performing a Master's proposal, writing a formal Master's thesis and performing the Master's defence. Students waiving the MS degree will conduct their independent research and, where appropriate, directly submit that work for publication in the scientific literature. The default status in the program is that students will pursue the Master's degree unless the student and advisor agree and submit a waiver in writing to the Graduate director. The form for submitting this waiver can be found at <https://psychology.gatech.edu/graduate-student-forms>. Course work requirements will not be affected by this change.

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 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 career 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 6 semester hours of coursework outside of his/her specialty. The minor is designed to be highly flexible and 2 (3 credit) classes that satisfy the aforementioned goals are acceptable. For example a student might take a Genetics class in the School of Biological Sciences and a class from the School of Psychology in Neuroimaging Data Analysis and designate a minor in "Neurogenetics."
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 six 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. 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 grades less than a B, 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 two calendar years to complete the master's degree. Students must complete a research thesis as well as 29 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:

- Psyc 6018: Research Design (Fall semester 1st year); 3 hours
- Psyc 6019: Statistical Analysis I (Fall semester 1st year); 5 hours
- Psyc 6020: Statistical Analysis II (Spring semester 1st year); 5 hours
- Psyc 6000: Responsible Conduct of Research (1 credit) (Fall semester 1st year)
- Two psychology courses (for Engineering Psychology, both Psyc 7101 and 7202 [Engineering Psychology I and II] are required for the Master's);
- Psyc 7000 (Master's Thesis; 9 credit hours minimum).

Master of Science in Psychology

___ Psyc 6018 Research design (including RCR) Grade ___ Waiver___
___ Psyc 6019 Stat I Grade ___ Waiver___

___ Psyc 6020 Stat II Grade ___ Waiver___
___ Psyc Psychology Course Selection Grade___ Waiver___
___ Psyc Psychology Course Selection Grade___ Waiver___
___ Psyc 7000 (Master's Thesis; 9 credit hours minimum) Grade___ Waiver___

Doctoral Program

The Doctoral Program in Psychology provides the student with an opportunity for advanced study in Cognition and Brain Science (CBS), Adult Development and Aging, Engineering, Industrial/Organizational (Work), 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 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 a minor 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 courses selected to complete the minor should encourage breadth of knowledge. It is often the case that the minor is in an area inside of psychology, but outside the student's major program of concentration.

The minor consists of at least *six semester hours (typically 2, 3-credits classes)* 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 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 (<https://psychology.gatech.edu/graduate-student-forms>). 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.

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. 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.

A2. 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.

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. Cognition & Brain Science:

- The CBS student must form an advisory committee upon entry to the program. The committee will consist of the advisor and two additional faculty, at least one within the school and both from within GT. The committee will be formed and meet by September 30 of the first year in the program and will have a plan of study approved by the end of the first semester in the program. The advisory committee will meet annually after that.
- In addition to the 4 required departmental courses (Stats 1 (Psych 6019); Stats 2 (Psych 6020); Research Methods (Psych 6018); RCR (Psyc 6000)) CBS students, at a minimum, shall take graduate cognitive psychology (Psyc 6011) or cognitive neuroscience (Psyc 6090), or both.
- Students will also take a minimum of 2 additional classes approved by their advisor/advisory committee.
- In addition, all students will take one hour of Psyc 6040 every semester.

This CBS program of study is a minimum requirement, and CBS students are encouraged/expected to take additional relevant classes as determined by the student, advisor, and advisory committee.

CBS Area Curriculum Worksheet:

CBS:

___ Psyc 6011 Cognitive Psychology or Psyc 6090 Cognitive Neuroscience Grade ___ Waiver ___
 ___ Elective Course _____ Grade ___
 Instructor _____
 ___ Elective Course _____ Grade ___
 Instructor _____

Note 1: Elective courses must be approved by advisory committee.

Note 2: Advisory committee can require both Psyc 6011 and Psyc 6090

B2. Adult Development and Aging:

Area requirements (core courses)

- PSYC 6011 Cognitive Psychology (3 credit hours)
- PSYC 6060 Psychology of Aging (3 credit hours)

Area requirements (specialty courses)

- PSYC 6041 Proseminar in Cognitive Aging (1 credit hour); students expected to enroll continuously in Fall/Spring semesters)
- PSYC 7020 Survey of Cognitive Aging (3 credit hours)
- PSYC 8020 Seminar in Cognitive Aging (3 credit hours)
- PSYC 8020 Seminar in Cognitive Aging (3 credit hours)

Cognitive Aging Area Requirements Worksheet:

<input type="checkbox"/> Psyc 6011 Cognitive Psychology	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 6060 Psychology of Aging	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 6041 Proseminar in Cognitive Aging	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 7020 Survey of Cognitive Aging	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 8020 Seminar in Cognitive Aging	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 8020 Seminar in Cognitive Aging	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>

B3. Engineering Psychology:

Engineering Psychology Requirements (by meeting these requirements, a minor will also be completed; students are free to do additional minors as well):

- Psyc 6011: Cognitive Psychology (Fall semester 1st year); 3 hours
- Psyc 6014: Sensation & Perception; 3 hours (Spring semester 1st year; 3 hours)
- Psyc 7101: Engineering Psych I (Spring semester 1st year); 3 hours
- Psyc 7102: Engineering Psych II (Fall semester 2nd year); 3 hours
- Psyc 8040: Seminar in Engineering Psychology (take two seminars, ideally by different professors); 3 hours each
- One of the seminars can be replaced by Psyc 7104: Psychomotor and Cognitive Skills; 3 hours

Engineering Psychology (Curriculum Worksheet):

<input type="checkbox"/> Psyc 6011 Cognitive Psychology	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 6014 Sensation & Perceptions	Grade <input type="checkbox"/> Waiver <input type="checkbox"/>
<input type="checkbox"/> Psyc 7101 Engineering Psych I	Grade <input type="checkbox"/> Waiver <input type="checkbox"/> (MS & Ph.D.)
<input type="checkbox"/> Psyc 7102 Engineering Psych II	Grade <input type="checkbox"/> Waiver <input type="checkbox"/> (MS & Ph.D.)
<input type="checkbox"/> Psyc 7104 Skills or Psyc 8040	Grade <input type="checkbox"/> Waiver <input type="checkbox"/> (Ph.D.)
<input type="checkbox"/> Psyc 8040 _____	Grade <input type="checkbox"/> Instructor _____

B4. Work or Industrial/Organizational Psychology:

The curriculum requirements for the IO Ph.D. program are designed to help develop foundational knowledge of general psychology along with key concepts in IO Psychology while, at the same time, allowing students the flexibility to create a program specific to their scientific and career interests. The course requirements listed below should be seen as the beginning of an individualized program of course work, and students are encouraged to supplement these courses with additional courses chosen after discussions with their advisors.

Foundational Psychology Requirements:

- Two courses required (Suggested 3 total, suggested from different areas)

- Can be fulfilled by courses taught in the GT Psychology department (other than 72XX, 73XX, 8050, or 8060 -read I-O, quant, I-O seminar, Quant seminar)
 - Can be filled by courses from Emory, GSU, UGA, or other USG schools with a petition
 - These will typically be 60XX equivalent courses

Quantitative Requirement:

- Two courses required (Suggested 3 total)
- Can be fulfilled by any 730X, or 8060

I-O Requirement:

- 7201 - Organizational Psychology
- 7202- Personnel Psychology
- Four additional I-O courses
 - Can be filled by 72XX or 8050 (read I-O named courses, or I-O seminars)
 - Students can petition to take I-O courses at different schools to satisfy the requirement

Industrial/Organizational Psychology Area Curriculum Worksheet:

I-O Fundamental Requirements (Must Take Three)

___ Psyc 7201 Research in I-O Psychology	Grade ___	Waiver ___
___ Psyc 7202 Personnel Selection	Grade ___	Waiver ___
___ Psyc 7203 Organizational Psychology	Grade ___	Waiver ___

I-O Electives (Must take 4)¹

___ Psyc 6270 Psychological Testing	Grade ___	Waiver ___
___ Psyc 7204 Training and Development	Grade ___	Waiver ___
___ Psyc 7205 Teams	Grade ___	Waiver ___
___ Psyc 7206 Motivation and Job Attitudes	Grade ___	Waiver ___
___ Psyc 720X Other I-O Named Courses	Grade ___	Waiver ___
___ Psyc 8050 Seminar in I-O ²	Grade ___	Waiver ___

Foundational Psychology Courses (Must take 2 – Suggested 3)³

___ Psyc 6011 Cognitive Psychology	Grade ___	Waiver ___
___ Psyc 6012 Social Psychology	Grade ___	Waiver ___

¹Additional upper level graduate psychology course both within and outside GaTech (e.g., Emory, UGA) may be used to fulfill this require if approved by the area and School

² Student may take multiple, different Seminars in I-O to satisfy this requirement

³Additional upper level graduate psychology course both within and outside GaTech (e.g., Emory, UGA) may be used to fulfill this require if approved by the area and School

___ Psyc 6013 Sensation and Perception	Grade ___	Waiver ___
___ Psyc 6014 Sensation & Perceptions	Grade ___	Waiver ___
___ Psyc 6015 Developmental Psychology	Grade ___	Waiver ___
___ Psyc 6016 Human Abilities	Grade ___	Waiver ___
___ Psyc 6021 Personality Theories	Grade ___	Waiver ___
___ Psyc 6060 Psychology of Aging	Grade ___	Waiver ___
___ Psyc 6090 Cognitive Neuroscience	Grade ___	Waiver ___
___ Psyc 7020 Survey of Cognitive Aging	Grade ___	Waiver ___
___ Psyc 7101 Engineering Psyc I	Grade ___	Waiver ___
___ Psyc 8000 History & Systems	Grade ___	Waiver ___
___ Psyc 8020 Seminar in Cognitive Aging	Grade ___	Waiver ___

Quantitative Psychology Courses (Must take 2 – Suggested 3)

___ Psyc 7301 Multivariate Statistics	Grade ___	Waiver ___
___ Psyc 7302 Structural Equation Modeling	Grade ___	Waiver ___
___ Psyc 7303 Psychometric Theory	Grade ___	Waiver ___
___ Psyc 8060 Seminar in Quantitative Psychology	Grade ___	Waiver ___

B5. Quantitative Psychology:

Students in the quantitative psychology program are expected to demonstrate knowledge of psychology in addition to expertise in quantitative methods. Evidence of this knowledge can be provided in various ways including satisfactory performance in graduate courses from other areas of psychology, a review paper on a topic from another area in psychology, a completed research project and associated paper in another area of psychology, or a published (first authored) paper on a topic in another psychological domain. These are but a few of the alternative possibilities a student may pursue. The particular mechanism by which a student demonstrates general knowledge of psychology should be discussed and approved by the student's advisor. The student's plan will also be evaluated by the quantitative faculty.

Five additional quantitative courses, which may include:

Multivariate Statistics
Psychometric Theory
Item Response Theory
Structural Equation Modeling
Multilevel Modeling
Longitudinal Modeling
Categorical Data Analysis
Scaling
Advanced Item Response Theory
Dynamical Systems and Time Series

Quantitative Psychology Area (Curriculum Worksheet):

Additional quantitative courses e.g., Multivariate Statistics, Psychometric Theory, Item Response Theory, Structural Equation Modeling, Multilevel Modeling, Longitudinal Modeling,

Categorical Data Analysis, Scaling, Advanced Item Response Theory, Dynamical Systems and Time Series:

__ Course 1 _____	Grade __
__ Course 2 _____	Grade __
__ Course 3 _____	Grade __
__ Course 4 _____	Grade __
__ Course 5 _____	Grade __

Note 1: Four core classes are required for the Engineering Psychology area

Note 2: Required for Cognitive Aging area.

Note 3: Required for Engineering Psychology area

Note 4: Required for CBS area

Note 5: Required for I/O area

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

Below is the scale used by faculty to assess and advise your progress through the program. The ratings and sample criteria listed below reflect the values and priorities of our school. As a research-intensive program, research progress is prioritized but research, coursework, teaching duties, and service all contribute to the development of a well-rounded graduate student. Sample criteria are meant to be examples of progress meriting each rating and students do not necessarily have to meet each criteria in each category to merit a given rating. Likewise, many students may have performances that fall across a variety of rating categories. Thus, all students are evaluated holistically and personally across the major criteria.

Rating	Label	Sample criteria
5	Outstanding	<ul style="list-style-type: none"> a. High research productivity [first-authored, peer-reviewed paper, proceeding or book chapter (published/in press)] b. Successful grant/fellowship acquisition c. Completes milestones on time d. GPA of 3.0 or better; all courses with grade of B or higher e. Superior teaching/TA or RA performance f. Service to the school and/or institute or field (serving on committees; organizing school/institute events; assisting at conferences)
4	Commendable	<ul style="list-style-type: none"> a. Good research productivity [junior-authored paper, proceeding or book chapter (published or in press); first-authored submission of paper, proceeding or book chapter] b. Submitted applications for grants/fellowships; acquired professional internship c. Completes milestones on time d. GPA of 3.0 or better; all courses with grade of B or higher e. Good teaching/TA or RA performance f. Service to the school and/or institute or field (serving on committees; organizing school/institute events; assisting at conferences)
3	Satisfactory	<ul style="list-style-type: none"> a. Making good research progress on a thesis or other research projects [development of research ideas/hypotheses (for new students or new projects); good progress in literature review, thesis writing, data collection/analysis/interpretation; conference poster presentations/talks; junior-authored submission of paper, proceeding or book chapter] b. Submitted applications for grants/fellowships c. Completes or is making good progress toward milestones d. GPA of 3.0 or better; all courses with grade of B or higher e. Good teaching/TA or RA performance f. Service to the school and/or institute or field (serving on committees; organizing school events; assisting at conferences)
2	Needs Improvement	<ul style="list-style-type: none"> a. Making less-than-expected research progress on a thesis or other research projects. b. Evidence that an impending milestone may not be met. c. No grant/fellowship submissions d. GPA of 3.0 or better but 1 course with grade less than B e. Unsatisfactory teaching/TA or RA performance f. No service to the school and/or institute or field
1	Unsatisfactory	<ul style="list-style-type: none"> a. Low or no research productivity b. Does not complete milestones in timely fashion c. No grant/fellowship submissions d. GPA unsatisfactory (less than 3.0); multiple courses with grade less than B e. Unsatisfactory teaching/TA or RA performance f. No service or counterproductive service
0	Grounds for termination	<ul style="list-style-type: none"> a. No research activity b. Missing milestones after probation c. No grant/fellowship submissions d. GPA/grades unsatisfactory for two semesters e. Failure to perform teaching/TA or RA duties f. Unethical behavior

The specific form used for these evaluations can be found on the School's website. The form requires the student to complete the form describing accomplishments of the past year, and includes planning for the future as well. After completing the accomplishment part of the form, the student should meet with her/his Advisor to discuss progress and planning. Both student and Advisor sign the form. The evaluation forms are sent by email to the office of the Graduate Administrative Assistant by the due date specified each year.

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 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 and the Graduate Coordinator, they will determine whether the courses are germane to their program of study in our department. 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 and

approved institution 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 their 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 and syllabi. The student should specify the Georgia Tech class(es) that the student would like to substitute. The Graduate Coordinator will determine the acceptability of the request and the number of credit hours accepted. The Graduate Coordinator will send the form directly to the Registrar.

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. In this case, the graduate coordinator and the GT course instructor will develop a suitable examination of the students knowledge. If satisfactory, the GT course may be waived.

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 Requirements

GENERAL

Each student is expected to be involved in programmatic research throughout his/her residency at Georgia Tech. This research involvement will be closely directed by a member of the faculty (Primary Mentory or Advisor). 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 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 and/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

Students should aim to successfully complete each of the following milestones at each of these time points:

- By the end of Year 2: Defend a Master's thesis
- One year after Master's thesis or by end of Year 3: Complete preliminary exam
- By the end of Year 5: Defend the dissertation

Students who miss a deadline by more than one year may be put on probation. Missing that same deadline by the next yearly evaluation may lead to termination from the program. Students supported by departmental funds (e.g. GTA) may lose funding after 5 years in 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 1a: 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. *For those seeking to waive the MS Thesis requirement, refer to Milestone 1b below.*

Prerequisites

Work on the thesis should begin upon entry into 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 and analytic approach.
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 may serve as a committee member, but cannot be committee chair.
Final approval of the committees rests with the School's Chair or the Graduate Chair.
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. A copy of the final proposal should be submitted to each committee member and to the Graduate Program Administrator at least two weeks prior to the scheduled proposal meeting.

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 Program Coordinator, and then to the Graduate School. 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 Graduate Program Administrator 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, a Change of Major form, and a Petition for Degree form to the Registrar (*note that these forms are due about a semester before the student is expected to defend*), 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.

8. 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>.

How to add an MS to your degree plan

To ensure you graduate from Georgia Tech with an MS/Ph.D., you must **add a master's degree** to your degree plan sometime **before your master's thesis defense**. As a new student to the psychology program, you are admitted only as a PhD student. By adding the

MS to your degree plan, you will officially earn an MS after your master's thesis defense, and you are eligible to walk at the master's commencement ceremony if you'd like.

Step by step instructions:

1) Use the DocuSign form "GRADUATE CHANGE OF MAJOR/LEVEL FORM" from the Registrar's website.

This form is currently available online at https://registrar.gatech.edu/info/change-majorlevel-form-graduate-students_ds

2) Follow the instructions located on the website. Make sure you select "ADD a Master's

Georgia Tech Registrar

GRADUATE CHANGE OF MAJOR/LEVEL FORM

Instructions: Please complete the information as indicated below and obtain all necessary signatures. When all signatures are secured, please take this form to Graduate Studies, Room 318 - Savant Building. Once verified and approved in Graduate Studies, the form will be forwarded to the Registrar's Office. The change of major will be effective within the next term unless noted below.

Print Name _____

Student Email _____ gtID# _____

Have you applied for graduation? ☐ Yes ☐ No If yes, select term: ☐ Fall ☐ Spring ☐ Summer / 20

DEGREE LEVEL

☒ **ADD a Master's Degree Level** ☐ **CHANGE from Master's to PhD Degree Level**

☐ **ADD a PhD Degree Level** ☐ **CHANGE from PhD to Master Degree Level**

MAJOR SCHOOLS

Major _____ Level _____

Current Major Are you currently a GRA or GTA? ☐ Yes ☐ No

3) Acquire the necessary signature of the Graduate Coordinator for the form following the DocuSign procedure.

4) The DocuSign form will automatically archive.

5) Once the form is processed by the Registrar, the master's **should** be added to your degree plan. You can confirm the addition via your transcript.

During the semester you plan to complete your MS (defend your master's thesis), make sure you apply for graduation during the open window at the beginning of the semester. You will also receive emails asking if you would like to walk at commencement. After completion of your master's defense and submission of the defense form to the graduate studies office, you will have completed your master's degree in psychology.

If you are unsure if the master's has been added to the degree plan, or if you don't know if you have met the requirements to graduate with an MS, the Office of Graduate Studies is a good first place to call. Contact info: <http://www.gradadmiss.gatech.edu/contact-us> Savant Building, Room 318.

MILESTONE 1b: Independent Research for those Opting out of the MASTER'S Degree

For those students who wish to waive the MS Thesis requirement, independent research should begin immediately upon entry into the program following the general sequence suggested below. Students who waive the MS degree must complete the same courses as all students in the program and their area. Procedures are as follows:

1. Seek MS Degree waiver: Each student seeking to waive the MS degree requirement should consult with their primary mentor to discuss this option. If both mentor and student agree, the student should complete the MS Degree Waiver form (<https://psychology.gatech.edu/graduate-student-forms>) and submit this form to the Graduate Coordinator.

2. Research topic selection: The student, together with his/her Advisor, should choose a research topic and begin their independent research.

3. Forming a committee: The student who seeks an MS Degree waiver must still form a department committee for the purposes of tracking and assisting the student with their research development and progress. Together with his/her Advisor, the student will select members for a student progress committee. This committee will normally be made up of three faculty members from the School of Psychology 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

Final approval of the committees rests with the School Chair or the Graduate Chair.

4. Committee Meetings and Purpose of the Committee. For the student not completing the MS degree, the committee will meet once per year to review the student's research development and progress. Following the completion of the student's research project(s), the committee will meet again to approve the body and scope of work as having been substantial and important. The successful completion of a body of independent research as judged by the committee and the completion of necessary coursework will allow the student to advance toward completing the Preliminary/Qualifying Exams (Milestone 2; see below).

MILESTONE 2: PRELIMINARY/QUALIFYING EXAMS

General Requirements

In order to complete a Ph.D., students must pass a set of doctoral preliminary exams ("Quals; 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 (or in the non-MS degree track received approval from their committee to proceed), 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. For Cognition and Brain science, two members of the dissertation and prelim committees must be members of the area.

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.

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 Director, 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:

Adult Development and 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

Students should aim to complete the preliminary exam within 1 year of completion of the MS degree or, for those students waiving the MS, 1 year following their progress committee's approval of the student having completed a substantial body of research. 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 Director, 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 Psychology

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

Students should aim to complete the preliminary exam within 1 year of completion of the MS degree or, for those students waiving the MS, 1 year following their progress committee's approval of the student having completed a substantial body of research. 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. Students should aim to complete the preliminary exam within 1 year of completion of the MS degree or, for those students waiving the MS, 1 year following their progress committee's approval of the student having completed a substantial body of research.

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

Students should aim to complete the preliminary exam within 1 year of completion of the MS degree or, for those students waiving the MS, 1 year following their progress committee's

approval of the student having completed a substantial body of research. 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.

Grading System for Preliminary Exams in Quantitative Psychology

Grade	Sample Criteria
Pass with Commendation	The work is of uniform, extremely high quality.
Pass	The work meets the expectations of the committee members; it is of high quality and no remediation or changes are required.
Revisions/Remediation Required	The quality of the work is questionable and further evidence of proficiency must be provided by the examinee. If the prelim was completed in the paper format, then 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. In the case of a prelim exam format, remedial work (e.g., short, focused papers; simulation study; real data analysis, etc.) will be necessary to demonstrate that the student should receive a passing grade. The type and scope of the additional work must be approved by the full committee and must be evaluated by at least two committee members.
Fail	The work does not meet the goals described above and a revision of a paper or structured remedial activities following an exam would not be sufficient to achieve the goals.

MILESTONE 3: 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 outside 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 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 should aim to complete their dissertation after five years and no more than seven years from their date of entry into the program.

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 have a primary academic Advisor/Mentor, which will be decided 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. Research and thesis/dissertation progress
2. coursework
3. choice and structure of minor area
4. internships and other professional activities
5. resolution of problems with coursework/research as the student progresses through the program

The academic Advisor will play the major 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. 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 and outline the plan for the spring semester. Prior to the end-of-year evaluation deadline, 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 having received satisfactory (or above) ratings 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 five years of their tenure. The number of teaching assistantships available to students past their fifth year is dependent upon the planned course curriculum and on the end of year evaluations.

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 or equivalent 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 Graduate 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 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 research involving human subjects by anyone at Georgia Tech. See the Office of Research Integrity Assurance for more detail (<https://oria.gatech.edu/irb>)

Policy

All Psychology studies requiring the use of human subjects must be sponsored by a Psychology faculty member and approved by the Georgia Tech Institutional Review Board (<https://oria.gatech.edu/irb>). The approval requirement is not limited to theses and dissertations but applies to all studies performed at Georgia Tech.

Field Experiments

Any study conducted by a Georgia Tech student requiring use of human subjects from facilities other than Georgia Tech must still obtain IRB approval.

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 all students must complete the CITI Training Program (<https://oria.gatech.edu/irb/irb-required-training>) required by the GT IRB. 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 the cessation of a research protocol or 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 pay. 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).

Sona

Sona is a web-based experiment scheduling and tracking system used by the School of Psychology. Refer to <https://psychology.gatech.edu/research/participate> 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 Graduate 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. 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 may 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). 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. Check with the Bursar's Office.

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

Holds 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.

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 the Office of International Education (OIE; <https://oie.gatech.edu/>)

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:

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. See OIE office for details. 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.

2. **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. Non-U.S. citizens must 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. 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, NIH 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.**

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.

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.

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:

<https://grad.gatech.edu/theses-dissertations/deadlines>

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 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 Graduate Chair. The Chair 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/ and the faculty member and student.

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 a procedure for conflict resolution(see <https://provost.gatech.edu/reporting-units/advocacy>). 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.

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.