

GRADUATE PROGRAM IN
EXPERIMENTAL PSYCHOLOGY

STUDENT HANDBOOK

2003-2004 ACADEMIC YEAR

Department of Psychology
University of South Carolina

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INTRODUCTION

The faculty, graduate students, and staff members of the University of South Carolina's graduate programs in Experimental Psychology welcome you. We are pleased you have elected to pursue your graduate degree at this institution, and we look forward to participating in your advanced training in scientific psychology. The course work, methodological training, and laboratory experience available in our program provide excellent preparation for the next step in your professional development. You should aim to make the most of these opportunities.

This *Handbook* has been prepared as your guide to the policies of the Experimental Program, the Department of Psychology, and the Graduate School of the University of South Carolina that apply to your program of study. Despite the major role that faculty members play in conveying these policies to you, it is ultimately your responsibility to know them and to follow them. Consequently, students are urged to read the entire *Handbook* attentively. Any discrepancies, errors, or contradictions found within the *Handbook* should be pointed out to the program director or any faculty member as soon as possible. For your convenience, the regulations from the University's *Graduate Studies Bulletin* are summarized in Appendix B. If you have not already obtained the *Bulletin* for your year of entry, please do so.

Most students repeatedly refer to this *Handbook* over the course of their graduate education for information concerning required course work, comprehensive examination policy, and thesis or dissertation policies. Thus, the *Handbook* is just as valuable for the student finishing his or her degree requirements as it is for the first-year student. Accordingly, you are advised to keep it accessible throughout your tenure as a graduate student.

Generally, the policies in effect at the time of entry into a degree program are applicable throughout a student's graduate education. However, policies are subject to change. There are three possible effects of policy changes on students: (a) a new policy may apply only to those students entering the program after its adoption; (b) a student and the faculty may agree that it is in the best interest of the student to apply a new policy in his or her specific case, or (c) a new policy may apply immediately and retroactively to all students enrolled in a degree program. In the event of policy change, students will be informed promptly regarding which of these three possibilities applies. Also, changes that occur subsequent to a student's entry into the program will appear in updated editions of the *Handbook*.

DEGREES AWARDED

Each degree is awarded pursuant to specific requirements described in this *Handbook* and the Graduate *Studies Bulletin*. The degree objectives for M.A. and Ph.D. are distinguished by admissions criteria and degree requirements.

The M.A. objective is generally considered a preparatory experience for doctoral level training. The first year course work is the same as that taken by doctoral-level students. Successful M.A. students who wish to pursue their doctoral degree in Experimental Psychology must make application for the Ph.D. objective, at which time their credentials will be reviewed along with those of other applicants in a competitive manner. Graduates who have received the M.A. degree in the Experimental program are not automatically admitted for doctoral study.

Students accepted into the Ph.D. program may elect to obtain an M.A. degree by completing all of the requirements for that degree. However, the M.A. degree is not in itself a prerequisite for the Ph.D. If you wish to obtain an M.A. degree, you should be sure that you are enrolled concurrently in both the M.A. and Ph.D. program upon acceptance into the Ph.D. program. Students admitted to doctoral study must qualify for Ph.D. candidacy prior to their completion of advanced degree requirements, typically within the initial two years of study.

Exemptions from or exceptions to M.A. or Ph.D. requirements are extremely rare and are granted only by means of successfully petitioning the appropriate administrative body. The program faculty retains the right to establish and enforce policies and procedures associated with granting graduate degrees in Experimental Psychology. Exemptions, exceptions, or waivers of these policies and procedures require the consent of the faculty. Documentation of any exemptions or exceptions must be obtained by the student and must be available at all times in the student's record file.

COMPONENTS OF THE EXPERIMENTAL PROGRAM

EXPERIMENTAL PROGRAM FACULTY

The faculty of the Experimental Program consists of psychologists whose primary focus is on the discovery and dissemination of new knowledge about behavior and cognition. Through Master's and Doctoral-level training, the faculty prepares graduate students for careers or for further training in selected areas of study, specifically Behavioral Neuroscience, Cognitive Psychology, Cognitive Neuroscience, and Developmental Psychology. The Experimental faculty meets regularly to receive and act upon recommendations from the committees and to consider program policies. They also meet once a year to evaluate the progress of students pursuing the M.A. and Ph.D. degree objectives. Members of the Experimental Program faculty are listed on pages 27-28.

PROGRAM DIRECTOR

The responsibilities of the program director include presiding at meetings of the Experimental faculty, assigning faculty and graduate students to program committees, delegating committee responsibilities, and coordinating course offerings. He or she also represents program interest in department and university affairs. Initially, he or she will provide information about your research or teaching assistantship, your advising committee and, if necessary, your major professor. Throughout their graduate education, students can have input and seek information regarding assistantships, committee composition, and course offerings through the program director.

MAJOR PROFESSOR

The major professor is a member of the graduate faculty who is responsible for directing a student's master's thesis or doctoral dissertation and who is typically a member of the student's advising committee. Establishing a working relationship with a major professor is of critical importance to every graduate student. In addition to supervising thesis or dissertation research, this faculty member serves as a mentor and professional role model. After the student completes his or her degree work, the major professor almost always becomes the student's chief source of letters of recommendation in applications to Ph.D. programs or professional positions.

The relationship between a graduate student and his or her major professor is based on mutual consent. Typically, if you came to this institution to work with a specific faculty member, that individual will be your major professor. However, even in such cases, both parties must agree to the relationship. If you did not enter the program already knowing whom you would begin working with but instead were assigned to a faculty member's lab as your research assistantship, you are not obliged to select that faculty member as your major professor. In choosing a major professor, you will want to take into consideration the match of research interests and expectations between you and the faculty member.

The major professor should be chosen as soon as possible after you enter the program, or by the end of your first semester at the latest. If at any time you wish to change major professors, you may do so with the agreement of the current and prospective major professor. Changing major professors after thesis or dissertation research has begun is problematic and should be requested only under extraordinary circumstances.

ADVISING COMMITTEE

The advising committee is critically important, particularly during the initial years of graduate training. The advising committee is responsible for approving your elective courses and complementary course or lab work and evaluating your progress until the master's thesis is completed (in the case of M.A. students) or the doctoral dissertation committee is approved (in the case of Ph.D. students). This committee also evaluates the qualifying project of a doctoral student, thereby determining whether he or she will qualify for doctoral candidacy.

The members of your committee will include representatives from your major area of training and other faculty who are familiar enough with your area to make contributions to the development and evaluation of your qualifying project (see page 16). Members of your advising committee can be changed upon your request and approval of the program director. However, a student's request to change committee membership does not disband the existing committee. Even if the program director agrees to form a new committee, the former committee continues as the advising committee of record until the new committee members and the student are informed in writing by the program director that the new committee is in place. Also, because of the relatively small number of faculty members in each major area, it is not always possible to honor students' requests for committee changes. The program is obligated to provide each student with an advising committee, but it retains the right and responsibility of naming the committee that best serves the training needs of the student, regardless of student preferences.

In the semester in which a comprehensive exam is taken, the meeting should be held after the exam is graded. The student is responsible for organizing these meetings including arrangements for their time and place and the notification of committee members. During the initial meeting, curriculum and programmatic goals for the first year will be planned. These will include specific courses and research activities. During the first April meeting for a doctoral student, the formal proposal for the qualifying project will be approved. During regular April meetings, your progress will be discussed and your programmatic goals for the next year will be planned.

Note that the Graduate School requires doctoral students to have an “advisory committee.” In the Experimental Program, the “advisory committee” consists of the advising committee plus a faculty member from outside the Department of Psychology. The advising committee becomes the Graduate School’s “advisory committee”--that is, the name of an outside faculty member is added--ONLY after the student advances to doctoral candidacy.

GRADUATE STUDENT RECORDS

Graduate student records are located in the Graduate Office. A student’s file, which must be kept up to date through the joint effort of the advising committee and the student, should contain copies of all program-related documents including grades, evaluations, and outcome sheets for degree requirements (such as advancement to doctoral candidacy, written and oral comprehensive exam). You also should provide a copy of your class schedule, current address, and telephone number to the Graduate Office at the beginning of each semester or whenever any of this information changes (e.g. you move, you change your name).

At least two weeks prior to your annual meeting with your advising committee, you should ensure that your student record file contains an updated Summary of Individual Progress form (see pp. 39-44) containing the dates, etc. of completing each requirement, and a copy of your previous Annual Evaluation form.

Many of the forms that can be used to document the achievement of program requirements, such as the form for Summary of Individual Progress, Results of M.A. Oral Comprehensive Exam, passing the qualifying exam, are located at the back of this *Handbook*. These forms will facilitate the maintenance of your student record file.

ADMISSIONS COMMITTEE

The admissions committee is responsible for recruiting candidates for the Experimental Programs, screening applications, recommending admission of the most qualified candidates, and recommending financial aid for new and continuing students. Admission to the program is based on intellectual potential (as reflected in GRE scores and undergraduate performance), preparation for scientific training (as reflected in research experiences relevant to the applicants area of interest), and the availability of a training position (including funding) in the applicants interest area.

CURRICULUM COMMITTEE

The curriculum committee is responsible for evaluating proposed changes in the graduate curriculum, working with the program director to insure the regular scheduling of core graduate courses, and considering student petitions for changes in meeting core program requirements that may arise because of special circumstances. The committee also updates the course information in the *Handbook*.

EXECUTIVE COMMITTEE

The Executive committee is actually a committee of the Department of Psychology rather than a program committee. This committee is responsible for scheduling all graduate and undergraduate courses and making decisions concerning the operating procedures for the entire department. The Experimental Program director is an automatic member of this committee, as are the directors of the other graduate programs in the Psychology Department.

COMMITTEES FOR INDIVIDUAL DEGREE REQUIREMENTS

In addition to the committees described above, there are specific committees formed for various degree requirements. Master's students have an oral examination committee and a thesis committee. Doctoral students have an oral examination committee, a written comprehensive examination committee, and a dissertation committee. For further information, you should examine the pertinent sections of the *Handbook*.

GENERAL POLICIES OF THE EXPERIMENTAL PROGRAMS

EVALUATION OF STUDENT PROGRESS

All students must show satisfactory progress toward degree objectives annually and will be evaluated on the bases of classroom performance, assistantship activity, and research involvement. Because the program is focused on scientific training, research involvement is critically important. It is possible for a student to have excellent grades and satisfactory performance as a teaching assistant and still fail to show satisfactory progress in the program because of lack of involvement or focus in research.

Each April, students who do not have an approved dissertation committee will meet with their respective advising committees. Students who have approved dissertation committees will meet with their respective dissertation committees. The advising or dissertation committee will prepare written evaluation of progress. The form for the written evaluation is available in the Graduate Office or in the back of this handbook (p. 38). The evaluation will consist of an overall rating (excellent, good, marginal, or unsatisfactory), explanations for the ratings, and

suggestions for improvement as necessary. The evaluation will then be submitted to program faculty for approval and returned to the student's file.

The Experimental program faculty as a whole meets every spring to evaluate all graduate students. By pointing out your strengths and weaknesses, the faculty hopes to improve your performance, but the evaluations will also be used to cite outstanding work or terminate you from the program, if appropriate. Your major professor or advising committee chairperson will orally provide evaluative information concerning your classroom performance, assistantship activity, and research involvement.

A student cannot avoid being evaluated by requesting a new advising committee chair or two or more new members late in the academic year. In such cases, the advising committee that was in place for the majority of the year will be responsible for evaluating the student's progress.

Your annual evaluations will be an important aspect of graduate studies. Continued "excellent" ratings will be reflected in the way that your requests are supported in Graduate School as well as by the letters of recommendation that are written for you when you leave. In contrast, "marginal" connotes minimal acceptability; repeated marginal ratings will very probably lead to dismissal. A rating of "unsatisfactory" places you in the category of "student in poor standing," which means lowest priority for financial support. Multiple "unsatisfactory" ratings typically lead to dismissal, and two successive "unsatisfactory" ratings result in automatic termination.

FINANCIAL SUPPORT

Financial support in the form of research assistantships and instructional (teaching) assistantships has traditionally been available for doctoral students, and when possible, for master's students. Assistantships are funded through two major sources, the Department of Psychology and grant-supported research projects. The department strives to provide research and instructional assistantships for as many graduate students as possible, but funds are limited. Faculty members who direct grant funded projects assign research assistantships for those projects. Continuation of all support is contingent upon satisfactory performance of duties, as well as satisfactory progress in the program.

While support can never be guaranteed, it is departmental policy to give highest priority for funding to students in good standing during their initial three years of training. If you are in your fourth year of training, you will receive somewhat lower priority, and if you are beyond your fifth year, you will receive still lower priority. Students who have received an unsatisfactory evaluation for an academic year also receive the lowest priority for financial support.

EMPLOYMENT OUTSIDE THE UNIVERSITY

Graduate students are expected to be full-time students and not to be employed outside of the Department of Psychology. You should not perform services for which you are unqualified, nor burden yourself with outside jobs so that you seriously neglect your basic academic work. You normally should take nine credit hours (or three graduate courses) each semester and average 15 hours of assistantship (teaching or research) service weekly.

All employment of a psychological nature must be obtained and managed in consultation with your advising committee. If you are changing advising committee members, you must obtain permission from the program director until you new advising committee is formed. Failure to obtain committee (or program director) approval may result termination from the program.

During a regular semester, students without an assistantship may be gainfully employed up to a maximum 20 hours per week and may carry a course load of up to nine hours. However, students enrolled in more than 12 credit hours will be limited to 10 hours of outside employment each week. If you accept a position defined by an employer as “full-time,” you may enroll in only one course. An exception to this rule is granted for doctoral students who have completed all degree requirements except the dissertation. With permission from their committee, these students may work in a full-time position while enrolled in more than three credits of dissertation research.

Your advising committee must approve of all anticipated professional employment during summers and all periods when you are not enrolled in courses, If you carry six credit hours in a summer session, you will not be permitted employment in excess of 10 hours a week. When taking three credit hours, you may work up to 20 hours.

CHANGE OF AREA OF CONCENTRATION WITHIN THE PROGRAM

By your own choice or at the suggestion of the faculty, you may seek to change your area of concentration in the program. To do so, a petition to the program director must be filed indicating the desired change. The petition must be approved by faculty members in the area you wish to leave and by faculty members in the area in which you wish to relocate. You would be wise to work closely with your advising committee if such a change is desired.

CONTINUOUS ENROLLMENT

All degree-seeking students must be enrolled for course credit each Fall and Spring semester (for at least 1 credit hour). Failure to register for a Fall or Spring semester will be taken as withdrawal from the program, and a letter of dismissal will be issued by the program director.

Under exceptional circumstances, students may petition for a leave of absence from the program. The petition is submitted to the program director and voted on by the entire Experimental faculty. The opinion of the major professor and of the advising committee is of critical importance in the decision reached by the faculty regarding such petitions. All petitions

for a leave of absence must state clearly the reason for and the duration of the proposed leave. Failure of the student to conform to the conditions of a leave as approved by the faculty constitutes grounds for dismissal from the program.

ASSIGNMENT OF WORK PRIOR TO THE BEGINNING OF THE SEMESTER

In general students should not expect to have required course assignments to complete prior to the first week of any semester. Faculty may expect compensatory work to insure that students have attained some level of familiarity with prerequisite material prior to the start of the semester. In some circumstances it may be desirable for faculty to assign work before the official class start date. However, should a faculty choose to assign work in advance of the semester, the assignments must be announced in advance and the faculty member must make every effort to notify students taking the course of these expectation at the time of pre registration.

ETHICAL CONDUCT

All graduate students are expected to follow the ethical guidelines of the university and of the profession. You should obtain the publication *Carolina Community: USC Student Handbook and Policy Guide*, which details university policies relevant to student life. Each student is responsible for familiarizing herself or himself with the Code of Academic Responsibility, university policy towards alcohol and other drugs, Rights and Freedoms of Students (which covers issues such as academic freedom, confidentiality, grievance, and discrimination) and other regulations covered in this document.

The Code of Academic Responsibility makes it clear that behavior such as bribery, cheating, lying, and plagiarism run contrary to the nature and purpose of the university and, consequently, subject the student to disciplinary action. In the past, some students have expressed a lack of clarity with regard to behavior that constitutes plagiarism. Accordingly, the definition is included here.

Plagiarism

Plagiarism is defined as "presenting, as one's own, the work or the opinions of someone else." Most students define plagiarism as "copying material of some sort, either word for word or sense for sense." Although that definition is accurate, the criterion is not merely copying material; ideas, conclusions, and ways of organizing material can be plagiarized. Specifically, one is guilty of plagiarism when:

1. The words, sentences, ideas, conclusions, examples, and/or organization of an assignment are borrowed from a source (a book, an article, another student's paper, etc.) without acknowledging the source.
2. A student submits another's work in lieu of his or her own assignment.
3. A student allows another person to revise, correct, or in any way rewrite his or her assignment without have the approval of the instructor.

4. A student submits written assignments received from commercial firms, fraternity or sorority files, or any other source.
5. A student allows another person to take all or part of his or her course.
6. A student submits an assignment (a paper, a library assignment, a revision, etc.) done together with another student without having approval from the instructor.

Professional Principles

Students are encouraged to familiarize themselves with the American Psychological Association's "Ethical Principles of Psychologists and Code of Conduct," particularly those principles which apply to the conduct of psychological research. The "Principles" can be found in the December 1992 issue of the *American Psychologist*. Every student engaged in research is expected to follow Federal, professional, university, and department guidelines regarding the treatment of human and animal subjects.

APPEALS

An appeal is a request to reverse or modify a decision made by a professor, a committee, or the program director. A student wishing to appeal such a decision must direct his or her appeal to the Department Chair. The appeal must be in writing and must be specific as to the decision that is being appealed and the grounds for that appeal. A copy of this appeal must be provided to the program director. The Department Chair will investigate the situation surrounding the appeal and then render a decision on it on behalf of the Department of Psychology. If the student is dissatisfied with the Department Chair's decision, then he or she may appeal to the Graduate School; appeal to the Graduate School is possible only after a departmental decision has been rendered.

An appeal to the Graduate School is first directed to the Dean of the Graduate School, who will attempt to resolve the conflict. If no resolution is reached, the Dean will refer the matter to the Graduate School's Petitions and Appeals Committee. If the student is not satisfied with the decision of the Petitions and Appeals Committee, he or she may appeal the matter to the Office of the Provost.

INVOLVEMENT IN ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Students are expected to participate in a variety of professional activities in the Department and are encouraged to submit articles for publication in scientific journals, read papers at conferences, and show continued interest in matters of importance to psychologists. Further, students are also expected to subscribe to and read scientific journals on a regular basis.

As a graduate student in the department, you qualify for membership in the Psychology Graduate Student Association, (PGSA). Elected representatives of PGSA attend all faculty meetings of the department, give voice to issues of concern among students, and have the voting

rights of full-time faculty members, and contribute to the formulation and execution of department policies.

Academic and Professional Organizations

The American Psychological Association (APA) has for over 100 years been a major organization for academic and professional psychologists in this country. To promote the interests of both theoretical and applied psychologists, it sponsors annual conventions, subsidizes numerous journals, and seeks to improve higher education in psychology and the quality of services rendered by APA members. As a doctoral candidate you are eligible for student membership in APA but have no voting rights. As a student member, you may subscribe to APA publications at special rates.

The American Psychological Society (APS) was formed in 1988 following a failed attempt to reorganize APA. The goals of APS are to advance the discipline of psychology while preserving its scientific base, promote public understanding of psychological science and its applications, and to enhance the quality of education in psychology. The reasonable student rates include the cost of the monthly journal *Psychological Science*, newsletters, and special rates on convention registration.

The Psychonomic Society is a national organization dedicated exclusively to experimental psychology. Full membership is limited to researchers who have made contributions to the field beyond their graduate work, but graduate students get special rates on society journals, which cover the areas of perception, cognition, learning, and physiological psychology. The society meets annually.

The Society for Neuroscience, which has a chapter in South Carolina, and the Society for Psychophysiological Research are international organizations with that may be of interest to students in behavioral neuroscience, cognitive neuropsychology, or any aspect of brain development and functioning. Both societies host annual meetings.

The Society for Research in Child Development, which meets biennially, and the Gerontological Society of America, which meets annually, are national organizations with multidisciplinary perspectives on human development in specific age groups. Both organizations offer student memberships and special subscription rates to their journals, which are considered required reading for students in Developmental Psychology.

The Southeastern Psychological Association (SEPA), a regional association affiliated with APA, has the same objective, executive policies, and membership requirements as APA and sponsors an annual spring convention which many of the faculty and students attend. The association offers special student rates.

Other regional associations affiliated with APA, such as the Midwest Psychology Association

M.A. DEGREE PROGRAM

The M.A. curriculum is designed to provide expertise in one area of Experimental Psychology, along with advanced knowledge of several additional areas within the field. The degree is awarded upon successful completion of course work, submission of an acceptable thesis, and satisfactory performance on a comprehensive, oral examination. The sequence of events necessary for completion of the M.A. degree is at the end of the descriptions of the requirements in Table 2 (p.14).

COURSE REQUIREMENTS

To obtain an M.A., all requirements for this degree set forth by BOTH the Graduate School and the Experimental program for this degree must be filled. The Graduate School requirements are that you must obtain 30 credit hours, at least 15 credits must be at the 700 level and above (excluding Psychology 798 and 799), and no more than 6 of the 30 hours may be in Psychology 798 and 799.

The program requirements are that one course must be taken from Group I in Table 1, both courses from Group II, and then enough graduate Psychology electives in Group III to complete 30 hours. All of the required courses are also part of the Ph.D. core curriculum in Experimental Psychology.

TABLE 1: M.A. CURRICULUM

Group I: Methods Courses (One of the following:)

PSYC 709 Basic Quantitative Methods I
PSYC 710 Basic Quantitative Methods II

Group II: Proseminar Courses (Both of the following:)

PSYC 702 Proseminar I (6 credits)
PSYC 703 Proseminar II (6 credits)

Group III: Elective Courses

Additional courses must be in Psychology and at the 500-800 level to complete 30 hours. All courses must be approved by your advising committee.

THESIS REQUIREMENTS

The Graduate School requires a minimum of two semesters of attendance at USC for an M.A. degree to be awarded; the Program normally expects you to complete M.A. Program within two years. During this period, you must write an acceptable thesis based on research directed by your major professor.

There are five steps in satisfying the thesis requirement: (1) Forming the thesis committee (example of form on page 46); (2) getting a prospectus approved by the committee (form is on

page 47); (3) conducting the research; (4) writing the thesis in approved form; and (5) defending the thesis.

Your thesis committee will consist of your major professor and at least one additional faculty member. The Department Chair and the Dean of the Graduate School must approve this committee. Your thesis committee acts for the department in all matters concerning the prospectus, conduct of the research, final form, and defense.

Once the committee is approved, it is considered exceptional for its membership to change. A faculty member unable to carry out committee duties may ask to be removed from the committee. A substitute member would then be obtained in keeping with the procedure for original selection of the committee. If you subsequently desire a thesis committee other than the one that has been approved you may appeal to the Departmental Executive Committee (the Department Chair will abstain from voting). If you change your thesis substantially, you may, with the committee's approval, ask for dissolution of the committee. Under these circumstances a new committee will be formed and the entire process will resume, beginning with approval of a proposal.

Work on thesis begins with committee approval of a prospectus, which includes an introduction, method, and proposed analyses. You should work closely with your major professor to develop a prospectus, but it is also wise to consult with other committee members during its preparation. Your prospectus must be approved at a prospectus meeting attended by all members of the committee (see form on p. 47).

Data should be collected on the Columbia campus or in the Columbia area, under the direct supervision of your committee. Exceptions are possible under unusual circumstances, but the rationale should be persuasive. All exceptions must be approved by your thesis committee, the Experimental faculty, and the Operations Committee of the department. Off-campus research -- just as is the case with on-campus research -- requires approval by the department's Ethics Committee, as well as any similar body for the setting in which the research is pursued.

The defense of the thesis may be combined with the Comprehensive Exam (see below). If the thesis committee already consists of three members, then this group can also serve as the exam committee, pending approval of the Department Chair.

COMPREHENSIVE EXAMINATION

Candidates for an M.A. degree must take a comprehensive oral examination that assesses knowledge of psychology and ability to communicate with other professionals. The oral examination must be taken and passed not more than two years nor less than 15 days prior to the end of the semester in which your degree is to be awarded (see forms on pp. 47 - 48).

This examination is conducted by a three-person committee nominated by the student and approved by the Department Chair (see form on p.46). If the thesis committee included only two members, the oral examination committee will normally include those two members plus a third member. If the thesis committee included three members, the same three may serve as the oral examination committee (pending approval of the Department Chair).

TABLE 2: SEQUENCE OF EVENTS FOR M.A. DEGREE

<u>Step</u>	<u>Time</u>	<u>Action</u>
1	Upon entry into program	Advising committee is appointed.
2	By end of first semester	Choose major professor and have first advising committee meeting.
3	By end of second semester	Thesis committee approved by Department Chair and Dean of Graduate school. Program of study form must be submitted to Graduate School.
4	At least two semesters before degree is expected	Thesis prospectus approved by committee.
5	At the beginning of the semester in which degree is expected	Apply for graduation.
6	At least 60 days before the end of the semester in which degree is expected	Submit final draft of thesis to major professor.
7	At least 30 days before end of semester in which degree is sought and at least 7 days before comprehensive oral exam	Submit thesis to thesis committee.
8	At least 15 days and no more than 2 years before end of the semester in which degree is expected	Obtain approval of thesis and pass M.A. Comprehensive Oral Exam conducted by 3-member committee (appointed by the Department Chair).
9	By the end of semester in which degree is expected	Complete course work
10	Receive M.A. Degree.	

PH.D. DEGREE OBJECTIVE

The Ph.D. Curriculum is designed to develop broadly educated scholars who are broadly trained in scientific psychology but prepared to make significant contributions to specific research areas. There is a series of steps through which its development is intended to proceed. Within each step, there should be sufficient flexibility to meet your needs and interests. The steps are outlined in Table 4 (pp 24-25.) after the following explanatory sections.

COURSE REQUIREMENTS

To obtain a Ph.D. in Experimental Psychology, you must fulfill all requirements set forth by BOTH the Graduate School and the Experimental program. The Graduate School requirements are that you must obtain 30 credit hours past the M.A. or M.S., or 60 credit hours past the B.A. or B.S., including 12 hours of dissertation preparation. To obtain a Ph.D. in Experimental Psychology, you must complete a selected set of courses; this curriculum is described in Table 3. If you have completed graduate course work at another institution, you may submit supporting materials to the curriculum committee for consideration as substitutes for required core or complementary courses. However, because of the idiosyncratic nature of such courses, substitutions are discouraged. Table 3 is a list of the course requirements. The graduate program in Experimental Psychology consists of 44 credit hours of core curriculum, 12 additional credit hours in complementary course or lab work, and 12 hours of dissertation credits. In addition, the Graduate School has a residency requirement of 18 graduate credits in three consecutive semesters (excluding summer sessions).

TABLE 3: PH.D. CURRICULUM

Basic Methods Courses	<u>(Both of the following:)</u>
PSYC 709 Basic Quantitative Methods I	(3 credits)
PSYC 710 Basic Quantitative Methods II	(3 credits)
Proseminar Foundational Courses	<u>(Both of the following:)</u>
PSYC 702 Proseminar I	(6 credits)
PSYC 703 Proseminar II	(6 credits)
Advanced Methods Courses	<u>(One of the following:)</u>
PSYC 821 Psychological Measurement	(3 credits)
PSYC 823 Multivariate Analysis	(3 credits)
PSYC 824 Seminar in Quantitative Methods	(3 credits)
Ethics Courses	<u>(Required 2 credits)</u>
841a Advanced Study of Selected Topics	(1 credit)
841b Advanced Study of Selected Topics	(1 credit)

Elective Courses

(13 credit hours of the elective courses)

No fewer than fifteen credit hours of elective courses must be taken. These courses may be taught by any graduate program or professional school at the University of South Carolina, although typically a student will take at least some of his or her elective courses within the program. Seminar courses are strongly recommended as elective courses. All elective courses must be approved by your advising committee; a form for this approval is on page 51.

Complementary Course or Lab Work (12 credits)

Students are required to complete additional training equivalent to 12 credit hours of course work. This additional training can include graduate courses, laboratory work done as individual research credit hours (PSYC 889), and research and writing projects in any combination. The equivalent of 6 of these credit hours must be done under the direction of a graduate faculty member other than the major professor. The content of this additional training must be approved by the student and her or his advising committee. A form for this approval is on page 51. Note that the 12 credit hours must be documented as course hours (e.g. 889 for research and 888 for projects).

Dissertation Research Credits (12 credits)

The Graduate School requires that you take a minimum of 12 credit hours of Dissertation Hours (PSYC 899).

ADVANCING TO DOCTORAL CANDIDACY

According to Graduate School regulations, advancing to Ph.D. candidacy involves passing a Qualifying Examination. For students in the Experimental Psychology program, the Qualifying Exam requirement is met by completing a research project that receives an evaluation of "pass" from the student's Advising Committee. Advancing to the Ph.D. candidacy by means of this process represents a vote of confidence in the student's ability and motivation to complete his or her doctoral training. All students must complete a qualifying project in order to advance to doctoral candidacy, regardless of whether they enter the program with a master's degree earned previously.

Doctoral students may elect to obtain an M.A. degree by submitting a completed or expanded version of their qualifying project as a thesis and meeting other Graduate School requirements, including the submission of a plan of student. However, the criteria for passing the Qualifying Examination are different from those applied to the approval of an M.A. thesis. It is possible to complete a Master's thesis successfully with the same project that has failed to qualify the student for doctoral candidacy; a student who has advanced to doctoral candidacy by means of a successful qualifying project need not complete an M.A. thesis. Responsibility for approving an M.A. thesis rests with the thesis committee. Responsibility for judging whether a student advances to doctoral candidacy rests with the Advising Committee.

Qualifying Project Procedure

Prior to the first-semester Advising Committee meeting, the students must consult with his or her major professor to develop a qualifying project draft proposal that describes the research problem to be addressed and its rationale, the method used to investigate the problem, and anticipated results. The outline will be distributed to the members of the Advising Committee at least one week prior to the first-semester meeting. At the meeting, the Advising Committee will discuss the proposal and, if necessary, suggest modifications. A formal proposal must be approved no later than one month prior to the end of the student's second semester in order for the student's progress to be rated "Satisfactory" or better at the annual evaluation meeting. The approved proposal will include a date by which the project must be submitted and the written form in which it must be presented to the committee. The submission date must be not later than one month prior to the end of the student's fourth semester in the program.

All students will also be required to present the results of their projects in a forum open to all faculty and graduate students in the program. The presentation will be made during the student's third semester in the program. Presentations are scheduled at the convenience of the program and may either precede or follow the submission date for specific projects.

The written project is submitted to the Advising Committee for evaluation by the date specified. Failure to submit the project by the submission date will result in an "Unsatisfactory" rating at the following annual evaluation meeting and provides grounds for evaluating the project as "Fail" which leads to dismissal from the program.

Evaluation of the Qualifying Project

The Advising Committee will base its evaluation of the qualifying project on the student's ability and motivation to meet the conceptual and methodological requirements of the project. The project will be considered a sample of behavior that is predictive of later success in meeting the subsequent requirements of doctoral training. The project will receive one of three possible outcomes:

Pass--The student qualifies for doctoral candidacy in Experimental Psychology;

Fail but M.A. recommended The student does not qualify for doctoral candidacy in Experimental Psychology, but he or she may wish to pursue an M.A. degree. This option is available only for students entering without a master's degree in Psychology;

Fail The student does not qualify for doctoral candidacy and pursuit of an M.A. degree is not recommended; the student is dismissed from the program.

The evaluation must be completed within two weeks of the submission date. The chair of the Advising committee will convey the outcome in writing to the student and to the program director. The chair of the Advising Committee will also present the outcome to the faculty at the annual evaluation meeting. Within one week of the evaluation meeting, the Program Director will inform the Graduate School by memo of the student's Qualifying Examination and place a copy of the memo in the student's file.

WRITTEN COMPREHENSIVE EXAMINATION (WCE)

This examination is required of all Ph.D. candidates based on regulations set forth in the *Graduate Studies Bulletin*. In the Experimental Psychology Ph.D. program, the WCE process (including the formation of the WCE committee) can not be initiated until the student has qualified for Ph.D. candidacy. The WCE requires factual knowledge in an area consistent with the program's mission statement (Behavioral Neuroscience, Cognitive Psychology, or Developmental Psychology) or in the integration of two or more of these areas. The material covered by the WCE will be defined by a WCE proposal constructed by the student and approved by the student's WCE committee. The form for the WCE is on page 52. In all cases the WCE process will consist of the following steps:

1. Formation of a WCE Committee approved by the program director.
2. Development and approval of (a) the reading list and (b) the proposal, which includes a set of questions and/or issues that the reading list is intended to address and a description of the examination process, time frame for the exam, and method of evaluation. The approval is by the WCE committee and the program director; the program director's approval is to ensure that the contents of the proposal meet regulations.
3. Writing the WCE.
4. Evaluation of the written produce by the WCE committee.

Formation of the WCE Committee

The student's WCE committee shall consist of at least three faculty members, selected by the student in conjunction with her or his major advisor. The WCE committee must be approved by the program director. At least three of the faculty members must be regular graduate faculty in the Department of Psychology with primary affiliation with the program. The designation graduate faculty refers to those faculty who are eligible to teach graduate courses in Experimental Psychology and serve on graduate students' committees (see *USC Graduate Bulletin* for details). The term primary affiliation is meant to connote the program to which a faculty member devotes the majority of his or her research, training, and service efforts. Members of the core graduate faculty in Experimental Psychology are listed on page 26-27. Other members of the WCE committee must be eligible graduate faculty with appointments at the University of South Carolina (for example, program adjuncts, graduate faculty in other

psychology programs, graduate faculty outside of department). Regardless of the total number of committee members, the majority of the members must be graduate faculty members in the Department of Psychology with primary affiliation with the Experimental Program. The WCE committee in consultation with the student should choose one of the core program faculty members as its chair.

The responsibilities of the WCE committee are to advise the student on the WCE reading list and proposal, approve the WCE reading list and proposal, and evaluate the WCE product. The chair of the committee is also responsible for supervising the WCE process, including student advice, arranging examination times and materials, presenting the WCE committee to the program director for approval, and informing the program of the outcome of the WCE. The chair of the WCE committee is also responsible for summarizing feedback on the WCE from all committee members in written form and providing this written feedback to the student. Once the WCE committee is approved by the program director, it cannot be changed during the WCE process.

Developing the WCE Reading List and Proposal

The student is responsible for a formal WCE proposal and reading list to be submitted to the WCE committee for approval. The proposal should include a set of questions and/or issues that the reading list is intended to address (consistent with the mission statement of the program) and will include a description of the written product to be evaluated. This product designed to insure a broad appreciation of the research area chosen, or a broad integrative appreciation across one or more research areas consistent with the Experimental Psychology mission statement. Examples of written products that could be possible for a WCE include a traditional written exam (for example, 2 days, 6 questions per day), a major paper reviewing research in a designated area quantitatively and qualitatively similar to a Psychological Bulletin article; several small papers reviewing research in designated area(s), or a complete grant proposal.

The following is a non-exhaustive list of activities that could **NOT** be possible for a WCE:

1. An approved set of courses (not broad enough; not integrative, no written product).
2. A research project and manuscript submitted for publication (too narrow).
3. Reading from a list (no written product).
4. Teaching undergraduate or graduate courses (narrow; no written product).
5. A single brief review paper.
6. Conducting experiments (too narrow; not written product).

In addition to the description of the product, the proposal must include a time-table for completing the exam, a statement concerning how the product will be evaluated, and a statement concerning whether the student may consult with WCE committee members during the writing of the exam and, if so, the extent of such consultation. The matter of consultation, as well as the time-table and means of evaluation, must be decided by committee vote. If consultation with WCE members is permitted, the student must keep a record of each consultation, indicating the parties involved and the nature of the consultation. The record must be submitted along with the finish product to the WCE committee when the exam is completed. No other consultation is permitted. The WCE approval takes place at a meeting of the WCE committee and the student.

Evaluation of WCE Product

The student shall submit the WCE product to the WCE committee by the proposed deadline. After reading the exam, the WCE committee will meet to evaluate the written product. Upon initial evaluation, three outcomes are possible.

Pass

Incomplete The student's success or failure will be determined only after revision or partial re-examination involving a specific aspect or area that has been found to be deficient.

Fail

Failure to submit the WCE product by the deadline will result in failure of the exam. In order to pass, the product must be approved by the majority of the WCE committee. Only one "incomplete" can be assigned prior to each "pass/fail" decision. A student is given a maximum of 3 weeks to complete the exam after an incomplete is rendered. Normally, the outcome of the evaluation process will be provided within two weeks of the submission of the WCE product. The program director (with approval of student and WCE committee) may waive the two week limit under unusual extenuating circumstances. After either a "pass" or "fail," the chair of the WCE committee will provide a written summary of feedback on the written product. Every incomplete is reported to the program.

Failure of an initial WCE results in repetition of the WCE process. If the WCE is failed twice, normally the student will be terminated from the program. Any petition for an exception to this policy must be approved by the entire program faculty.

DOCTORAL ORAL COMPREHENSIVE EXAMINATION

The Graduate School requires that each student in a doctoral program take an oral comprehensive examination. This examination must be successfully completed at least 60 days before a student's dissertation defense occurs. The purpose of the examination is to provide evidence to the department that the student is competent in general knowledge of psychology and in the student's area of expertise. General knowledge is defined as the knowledge necessary to teach a course in introductory psychology. Of course, a student should also be very competent in the area of psychology in which he or she has specialized.

Specifically, the oral comprehensive assesses (1) knowledge in general psychology; (2) ability to integrate knowledge from diverse areas; and (3) ability to perform as an expert in psychology in a conversational and interrogatory setting. This last purpose has direct transfer to participation in professional meetings, to dealing with professionals other than psychologists, and to similar types of occasions. Obviously, other evidence (for example, course work, qualifying projects, comprehensive exams, original research) also reflects this competency. The oral examination is not necessarily more important than other such evidence.

Oral Examination Committee

The committee shall be nominated by the program director and approved by the department chair.

1. The committee will consist of four members.
2. The student's major professor is on the committee and serves as its chair.
3. A second member is selected from the Experimental Program by the program director in consultation with the student.

4. A third member of the committee must be selected from outside the Department of Psychology, but within the University. This person shall be selected in the manner specified by the Graduate School. To wit, the person shall be: **(1)** a USC graduate faculty member; **(2)** a graduate faculty member at another accredited institution with expertise in psychology; or **(3)** a USC faculty member who is not a member of the graduate faculty, but who is qualified to serve on this committee.) If the proposed member is not in category # 1, a justification must be made to the department chair and the Graduate School. Ultimately, this member is selected by the program director after consultation with the student.

5. The fourth member of the committee will be selected by the department chair. This member will be from one of the applied areas for doctoral candidates in the Experimental program.
6. A copy of the student's approved *Program of Study* will be attached to the request to form a committee.
7. Notice of the exam and committee members is posted using the form in Appendix C (p. 53).

Content of the Oral Examination

The content of the examination will be from two main sources.

1. Key, fundamental concepts. These are defined as those topics found in introductory psychology textbooks.
2. Fundamental grasp of advanced knowledge in the student's course of study.

Equal time and emphasis will be appropriated to key concepts in general areas of psychology and to the grasp of advanced knowledge in the student's area of expertise. The exam period shall last an hour and thirty minutes. The first 15 minutes shall consist of organization by the committee members without the student being present. It is the responsibility of the chair of this committee to establish the format and conduct the examination. The exam proper shall last approximately 75 minutes.

Evaluation of Oral Examination

1. A student's performance receives one of three possible evaluations:

Pass

Incomplete: The student's success or failure will be established only after re-examination in a specific area or areas which were deemed deficient. There can be only one "incomplete" assigned prior to a "pass" or "fail" evaluation.

Fail

2. A positive vote by at least three members of the Committee is required for a "pass".
3. The vote will be by written ballot.

4. Students are expected to pass within two attempts. If re-examination is to take place, the committee will be re-convened no sooner than 30 days after the previous attempt. Failure to pass in two attempts (that is, receiving two consecutive evaluations of “fail”) constitutes unsatisfactory progress toward the Ph.D., and in such cases the faculty typically terminates the student from the program.
5. Exam results are signed by committee member (see form in Appendix C, p. 55), and then they are communicated to the Graduate School (see form in Appendix C, p.56)

DISSERTATION

A doctoral dissertation based on original research should be completed no later than five years after the student successfully passes the written and oral comprehensive examinations. The dissertation should show a student’s competence in research and represent a contribution to his or her selected area of specialization within experimental psychology. The information in this *Handbook* concerning the dissertation process complements the regulations printed in the *Graduate Bulletin*. Students should refer to the *Bulletin* and other material from the Graduate School before initiating the dissertation process. Additionally, a detailed description of how to go about doing a dissertation has been included in Appendix A (p. 28) of this *Handbook*. You may find this appendix helpful in developing an appreciation of the entire process of completing a dissertation.

The following section describes the basic steps involved in completing a dissertation.

1. Select a dissertation director who is knowledgeable in the area of concentration in which the dissertation will be written. The dissertation director must be a member of the graduate faculty in the Department of Psychology.
2. In consultation with the dissertation director, nominate at least two additional faculty members from the Department of Psychology and one faculty member from outside the Department. All members, including the dissertation director, must be approved by the Department Chair. Once it has been approved, the dissertation committee replaces the advising committee for Ph.D. students, and it acts for the Department of Psychology in all matters concerning the dissertation, including the prospectus, execution of the research, final form of the document, examinations, and acceptance or rejection. In rare cases, a student may wish to change the composition of the dissertation committee. Regulations regarding the petition for such a change are described in Appendix A.
3. Prepare a prospectus and arrange a prospectus meeting with the dissertation

committee. An announcement of this meeting is posted through the Graduate Office at least one week prior to the scheduled meeting time. The prospectus is a document that defines a research problem, reviews the literature pertinent to that problem, describes the methodology and statistical procedures to be employed in the research, and discusses the implications of potential results from the study. At the prospectus meeting, the prospectus will be discussed and evaluated. The committee will then decide whether the prospectus will be approved as written or if not, what remedial action(s) should be taken in order to make the prospectus acceptable. Once agreement has been reached, the student and the committee members sign a form documenting the decision (see form on p. 56). This form should be placed in your student record file, along with the final version of the prospectus.

4. Typically, the dissertation is concluded in less than two years from the time that the prospectus was approved. However, if the process continues longer, the dissertation committee must meet no later than two years after the prospectus meeting to review the progress of the student. It is the student’s responsibility to see that the meeting is convened. If no meeting is held within two years, you will be required to begin anew. If during the course of research, you encounter difficulties which preclude proceeding in the manner approved at the prospectus meeting, you should obtain written approval from your committee to amend the prospectus. The amended prospectus should be placed in your student record file.

5. The dissertation defense (also referred to by the Graduate School as the Dissertation Examination) should be scheduled when the student and dissertation director are satisfied with the final draft of the dissertation. The form for posting notice of the defense is in Appendix C (p. 58). The remaining committee members should have at least two weeks prior to the defense to read the final draft, and the announcement for the defense should be posted through the Graduate Office at least one week in advance. The student should all other departmental and university requirements prior to the defense. There are four outcomes of the defense: (a) *pass, with no revisions required*; (b) *pass, with minor revisions necessary* in order to obtain the dissertation director’s signature; (c) *postponement of final assessment*, with major revisions and re-consideration by the entire committee necessary in order to achieve a “pass”; and d) *fail*.

TABLE 4: SEQUENCE OF EVENTS FOR PH.D. DEGREE

<u>Step</u>	<u>Time</u>	<u>Action</u>
1	Upon entry into program	Advising committee is appointed.
2	By end of first semester	Choose major professor and have first advising committee meeting to discuss

- qualifying project proposal.
- 3 By end of second semester M.A. thesis committee and program of study approved if M.A. option chosen. Formal Qualifying project proposal approved.
 - 4 By end of third semester Oral presentation of qualifying project presented.
 - 5 By end of fourth semester (if not sooner) Achieve Ph.D. candidacy by successfully completing the Qualifying Examination; file Ph.D. plan of study and file for graduation if M.A. option is chosen.
 - 6 By the end of the sixth semester Complete all core courses and complementary course or lab work.
 - 7 By end of eighth semester (if not sooner) Go through written comprehensive examination (WCE) procedure.
 - 8 After completion of WCE Take oral comprehensive exam conducted by approved four member committee.
 - 9 After completion of WCE and doctoral oral Exam Obtain approval of dissertation prospectus topic and four-member dissertation committee. Obtain dissertation prospectus approval from dissertation committee.
 - 10 At the beginning of semester in which degree is expected File for graduation.
 - 11 No later than 5 years after successful comprehensive exams, at least 15 days prior to day on which degree is expected. Obtain approval of dissertation by dissertation committee, complete and submit final draft of accepted dissertation to Graduate School.
 - 12 No later than 30 days prior to the date on which the degree is expected. Dissertation defense evaluated by four-member dissertation committee.
 - 13 By the end of the semester in which the degree is expected Successfully complete all course work, check with Graduate School that all requirements have been met.
 - 14 Receive Ph.D. Degree.

Faculty of the Graduate Program in Experimental Psychology (2003 – 2004)

Core Graduate Faculty

- Gary L. Allen, Ph.D., 1979, University of Pittsburgh. Professor. *Graduate courses:* Proseminar; Survey of Developmental Psychology; Seminars in Developmental Psychology. *Interests:* Cognitive development; spatial cognition; declarative learning.
- Amit Almor, Ph.D. 1995, Brown University. Associate Professor. *Graduate courses:* _____, _____. *Interests:* _____, _____.
- James B. Appel, Ph.D., 1960, Indiana University. Carolina Distinguished Professor. *Graduate courses:* Survey of Learning; Survey of Psychopharmacology; Seminars in Psychopharmacology and Behavioral Neuroscience. *Interests:* Behavioral pharmacology; learning and conditioning; History and logic of psychology.
- Gordon C. Baylis, Ph.D., 1985, Oxford University. Professor. *Graduate courses:* Proseminar; Seminars in Cognitive Psychology and Quantitative Psychology. *Interests:* Cognitive neuroscience of attention.
- Rosemarie M. Booze, Ph.D., 1985, The John Hopkins University. Professor and Bicentennial Endowed Chair of Behavioral Neuroscience. *Graduate courses:* Behavioral Neuroscience; Hormones and the Brain; Advanced Neuropharmacology. *Interests:* Development of behavior and the nervous system; Stimulant drug abuse; Gender differences in Drug Response.
- David Clement, Ph.D., 1963, Johns Hopkins University. Professor. *Graduate courses:* Quantitative Methods; Teaching of Psychology. *Interests:* Perception; human factors; organizational psychology.
- James R. Coleman, Ph.D., 1974, University of California at Los Angeles. Professor and Adjunct Professor of Pharmacology and Physiology, School of Medicine. *Graduate courses:* Proseminar; Survey of Biological Psychology; Seminars in Behavioral Neuroscience. *Interests:* Neurological basis of auditory system development; reconstruction of damaged neural circuitry; effects of hormones on neural activity.
- Sandra J. Kelly, Ph.D., 1985, McGill University. Professor and Adjunct Professor of Pharmacology and Physiology. *Graduate courses:* Proseminar; Survey of Biological Psychology; Seminars in Behavioral Neuroscience. *Interests:* Effects of alcohol on neural development, learning, and social behavior, neural bases of social behavior.
- Kathleen C. Kirasic, Ph.D., 1979, University of Pittsburgh. Associate Professor. *Graduate courses:* Proseminar; Seminars in Developmental Psychology. *Interests:* Effects of aging on spatial cognition, declarative learning, and problem-solving, attachment theory.
- Charles F. Mactutus, Ph.D., 1979, Kent State University. Professor. *Graduate courses:* Animal Learning & Memory; Behavioral Neuroscience; Drugs and Development. *Interests:* Development of behavior and the nervous system; Stimulant drug abuse; Spatial learning and memory
- Robin K. Morris, Ph.D., 1990, University of Massachusetts. Associate Professor. *Graduate courses:* Proseminar; Survey of Cognitive Psychology; Seminars in Cognitive Psychology. *Interests:* Perceptual and linguistic processes in reading.

- John E. Richards, Ph.D., 1982, University of California at Los Angeles. Professor. *Graduate courses:* Survey of Developmental Psychology; Seminars in Developmental Psychology, Cognitive Neuroscience, and Quantitative Psychology. *Interests:* Developmental cognitive neuroscience of attention.
- Jeff Schatz, Ph.D 1997, Washington University. Assistant Professor. *Graduate courses:* Proseminar; Biological Psychology, Seminar in Developmental Cognitive Neuroscience *Interests:* Information processing speed and cognitive development, visual attention following developmental brain insults, detection of silent stroke in children with sickle cell disease
- Jeanne L. Shinsky, Ph.D., 1999, University of Massachusetts. Assistant Professor. *Graduate courses:* Survey of Developmental Psychology, Seminars in Cognitive Development; *Interests:* Origins and development of physical knowledge, memory development in infancy.
- Douglas H. Wedell, Ph.D., 1984, University of California at Los Angeles. Professor. *Graduate courses:* Proseminar; Quantitative Methods I & II; Survey of Judgment & Decision-Making; Seminars in Cognitive Psychology and Quantitative Psychology. *Interests:* Judgment and decision making; categorization, quantitative models of cognition.

Affiliated Faculty

- Leslie L. Baylis, Ph.D., 1985, Oxford University. Adjunct Assistant Professor. Presbyterian College. *Interests:* Perception, neuropsychology.
- Anne Bezuidenhout, Ph.D., 1990, University of Michigan. Adjunct Associate Professor. University of South Carolina, Department of Philosophy. *Interests:* Philosophy of language and mind, cognitive science, experimental pragmatics
- James Buggy, Ph.D., 1974, University of Pittsburgh, Adjunct Professor. University of South Carolina School of Medicine. *Interests:* Neurochemical basis of motivated behavior.
- Leslie Sargent Jones, Ph.D., 1981, Northwestern University Medical School, Adjunct Associate Professor. Department of Developmental Biology and Anatomy, University of South Carolina School of Medicine. *Interests:* Neural plasticity.
- Donald A. Powell, Ph.D., 1967 Florida State University Adjunct Professor. Dorn VA Medical Center Neuroscience Laboratory. *Interests:* Neural substrates of learning.
- Marlene A. Wilson, Ph.D., 1985, University of Illinois. Adjunct Associate Professor Department of Pharmacology, University of South Carolina School of Medicine. *Interests:* Neural basis of gender-related differences in reactivity to stress and in responses to anxiety-reducing drugs.
- Jennifer M. C. Vendemia, Ph.D., 1998, Virginia Polytechnic Institute and State University. Adjunct Assistant Professor. *Interests:* Electrophysiological measures of deception.

APPENDIX A

DEPARTMENTAL GUIDELINES FOR THE DISSERTATION

The graduate school has specific requirements and guidelines for the dissertation. The following is a supplement and departmental interpretation of the graduate school bulletin; it adds to, but does not replace, graduate school requirements.

The dissertation is both a process and a product. It is a process because preparation for it begins from the moment a student enters graduate school; it is a product because it occurs at the culmination of a graduate student's career and signals the student's emergence as a full fledged colleague, a psychologist.

Because it is a process, the preparation for and execution of the dissertation occurs over many years; it can be broken down into a series of stages, each of which will be addressed separately. These guidelines are general departmental guidelines to be followed by all students. Each graduate program area may assign and attach more stringent and additional guidelines for the dissertation. The time frame for the dissertation is such that no later than five years after the Ph.D. candidate has successfully passed the comprehensive examination, the student must present a research dissertation. However, the process begins upon entry into graduate school.

COURSE WORK. Students should pursue course work during their careers at USC in a timely manner. During their course work they should be thinking about areas of concentration, research, and avenues of exploration that they might find fulfilling. Students along with their course work are encouraged, indeed urged, to be involved in one, two or many research projects. These research projects might be of their own design or that of a faculty member in their graduate program. The seeds of a fine dissertation are often germinated during a student's first or second year of course work, laboratory work, or field placements. Course work should be mostly completed before proposing the dissertation. The student should also be proficient in statistics and necessary computer programming prior to proposing the dissertation.

CHOOSING A MENTOR. Graduate students should attempt to find a faculty member with whom they have an intellectual affinity. This means that they should find a person on the faculty who shares their intellectual point of view, shares research interests, approaches, or sees the world of psychology from a similar vantage point. Sometimes choosing a faculty mentor means finding a faculty member who shares a unique or somewhat different vantage point. In any case, the idea is to identify an individual who can facilitate a student's career. This means that the mentor, traditionally called the dissertation director, can act as an overseer, guide, teacher, friend, and colleague to the student. Developing a dissertation does not occur overnight, and students need guidance as to the feasibility of a project, the likelihood of success, and its intellectual appeal and integrity. Each graduate student should work to form such an intellectual bond with a faculty member.

DEVELOPING AN IDEA. The dissertation is designed to be a meaningful venture. Students should develop an idea which has theoretically or practical utility. It is recommended that students define their topic in a manner which satisfies the following criteria:

- The study is stated in terms of a question or problem which needs to be solved;

- The question or problem is meaningful and interesting to the student, to the point where the student can sustain the interest over the course of an extended period of time;
- The proposed study follows from some previous work such as a pilot study, a previous study conducted by the student, a review paper, work by other students and faculty in the department, or specific work in the field;
- The proposed study helps to answer the questions being proposed.

PROPOSING THE IDEA. Technically, the dissertation may be proposed at any time during the student's normal course of study. Practically speaking, most students propose the dissertation in their fourth year. However, there is nothing to prevent a well-prepared student from beginning a dissertation earlier. The process actually begins by developing a committee.

FORMING A COMMITTEE. At the time that the student is ready to begin work on the dissertation, the student will select from the faculty a *dissertation director* to direct the dissertation, subject to the consent of the faculty member. The person need not be from the program in which the candidate is enrolled. The student must select a dissertation director who is knowledgeable in the problem area.

Committee composition. A committee of at least two other faculty members in the department and one faculty member outside the department is also selected by the student in consultation with the dissertation director. At least one of the other two faculty members from the department should have some substantive knowledge in the area being proposed. This knowledge does not have to be especially focused, but the faculty committee members should be able to substantively add to the student's direction and research.

Outside faculty member. The faculty member who comes from outside the psychology department is on the committee to ensure quality control and to certify to the graduate school that the dissertation and its process have met university procedures and standards. This faculty member may have an interest and expertise in the student's area of research, but specific expertise is not necessary. Faculty members on the university staff who are affiliated psychologists (for example psychologists who work for the medical school training psychologists and psychiatrists) are normally excluded from dissertation committees. It is felt that such psychologists' ties to the psychology faculty and its programs are usually so strong that the intent of objectivity and quality external control is compromised. Other faculty members who may have been trained as psychologists, but who do not practice psychology or who principally identify with some other discipline (for example social work or education), may serve as committee members. Consultation with the dissertation director or the graduate program chair will usually aid a student in determining who would be an appropriate faculty member from outside the psychology department.

Committee approval. Any faculty member, indeed any individual at any institution, can be proposed; exceptions to the standard policy require the approval of the program chair, the department chair, and the Dean of the Graduate School.

These faculty members constitute the student's dissertation committee and in most instances, will constitute the examining committee for the oral defense. All members of the committee must be a member of the graduate faculty. The committee acts for the department in

all matters concerning the dissertation proposal, its execution, its final form, and examination on it.

All dissertation committees must be approved by the graduate program chair and then the department chair. Appeals of decisions by the department chair may be made to the operations committee (with the department chair abstaining from any vote of the operations committee in such an instance).

Changing a committee. Once a committee is approved, it is considered exceptional for committee membership to change. A faculty member unable to carry out committee duties (e.g., due to illness, sabbatical leave, etc.) may, with approval by the student, ask for permission to be removed from the committee. A substitute member would then be obtained in keeping with procedures for original selection of the committee. A student changing the dissertation topic substantially may, with approval of the committee members, ask for dissolution of the committee. Under such circumstances, a new committee would be formed, and the entire normal process would resume from the beginning (i.e., approval of a proposal, etc.).

If the dissertation director or member of the committee leaves prior to the initiation of the actual data collection, a new dissertation director and/or member must be appointed. If the dissertation director or a member of the committee under whom the work was performed leaves USC after the initiation of data collection, the member may continue as the director or member of the committee if the defense of the dissertation takes place no later than one academic year following the prospectus meeting. This substitute must be approved by the department chair and the Dean of the Graduate School.

THE PROSPECTUS MEETING. The student arranges for a prospectus meeting and the announcement of this meeting is posted at least one week ahead of time. The student should make arrangements for holding the prospectus meeting with the graduate office in the department. Any faculty member or graduate student in the department may attend the prospectus meeting. The dissertation committee will review the prospectus with the candidate. A copy of the final prospectus with the written approval of all committee members is filed in the student's folder. Students who leave for internship should gain approval of their prospectus before leaving for an internship.

PREPARING A PROSPECTUS. Although there are minor variations in how the prospectus should be written (each faculty member has a view of the prospectus and you should consult with your dissertation director about this), there are major common elements of the written prospectus. The prospectus shall follow APA style guidelines.

Sections. There are four major sections: introduction, method, handling of results, and bibliography. The introduction should contain a concise and relevant review of literature pertaining to the question or problems at hand. The question should be formulated within this section and the specific rationales should be given for the project. The introduction should read like a persuasive argument. Namely, the literature cited should indicate what has been done and why the proposed project follows logically from what has been done previously. The argument usually makes an explicit statement of the specific hypothesis tested in the research. The argument should also convince the reader that the particular way in which this project will be undertaken is necessary for a successful resolution of the problem.

The method section should include the following sections as appropriate to the project: subjects or participants, design, treatment conditions, raters or testers or observers, measures,

tasks, apparatus, procedures, and scoring. (These are the most common, but not the only ones, nor do all of these have to be included.) The method section should be given in sufficient detail so as to allow the committee members to understand and critique all aspects of the proposed project, including preparatory details such as method of recruiting subjects. If there are supportive details or information (for example, consent forms, recruitment strategies, and copies of measures) these can be left out of the text of the method section and instead placed in appropriate appendices at the back of the prospectus. By placing materials in the appendices, the method section can read like a good journal article.

The third section, shorter than the previous two, is the only section which will be discarded when the final dissertation is written. This section details the method of statistical analysis and the potential interpretation of the results. This section should give a detailed account of all statistical analyses that are planned, including specifications of planned and post hoc analyses. Secondly, this section should include a description of expected results. Finally, the significance and implications of expected results should be discussed. The entire section can be accomplished in anywhere from three to ten pages. It should not be very long but nevertheless should be inclusive.

A bibliography must be included in the prospectus; it is a complete list of literature cited, prepared in proper APA form. Any additional information which is useful to the committee such as informed consent forms, instructions to participants, examples of stimuli, or other materials should be included in the prospectus (and the final dissertation) as appendices.

The written draft. The prospectus can vary in length depending upon the complexity of the problem and procedures undertaken. The final prospectus draft should be double spaced and typed neatly with all pages carefully proofread.

It is important that the committee not be convened until the dissertation director and the student feel that the prospectus is in proper form. It is often the case (and most dissertation directors insist) that the student will have shared the prospectus with all of the committee members in advance of any committee meeting being called. The prospectus should demonstrate that the student has full command of the area under investigation, that the basis for the project is sound, and that the procedures have been carefully thought out. A rushed prospectus is likely to engender reluctance and skepticism from committee members.

The candidate may have a reasonable expectation that the dissertation will ultimately be approved if the research is conducted in the manner specified in the approved prospectus. It is important, therefore, for the committee to reach agreement upon the design and implementation procedures of the research.

Expenses. If the cost of carrying out the dissertation research is great, the student may request financial support from the department after first applying to the graduate school for financial aid. Summer dissertation fellowships are available and have been awarded by the Graduate School each year to deserving psychology graduate students.

Review of Progress. No later than two years after the prospectus meeting, the student's dissertation committee must have a formal committee meeting to review the progress of the research. If no meeting is held within two years after the prospectus meeting, the student will be required to start anew. It is the responsibility of the student to see that the meeting is convened. If, during the course of the research, the student encounters difficulties so that the student is not able to continue in the manner approved at the prospectus meeting, the student

should obtain written approval of the student's committee to amend the prospectus. This amended prospectus must be placed in the student's file.

DATA COLLECTION. It is expected that data collection for a dissertation would be performed on the Columbia Campus or in the Columbia area, under the direct supervision of the committee. Exceptions will be possible under unusual circumstances, but the rationale for such exceptions must be extremely persuasive. Such exceptions must be approved by the dissertation committee, the program area of the student, and the chair of the department. Such approval would require the specification of an on-site research supervisor acceptable to the approving bodies within the department, as well as that potential supervisor's agreement to assume responsibility equivalent to that of a department faculty member serving as supervisor.

All research, both on and off-campus, requires prior approval by the department ethics committee, animal care review committee, or institutional review board, as well as any similar body for the setting in which the research is to be pursued. Criteria are available from the department ethics committee.

REGULAR CONSULTATION WITH THE DISSERTATION DIRECTOR. Consultation with the dissertation director is permitted and encouraged. During the analysis and write-up phase of the dissertation, it is permissible for the student to get feedback on all aspects of the project. Typically, two or three drafts of the final dissertation are reviewed by the dissertation director and given back to the student for revision. At this point, it is permissible and highly recommended to get feedback from committee members as the dissertation is being prepared.

THE PREPARATION OF THE DOCUMENT. The final document after having been reviewed and approved of by the dissertation director may be submitted at least once to the other committee members for their feedback. After feedback from committee members, the final version of the document can be prepared. This final version should be consistent with the guidelines published by the graduate school (type size, margins, paper weight and other such rules), and in APA style. Committee members should have a completed document for two full weeks prior to the date of the defense.

THE DEFENSE. The defense of the dissertation is the culmination of a lengthy process of research and scholarly effort. It is a time of celebration and of closure; it also marks the beginning of new careers. The psychology department fully expects that each candidate who has proceeded through the process of developing a dissertation should see and mark the occasion of the dissertation defense in a positive manner.

The defense has traditionally been seen as an examination. While it is still an evaluation of the student's final piece of work, the likelihood that a student will pass is exceedingly high, if all other stages and aspects of the dissertation process have been successfully navigated. Students should approach the defense as a meeting of closure with anticipation, but with every expectation for success. The faculty and students of the psychology department are encouraged to come to dissertation defenses. Each student's culmination of work should be seen as a success not only for the student, but for the department, the university, and the academic body as a whole.

The dissertation defense should not be scheduled until (1) the dissertation director is satisfied with the final draft; (2) all other work and department or university requirements are

completed *including the PhD. Orals*, and (3) the dissertation committee members will have had sufficient time to read the final draft (a minimum of two weeks).

The oral defense of the dissertation must be announced at least one week in advance. The meeting will take approximately one to two hours and will preferably be scheduled on Friday afternoons to facilitate attendance by others in the university community. The chair of the examining committee who will conduct the proceedings will be someone other than the dissertation director. The dissertation director will introduce the student to those assembled (briefly). The student will then make a one-half hour presentation of his or her research. The presentation will be followed by a series of substantive questions by the examining committee. The nature of the questions will deal with issues that are raised by the research; this should be an intellectual debate of theories, data, or applications. Questions and comments would not ordinarily deal with proofreading and technical errors; such matters should be dealt with in advance of the oral defense. Anyone else assembled may then ask any relevant questions that they might have. At the conclusion of the examination, the examining committee will ask all assembled to leave the conference room so that they may deliberate.

There are four outcomes. (1) Students can successfully pass the oral defense and signatures placed on the cover sheet to the dissertation. (2) students can pass the defense, but a signature of the dissertation director might be withheld until a student has made certain necessary changes in the document as deemed appropriate by the committee, (3) students can be told that major changes need to be incorporated into the dissertation, that the defense meeting is being broken into two parts, and that the committee will reconvene to consider the changes that the student makes, (4) the student fails—failure would come about because of gross incompetence, plagiarism, unethical behavior, or some other major unforeseen situation which in the eyes of the faculty nullify the process and the product of the dissertation. This is a highly unusual circumstance that would come about only in quite exceptional cases, if all other aspects of the dissertation process have been followed successfully.

PUBLICATION. Students are encouraged to publish their dissertations. The student must be the sole or senior author of the publication. The student, however, may assign junior authorship to others who have made substantive contributions to the work.

APPENDIX B EXCERPT OF GRADUATE SCHOOL REGULATIONS

Every Graduate Student should be familiar with the provisions of the Graduate Studies Bulletin from which most of the following is summarized.

GENERAL INFORMATION

1. Your full name and social security number should appear on all correspondence.
2. Notify the Graduate School of any name and/or address change.
3. Courses at the master's level must be completed within a six (6) year period. USC course that are out-of-date must be revalidated before graduation. Forms and instructions for this process may be obtained from the Graduate School.
4. Transfer work applicable to a master's degree must be within (6) years prior to your USC degree completion. A maximum of twelve semester hour credits (nine if part of a master's degree at the other institution) may be considered subject to these additional provisions:
 - (a) judged appropriate by the student's academic committee.
 - (b) listed on an approved program of study at USC
 - (c) at least a grade of "B"
 - (d) official transcript from the awarding institution.
 - (e) USC provides no revalidation mechanism for another institution's courses.
5. Graduate courses may be passed for degree credit with a grade as low as "C", but the **STUDENTS AVERAGE ON ALL COURSES ATTEMPTED FOR GRADUATE CREDIT MUST BE AT LEAST "B"** (3.00 on a 4-point system). ADDITIONALLY, the student's average on ALL courses numbered 700 or above must be no less than 3.00. Grades earned on credits transferred from other universities do not count in the grade point average.

ADVISEMENT

Students are urged not to attempt to be their own advisers. Every graduate student admitted to a degree program is entitled to an advisor. For information about advisor assignment procedures, contact the Director of Graduate Studies for the academic program concerned. "NON-DEGREE" STUDENTS are not entitled to advisors but may consult their graduate director for both specific and general information.

REGISTRATION

1. Contact the Registration Center (777-5141) to confirm your earliest Columbia Campus registration time if you did not receive an appointment notice by mail.
2. Returning graduate students who have not enrolled during the twelve (12) months prior to the returning term, must become eligible again before registration. Contact the Graduate School (777-4243) to avoid computer-registration rejection.
3. Non-degree graduate students are approved for a specific number of credit hours depending on the purpose of an individual's enrollment and the policy of the recommending academic department. Upon completion of the limited course hours recommended by the academic department, additional eligibility must be authorized by the Graduate School (777-4243) to avoid computer-registration rejection.
4. Graduate Assistants are required to enroll for at least six (6) graduate hours during the major semesters and one course during the summer, if the assistantship continues into the summer. To qualify for the reduced tuition, a graduate assistant must be fully admitted into a degree program. Non-degree students are not eligible for reduced tuition. If you have any questions concerning the regulations of graduate assistantships at the University, please refer your questions to the Graduate School (777-4243).

PROGRAMS OF STUDY

1. Candidates for the master's degree should file a program of study during his/her first semester of study and, in no case, file them later than the semester following the completion of their first 12 hours. Ph.D. students should file immediately after their admission to candidacy, which follows successful completion of the qualifying examination. A program of study is a formal agreement that protects the student in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified by program adjustments.
2. Program adjustments are utilized when a student deviates from his/her approved program of study. The procedure for change is similar to that for filing the original program and usually requires the same series of signatures.

THESIS AND DISSERTATIONS

1. Guidelines for thesis/dissertations may be obtained from the Graduate School. Be aware of the deadlines for submission of thesis/dissertations. Dates concerning deadlines are posted in the Graduate School.
2. Any student who wishes to use University facilities or to confer with the faculty on thesis/dissertation work, must be officially enrolled for thesis/dissertation credit.

GRADUATION

1. Formal applications for degrees/certificates must be filed with the Dean of the Graduate School fifteen (15) class days after the beginning of the semester a student plans to graduate. If the student is not enrolled during the first summer session, the application must be filed within the first week of the second summer session in order to graduate at the summer (August) commencement. Deadlines are indicated in the Master Schedule for each term. Any application received after the deadline will be regarded automatically as having been submitted for the following term.
2. A student who submits an application for graduation and fails to meet requirements must file a **NEW APPLICATION** for the subsequent graduation. The application is **NOT CARRIED OVER FROM ONE SEMESTER TO ANOTHER**. The student will **NOT** be required to pay another graduation fee if **REAPPLYING FOR THE SAME DEGREE**, effective Spring 1987.
3. To pursue further study after completion of a graduate degree, a student must submit a new application to the Graduate School, since the previous admission was for a specific degree program. There is no fee for reapplication.

ACADEMIC DIFFICULTY

According to the "The Graduate School" of the Bulletin," a graduate student whose GPA drops below 3.0 is put on probation and has 1 year to bring his or her GPA up to or above 3.0. Failure to do so within the probation period will result in the suspension of the student. Suspension disqualifies the student for a graduate degree and the student is excluded from further enrollment without endorsement by the sponsoring academic department. For details about appeal procedure and who is eligible, contact your Graduate Director and check the Bulletin entry. Note also that both the M.A. and Ph.D. degrees require that the student obtain a GPA at or greater than 3.0.

NOTE: Special make-up work, extra work, or examinations to change a grade already recorded are not permitted.

APPENDIX C

FORMS

Annual Student Evaluation

Summary of Individual Progress

Master's Thesis Committee

Master's Thesis Prospectus Defense

Master's Oral Exam Notice

Result of M.A. Oral Comprehensive

Qualifying Examination Proposal and Approval Form

Qualifying Examination Letter to Graduate School

Approval of Elective Courses and Complementary Course or Lab work

Written Comprehensive Exam

Ph.D. Oral Exam Notice

Results of Ph.D. Oral Form

Dissertation Prospectus Action

Dissertation Defense Notice

Experimental Graduate Program
ANNUAL STUDENT EVALUATION

Name _____

Period, From _____ to _____

Overall Rating (Excellent, Good, Marginal, Unsatisfactory) _____

Explanations

Suggestions

Advising Committee (signed)

_____ (Chair)

SUMMARY OF INDIVIDUAL PROGRESS (G-E Program)

Name of Student: _____ Handbook Followed (Year): _____

Degree: MA _____ Ph.D. _____ Proposed Major: _____

Course work: _____

Number of Hours to be Applied from Previous Graduate Work to USC Degree: _____

Advising Committee: _____

I. USC Course work: (List courses in order starting with first semester)

(Code refers to whether the course is part of the core or part of the complementary course work)

(Code)	Date	Course	Instructor	Grade	Title
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

II. Examinations

Qualifying for Ph.D. Candidacy

Date of completion: _____

Give project titles and committee member and project director names :

Written Comprehensive Exam

Area: _____ Date of Completion: _____

Oral Comprehensive Exam

Committee Members: _____

Date of Completion: _____

Requirements: _____

Date of Completion: _____

Dissertation Defense

Committee:

Title: _____

Date of Completion: _____

III. Relevant Experiences Since Entering G-E Program

A. Research Projects Completed:

Dates	Faculty Supervisor	Title (if published, give citation)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Courses Taught:

Semester/Year	Course Number and Title	Faculty Supervisor or Evaluator
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Assistantships:

Date	Source of Funds	Job Title	Supervisor	Duties
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

D. Other (PGSA committees, tutoring, outside consulting, etc.)

Date	Type of Experience
_____	_____
_____	_____
_____	_____
_____	_____

IV. Outside Evaluations: (Include copies of all course and assistantship evaluation if available)

V. Program goals and plans: (In preparation for the Program Evaluation each spring, include a brief personal statement about where you are going and date it)

VI. Other supportive information (e.g., publications, presentations, testimonials for outside work, etc.)

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY

DEPARTMENT OF PSYCHOLOGY

To: Dean of the Graduate School

From: Chair, Department of Psychology

Date: _____

The following committee is submitted for your approval to direct the Master's Thesis of

_____ entitled

_____,Chair

Graduate Program in Experimental Psychology

MASTER'S THESIS PROSPECTUS DEFENSE

Student: _____

Title of Thesis: _____

Date of Meeting: _____

Nature of Meeting (check one):

_____ Initial meeting

_____ Follow-up meeting

Action Taken (check one):

_____ Prospectus approved unconditionally

_____ Prospectus approved conditionally (see below).

_____ Prospectus must be revised and defended at a follow-up meeting

If the second action is checked, conditions of approval must be specified: _____

Signatures:

_____, Thesis Director

_____, Committee Member

_____, Committee Member

_____, Student

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR

MASTER'S ORAL

Name: _____

Date: _____

Time: _____

Room: _____

Committee: _____, Chairperson

RESULTS OF M.A. ORAL COMPREHENSIVE EXAMINATION

Candidate: _____

Date: _____

Sign and indicate pass (P) or fail (F).

Examiner 1 _____

Examiner 2 _____

Examiner 3 _____

Qualifying Examination Proposal and Evaluation Form

Student: _____

Title of Project: _____

Attached is the formal proposal for the qualifying project for Ph.D. candidacy. It has been seen and approved by the advising committee of the student, as indicated by the signatures below.

Signatures:

_____	, Major Professor	Date _____
_____	, Committee Member	Date _____
_____	, Committee Member	Date _____
_____	, Student	Date _____

Attached is the qualifying project for Ph.D. candidacy of the student. It has been seen and evaluated by the advising committee of the student, as indicated by the signatures below. The evaluation by the committee is that the student has:

_____ Passed and qualified for Ph.D. candidacy

_____ Failed and not qualified for Ph.D. candidacy; it is recommended that the student pursue a M.A.

_____ Failed and not qualified for Ph.D. candidacy; pursuit of an M.A. is not recommended.

Signatures:

_____	, Major Professor	Date _____
_____	, Committee Member	Date _____
_____	, Committee Member	Date _____
_____	, Student	Date _____

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR

MEMORANDUM

To: Graduate School

FROM: Faculty, Department of Psychology

DATE: _____

_____ has passed the qualifying examination for the Ph.D. program in Psychology and it is recommended that she/he be officially declared by the University to be a candidate for this degree.

Approval of Elective Courses and Complementary Course or Lab work

Student: _____

The following nine credit hours have been approved for elective courses:

The following combination of course and lab work has been approved to fulfill the complementary course or lab work requirement. This work is deemed to be equivalent to 12 credit hours.

Signatures:

_____	, Major Professor	Date _____
_____	, Committee Member	Date _____
_____	, Committee Member	Date _____
_____	, Student	Date _____

Graduate Program in Experimental Psychology

WRITTEN COMPREHENSIVE EXAMINATION

NAME: _____ STUDENT NO.: _____

YEAR OF ENTRY: _____ MAJOR AREA: _____

WRITTEN COMPREHENSIVE EXAM COMMITTEE: APPROVAL DATE _____

_____, CHAIR

DESCRIPTION: [ATTACH TO THIS FORM A DESCRIPTION OF THE FORMAT FOR THE WRITTEN COMPREHENSIVE EXAM, THE DATE FOR COMPLETION, AND THE CRITERIA FOR DETERMINING WHETHER THE STUDENT HAS PASSED OR FAILED. THIS DESCRIPTION MUST BE SIGNED BY BOTH THE STUDENT AND THE CHAIR OF THE WRITTEN COMPREHENSIVE EXAM COMMITTEE AND SUBMITTED TO THE PROGRAM DIRECTOR BEFORE WORK IS BEGUN]

PROGRAM DIRECTOR: _____

EVALUATION OF THE WRITTEN COMPREHENSIVE EXAMINATION

CHECK ONE: _____ PASS _____ FAIL

_____, CHAIR

DATE: _____

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR.

Ph.D. Oral Meeting

Name: _____

Date: _____

Time: _____

Room: _____

Date: _____

Committee:

1. _____, Chairman
2. _____ Psychology
3. _____ Psychology
4. _____ *

RESULTS OF Ph.D. ORAL COMPREHENSIVE EXAMINATION

Candidate: _____

Date: _____

Sign and indicate pass (P) or fail (F).

Examiner 1 _____ (Chair)

Examiner 2 _____

Examiner 3 _____

Examine 4 _____ (Outside Member)

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR, ADVISOR, AND PROGRAM DIRECTOR

Date _____

To: Dean of the Graduate School
From: Dr. Jean Ann Linney, Professor and Chair
Re: Ph.D. Orals

This is to certify _____ (SS# _____)
has successfully completed his/her Oral Examination on _____.

Chair, Comprehensive Committee

Program Director

Department Chair

DISSERTATION PROSPECTUS ACTION FORM

Student: _____

Title of Dissertation: _____

Check One: _____ Initial meeting _____ Non-meeting review
 _____ Subsequent meeting

Action Date: _____

Action Taken (Check One):

_____ prospectus approved

_____ prospectus approved conditionally*

_____ prospectus in need of re-review without another meeting
(before beginning data collection)

_____ prospectus in need of re-review with another meeting
(before beginning data collection)

*Summary of Conditions

Action Acknowledgment:

Dissertation Chair: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Student: _____

To be turned in to the Psychology Graduate office before beginning data collection.

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR

DISSERTATION DEFENSE

Name: _____

Date: _____

Time: _____

Room: _____

Title: _____

Committee: _____, Chairperson
_____ Psychology
_____ Psychology
_____ Other Area

RESULTS OF Ph.D. DISSERTATION DEFENSE

Candidate: _____

Date: _____

Sign and indicate pass (P) or fail (F).

Examiner 1 _____ (Chair)

Examiner 2 _____

Examiner 3 _____

Examine 4 _____ (Outside Member)

EXAMPLE ONLY: FORM ON LETTERHEAD IS SUBMITTED BY GRADUATE SECRETARY AND SIGNED BY CHAIR, ADVISOR, AND PROGRAM DIRECTOR

Date _____

To: Dean of the Graduate School
From: Dr. Jean Ann Linney, Professor and Chair
Re: Dissertation Defense

This is to certify _____ (SS# _____)

has successfully defended his/her Dissertation on _____.

Chair, Dissertation Committee

Program Director

Department Chair

GRADUATE STUDENTS (2003 - 2004)

First-Year Class

Sylvia Fitting (Cognitive)
Melanie Fox (Cognitive)
Laura Jelsone (Cognitive-Neuroscience)
Michael Sundaresan (Behavioral-Neuroscience)

Second-Year Class

Mark Ferris (Cognitive)
Adam Hutcheson (Cognitive)
Susanne Karpick (Cognitive)

Third-Year Class

Justin Gass (Behavioral Neuroscience)

Fourth-Year Class

Stephanie Simon (Cognitive Neuroscience)

Fifth-Year Class

Joaquin N. Lugo (Behavioral Neuroscience)
Kathleen M. Phelan (Developmental)
P. Dennis Rodriguez (Cognitive Neuroscience)
Rihana S. Williams (Cognitive)

Sixth-Year Class

Christy R. Miller (Cognitive)

Seventh-Year Class

Chris Gore (Cognitive Neuroscience)

Eighth-Year Class

Matt Rashotte (Cognitive)