



Department of Psychology

Florida State University

Graduate Student Handbook Doctoral Programs

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Overview and other important resources

This document contains information useful to both graduate students and faculty. It provides an overview of the department, defines requirements and responsibilities for our graduate degree programs, summarizes graduate policies and procedures, and includes relevant professional development information. Please consult the links below for details on university policies and procedures not addressed here.

FSU 2020-2021 Graduate Bulletin: <http://registrar.fsu.edu/bulletin/graduate/>

FSU Graduate Student Handbook: <http://gradschool.fsu.edu/newcurrent-students> (Scroll down to download the handbook). The Graduate Student Handbook contains information concerning resources at FSU, degree requirement, Electronic Thesis, Treatises, Dissertations Guidelines, and more.

Department information

During the last century the major universities in the Western world embraced a strong research orientation, and in psychology this has led to great progress in understanding the determinants of behavior. At Florida State University, psychology has always had a strong research focus. Psychology courses were offered at this institution as early as 1902 when it was named the Florida State College. The college catalogue for 1902-03 boasted that FSU established the first psychological laboratory in the state of Florida, and the description of the laboratory indicates that it was very well equipped. From that time through the present, the curriculum has provided our students with high-quality laboratory experiences in conjunction with many of the basic courses in psychology. A strong graduate program has been in existence for about six decades, and it includes the same scientific orientation. With this kind of background, our students approach questions about complex human behavior in an objective and productive way.

The present-day Department of Psychology at Florida State University is organized into five doctoral programs for graduate education in psychology, which reflect the mainstream emphases in the field. The programs are in Clinical Psychology (the study of determinants of pathological behavior in children and adults with emphasis on biological, cognitive, and environmental factors), Cognitive Psychology (the study of how humans process complex information received by the senses), Developmental Psychology (the study of physical, cognitive and social change throughout the life span), Neuroscience (the study of the biological bases of behavior), and Social Psychology (the study of how we think about, influence, and relate to one another). The Psychology Department also offers a master's degree in Applied Behavior Analysis (ABA). The ABA master's program has its own handbook that can be viewed on the department website.

Faculty

The department's faculty and large support staff operate research programs that have won national and international recognition and attract high levels of research grant support from federal and state agencies. The National Science Foundation, several institutes in the National

Institutes of Health, the Department of Education and State agencies concerned with mental health consistently fund the research of our faculty. Total funding on an annual basis currently approximates \$12,000,000. A substantial number of our faculty members serve as editors or members of editorial boards of major scientific and professional journals, officers of professional societies, and grant reviewers for federal funding agencies. One-third of our faculty have been recognized for their research with developing scholar awards, endowed chairs, named professorships and the American Psychological Association's prestigious Distinguished Scientific Award for Early Career Contribution to Psychology. In addition, many of our faculty members have received university teaching awards for their outstanding undergraduate and graduate teaching.

For a complete list of faculty and their interests, please see <http://www.psy.fsu.edu>.

Graduate Students

The department attracts a bright, motivated and diverse student body. Across the five doctoral programs, approximately 25 graduate students are admitted each year out of approximately 500 applicants. Currently the department has close to 150 doctoral students. Recent classes have been strongly committed to research and scholarship and have had an average undergraduate GPA of 3.7 and an average GRE percentile score of 84% on the verbal and 70% on the quantitative sections of the GRE. Over the past five years, the entering class averaged 18% from underrepresented groups, 35% were male, and 3% were international students. Twenty-two percent of these students were from Florida, with the remaining 78% coming from every corner of the USA including California, Washington, Wisconsin, Texas, and Massachusetts. The average age of the entering class tends to be 25, with a typical range from 21 to 35.

Admissions

New students are accepted for enrollment in the doctoral programs only in the fall semester of each year and only for full-time study. Credit for thesis work and previous graduate course work is determined on an individual basis for students accepted with master's degrees from other institutions.

Admission to graduate study is based on a combination of factors including (1) undergraduate and graduate GPA, (2) Graduate Record Examination (GRE) scores, (3) a good match with a faculty member's research interests, (4) strong letters of recommendation, (5) prior experience, and (6) the applicant's personal statement. Students who have demonstrated an interest in research prior to entering graduate study will be given priority.

The Department of Psychology adheres to the resolution adopted by the Council of Graduate Schools, which provides that a student has until April 15 to accept offers of admission and funding. A student who accepts an offer prior to April 15, and subsequently desires to withdraw, may submit in writing a resignation of the appointment at any time through April 15. However,

an acceptance in force after April 15 is binding. Acceptance of an offer from another school requires a written release from the original institution.

Students admitted to the Clinical Psychology program will be required to undergo federal and state criminal background checks prior to first semester registration. Positive results may change a student's admission status because of the practicum requirements of the program.

Admission Requirements

Admission to graduate study is based on a combination of factors including:

- (1) Undergraduate and graduate GPA. The suggested minimum GPA for all doctoral programs except Clinical is 3.0; the Clinical program has a suggested minimum GPA of 3.3. The average undergraduate GPA of those admitted to the department is typically around 3.7.
- (2) Graduate Record Examination scores. The suggested minimum percentage scores on the verbal and quantitative GRE exams are:

Suggested Minimum GRE Scores

Clinical Program: 60% for both verbal and quantitative

Cognitive Program: 48% verbal, 36% quantitative

Developmental Program: 50% for both verbal and quantitative

Neuroscience Program: Since the Neuroscience Program values most the applicant's research experience, there is no strict minimum for GRE scores.

Social Program: 62% verbal, 44% quantitative

It is the applicant's responsibility to take the test in time for scores to be included on the departmental and university applications. If the GRE scores are older than 5 years, it is necessary for the GRE to be retaken. Special care is used in interpreting the GRE scores of students who may have had an educational or cultural experience somewhat different from that of the traditional majority.

- (3) Match with Faculty Member's Research Interests: Applicants should be aware that a matching of student and faculty interests plays a major role in the admissions process. For any given year, approximately half of the faculty accepts a student to work in their research laboratories. Those students whose background and expressed areas of interest best match the research interests of these particular professors have an increased likelihood of being selected. It is therefore important that applicants carefully consider those faculty members of interest (in the program to which they are applying) with whom they would like to work prior to completing the application. Applicants should list those faculty whose research best

fits with their own interests and experiences, as this information is used in the matching process. The names of faculty who are considering accepting a student to their research laboratory are listed in the online departmental application.

(4) Prior experience (most students have 1 to 2 years of empirical research experience before entering one of our graduate programs)

(5) Strong letters of recommendation. Submit three (3) letters of recommendation from professors, mentors and/or employers familiar with your academic and/or research experience via the university online application system.

(6) The applicant's personal statement. The personal statement should describe your areas of academic interest, relevant experiences, and career goals (preferably no more than 2-3 double spaced pages).

Application deadlines (for Fall 2021)

Clinical psychology doctoral program	December 1, 2021
Cognitive psychology doctoral program	December 1, 2021
Developmental psychology doctoral program	December 1, 2021
Neuroscience doctoral program	December 1, 2021
Social psychology doctoral program	December 1, 2021

Advice for New Students

Please see both the orientation guide that was sent to you from the department as well as the information provided for new graduate students by the Graduate School:

<https://gradschool.fsu.edu/prospective-students>.

There are certain things that you must take care of before the first day of classes.

Information about these is provided in the orientation guide and in the Graduate Studies Office checklist. These include the following: get an FSUCard, activate an FSUID account, get an FSU email account, submit your health history and immunization information, register for classes (this will be done after our orientation meeting), submit the Information for Residency Classification form to the Admissions Office and, if you are not a Florida resident, you must obtain a Florida driver's license (or Florida ID) and provide a copy of your housing lease. You may also want to obtain a campus parking permit, by visiting the Parking website

<https://transportation.fsu.edu/>.

Financial Assistance

The Department of Psychology at Florida State University makes every effort to provide financial assistance for graduate students in good standing in the department. Students who request financial assistance typically receive some kind of support throughout their graduate

education. Sources of financial support include fellowships, training grants, community agency placements, teaching assistantships, minority program fellowships, research assistantships, and departmental assistantships.

A separate application for financial assistance from the department is not required. Waivers of in-state and out-of-state tuition typically accompany financial assistance awards. Information about several fellowships and assistantships available through Florida State University may be obtained on the web site of The Graduate School at <http://www.gradstudies.fsu.edu/FundingAwards>. Financial aid information is available at <https://financialaid.fsu.edu/>.

African-American and Hispanic applicants are encouraged to apply for the McKnight Doctoral Fellowship Program, which is for newly enrolling African-American and Hispanic students and provides funding for up to five years. The department typically supplements the funding provided by the McKnight program. Information about the program and an application may be found at: <http://www.fefonline.org/mdf.html>. The application deadline is January 15th.

A scholarship in the name of Joseph H. Grosslight, a former chairperson, is awarded annually to two graduate teaching assistants to recognize and encourage excellence in undergraduate teaching on the part of graduate students in our department.

Opportunities for graduate students to learn the philosophy and techniques of teaching and to apply those skills are excellent. Many of our teaching assistants have won university-wide awards for outstanding teaching. Teaching Assistants may participate in Preparing Future Faculty, a nationally based program designed to prepare students for the full range of faculty roles subsumed by the terms teaching, research, and service. Participants observe and experience how these responsibilities can be carried out at academic institutions with varying missions and diverse student bodies.

Assistantships

There are three main types of assistantships: departmental assistantships, teaching assistantships, and research assistantships. Duties and compensation vary depending on what type of assistantship you hold.

Departmental assistantship

Many people who enter the department are supported with a departmental assistantship for their first year. Departmental assistants are usually assigned to help 2 to 4 professors or Teaching Assistants with classes, but may also be called upon to help with other departmental tasks as these arise. When working with professors, departmental assistants' duties usually include proctoring exams and taking exams to Assessment Services for grading. Departmental assistants in all program areas receive a yearly stipend of \$25,320 as well as tuition waivers.

Teaching assistantship

Starting in their second year, students may apply each year for teaching assistantships. They may be assigned to teach the laboratory portion of a course in Research Methods, Cognitive Psychology, Sensation and Perception, Physiological Psychology or Conditioning and Learning. Full-time teaching involves 2 lab sections per semester (Fall, Spring, and Summer sessions). Students are required to attend a departmental workshop before they begin teaching labs.

Students who have completed the department's Teaching Psychology Practicum (PSY 6945) are eligible to teach the lecture section of a class. The most common lecture assigned is General Psychology. Students may also teach Research Methods or courses in the introductory class particular to their area of study (ex. social psychology, clinical psychology, etc.). Full-time teaching consists of 3 lecture sections in a 12-month period. Teaching assistants receive a stipend as well as tuition waivers, for full-time teaching.

Fellowships

Information on competitive fellowships offered at Florida State University may be found at <http://www.gradstudies.fsu.edu/Funding-Awards>. Please note that Psychology Department application submissions are by departmental invitation only for the Fellows Society Adelaide Wilson Fellowship, Legacy Fellowship, and Wilson-Delores Auzenne Assistantship.

Program Areas

Clinical Psychology

The doctoral program in Clinical Psychology is an APA-Accredited program (*APA Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979*) based on a clinical science model. We provide concurrent, integrative training in clinical science and clinical service delivery so that our graduates are prepared not only to apply current knowledge, theories, and techniques, but they are able and motivated to remain at the cutting-edge of the field. Ideally, they will manifest a lifelong capacity and desire to develop, specify, and test their hypotheses about whatever they are doing in the psychological arena.

The three main training objectives for the clinical program are:

- to produce clinical scientists with foundational knowledge of the science of psychology and the practice of psychology
- to produce clinical scientists who are capable of contributing to the body of scientific knowledge
- to produce clinical scientists who take an investigative approach to the understanding of psychopathology and the practice of clinical assessment and intervention

General description and objectives:

Our first training objective is to produce clinical scientists with foundational knowledge of the science of psychology and the practice of psychology. This objective is met in our program primarily through a curriculum of required courses, a number of which are taught by faculty in the nonclinical areas. We consider clinical students' exposure to our first-rate Neuroscience, Cognitive Psychology, Developmental Psychology and Social Psychology faculty to be a strength of our program. This emphasis on the relevance of clinical psychology to the broader field is further underscored by the high degree of cross-area collaboration among our faculty. In addition to research collaboration by faculty from different areas of the department, the department also encourages collaboration in teaching. To facilitate this, the department has decided to regularly offer cross-area graduate seminars in which three faculty from different areas within the department offer a course on a topic with cross-cutting themes. Thus, the integration of clinical psychology in the broad discipline of psychology is modeled for our students by the faculty in the domains of teaching and research.

The second objective of our training program, to produce clinical scientists who are capable of contributing to the body of scientific knowledge, is met in a variety of ways and is part of the ongoing training of students throughout their tenure in the program. We adhere to a mentorship training model. Students are accepted into the graduate program, in part, based on the match between their interests and those of our clinical faculty. We believe that early and intense involvement in research is the cornerstone of a good clinical science program and to this end students are encouraged to be continuously involved in ongoing research. Under close supervision of their major professor, it is common for clinical graduate students to pursue research in collaboration with other faculty and students. The emphasis on continuous research is evident in the substantial number of presentations and publications authored by our clinical students. Students are also exposed in their first year to courses in research methodology and statistics and many students in their second year and beyond take advantage of the numerous advanced statistics courses offered within the Psychology department.

The third training objective of our program, to produce clinical scientists who take an investigative approach to the understanding of psychopathology and the practice of clinical assessment and intervention, is met through a variety of mechanisms including formal coursework and supervised practica. Our training program is based on the view that the program faculty must serve as models of the behavior they want their students to exhibit. The clinical faculty consists of women and men who vary in their clinical styles, theoretical approaches, and research interests. Despite these differences, we share a commitment to the view that the unique contribution of clinical psychology to society comes from its foundation in science. Consequently, we strive to integrate clinical practice and research at every opportunity. Some examples of how we attempt to underscore this principle include:

- (a) Clinical core courses in psychopathology, assessment, and treatment pay special attention to the most current and relevant research literature. Many of these courses and many of our

advanced graduate seminars involve "hands on" implementation of research-based techniques.

- (b) The Directorship of the Clinic is held by full-time faculty from our program who are committed to operating a facility that encourages research and an investigative approach to clinical work.
- (c) Primary supervision of all initial practicum experiences is done by our faculty, all of whom were trained in clinical science or scientist-practitioner programs and whose own work exemplifies the integration of research and practice.
- (d) Student case presentations in supervision at the Clinic are expected to reveal efforts to utilize the research literature in formulating assessment and treatment plans. Consideration of measurement of outcomes is part of every intervention plan.

- (e) The Psychology Clinic has been the site of clinical research including work on topics such as psychotherapy process and the therapeutic alliance. Students have authored or co-authored several published works from Clinic data and research by students doing practicum in the Clinic is encouraged.
- (f) Several community practicum placements have a significant research component and have provided opportunities for student theses, dissertations, and other studies, some of which have resulted in student publications.
- (g) The DCT's Proseminar provides a forum for faculty and student presentations. Some of these presentations emphasize the outcomes of clinical interventions through systematic application of scientific methods and the clinical relevance of research findings.
- (h) Students are encouraged to pursue pre-doctoral clinical internships which place a high value on research, provide instruction in empirically-supported assessment and treatment methods, and provide opportunities for involvement in research.

Note: The Clinical Psychology program is focused on training clinical scientists for academic and research careers.

Website: <https://psy.fsu.edu/clinical/index.htm>

Cognitive Psychology

Cognitive psychology is the study of the mental processes involved in perception, thinking, problem-solving, decision-making, and performance. Florida State's program in cognitive psychology features active research programs in aging, expertise and expert performance, language, memory, reading, and visual information processing. The goal of our program is to train students to be rigorous scientists, preparing them for careers as researchers in academic settings, in government, and in private industry.

The Cognitive program provides research and graduate training that is designed to prepare students for research positions as professors in university settings and as scientists in government laboratories, private research laboratories and public sector organizations. The program's priority is on active research participation all through graduate school. To this end, the curriculum is flexible and individualized. Beyond meeting minimal departmental requirements, classes and seminars are taken for the purpose of supporting a student's emerging research interests. Students are expected to be continuously involved in independent and collaborative research projects while in our program.

Most students are supported throughout their graduate training by half-time appointments as research and teaching assistants. Financial assistance is also available in the form of fellowships, departmental assistantships, and minority program fellowships.

Graduate students will work closely with one or more faculty during their time at FSU. Students begin developing a research program right away, embarking on a “first year project” during their first semester on campus. Through formal coursework and informal mentorship, students are taught the skills needed to do cutting-edge research in cognitive science.

The faculty members in the Cognitive program are involved in a wide range of research. Visit the website to see a description and information about some of the primary research focus areas.

<https://psy.fsu.edu/cognitive/index.htm>

Developmental Psychology

Developmental psychology is the study of the processes by which humans develop and potentially lose competencies in domains ranging from sensation and perception to personality. Developmental psychology as a field of study is growing, as new methods of study have developed, and as the realization that just about any picture of human functioning is but a snapshot of an ongoing process of change. Developmental psychology is an integrative discipline that has implications for other areas of psychology including cognitive psychology, neuroscience, social psychology, and clinical psychology.

Students in Developmental Psychology receive in-depth training with opportunities for both basic and applied research along with the opportunity for rigorous training in developmental methods and statistical procedures. The goal of the program is to prepare students for future positions as professors in universities and colleges, researchers in government and private-sector laboratories, and as educators. The program is guided by the view that the best way to become a researcher is to carry out research, so continuous involvement in research projects is stressed. The curriculum has core course requirements, but maximizes opportunities for specific seminars and individual research opportunities that fit a training program designed by the student and his or her major professor. Students also are encouraged to develop competencies that will broaden their job prospects beyond the university and research laboratory settings. Examples include program evaluation, test development, and data analysis.

The Developmental Program also has a strong relationship with The Florida Center for Reading Research (<http://www.fcrr.org>), which supports both basic and applied research in reading, and has ongoing studies of reading instruction and assessment in pre-school and elementary aged children as well as adults. The mission of the Center is to contribute both to the basic science of reading and to conduct research and evaluation projects that have policy implications for public schools in Florida. Funds are available for graduate student stipends and post-doctoral fellowships.

Website: <https://psy.fsu.edu/developmental/index.htm>

Neuroscience Program

Students in the doctoral Program in Neuroscience receive broad training in the study of the brain and nervous system function. Areas of emphasis include sensory processes, neural plasticity and development, energy balance and metabolism, neuroendocrinology and behavior, and cellular/molecular neuroscience. This interdisciplinary program provides a solid foundation with courses covering topics ranging from molecules to behavior. The Program places a heavy emphasis on laboratory research in a collegial and interactive atmosphere. Students may gain experience in the labs of Neuroscience faculty in Psychology, Biological Science, Mathematics, and the College of Medicine.

Students work with faculty mentors in exceptionally well-equipped research facilities located in recently constructed buildings. An active colloquium series in neuroscience and special topic symposia/courses bring students into contact with world leaders in the field of neuroscience. In addition, students receive training in a variety of professional skills including public speaking, teaching and grant writing. Neuroscience is a Ph.D. program, but students may pursue a master's degree in one of the participating departments with the approval of the faculty supervisor and training committee. Detailed information about the Program in Neuroscience and research of the faculty may be found at <http://www.neuro.fsu.edu>.

Social Psychology

The Social Psychology program at Florida State University involves the scientific examination of how people think about, influence, and relate to each other. The program provides students with in-depth training in the areas of personality and social psychology, focusing on both basic and applied research. The goal of the program is to prepare students for future positions as researchers and educators. Coursework provides students with an education in a broad range of areas including classic and contemporary issues in social psychology, methodological and statistical approaches to psychological research, as well as in depth seminars in specialty areas such as prejudice and stereotyping, the self, motivation, social cognition, and evolutionary psychology. Graduate students develop further expertise in a specific area or areas of personality and social psychology through hands-on research, in collaboration with one or more faculty members in the Social program. Students in the program may specialize in one research area but are encouraged to work in several in order to broaden their experience. Students have been very successful at collaborating with multiple faculty members to help broaden their research. Some students may also have opportunities to collaborate with faculty in the other psychology programs whose interests and expertise are relevant to social psychology.

The broad areas of research interest and expertise of the Social Psychology program's faculty provide several possible directions for interested graduate students to pursue. These broad areas of research include:

Close Relationships

Research projects focus investigating factors that promote or hinder the successful maintenance of long-term relationships; identifying cognitive, situational, behavioral, and individual difference variables that predict relationship satisfaction, commitment, and longevity.

Emotion

Specific research includes emotional influences on judgment and decision-making, risktaking, and social cognition; the self-regulation of emotional states; emotional experiences in the context of social interaction; psychophysiological processes and emotion.

Evolutionary Psychology

Research involves the examination of evolved psychological mechanisms in areas such as romantic attraction and the maintenance of long-term relationships, power and dominance, social affiliation and rejection, prosocial behavior, and prejudice; evolutionary approaches to human emotion and motivation; hormonal processes involved in social behavior.

Health

Specific research includes social processes in physical health (cancer prevention, healthy eating and physical activity, smoking cessation) and mental health (anxiety, depression, etc.); health communication; determinants of health protective or health-damaging behavior; judgment and decision making in the health context.

Prejudice and Stereotyping

Research includes the regulation of prejudice, intergroup interactions, and people's motivation to respond without prejudice; identifying mechanisms that encourage reductions in prejudice; the causes and consequences of negative affect in interracial interactions; the implications of race for responses to criminal suspects

Self & Identity

Specific research includes self-control, self-regulation, self-esteem, accuracy and error in self-judgment, self-deception and defense mechanisms, self-presentation and impression management; how the self operates in social interactions; how people respond to blows to their pride or "threatened egotism," including effects on decision-making and aggression; the "need to belong" as a basic motivation, including what happens when people are rejected or excluded.

Website: <https://psy.fsu.edu/social/index.htm>

Program of Studies

Research training in all programs begins in the first year with a research apprenticeship in a supervising professor's laboratory or research setting. Each student works closely with a faculty

member who is conducting research in an area of interest to the student. This collaborative work typically evolves into a master's thesis during the second year for students who seek this degree. Students are expected to complete all master's degree requirements by the end of their third year. Research training continues throughout the student's graduate education, culminating in a doctoral dissertation. The continued opportunity to associate with, and participate in, research is regarded as an activity of central professional and educational importance. Students are highly successful in publishing their research in refereed journals and presenting their work at national conferences.

The general requirements of the department and of the Graduate School are kept to a minimum in order to encourage students to be educated in accordance with their own interests and career goals. The basic requirements are: (1) a research apprenticeship, (2) a preliminary doctoral examination, and (3) a dissertation research project. Program areas and students' supervisory committees may establish additional requirements, including specific courses, a master's degree and, for clinical students, an internship. Students in the Cognitive, Developmental, Neuroscience and Social programs are expected to complete all doctoral degree requirements by the end of their fifth year. An extension to the end of the sixth year is possible if justified and approved by the major professor and program faculty. Students in the Clinical program are expected to complete all doctoral degree requirements (including the internship) by the end of their sixth year. An extension to the end of the seventh year is possible if justified and approved by the major professor and program faculty.

Students work closely with their supervisory committees to develop an optimum combination of course work, research experience and, when applicable, applied experience to meet their professional goals.

Registration

Registration tools and information can be found at <http://registrar.fsu.edu/>. Your first year you will receive information regarding which classes to register for during your departmental orientation. After the first semester, you should talk to your advisor or program area head for advice on which classes to take. To register for classes, log into <http://my.fsu.edu> using your FSUID and password. Step-by-step instructions are located at: <http://sc.my.fsu.edu/Students/How-to>.

If you have a problem registering for the coming semester or future semesters, log into www.my.fsu.edu and check the right-side column for holds. Click through the details of each hold to review the contact information and instructions provided. Be aware that you must acknowledge the Student Financial Responsibility Agreement each semester to lift the registration hold. If this doesn't explain your difficulty in registering, then contact the department's Graduate Program Associate, Lynda Gibson, A203G PDB, 644-2499, gibson@psy.fsu.edu.

Full-time enrollment is 9 credit hours for all students during the fall, spring and summer semesters. In some rare cases, students may request under-load approval from the Director of Graduate Studies. Under-load approval should be discussed with an academic adviser and then approved by the student's academic dean.

Tuition Waivers

Students who are paid by the university for at least 10 hours per week for an entire semester are eligible for matriculation (in-state) waivers; first-year and international students who are on the payroll are also eligible for out-of-state waivers. Students receiving matriculation and/or out-of-state waivers must be registered as full-time students during each semester they are on the university's payroll. Full-time enrollment is 9 credit hours for all students during the fall, spring and summer semesters. ***Fees are not covered by the tuition waiver and must be paid out of pocket.***

If you will be receiving a tuition waiver, it will be issued by the end of the third day of classes. If you have not received a tuition waiver by the end of the second day of classes contact Lynda Gibson (gibson@psy.fsu.edu). You will need to navigate to FSU Student Services Center and click "Account Inquiry", then click "Account Services" tab, then click "Waiver Form" then click "Generate Waiver Receipt", then print out the waiver receipt form, sign it and give it to Lynda Gibson, via email, or mailbox. Lynda Gibson will email you to let you know the tuition waivers have been issued and remind you to print out the waiver receipt form and forward the form to her. You can then pay your fees. If you have any questions about this form, contact Lynda Gibson. The primary purpose of this form is to advise you that *if you drop below 9 hrs .after the fourth day of classes, your waiver will be cancelled and you will be liable for the tuition and fees associated with all hours, including the ones dropped.* You must sign this form and return it to Lynda Gibson by the end of the first week of classes.

Fee Payment Location: A1500 University Center or you can pay online at <http://www.fees.fsu.edu> using a credit card or your FSUCard. For account status and fees charged, visit <http://www.fees.fsu.edu>. The Office of Student Financial Services web site, found at <http://www.sfs.fsu.edu>, provides complete information on fee payment, including tuition payment deadlines, financial aid disbursement and how to pay fees online using a credit card. If fees are not paid on time, a \$100 late payment fee will be charged.

Florida Residency

Current Florida Residents

If you are currently a Florida resident, you must submit to the Admission's Office *before the first day of classes* the residency affidavit mentioned at the following link

<http://admissions.fsu.edu/residency/> in order to be considered a Florida resident for tuition purposes during your first year of study.

Non-Florida Residents: Establishing Florida Residency

Because out-of-state tuition waivers are available only for the first year of graduate school (the only exception is for international students), it is imperative that you take the appropriate steps for establishing residency. To apply for residency status for tuition purposes follow the procedures outlined at <https://admissions.fsu.edu/residency/>.

Note that **the process begins before the first day of classes of your first year of study and must be completed prior to the beginning of your second year of study.** You must be a U.S. citizen, a permanent resident alien, or a legal alien granted indefinite stay by the U.S. Immigration and Naturalization Service to qualify as a Florida resident.

Driver's license or State of Florida Identification Card

You must get a Florida's driver's license before the first day of classes. The cost is \$48. **The Department of Motor Vehicles will no longer accept driver licenses or identification cards issued by other states as primary identification.** See <http://www.gathergoget.com/>

To find out the documents (e.g., passport, social security card) that you need to bring with you to get your license.

Housing receipts

When you go to apply for residency at the Registrar's Office during the summer of 2020 you should take your mortgage or lease agreement and proof of 12 consecutive months of payment to show that you've been living in Florida for one year.

Guidance through the process

It is recommended that you go to the Registrar's Office during your first term at FSU (but after the 1st week of classes) about applying for residency at the end of your first year. Each situation is different, and various methods of proving residency may be used. Guidance at this early date may preclude problems that will be difficult to remedy later. You can also refer to the following website for more information: <http://admissions.fsu.edu/residency/> .

Academic Requirements

For a complete list of departmental and program academic requirements, please refer to the

Department of Psychology website, <http://psy.fsu.edu>. The department's *Guidelines for the Operation of the Graduate Program* may be found at https://psy.fsu.edu/grad.prog/grad_guidelines.htm.

In addition, the Curriculum checklists and extensive other helpful information can be found at https://psy.fsu.edu/php/graduate/students/resources/resources.php?tr=3_2.

Requirements for the Master's Degree

A. Core Curriculum. A grade point of 2.75 (B-) or better is required for any course being credited toward the departmental and program area core curriculum. A student must have a 3.0 average or better in his/her courses in order to complete the master's degree.

Students must complete one of the statistics courses listed in the department's *Guidelines for the Operation of the Graduate Program*.

B. Each first year student will be assigned by the appropriate program area committee to a faculty member for a 12 month research apprenticeship that averages 10 hours per week. The faculty member will serve as the student's research apprentice sponsor and academic advisor.

C. Minimum of 30 credit hours (note 32 hours are required for a *course-type master's degree*); GPA of 3.0 or better

- a) 18 hours must be taken on a letter grade basis
- b) Minimum of 6 hours must be taken of PSY5973 (Thesis)
At least 2 credits of PSY5973 (must be taken each term) and PSY8976 (Thesis defense) must be taken during the term of graduation

D. Master's thesis: Please see the *Guidelines for the Operation of the Graduate Program* and *Thesis Defense Forms & Resources* for full details regarding the Master's thesis and degree options as well as information for students entering the program with a Master's Degree.

- a) Form supervisory committee
A minimum of 3 members including one from student's program area and one from another area of the department.
- b) Submit Program of Studies
- c) Defend thesis prospectus
- d) Defend and submit thesis

Requirements for the Doctoral Degree

A. Doctoral Program: Please see the *Guidelines for the Operation of the Graduate Program* and *Prelim Exam Forms & Resources* and *Dissertation Forms & Resources* for full details regarding the completion of the doctoral program.

- 1) Formation of a doctoral supervisory committee
 - a) A doctoral committee will consist of at least five persons (all of whom must have graduate faculty status), including the major professor, one member with a formal affiliation with

the program area of the student, one member with a formal affiliation with another departmental program area, and one member from outside the department who will serve as the university representative (College of Medicine faculty who hold graduate faculty status through the Psychology Department are not eligible to serve as outside members of psychology students' doctoral committees. For Neuroscience students, the outside person must not be a member of the Interdisciplinary Program in Neuroscience). The university representative must have tenure and graduate faculty status. A formal record of committee members must be on file in the department's Graduate Office.

- 2) Submit Program of Studies
- 3) Preliminary doctoral examination

The form of the preliminary examination varies across program areas; all must meet the preliminary examination requirements established by the university. Each area must submit a description of its preliminary examination requirements to the department's Graduate Studies Committee and have it approved by that body before it can become an official requirement for students in the area.

As of Summer, 2021: If a student fails the preliminary examination before being admitted to candidacy, a re-examination may be offered by the student's supervisory committee or other relevant decision making body within each department or unit, per that department or unit's doctoral student handbook. The Academic Dean's office should be notified of the outcome of any preliminary exam attempt.

Students can take the preliminary examination for admission to candidacy only two times. A second failure on the preliminary exam makes the student ineligible to continue in the degree program. The second attempt at the preliminary exam shall occur no sooner than six full class weeks after the results of the first attempt are shared with the student. For the purpose of this policy, a "full class week" is defined as a week with five days during which classes are held at FSU. Students must be registered separately for their first and second attempt, if necessary within the same semester, and must receive either a "pass" or a "fail" grade for each attempt.

An exception request regarding the timing of the re-examination can be submitted for consideration to the Academic Dean's Office by either the student or the supervisory committee. Students who allege that academic regulations and/or procedures were improperly applied for the re-examination of their preliminary exam may have their grievances addressed through the general academic appeals process.

- 4) Doctoral dissertation
 - a) Submit and defend dissertation prospectus
 - b) Submit and defend dissertation

Notes regarding dissertation defenses: All committee members and the student must attend the entire defense in real time, either by being physically present or by

participating via distance technology. A grade of PASS for the defense of treatise or dissertation requires at least majority approval of the committee.

Procedures for Dismissing a Graduate Student

The University reserves the right to terminate enrollment in an academic program and dismiss a student whose academic performance is below the standards of the program, regardless of GPA, or whose conduct is deemed improper or prejudicial to the interest of the University community. Dismissed students will not be permitted to register for graduate study, including registering as a non-degree student.

Program terminations (dismissal for a reason other than GPA) are determined by the faculty at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline,
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts),
- Failure to meet one or more major milestone requirements,
- Inability to pass the diagnostic/preliminary examination/comprehensive examination (note that university policy limits preliminary examination attempts to two),
- Failure to complete the doctoral degree/make timely progress towards the dissertation, or
- Extensive petitions for candidacy extension.

If a graduate student is identified as meeting any of the potential dismissal items listed above, the following procedure will be implemented.

Step 1: The graduate student meets with his/her major professor and/or program director to discuss the deficiency and develop a written remediation plan for improvement. The remediation plan must contain specific information about improvement(s) needed to avoid dismissal and a timeline for the student to respond to the remediation plan. The length of time for remediation is dependent on the situation and decided by the department. The academic dean will be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 2: If the graduate student fails to resolve/remediate the documented deficiency within a reasonable time frame, the department may initiate a program termination. At this time, the department chair and/or director of graduate studies will consult with the academic dean (or designated individual) to review the department's handbook language for dismissing a student, the remediation steps taken, the student's efforts to date to resolve or address the deficiencies, and the grounds for the program termination. The department chair may petition the academic dean for consideration of special circumstances that they believe justify an alternative resolution.

If there is no basis for an alternative resolution and the decision is made to terminate the student, the academic dean's office will inform the Registrar's Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student. At the discretion of the program, the student may be offered the opportunity to change their degree program level within the same major/plan (i.e., PhD to MS).

Step 3: A written letter is sent to the student being dismissed and copied to the dean's office, the Registrar's Office (Kim Barber), the Office of Faculty Development and Advancement (Jennifer Buchanan), and the Graduate School (James Beck). The letter must specify the following information:

- The process followed to notify the student of their deficiencies and allow them an opportunity to rectify those deficiencies.
- The reason(s) for termination
- The benchmarks missed in the remediation plan.
- The fact that dismissal from the program constitutes dismissal from the University.
- An academic hold will be placed on registration to prevent future registration.
- An outline of alternatives a student could request (e.g., graduating with an MS degree instead of a PhD degree, assuming coursework and degree requirements are met).
- The timeline to complete specific coursework by the dismissal date in order to earn course credit.
- Notification of the right to appeal, information about how to do so, and a deadline for any appeal submittal as defined in the "[General Academic Appeals Process](#)".

Travel Grants

The Congress of Graduate Students (COGS, 644-7166, <http://sga.fsu.edu/cogs.shtml>), provides funding (between \$100 and \$500) for graduate students to present at conferences or to attend conferences (\$100). You need to apply for the funds at least two weeks prior to your departure. Funds are available on a first come, first serve basis.

When available, the area groups may also have some travel funds for graduate student travel to conferences. These funds are distributed differently depending on the area group.

Conduct Codes

- Sexual harassment policies and reporting procedures: https://www.hr.fsu.edu/?page=eoc/eoc_sexual_misconduct.
- Student Code of Conduct: <https://dos.fsu.edu/srr/conduct-codes/student-conduct-codes>.
- Academic Honor Policy <http://fda.fsu.edu/Academics/Academic-Honor-Policy/>.

Professional Organizations & Writing Guide

Professional Organizations

Below are some professional organizations that are relevant to some or all of our programs.

American Psychological Association
750 First Street, NE
Washington, DC 20002-4242 <http://www.apa.org/>

Association for Psychological Science
1133 15th Street, NW
Suite 1000
Washington, DC 20005
<http://www.psychologicalscience.org/>

Society for Personality and Social Psychology
Christie Marvin
Executive Assistant & Member Services Manager
SPSP New York Branch Office
Department of Psychology 239 Uris Hall
Cornell University Ithaca,
NY 14853
<http://www.spsp.org/>

Society for Neuroscience
1121 14th Street, NW
Suite 1010
Washington, DC 20005
<http://www.sfn.org/>

Writing Guide

Students are encouraged to follow the APA manual for writing. The publication manual can be ordered from the APA at the following website

<http://www.apa.org/pubs/books/4200066.aspx>

Professional Information

Extensive job ads for academic positions (e.g., Post Docs, Faculty and Research positions) can be found at many of the websites above. In particular:

The APS Observer and website
<https://www.psychologicalscience.org/jobs/>

The APA Monitor and APA Psych careers website <http://www.apa.org/careers/>

A binder with Clinical internships can be found in the Director of Clinical Training's office B340 PDB.