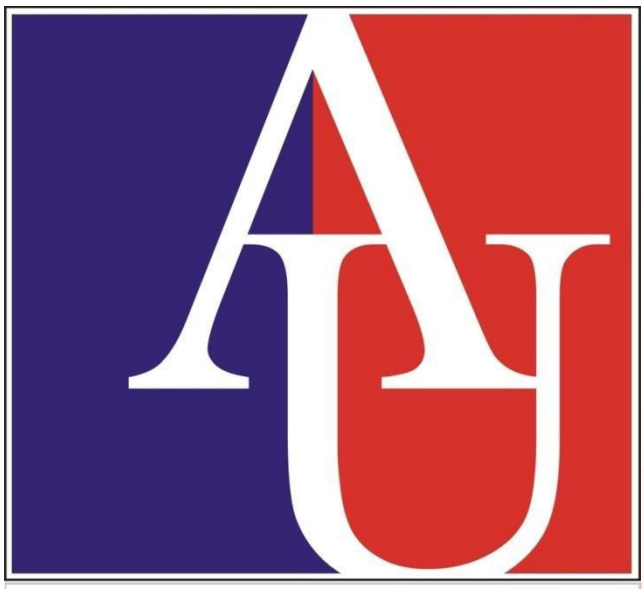
DEPARTMENT OF PSYCHOLOGY

MASTERS PROGRAM HANDBOOK
2023-2024



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COMING SOON: A BRIEF YOUTUBE TOUR OF THE HANDBOOK

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Which Handbook Applies to Me?

All graduate students should follow the requirements in the Masters Program Handbook **published in the summer prior to their first enrollment in the program**.

Requirements described in this Handbook do not negate our university's rules found at Graduate Academic Regulations (https://www.american.edu/provost/grad/current-graduate-academic-regulations.cfm), but refine and augment them. If a more stringent requirement is provided in the Masters Program Handbook than in university regulations, the requirement in the Handbook applies. Requests for exceptions to the Program or university regulations must be made by petition from the student approved by the student's faculty advisor, to the Program Director. The Program Director can consult the departmental MA Advisory Committee (MAAC) at any point when needed.

It is the responsibility of each graduate student to keep current on the general Department and university regulations. Minutes of department committees and Department Council communicate changes in regulations, and describe exceptions granted and declined. Copies of these minutes are available from the departmental Administrative Assistants.

This Handbook is revised annually. However, suggestions for improvements are welcome at any point—please see the MA Canvas Site (https://american.instructure.com/courses/23031) for more details.

The Program

Learning Outcomes:

Acquisition of Professional Skills and Relevant Knowledge	Students will demonstrate the necessary knowledge and skills to be successful in getting a job or enrolling in a doctoral or professional degree program.
Ethical, Diversity, and Cultural Issues	Students will demonstrate their understanding of and sensitivity to professional ethics, diversity, and cultural issues.
Scientific Competence	Students will demonstrate research skills pertinent to psychology, such as identification of important issues, understanding of methodology, and evaluation of data.

The MA program currently has two tracks. Both tracks offer a thesis and a non-thesis option. We will first describe the requirements common to both tracks, then the distinctions between the tracks, and then the difference between the thesis and non-thesis options. Please note that these tracks are simply guidelines for individual needs—everyone gets the same degree regardless of which track requirements they have completed to graduate.

Requirements for All MA Students.

Capstone Experience

Completion of a thesis (if thesis option), or substantial research or applied project and an in-depth paper (if non-thesis option).

Courses

11 courses (33 credits) comprising:

- 1 statistics course from among the following. **Additional statistics courses can count as electives for both tracks.** Please note that if you are planning to apply to the Clinical Ph.D. program in Psychology or the Interdisciplinary BCAN Ph.D. program at American University, STAT 614 will not count for either program's statistics requirement.

PSYC-640 Statistical Methods for Mediation and Moderation in Psychology (3)

STAT-516 Design of Experiments (3)

STAT-519 Nonparametric Statistics (3)

STAT-520 Applied Multivariate Analysis (3)

STAT-521 Analysis of Categorical Data (3)

STAT-522 Time-Series Analysis (3)

STAT-612 Statistical Programming in R (3)

STAT-614 Statistical Methods (3)

STAT-615 Regression (3)

STAT-616 General Linear Models (3)

STAT-618 Bayesian Statistics (3)

STAT-622 Advanced Biostatistics (3)

STAT-627 Statistical Machine Learning (3)

- PSYC-650: Psychological Research
- If Thesis Option: PSYC 685 and PSYC 797. Please note that prior to enrolling in these courses you need to have secured a research mentor who is willing to supervise a thesis.
- If Non-thesis Option: Any research course, if research-focused (customarily PSYC 698: Directed Research or PSYC 690: Independent Study), or PSYC 691: Internship, if applied-focused. **Please note that this requirement needs to be satisfied before the beginning of the student's last semester in the program**. Seven or eight other courses in psychology (depending on whether thesis or non-thesis option, respectively).
    - The therapy practicum courses, as well as PSYC-652 and PSYC-654, are not open to students in the Masters Program.

Please note that the default faculty advisor for those who have not been assigned to a lab upon entry is the Program Director. Students who wish to pursue the thesis option should identify and agree to work with a specific faculty member prior to beginning PSYC 685. Students should also consult with their advisors each semester before registering for classes. Any exceptions requested must be made in writing by emailing the Program Director. **It is the responsibility of the students to verify that they are fulfilling all requirements for the degree.**

Testing Out of Required Courses

Testing out of a course means that it can now be replaced by an elective course. That is, students still need to complete 33 credits to graduate.

Students may test out of required courses by passing an exam prepared by the professor who teaches the course. Except for entering first year students, students should notify the professor of their intent one month prior to the start of the course. Students may test out of a maximum of three courses. If a student fails such an exam, he/she cannot retake it.

Transferring Courses Taken Elsewhere

Students may petition the Program Director and MAAC to transfer up to 6 credits into the program for courses taken as a graduate student prior to first enrollment at AU. In addition, they can also petition to have other courses waived as requirements if similar courses have been taken elsewhere while a graduate student. Please note, however, that, as with testing out of required courses, such a waiver simply means that the required courses can now be replaced by free electives. .

According to University regulations, master's degrees require a minimum of 18 semester credit hours of in-residence (at American University) graduate coursework, not counting PSYC 797. Students must have the permission of the advisor, the program director, and the instructor (if any) of the same course at American University prior to enrolling in a course at any outside institution.

Tracks

Psychological Science Track

The psychology courses for this track must include **at least 2 courses** from the Social Sciences cluster, and **at least 2 courses** from the Natural Sciences cluster (current courses in both groups are listed below. However, although these are courses currently in the course catalog, not all may be offered regularly). **Please check "Schedule of Courses" before each registration period to see which ones are being offered**.

Social Science Cluster (6 credit hours)

- PSYC-533 Cognitive Behavior Therapy (3)
- PSYC-545 Psychology of Sex Similarities and Differences (3)
- PSYC-596, 597, 696, 697 Topics in Psychology (3) (social science topics–pre-approval needed for classification)
- PSYC-605 Advanced Personality Psychology (3)
- PSYC-614 Industrial/Organizational Psychology (3)
- PSYC-621 Ethnic and Minority Issues in Psychology (3)
- PSYC-622 Stress, Coping, and Emotion (3)
- PSYC-630 Psychotherapy: Theory, Research, and Practice (3)
- PSYC-633 Psychological Assessment I (3)
- PSYC-641 Advanced Social Psychology (3)
- PSYC-651 Psychopathology: Theory and Research (3)
- PSYC-660 Advanced Developmental Psychology (3)
- PSYC-670 Behavioral Medicine (3)

Natural Science Cluster (6 credit hours)

- PSYC-518 Advanced Human Neuropsychology (3)
- PSYC-597, 696, 697 Topics in Psychology (3) (natural science topics–pre-approval needed for classification)
- PSYC-600 Advanced Memory and Cognition (3)
- PSYC-601 Physiological Psychology (3)
- PSYC-613 Neuropharmacology: The Biochemistry of Behavior (3)
- PSYC 618 Principles of Neuropsychological Assessment (3)
- PSYC-625 Conditioning and Learning (3)
- PSYC 684 Developmental Neuroscience (3)

Electives (9 credit hours)

The remaining courses are free electives (500-level or above courses), including up to two courses that can be outside of psychology with the Program Director's pre-approval–please note that without such official pre-approval, the university will not be able to process the "exception" and thus the course will not count towards graduation.

Clinical Science Track

Core Courses (9 credit hours)

- PSYC-630 Psychotherapy (3)
- PSYC-633 Psychological Assessment (3)
- PSYC-651 Psychopathology (3)

Electives (12 credit hours)

- PSYC-518 Advanced Human Neuropsychology (3)PSYC-533 Cognitive Behavior Therapy (3)
- PSYC-597, 696, 697 Topics or Selected Topics in Psychology (3)
- PSYC-600 Advanced Memory and Cognition
- PSYC-601 Physiological Psychology
- PSYC-613 Neuropharmacology: The Biochemistry of Behavior (3)
- PSYC-621 Ethnic and Minority Issues in Psychology (3)
- PSYC-622 Stress, Coping, and Emotion (3)
- PSYC-641 Advanced Social Psychology (3)
- PSYC-660 Advanced Developmental Psychology (3)

Establishing and Changing Tracks in the MA Program

At the start of the degree program, it is recommended that the faculty advisor and student meet to develop an individual Program of Study. Students who wish to change tracks later should communicate their wish and their course plans in writing to the Program Director. Changing tracks can be done at any point before graduation; however, in order to graduate, the requirements of a specific given track need to have been satisfied, and thus realistically should be done before the start of the 4th semester.

Thesis and Non-thesis Options

Thesis Option

In both tracks, the thesis option is available only to students who have secured support from a faculty advisor to mentor their thesis research. Students pursuing the thesis option must conduct, write, and successfully defend a research-based master's thesis. Students who choose the thesis option must take PSYC 685: Seminar in Psychological Research and PSYC 797: Masters Thesis Research. Please note that if you switch from the thesis option to non-thesis option, PSYC 797 will not count towards the degree, meaning that tuition spent on PSYC 797 might be seen as "wasted."

The successful defense of a thesis will also satisfy the capstone requirement.

Thesis Committee

A student's thesis committee must consist of at least three members (at least 2 must be full-time faculty in American University's Department of Psychology). At least one committee member must have demonstrable expertise in the psychology content area being investigated. Students are reminded that they may select the faculty members for their committees from the *entire* faculty, not just faculty from their area of specialization.

One of the three members will preferably be from outside the Department (can also be outside the university) and will be chosen by the student and the chair of the thesis committee. "Outside" members of thesis committees must have a terminal degree (e.g., a Ph.D. or a PsyD., be approved by the chair of the committee, and must have clear, proven expertise in the area of the thesis. Although non-full-time faculty or non-AU mentors can supervise theses, in these cases the Program Director will act as the nominal or co-chair chair of the committee and can ask for a fourth member to be on the committee. In order to preclude any misunderstandings, it is essential that the details concerning how the committee will operate and the respective role of each member of the committee be discussed and agreed upon at the time the committee is formed. It is important that students and faculty understand that even signed thesis proposals are not contracts that in any way obligate acceptance of the product of the proposed research by the committee.

Members of thesis committees cannot include former American University graduate students who have graduated less than 5 years before the date of the oral defense.

Thesis committee membership, when formed, must be approved by the director of the program (university regulation).

Oral Defense

Master's oral defenses are required to be public events. It is the student's responsibility to reserve a room that will accommodate at least 20 people or arrange for a virtual defense open to the public. Students are also responsible for asking a department administrative assistant to notify all faculty and graduate students in our department of the date, time, and room of the defense at least two weeks (14 calendar days) in advance of the defense. Degree candidates are required to either upload a copy of their thesis to the departmental thesis and dissertation website at least one week (7 calendar days) before the defense, or to place a printed copy in the main office of the Department. Faculty and a departmental administrative assistant can upload the thesis to the website, which currently is on the university's Canvas platform: LIBWEB-999-067.

In terms of the format for the thesis oral defense, the following procedures are generally followed:

a. The chair of the thesis committee will determine the examination procedure and the sequence of questioning.
b. It is expected that final oral examinations will require approximately two hours for completion.
c. Questions from visitors will be taken at the discretion of the chair of the thesis committee, but only after an initial round of questions by the committee members has been completed. Questions may be submitted in advance of the examination by interested faculty and students not planning on attending. Questions submitted in this manner should be directed to the chair of the thesis committee, at whose discretion they may be raised during the oral defense.
d. Following the oral defense, the candidate and all visitors will be excused from the room. However, the committee members may request consultation from one or more visitors who have attended the examination. All non-committee members must leave the examination room before a final decision is made concerning the candidate's performance.

Written Format and Revision Timeline

The format for the thesis must follow University guidelines. A manual titled "Requirements for Preparation of Theses and Dissertations" as well as thesis templates for formatting purposes are available from the Dean's office. Issues not discussed there should follow the APA format, as per the most recent edition (7th) of the Publication Manual of the American Psychological Association. For additional details see: https://apastyle.apa.org/

After the oral defense of the thesis, students are expected to make requested revisions and to submit the revised manuscript to the thesis committee chair within two months. The final manuscript should be submitted to the Associate Dean for Graduate Studies within six months from the date of the oral defense. **All relevant deadlines for graduation purposes are published every semester on the website for the Office of Graduate & Professional Studies: https://www.american.edu/provost/ogps/.**

Non-thesis option

The non-thesis option is available in both tracks of the master's degree program. Students are encouraged to opt for the non-thesis option unless they are certain they will secure the mentorship of a faculty advisor to complete and defend their thesis research. Transferring to the thesis option after the second semester is possible, but all the requirements of the thesis option will need to be met.

Students taking the non-thesis option must take one of the following: PSYC 698: Directed Research, PSYC 690: Independent Study, or PSYC 691: Internship.

There are two options for satisfying the capstone requirement for students opting for the non-thesis option:

Writing an In-Depth Paper

For students electing a research focus, customarily, this is the culmination of their directed research project. It can be an empirical research paper, which would involve the structure of an APA-style journal article with an abstract, introduction, method, results, and discussion sections. If they do not have data for a full results section, then the substantive research project can be an integrative literature review that synthesizes and critiques research, intervention, or practice literatures pertinent to their research topic. In both cases, there will be two faculty readers, the directed research supervisor and a reader assigned by the Psychology MA Advisory Committee. Please note that the topics of all capstone papers supervised by non-full-time or non-AU faculty need to be first approved by the Program Director.

In the rare case of electing not to write on your directed research project, you can still write an extensive literature review on an approved topic. However, in this case, you will not have the guidance of a specific supervisor (who can also advise you on the scope, content and writing or analysis quality needed), and both readers will be assigned by the Psychology MA Advisory Committee.

For students electing an applied focus, the in-depth papers should be on a topic relevant to their specific Internship course (PSYC 691). Both readers will be assigned by the Psychology MA Advisory Committee. Please note that these papers should also involve a literature review of empirical research, and their scope should be the same as that of a review paper following a directed research project.

Examples of or guidelines on writing in-depth papers can be found on the MA Canvas site (https://american.instructure.com/courses/23031**).**

The evaluation of in-depth papers will be on a 10-point scale on the following components:

a. literature review
b. design and methodology (if applicable)
c. data analysis (if applicable)
d. discussion/conclusions/original analysis and thinking, and
e. a reflection on the implications or impact of this project on ethical, diversity, and cultural issues.

Capstone papers are scored on a Pass/Fail basis. To pass, a project needs at least an average of 8.0 on the above components. A failing score is an average of 6.0 or lower. If a project receives a failing score, the candidate will need to submit another in-depth paper the following semester. If a project receives a score between 6.0 and 8.0, then a revision will be requested, in which case the candidate will be required to turn in a revised version before the end of the same semester based on the readers' comments).

Please note that this capstone paper can be turned in to the Program Director/MA Advisory Committee at any point during the year of intended graduation. The deadline is towards the end of each semester, yoked to the deadline by which a thesis needs to be turned into CAS (which is published each semester on the academic calendar **https://www.american.edu/provost/ogps/**), and announced on the MA Canvas site (https://american.instructure.com/courses/23031). Thus, **the directed research or internship requirement on which the capstone paper will be based will need to be finished at least one semester before the semester of intended graduation** (customarily, for full-time students, this would be during the second or third semester or the summer semester. Those intending to graduate after the customary four semesters in May of the academic year can still graduate without having to enroll for the following Fall, if they do not meet the Spring deadline and can finish their capstone paper during the summer (please note, however, that this will result in an August rather than May graduation date).

A Poster Presentation

Please note that this second option is available only for finished and research-based capstones. At the end of each spring semester, there is an **MA Research Fest (MArf).** One's research results can be presented in a poster format during that day to all the faculty and students attending the event. Again, customarily, this is the culmination of one's directed research project or a research-based internship (but presented in a conference venue rather than as a paper). However, it need not be. It can also be the presentation of any empirical research students have played a major role in after coming to AU. If they have presented the same research at a conference earlier as an author (or will be presenting soon), they are permitted to use the same poster during the MArf. At least two full-time faculty will judge whether the presentation qualifies for a capstone. Please note that there is no "revise and resubmit" outcome in this case, but only Pass or Fail (if you fail, you can, if you wish, switch to the in-depth paper option to be completed during the summer or participate in the following year's MArf).

Internships

Internships are opportunities to gain knowledge through experience working in research and clinical settings inside and outside of the classroom and university. They should not be confused with traditional *internships* that are the capstone for clinical training in doctoral programs.

The greater Washington, DC metropolitan area provides a wealth of applied and research resources to complement our students' work in the classroom and faculty laboratories. These include the university's Counseling Center, local hospitals (Children's, St. Elizabeth's, Walter Reed, Georgetown University, National Rehabilitation), the Kennedy Institute, Gallaudet University, the NIH (NIAAA, NIDA, NIMH, NINDS, NIA, NCI), the National Zoo, and the national offices of many agencies (e.g., APA, APS, NAMI). Field work and short-term externships are available in many city, county, and private organizations, such as the Alexandria, VA Community Mental Health Center, the Montgomery County, MD Department of Addiction, Victim, and Mental Health Services, and the DC Rape Crisis Center. MA students can also earn degree credit while obtaining practical experience working in the private sector with autistic children, teaching self-management skills, or volunteering at shelters for battered women or the homeless, among many other community-based practice experiences. Some internships are also advertised on the MA Canvas site (https://american.instructure.com/courses/23031) at the request of previous interns or internships that prefer American University Psychology MA students. Some positions can provide funding, as well.

MA Research Fest

Every spring, there is a research festival for Psychology MA students, in which all MA students are highly encouraged to participate, showcasing their work. We encourage all completed and in-progress research to be presented as posters (theses and other projects). There will be food and prizes in several categories. Information regarding the MArf can be found on the MA Canvas site (https://american.instructure.com/courses/23031).

Dismissal Due to Poor Academic Performance

Graduate students are dismissed from the University if their cumulative grade-point average (GPA) remains below 3.00 for two consecutive semesters. According to university regulations, the Registrar places graduate students on probation if their cumulative GPA falls below 3.00 after 9 credits of courses, and permanently dismisses the student if the cumulative GPA does not rise to 3.00 or better the following semester, after an additional 9 credits of courses.

Receiving a second C (or lower) grade can also result in probation or dismissal (departmental regulation), even if the cumulative GPA is 3.00 or higher.

Students not progressing satisfactorily will be notified at the end of each semester by the office of Graduate Academic Programs.

Time Allowed to Complete Degree Requirements

Full-time MA students should be able to complete their studies after the Spring semester of their second year. Part-time MA students may take longer. In some cases, up to three 1-year extensions of the statute of limitations (see university regulations) may be granted if the extenuating circumstances are sufficiently compelling and there is an advisor's letter of support.

Time Limits on Courses

According to the university regulations, courses completed more than six years before finishing a master's degree or certificate will not fulfill degree requirements.

Due Process and Grievance

A student may come into disagreement with a faculty member or with the policies and actions of an academic unit as they affect the student's progress toward completion of their degree. In cases of complaints, disputes, or disagreements over academic matters not resolved by consultation among the parties, the university provides the student the right to initiate a grievance procedure, as described in the Student Academic Grievance Policy located on the Office of Undergraduate Studies website under Academic Policies (https://www.american.edu/policies/upload/Academic-Grade-Grievances-Policy.pdf).

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Evaluation of students and the awarding of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, physical disability, age, race, gender, sexual orientation, religion, national origin, degree of political activism, or personal beliefs.

Judgments regarding standards of evaluation for a student's academic performance is a faculty responsibility and is not grievaeble. Normally, only questions relating to whether a faculty member a) complied with the stated requirements of the course, and b) applied standards of evaluation fairly and equitably are potentially grieveable.

Note that there is also a university grievance policy on disability-related accommodations ((https://www.american.edu/policies/upload/Reasonable-Accommodations-Grievance-Procedures-for-Students.pdf).

Academic and General Integrity

The Academic Integrity Code for American University defines honorable conduct, outlines attendant rights and responsibilities, and describes procedures for handling allegations of academic misconduct. All graduate students should be sure to read the code (https://www.american.edu/academics/integrity/code.cfm) and to conduct their studies with intellectual honesty. Students are also expected to behave with integrity in the academic community in general, and violations can result in academic consequences.

Nondiscrimination Policy

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The university does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases. The university expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking. For more detailed information regarding university policy on nondiscrimination, please see this webpage:
https://www.american.edu/policies/upload/Discrimination-and-Sexual-Harassment-Policy.pdf

Administrative Support

The department senior administrative assistant, Lefteris Hazapis, is available to assist you with navigating paperwork, registrations, filing, and other administrative tasks. Britten Rollo, senior administrative assistant, is available for budgetary support for research labs, research awards, and travel awards.

Faculty of the Psychology Department and Research Interests

Please note: Faculty from other academic units such as Health Sciences, Neuroscience, Computer Science, Education, Statistics, or the Kogod Business School, as well as affiliate or adjunct faculty from Psychology can also supervise MA research and theses **with prior permission from the Program Director.**

The non-Psychology full-time faculty who are currently approved to supervise MA research are: Laurie Bayet, Xiao Bei, Terry Davidson, Katie Holton, Emily Peterson, Tony Riley, and Catherine Stoodley,

Contact information for the full-time psychology faculty listed below and additional information are available on the website of the Department of Psychology
https://www.american.edu/cas/psychology/faculty/

ANTHONY H. AHRENS, Professor, Ph.D. from Stanford University.

Depression, gratitude, mindfulness, fear of emotion.

JANINE BEEKMAN, Professorial Lecturer

ALICE COYNE, Assistant Professor, Ph.D. from University of Massachusetts, Amherst.

Psychotherapy process, outcome, integration, and personalization; moderators and mediators of treatment, participant, and process effects on therapy outcomes; dyadic analysis of psychotherapy process; measurement-informed care; therapist effectiveness differences; therapist cultural and professional humility; therapist training; interpersonal theory; transdiagnostic treatments

NICOLE E. CAPORINO, Associate Professor, Ph.D. from University of South Florida.

Anxiety, obsessive-compulsive disorder, cognitive-behavioral therapy with children and adolescents.

MICHELE CARTER, Professor, Ph.D. from Vanderbilt University.

Assessment and treatment of adult anxiety disorders; psychotherapy outcome; interpersonal relationships; African-American issues.

LAURA DUVAL, Senior Professorial Lecturer, Ph.D. in Social Psychology from Tulane University.

Her research interests include stereotyping and prejudice, media violence and other applications of social cognitive constructs.

NOEMI ENCHAUTEGUI-DE-JESUS, Senior Professorial Lecturer, Ph.D. from New York

University.

Job stressors, work-family balance, and coping resources in low-income families and communities; African-American and Latino issues; women and child/youth well-being.

BRYAN D. FANTIE, Associate Professor, Ph.D. from Dalhousie University.

Human neuropsychology, neural mechanisms and correlates of behavior and cognition (emotion, language, memory, attention, etc), brain dysfunction, closed head injury, autism, schizophrenia, dementia, behavioral neurology, diagnosis.

MARIA GOMEZ-SERRANO, Hurst Senior Professorial Lecturer, Ph.D. from American University.

Neuroscience, basic physiology, epigenetic factors in drug abuse, maternal behavior in drug use and abuse, adolescent depression.

KATHLEEN C. GUNTHERT, Professor, Ph.D. from University of Delaware.

Stress and emotion regulation, depression, anxiety, neuroticism, experience sampling methodology.

DAVID A. F. HAAGA, Professor, Ph.D. from University of Southern California.

Cognitive assessment, cognitive therapy, rational emotive behavior therapy, cigarette smoking, depression.

ERICA HART, Professorial Lecturer, Ph.D. from American University.

Implicit bias, cross-cultural psychology, health disparities, body image.

NATHANIEL HERR, Associate Professor, Ph.D. from University of California, Los Angeles.

Interpersonal functioning, emotion regulation, and identity disturbance among individuals with borderline personality disorder and related affective problems.

LAURA M. JULIANO, Professor, Ph.D. from State University of New York at Binghamton.

Tobacco, caffeine, drug expectancies, placebo effects.

DAVID KEARNS, Professor, Ph.D. from American University.

Learning, conditioned inhibition, stimulus control, drug self-administration.

NICOLE LORENZO, Assistant Professor**,** PhD from Florida International University.

Relationships between parenting and early childhood social-emotional and behavioral functioning

ZEHRA PEYNİRCİOĞLU, Professor, Ph.D. from Rice University.

Cognitive Psychology, human memory and metamemory, inhibition in memory, nonverbal cognition, especially music memory and perception, face and voice recognition, bilingual cognition, and any interesting cognitive phenomena.

ARTHUR SHAPIRO, Professor, Ph.D. from Columbia University.

Visual perception and cognitive neuroscience, color, motion, visual camouflage, and low-light-level vision.

JONATHAN TUBMAN, Professor, Ph.D. from Pennsylvania State University.

Health risk behaviors among adolescents in treatment for substance abuse problems; brief motivational interventions for reducing sexual risk behavior and related risk behaviors.

BRIAN T. YATES, Professor. Ph.D. from Stanford University.

Program evaluation; cost effectiveness and cost-benefit analysis; development and training of self-management; drug abuse treatment; health psychology and behavioral medicine.

Relevant Staff

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Masters Degree Advisory Committee	Maria Gomez; Jon Tubman; Brian Yates	
Director of Graduate Academic Affairs	Lauren Tabbara	tabbara@american.edu

Progress Checklist

1. Everyone
    a. Statistics (see Handbook for allowed courses) …… ☐
    b. PSYC-650 …… ……..… ☐

2. If "Psychological Science Track"

    a. If Thesis Option

        i. Two courses from "Social Science Cluster"
            1. …… ☐
            2. …… ☐
        ii. Two courses from "Natural Science Cluster"
            1. …… ☐
            2. …… ☐
        iii. Electives (see Handbook for eligible courses)
            1. …… ☐
            2. …… ☐
            3. …… ☐
        iv. PSYC-685 …… ☐
        v. PSYC-797 …… ☐
        vi. Capstone: MA Thesis Defense ☐

    b. If Non-thesis Option

        i. Two courses from "Social Science Cluster"
            1. …… ☐
            2. …… ☐
        ii. Two courses from "Natural Science Cluster"
            1. …… ☐
            2. …… ☐
        iii. Electives (see Handbook for eligible courses)
            1. …… ☐

2. …… ☐
3. …… ☐
4. ……..…….... ☐

iv. PSYC-698 or 690 or 691……..…….. ☐

v. Capstone: In-Depth Paper or Poster Presentation…. ☐

3. If "Clinical Science Track" you need to take

a. If Thesis Option

i. PSYC-630……. ☐
ii. PSYC-633……..… ☐
iii. PSYC-651……..… ☐
iv. Restricted Electives (see Handbook for eligible courses)
1. …….. ☐
2. …….. ☐
3. ……..… ☐
4. …….. ☐
v. PSYC-685 ……..…. ☐
vi. PSYC-797 ……..…. ☐
vii. Capstone: MA Thesis Defense…… ☐

b. If Non-Thesis Option

i. PSYC-630…… ☐
ii. PSYC-633…… ☐
iii. PSYC-651…… ☐
iv. Restricted Electives (see Handbook for eligible courses)
1. ……..…… ☐
2. ……..… ☐
3. …….. ☐
4. ……..… ☐
v. Free elective……... ☐
vi. PSYC-698 or 690 or 691…….. ☐
vii. Capstone: In-Depth Paper or Poster Presentation…. ☐