

Draft of 2007 Revision

**Tulane University
Department of Psychology
Graduate Training Handbook - 2007**

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PHILOSOPHY

Progress to the Ph.D. involves the development of scientific judgment, scholarly maturity, and professional integrity, as well as the acquisition of factual knowledge and technical skills. This growth comes about through a variety of experiences as a graduate student, including original research, demonstration of depth and breadth in course work, excellence in teaching, and participation in departmental colloquia. This document details Department policies concerning graduate training. This Handbook is designed as a guide to successful completion of degree requirements, to ensure that the student may use available educational opportunities efficiently. Department policies are consistent with those policies used by the School of Science and Engineering (SSE).

COURSEWORK

To determine their coursework each semester, students in the School Psychology program consult with the Program Director (in collaboration with the Program's core and affiliated faculty). Students in Psychological Science consult with the initial research advisor for the first year, then form a Student Planning and Evaluation Committee (SPEC) of three graduate faculty members to map out a plan of study.

SPEC: The SPEC plan of study should include a) a description of the major and minor emphases of the student's program; b) courses the student intends to take, though not necessarily specifying the semester in which they will be taken (because that information is not always available). The student may list options in case some courses in the plan can not be taken; c) target dates for completing program, departmental, and graduate school requirements; and d) initial description of the nature and focus of preliminary examinations.

Prior Graduate Coursework: Students entering with prior graduate course-work may wish to transfer credit toward a Tulane degree. The steps to follow are 1.) obtain approval from the graduate faculty member who teaches the equivalent course at Tulane, 2.) obtain approval from the SPEC (Psychological Science) or Director (School Psychology), and 3.) obtain approval from Graduate Training. Graduate training then will seek approval from SSE's graduate division. In general, 12 credits may be transferred to the M.S. degree; 24 may be transferred to the Ph.D. degree.

Waiving Out of Courses: Students with prior coursework (or commensurate experience) may prefer to waive out of required course, but not transfer any credits. Steps 1 and 2 above will suffice; the student should be certain that a notation is made in the student file.

Required Coursework: Requirements for the Ph.D. are:

- Psyc611 Univariate Statistics II (3cr)
- 1 statistics course beyond Psyc611 (usually 613) (3cr)
- Professional Issues Psyc723 (1 cr)
- Three core courses (Psyc700, 701, 702, 710) (9cr)
- Additional requirements for Psychological Science (Appendix *)
or School Psychology (see Appendix *)

Quality of Work Requirement: Each student should be familiar with SSE policies and requirements, which are consistent with those described here. Graduate students must maintain at least a 3.0 (B) grade point average, and are expected to earn no grades lower than B. Course in which a grade of C+ or less is earned cannot be counted toward a degree. If a student receives one B- grade, the Department must review the case with the SSE Graduate Dean. If a student receives two grades of B- or one grade of less than B- during his/her tenure, the student is placed on probation and considered for dismissal by the Graduate Dean in consultation with the Department. Ordinarily the Department faculty will recommend that a student with two grades of B- be dropped from the graduate program. Minimum academic performance and/or unsatisfactory performance may lead to placing the student on probation and/or withdrawal of financial support.

RESEARCH

The Ph.D. is a research degree. Students therefore are expected to be active in research throughout their graduate careers, beyond their thesis and dissertation projects. Students should be contributing substantively to the research programs of the graduate faculty, and carving out their own research niche. Development of research skills and techniques, conference presentations, and co-authorship of publications are critical to the Ph.D. degree.

Students are expected to begin their participation in research as soon as possible, usually in their first semester. Research for the beginning student is supervised closely by faculty members, often in conjunction with an advanced graduate student. A student's research involvement may be initiated by simply making an appointment with the faculty member whose research interests match most closely the student's. It is expected that the student will discuss research with a number of faculty members before committing him/herself to work with a specific faculty member. Of course, it is possible for the student to work with more than one faculty member, and in fact, students are encouraged not to restrict their research to that conducted in a single laboratory.

Before a research project involving human participants can begin, approval of the University Institutional Review Board must be obtained. The faculty advisor for the project must sign any IRB forms submitted to the committee. The form is available on the web through our department web site. In all instances in which animals are to be used in research, a protocol must be submitted to the Institutional Committee on Animal Use and Care. According to recent NIH guidelines, which have been adopted by Tulane University, research using animals cannot be started until approval has been obtained from the Institutional Committee on Animal Use and Care.

Students may work with faculty outside the Department on projects of secondary interest, as long as the research contributes to their training in psychology and does not interfere with progress in other arenas (i.e., coursework, practica, primary research, teaching duties). Prior to the completion of the preliminary examinations, students may not work exclusively with graduate faculty members outside of the department. Note that qualification for funding through the Department requires students to contribute substantively to the research programs of regular full-time graduate faculty in the department. Continuation of teaching assistantship, research assistantship, or fellowship for students who work exclusively or primarily with faculty outside of the department is unlikely.

MASTER'S THESIS, MASTER'S DEGREE, THESIS EQUIVALENCE

Both the Department and the School have requirements that must be met before the Master's degree is granted. For the School requirements, the student should consult the catalog. In general, the requirements are completion of 24 credit hours, including required core courses, Psyc 611, and Psyc 723; completing and defending a thesis.

Committee Membership: The student completes a thesis project under the supervision of a committee, which must consist of at least three members. The chair of the thesis committee must be a full-time graduate faculty member in the Department of Psychology. One additional member must be a fulltime graduate faculty member in the Department of Psychology. At the discretion of the thesis chair and with the approval of Graduate Training, a person with an academic appointment outside the department may serve as co-chair. Students in the School psychology must include at least one faculty member from the program committee as a member of the thesis committee.

Proposal: Prior to engaging in research for the master's thesis, the student must have a thesis proposal approved by his/her committee. The proposal should consist of a review of relevant literature, a complete method section, a description of how data will be analyzed, expected results, and a discussion of how possible outcomes may be interpreted.

Defense and Final Thesis: The student should provide hard-copies of the thesis to committee members 1-2 weeks prior to the defense. Toward the end of the defense meeting, the committee typically confers in private about a.) whether the oral defense has been passed, b.) what changes are needed in the written document, and c.) whether to recommend the student to Ph.D. candidacy (pending successful completion of preliminary examinations). In rare instances, the Committee also may recommend the commendation of "pass with distinction," based on thesis quality, timeliness of completion, student independence, and quality of the defense. Committee members must sign the oral defense form and cover page prior to submission to the School.

Students should consult the SSE website regarding paperwork, fees, formatting requirements, and deadline. **Application for the degree is filed well in advance of the date on which the degree is granted;** rough estimates of the application deadline are

mid-January, mid-June, and mid-November for May, August, and December commencement respectively. The thesis itself must be printed according to Graduate School format on approved cotton paper; along with fees, rough estimates of the submission deadlines are early April, late July, and early December for the May, August, and December commencements. The student shall give a final unbound copy of the thesis to the Department's Executive Secretary to be filed in the Department office

Thesis from Prior Institution. The Department requires the completion of two acceptable empirical studies before the Ph.D. is granted; the thesis and dissertation usually fulfill this requirement. A student entering with an empirical master's thesis from another institution should provide a copy of the thesis to the preliminary advisor or program committee director. That individual may make a recommendation to the Graduate Training Committee, based on whether the thesis is empirical, of comparable quality to empirical theses conducted at Tulane, and the extent to which the thesis was conducted in an area sufficiently related to the area in which the student intends to study at Tulane. The Graduate Training Committee then will make a recommendation to the Faculty as to whether the thesis should count toward fulfillment of the empirical study rule.

Thesis equivalence project. If the Graduate Training Committee determines that the thesis is not acceptable as empirical research, the student will be required to conduct an equivalence project, following the same procedures as used for the Tulane master's thesis (i.e., same committee composition, proposal meeting, oral defense). It is noted that students are not earning a second master's degree, insofar as they often have transferred a significant portion of their coursework. Instead, they are completing an empirical thesis, as required of all graduate students in the Department of Psychology. Students required to complete such a study should immediately consult with their academic advisors.

PhD CANDIDACY AND PRELIMINARY EXAMINATIONS

Admission to candidacy. To be considered for invitation to doctoral candidacy, a student's performance must exceed minimum academic requirements and he/she must demonstrate an ability to carry out significant independent research. Satisfactory course work is necessary, but not sufficient for continuation in the program. Excellence in research, teaching and any requisite practical work also are required.

For students who successfully defend their master's thesis at Tulane, the thesis committee votes whether or not recommend the student to Ph.D. candidacy (pending successful completion of preliminary examinations). This recommendation is made to the graduate faculty of the department.

For a student who enters the graduate program with a Master's degree and whose thesis is approved as an equivalent of an empirical MS thesis, the Faculty will vote on Ph.D. candidacy within 5 semesters after the student enters the program. A recommendation regarding Ph.D. candidacy will be brought forward by the student's Program Committee or SPEC Committee.

Preliminary examinations. . The preliminary exam is designed to assess the extent to which students have developed an integrative understanding of the field. To complete the preliminary exam successfully, students are required to demonstrate not only a mastery of the relevant literature, but also the ability to integrate material from different areas, to evaluate critically the primary issues within the field, and develop programs of research or theoretical models.

Students who have completed the master's requirements and who have been recommended by the Department faculty for doctoral study may take preliminary exams. The preliminary examination will be given at a time no later than the beginning of the student's fourth year. (A student entering with a Master's degree would ordinarily take the examinations. Master's degree requirements must be completed by the end of classes in the spring semester preceding the examinations. Students who wish to petition for a waiver of any these requirements, must submit their request to their master's thesis committees. The master's committee must make a recommendation to the Graduate Training Committee by the end of classes of the spring semester preceding the examinations. Students generally take the exams in the beginning of their third year, but may do so later with the approval of the Graduate Training Committee.

An exam prospectus should be submitted by April 30. The prospectus should include a.) the names and signatures of the examination committee, b.) the topics to be covered along with proposed completion times and c.) a preliminary reading list. A more detailed prospectus may be submitted by June 1. The examination committee must meet at least four months prior to the intended date of the preliminary examination in order to specify the scope of the examination and to schedule examination days. Specific format for the exams in School Psychology (Appendix A) and Psychological Science (Appendix B) should be consulted.

Committee Membership. The preliminary examination is prepared and administered by an examination committee comprised of at least 3 full-time faculty from the department, two of whom must be members of the graduate faculty. Substitution or additions to this committee composition must be approved by the Graduate Training Committee. The preliminary examination should the primary subject area and other areas as they relate to the primary area in psychology. When the student's area overlaps another discipline, it is desirable to have a member of that discipline on the examining committee and include questions drawing on material from the other discipline. The Chair of the examination committee should ensure that the committee comprises at least 3 full-time faculty from the department who will design an exam that will assess sufficient breadth and depth of knowledge in the student's general area of specialization.

In cases of inadequate preliminary examination performance, the examination committee can recommend to the faculty the nature of re-examination or can recommend that the student be dropped from the graduate program. The faculty will make the final decision about re-examination or about dropping a student from the graduate program as a whole.

THE Ph.D. DEGREE AND DISSERTATION

There are Departmental and School requirements regarding the Ph.D; students should be familiar with School-wide requirements. In general the requirements are as follows: receiving the master's degree, obtaining 48 credit hours (including those earned toward the MS), passing the preliminary examinations, obtaining teaching experience, and completing and defending the dissertation. Students also must be enrolled continuously during their tenure at Tulane.

Committee Membership. The dissertation committee must consist of a minimum of four members, three of whom must be graduate faculty members of the Department. With approval of the Graduate Training committee, a fourth member may hold an appointment outside the department. The chair of a Ph.D. dissertation committee must be a full-time faculty graduate member in the Department of Psychology. At the discretion of the dissertation/thesis chair, a person with an academic appointment outside the department may serve as co-chair. School Psychology students should also consult Appendix A.

Proposal and Prospectus. Prior to engaging in research for the doctoral dissertation, the student must submit and have approved by his/her committee a dissertation proposal. The proposal should consist of a review of the relevant literature, a complete method section, a description of how the data will be analyzed, predicted results, and a discussion of how possible outcomes will be interpreted.

Although a proposal meeting may be held prior to the preliminary exams, such a meeting is not official (i.e. the dissertation cannot proceed until preliminary exams are completed successfully). The student also should be aware that early gathering of data does not enhance the prospect of being advanced to candidacy, and potentially could be fruitless labor. When the proposal is approved, the student writes a prospectus (approximately 3 pages in length) for the School. Copies of the approved prospectus should be placed in the student's file. The student must be sure that the prospectus and other appropriate paperwork are submitted to the SSE Dean's office by established deadlines. When all necessary papers have been filed, the Graduate Dean will act upon the Department's recommendation that the student be advanced to Ph.D. candidacy.

Oral defense. Two weeks prior to the dissertation defense, the student should give the committee members a penultimate draft of the dissertation. As with the Master's thesis defense, students should consult their committee members regarding additional time needed between receipt of the dissertation and the oral defense. And, as with the Master's thesis, students should be aware that faculty availability, especially between semesters, should not be taken for granted and that extra scheduling time may be necessary if the student is trying to make graduate school deadlines. Once the student has passed the oral defense for the dissertation, he/she shall have the Department Executive Secretary place in his/her file copies of the signed cover sheet and the School's form testifying that the oral defense has been passed. The student is to see that all required paperwork is submitted to the Graduate Dean's office in time to meet established deadlines. The student should inform the Department chair that the dissertation has been

completed, and that a final copy to the Graduate School. Failure to do so may delay the student's graduation. A unbound copy of the dissertation shall be given to the Department Executive secretary for filing in the Department office.

ADDITIONAL ACADEMIC POLICIES AND EXPECTATIONS

Colloquia. As an important part of the program graduate students are expected to attend all department sponsored colloquia. Colloquia are held frequently throughout the year, and often involve presentations by visiting scientists.

Language requirements. There is no departmental or School foreign language requirement for the graduate degrees in Psychology.

In accordance with the School "only graduate students who present satisfactory evidence of competence in English to read it, write it, speak it, and understand it when spoken are eligible for appointment as a teaching assistant. When proficiency in English is unproven or insufficient, international students will be required to successfully complete a class offered by the Tulane English as a Second Language Institute that is designed to focus on improving speaking and listening skills in English.

Part-time Study. It is the policy of the Department of Psychology to admit students only for full-time study. Should the School allow a student go to part-time status, the following procedures are required: The student shall consult with his or her academic advisor, SPEC Committee, and the chair of the Graduate Training Committee to work out a detailed study plan which includes a time table for completing course work and meeting research requirements, as well as a description of outside employment obligations. It is the responsibility of the student to keep the study plan up-to-date. The part-time student will be evaluated in the same manner as full-time students; the study plan will be used by the Department faculty, in assessing student progress, and determining if the student should be allowed to continue.

Leave of absence. (Refer to SSE policies). If a student wishes for any reason, to take a leave of absence before program requirements (exclusive of the dissertation) are completed, he/she must consult with the SPEC Committee or program director, and the Department Chair to draw up a plan of activities to be undertaken during the leave. Financial support, if received prior to the leave, is not guaranteed upon return. The student must reapply for financial support. The plan of activities will be used by the faculty in determining the level of priority given to that student's request for renewed financial assistance upon his/her return. Upon return, the student shall consult with the director of his/her program and the Department Chair; they will report to the faculty concerning the student's success in carrying out the plan of activities. The faculty recommendation concerning financial aid will be forwarded to the School.

Continuous registration.(Refer to SSE policies). Until the final degree is awarded, students must remain continuously registered. Students who are not taking courses must register for Psyc998 (Master's research) or Psyc999 (Dissertation research).

Interdisciplinary Degree Programs (Refer to the Graduate School Bulletin for University regulations). If a student asks the Department to participate in an interdisciplinary degree program, and the word "psychology" or any grammatical variation of that word is used in the title of the program, there must be a minimum of two Department graduate faculty on the student's committee, and the student must complete a minimum of three core courses as part of the program plan.

Outside Employment. The Department reserves the right to evaluate the appropriateness of a student's employment in terms of its effect on the student's academic and research progress and his or her ability to carry out assistantship responsibilities. As per School policy " Any other employment for remuneration may disqualify a student from receiving financial aid from the School of Science and Engineering.:

Students should consult with members of the Graduate Training Committee and the members of their Planning and Evaluation (SPEC) Committee if they have questions about the appropriateness of a potential employment opportunity or about its impact on their progress in the graduate program.

Should a student be terminated from the graduate program in Psychology because of an inappropriate employment situation, the student may first appeal through regular departmental procedures, by petition to the faculty. Further appeal may be made to the Graduate Dean.

If dissatisfied with the Dean's ruling, a written appeal to the Senate Committee on Academic Freedom and Responsibility of Students may be made. This route of appeal follows the Procedures on Grade and Other Academic Complaints. Should a student's teaching assistantship or other financial aid be terminated because of an employment-related problem, the student may first appeal to the Department. Subsequently, if necessary, the student may be heard before a committee of the Graduate School, as provided in the Resolution Pursuant to Article XII of the Statement on Academic Freedom, Tenure, and Responsibility.

It is the responsibility of each student to conform to the Louisiana Licensing Law for Psychologists and the Ethical Principles of Psychologists of the American Psychological Association. The student's good standing in the graduate program of the Department depends on his/her conformity to these standards.

It is Department policy that neither faculty nor students should take on employment of a psychological nature that is outside of the area of their training. This is specified in the APA Ethical Principles of Psychologists online at <http://www.apa.org/ethics/code2002.html> . The Department is not involved as a party to any employment arrangements that a student may undertake apart from employment that may be required as part of the student's training. The Department does not provide approval or endorsement of individual employment situations.

FINANCIAL SUPPORT

In addition to the teaching assistantships described below, financial aid may be available from several sources. Faculty research grants may provide research assistantships for some students. In recent years, several students have received fellowships from grants to the Department from the Louisiana Education Quality Support Fund. Also, the student may inquire at the Financial Aid Office concerning need-based aid such as Stafford Student Loans, National Direct Student Loans, College Work-Study Program, and Tuition Payment Plan. Merit-based aid such as fellowships and scholarships also may be available. Students are encouraged to apply for pre-doctoral fellowships that may be available from federal sources or private foundations. Tulane's Office of research and Project Administration will provide information concerning applications and deadlines.

Small amounts of money are available for graduate travel and research materials and supplies through the Graduate Student Support Fund. For details contact the graduate division of the SSE Dean's Office. Graduate student travel to major conventions (i.e., national and international, not regional) to present papers also may be supported through the Department and the Flowerree Fund, provided that the student is presenting author and the presentation reflects work conducted at Tulane. Limitations on the number and amount of these awards exist. Consequently, students should apply before traveling, and show documented evidence of efforts to secure other funds (e.g., from the School or conference sponsor).

Summer research stipends and a limited number of summer teaching assistantships are often available; students apply to the Graduate Training Committee during spring semester for summer support. Typically students are not eligible to receive both a summer research stipend and teaching assistant during the same summer term. Although students are informed of the approval of their funding in mid-spring, actual receipt of the award requires that the student remain in good standing from the time the award begins (i.e. beginning of summer) through its termination (i.e. end of summer).

TEACHING AND TEACHING ASSISTANTSHIPS

All graduate students must receive supervised teaching experience as an integral part of their graduate training. For many students, this requirement is fulfilled by serving as a teaching assistant (TA). The TA assignments provide the student with a broad range of instructional experiences, including test construction and administration, academic counseling techniques, administration of teaching laboratories, and lecturing. At the same time, teaching assistantships provide the department faculty with instructional support for undergraduate courses.

Each year the Department's Graduate Admissions Committee, in consultation with the Department Chair, recommends to the Graduate Dean that a number of the most qualified applicants be awarded teaching assistantships. The Committee's recommendation is based upon those criteria used for admission: GRE scores, college grades, letters of recommendation, research efforts and other signs of promise. The teaching assistantship typically includes a waiver of tuition and a standard stipend.

The teaching assistant is assigned duties, which include either instructing laboratory sections or assisting in a lecture course. Match of expertise to course is a primary criterion in making assignments. At the end of each semester, TAs are asked their preferred teaching assignments, and the faculty instructing courses are asked their preferred TA. The Chair of the Graduate Training Committee and Department Chair meet prior to the beginning of the subsequent semester to determine TA assignments.

In order to provide accountability, and to encourage a thoughtful approach to TAs duties by both TA and supervisor, evaluation forms are completed each semester by the supervisor. The evaluations are kept by the Program and/or Graduate Training Committee in student files, and therefore can be available in the future to faculty writing letters of recommendation on behalf of the student. These evaluations are part of the data taken into account--along with coursework and research activity-- when determining the adequacy of student's progress in his/her program. In addition, many laboratory courses provide undergraduate students with opportunities to evaluate the TA who taught lab, independent of the course. Students can retain these evaluations for later use (e.g. academic job search).

Over the years, most TAs in the Department have displayed the maturity, good judgment, energy level, flexibility, creativity, and/or sense of pride in quality work necessary, both to provide for themselves an opportunity for professional growth, and to give their faculty supervisors the assistance that they have the right to expect. The following are policies that have been in practice; TAs are expected to use these guidelines.

TA Work Load Expectations . TAs should be available to work roughly 12 - 15 hours per week throughout the semester, including the examination period. Other demands on the TA's time, such as prelim make-up preparation, practicum assignments, outside employment, practicum experiences, research activities, and the TA's own course exams and papers should never interfere with the TA's availability to perform her or his duties. TAs for lecture courses constitute a pool from which faculty teaching large lecture courses may draw for exam-proctoring assistance. If the student's schedule does not permit applying up to 15 hours per week required for the TAship, he or she should not be a TA. Duties of students on partial support are proportionate, i.e., a student on half support would be expected to work about 6-8 hours per week. Gross inequities in this regard should be brought to the attention of the Department Chair.

TA Responsibilities. The TA should contact and discuss course responsibilities with the course instructor as soon as possible after the TA assignment is made.

Clerical Requirements and Equipment. Requests to the departmental administrative staff to perform course-related tasks should normally come directly from the faculty member or course instructor rather than the TA. The only transparencies to be used are those furnished by our department staff. The copiers have been damaged in the past by use of incorrect transparencies, and such damage is not covered by our maintenance contract. Photocopying of course materials should be conducted on the secondary copier and not the copier reserved for faculty and staff. In no case should a work study student be asked to handle examinations, to protect them from possible

allegations of complicity in honor code violation. Reservations for equipment must be made 24 hrs in advance, and with awareness of the Instrumentation Specialist's work hours. Room scheduling should be done through the main office.

TA Initiative. A large part of a TA's effectiveness depends upon her or his own imagination, resourcefulness, and initiative. For a professional, ordinarily the most important aspects of the work are the portions defined and structured by herself or himself. Examples of initiatives that have been taken by TAs in recent years are the following: 1) Setting up appointments with each student who made a D or F on the midterm to determine where the problem is and to make suggestions. 2) Holding an out-of-class review session a week or so prior to an exam. 3) Offering to review drafts of papers up to a week or so before the due date to give advice and suggestions. 4) Preparing a lecture, experiential exercise, or demonstration for the course. 5) Assembling review sheets or study material for an exam. 6) Arranging a time to show students a reference tool such as PsycLit in the library.

University Policies Related to Teaching

a.) The Buckley Amendment. The Buckley Amendment protects the confidentiality of certain information in student records to which instructors are privy, including grades. In accordance with the Amendment, student exams and papers should not be left in the hallways where other students can see the grades. Further, grades should not be posted in any way that can identify students. Posting by alphabetical order by social security number does not protect confidentiality. (Posting by code numbers that students cannot decipher, or obtaining written permission from all students in advance to post by identifying numbers is acceptable). Blackboard is recommended as an alternative.

b.) Exams. Exams and other materials used to determine grades must be retained for 6 months after the conclusion of that semester. Return any such materials to the faculty member or, in the case in which the instructor is no longer at Tulane, to the main office.

c.) Student Facilities. Undergraduates who are under psychological or social stress should be referred to trained professionals. Become familiar with on-campus counseling and advising facilities (Educational Resource Center (ERC), Office of Multicultural Affairs, and the Newcomb-Tulane Dean's office). Also note that students with documented learning disabilities may need special arrangements for taking exams. Arrangements may be made through the Educational Resource Center (ERC).

d.) Honor Code. The University has specific procedures for violations of the Honor Code. If you suspect a violation, please consult with the instructor before taking actions yourself (e.g., giving the student a zero, talking to the student). Copies of the Honor Code are available on the web.

Funding and Adequate Progress. Ordinarily, a teaching assistantship is renewed after the initial year, provided the student meets academic, research, and teaching standards and is making appropriate progress toward a degree. The Department usually recommends reappointment of qualified TAs through their fifth year of graduate study at Tulane. Students whose grades place them on probationary or "special" status and those

who are not approved for doctoral candidacy following completion of the master's thesis are not qualified for renewal of the teaching assistantship. Those cases in which performance of TA duties is determined by the Department faculty to be inadequate will lead to termination of the teaching assistantship.

Qualification for continued funding through the Department also requires students to contribute substantively to the research programs of regular full-time Department faculty. The Department may petition the Graduate School for continued tuition waiver, but will not support continuation of teaching assistantship, research assistantship, or fellowship for students whose primary research endeavors are outside of the department. Guidelines for determining "adequate progress" toward the degree are as follows: For students entering with the baccalaureate degree only, the thesis should be completed no later than the end of the sixth semester. Except in extenuating circumstances and approved by the Graduate Training Committee, preliminary examinations should be taken before the seventh semester begins. The dissertation proposal should be defended within 6 months of the successful completion of the preliminary examinations. Students not meeting these benchmarks will receive lower priority for funding than entering students or other continuing students. All requirements for the Ph.D. should be completed by the end of the tenth semester. It is always true that implementation of Department TA recommendations depends upon approval by the Graduate School Dean and upon Graduate School budgetary resources.

EVALUATION OF PROGRESS

At the end of each semester, the Department faculty examines each student's academic performance, research activities, assistantships, practicum activities, overall professional training and progress toward satisfying degree requirements. Prior to this meeting, their School Psychology and/or Graduate Training Committee evaluate students, and these evaluations are conveyed to the faculty at the Department review meeting. After the faculty meeting, notification is provided to students concerning questionable performance and conditions of continuance in the program.

PETITIONING FOR SPECIAL REQUESTS

The student may at any time petition the Department faculty for consideration of a special request, reevaluation, etc. This is done most effectively through the Chair of the Graduate Training Committee. Additional procedures concerning the submission of a student grievance is described in our departmental appeals procedures at http://psych.tulane.edu/pdfs/appeal_procedure.pdf

APPENDIX A

School Psychology

The School Psychology Program at Tulane University is an ecologically-grounded scientist-practitioner model of training. The Program emphasizes sensitivity to the ecological systems surrounding the child, with a particular emphasis on the contexts of development and culture. Specifically, the goal of our training is to prepare professionals who are sensitive to the complex interplay of biological, cultural, economic, social, and psychological influences that contribute to child development. The educational philosophy that serves as the foundation of this training specifies that the development of expected competencies must be met through student exposure to and engagement with multiple disciplines, research methodologies, and practice contexts. We are firm in our commitment to produce broadly trained psychologists who possess the requisite and unique skills necessary to further the knowledge base in psychology and education and to provide professional services to a wide range of children and adolescents in the variety of settings where they develop.

GENERAL RESEARCH REQUIREMENTS

Students are expected to be engaged in research during each of their four years of graduate training. The faculty encourage active student involvement in the research process and students are expected to join and attend the meetings of relevant professional and research organizations (e.g., American Psychological Association, Society for Research on Child Development, Association for the Advancement of Behavior Therapy, Society for Clinical Child and Adolescent Psychology). In addition, we encourage students to seek out and take advantage of opportunities to co-author presentations and workshops at professional meetings as well as journal articles and book chapters for publication.

All students are required to complete a master's thesis and doctoral dissertation following Departmental guidelines. The faculty will review theses of students entering the program who have earned a Master's degree elsewhere to determine if the theses satisfy departmental research requirements.

THE PRELIMINARY EXAMINATION

The preliminary examination is composed of both a research-oriented and a practice-oriented component. The research component is represented by completion of Format 1: A Comprehensive Paper or Format 2: A Research Grant Proposal. The practice component is represented by a 1-day written School Psychology Specialty Examination that covers case conceptualization, differential diagnosis, treatment planning, ethics and law, and current research or professional developments and debates. Both components must be satisfactorily completed before the student is judged to have passed the preliminary examination.

The School Psychology Specialty Examination is created and evaluated by the school psychology training faculty. The grading process is objective and final decisions regarding successful performance are reached by consensus of the faculty. Students

should plan to take the Specialty Examination (in-house, full day-long exam) prior to beginning their fourth year of study. This exam typically occurs the week before classes start in the Fall of the fourth year. As outlined below, the grant or comprehensive paper must be defended before September 1st of the fourth year. Of course, this means that students will have been working on the grant/comprehensive paper well before that time, usually mid-way through their third year.

The research component of the preliminary examination involves a demonstration of the ability to integrate information and critically review a body of empirical research. Students may select one of two options to complete this component of the preliminary examination.

Format 1. The Comprehensive (Comps) Paper: The comps paper is intended to assess depth of knowledge in the chosen area, and comprises the preparation of a manuscript sufficient in quality and scope as to merit publication in *Psychological Bulletin* or *Psychological Review*. By June 1, students pursuing this option must have received approval for the project (i.e., its topic, scope) from the preliminary examination committee. Students should select a topic for the comprehensive paper in consultation with his or her research supervisor. The topic chosen should have a body of empirical research sufficient to warrant a comprehensive review. The final decision regarding the appropriateness of the breadth of the specific topic focus rests in the hands of the student's committee. It is the responsibility of the student to form the Comps Paper Committee, which must consist of at least three faculty members from within the Department. A form indicating approval of the general topic and scope and committee membership should be placed in the student's file and a copy of the approval should be forwarded to the School Psychology Program Director. Once approval is granted, students must prepare the manuscript independently and without the assistance of peers, faculty, or other experts.

The Comprehensive Paper should not have been prepared for any other Program requirement or course, nor should it be simply an extension of a paper prepared for another course or program requirement. The form of the paper should conform to APA style (except that the inclusion of a Table of Contents is desirable). Because good papers are potentially publishable ones, the paper must not be unwieldy in length. Papers containing more than 60 pages of text (references and tables are not counted) would need specific justification. The student will provide a copy of the final paper to each committee member no later than 5:00 p.m. on September 1st, immediately prior to the start of the student's fourth year.

The Comprehensive Paper Committee will evaluate the paper and will schedule a meeting with the student within a reasonable time period (ordinarily two (2) weeks) after the student has submitted the completed paper. The meeting will have the following purposes: to provide feedback with regard to the Comps Paper, i.e., pass or fail and to discuss the implications of the Comps Paper for further research or publication. Determination of a Passing or Failing grade will rest on a majority vote of the committee. Determination by the committee for a Passing grade should be unconditional. Conditions imposed on the student should only be with regard to its preparation for publication or other further use, not as a precondition to fulfillment of the preliminary examination requirement. One copy of the approved paper must be put in the student's file in the

Psychology Department office. A second copy must be submitted for the general file of comprehensive papers in the School Psychology Program Library. These papers will be available to future students to aid in the preparation of their own papers.

Format 2. The Research Grant Proposal: The student will produce an NRSA-type grant proposal. The grant aspect of the exam is intended to assess depth of knowledge in the chosen area, and comprises both the preparation of a grant proposal and response to questions about it. The written grant proposal may be prepared with input from committee chair with respect to theoretical background, research design, and analysis. After all members of the committee evaluate the written proposal, the committee will design a set of questions that address the grant proposal and related areas, and will give editorial feedback concerning the draft. The student's responses to these questions may be written independently as an examination or may be elicited during an oral defense, the latter being held at the discretion of the committee; the student shall address editorial comments in a rewrite; the rewrite and responses to questions should be completed no later than 2 weeks following receipt of commentary from the committee. Guidelines regarding committee membership and timelines are the same as those indicated for the Comps paper. The criteria used to evaluate the grant proposal will be the same as those recommended by NIH for review of NRSA applications and include:

- Objectives, design, and direction of the proposed research program
- Specificity and clarity of the description of the research skills and knowledge to be acquired and objective evaluation of progress in each area
- Overall coherence and potential of the research training plan to provide the fellow with individualized supervised experiences that will develop research skills
- Clarity, completeness, originality, and significance of the goals of the proposed research and training plans
- Adequacy of knowledge of relevant literature and current methods in the proposed research area
- Potential of proposed research training to serve as a sound foundation that will lead the applicant to a productive career in mental health, drug abuse and addiction, alcohol abuse and alcoholism, or the environmental health sciences research
- Adequacy of plans for the protection of human subjects, animals, or the environment, to the extent they may be adversely affected by the research proposed
- Adequacy of plans to include women, children and minorities as subjects in research, if applicable
- Adequacy of plans to provide training in the responsible scientific conduct of research

It is departmental policy that students are informed of the evaluation of their preliminary exams in writing after a vote of the full departmental faculty. The major advisors of the students make every effort to deliver this news in person, particularly if the student did not pass prelims. We believe that the initial feedback should come from the major advisor, with follow-up by other relevant faculty. Students are strongly encouraged to seek feedback from any and all of their prelim committee members regarding their performance.

PRACTICUM EXPERIENCES

Students are placed as externs at a practicum site during each of their four years of training. By the end of their training, students typically will have acquired at least 1000 hours of supervised practicum experience. Practicum experiences are organized around the specific training objectives of the Program and reflect a graduated progression through increasingly integrated and independent experiences. Practicum experiences are designed to train our students how to conduct assessment, intervention, and evaluation activities in a developmentally, culturally, and ecologically sensitive manner. Practicum sites have been selected to provide our students with exposure to the diversity of the greater New Orleans area.

First year practicum experiences focus on interviewing and assessment skills. Second year practicum experiences expand assessment skills to include behavioral assessment and externs get their first intervention experiences, including behavioral intervention and cognitive-behavioral therapy. The primary focus of third year practicum experiences is the provision of prevention and intervention services, with a secondary focus on continued assessment experience. Fourth year externs gain experience providing diverse psychological services in community-based settings. Students have a voice in shaping their practicum experiences, especially within the third and fourth years. If there are particular skills students would like to acquire or particular types of clients students would like to work with, those preferences should be communicated to both the off- and on-site supervisors at the beginning of the academic year.

The Group Supervision Meeting: In addition to the individual supervision, Group Supervision occurs once a week and involves all students and training faculty. Case presentations by students are the primary focus of these meetings, with a discussion of assessment, diagnostic, and treatment issues, outcome evaluation, and professional, ethical and legal aspects of cases. Students select cases for presentation in consultation with their faculty practicum supervisor. Students typically supplement clinical case information with resources and information drawn from the scientific literature. All students are expected to actively participate during the group supervision of a case.

COURSE WORK REQUIREMENTS IN SCHOOL PSYCHOLOGY

The curriculum is designed to provide a broad-based knowledge of psychological research and theory, as well as training in professional issues and skills. Both within the School Psychology Program and within the Department of Psychology, classes at the graduate level are small and are often conducted in a seminar format so as to actively involve students in the learning experience.

Required courses are indicated by an asterisk (*).

Psychological Foundations Courses

Biological Bases of Behavior (3 hours required)

Psyc 704 Animal Behavior

Psyc 708 Sensory Processes and Perception

Psyc 709 Biological Psychology
Psyc 710 Psychopharmacology
Human Learning/Cognitive and Affective Bases of Behavior (3 hours required)
Psyc 703 Cognitive Neuroscience
Psyc 705 Conditioning and Learning
Psyc 707 Cognition and Information Processing
Psyc 742 Cognition and Affect
Social Bases of Behavior (3 hours required)
Psyc 700* Social Psychology
Human Development/Individual Behavior (3 hours required)
Psyc 702* Child Development (formerly Developmental Psychology)
Human Exceptionality and Cultural Diversity (6 hours required)
Psyc 716* Children of Color
Psyc 740* Developmental Psychopathology
Psyc 748 Pediatric Psychology
Research Design and Statistics (9 hours required)
Psyc 610 Computer Applications in the Behavioral Sciences
Psyc 611* Intermediate Statistics and Experimental Design
Psyc 612 Seminar on Programmed Data Analysis
Psyc 613 Multivariate Analysis
Psyc 667* Advanced Studies in Experimental Design
Psyc 711 Advanced Experimental Design
Developmental Specialization (3 hours required)
Psyc 712 Psychology of Early Childhood
Psyc 715 Advanced Adolescent Psychology
Psyc 737 Cognitive Development
Psyc 738 Social and Emotional Development
Psyc 739 Infancy
Psyc 744 Advanced Seminar in Developmental Psychology
Professional Psychology (4 hours required)
Psyc 723* Professional Issues in Psychology (1-credit course)
Psyc 768* Seminar in Professional School Psychology
Psyc 751 History and Systems in Psychology
Psychological Applications And Educational Foundations (24 hours required)
Assessment
Psyc 761* Psychological Assessment I: Cognitive and Academic Assessment
(formerly Psycho-educational Assessment I)
Psyc 762* Psychological Assessment II: Personality and Diagnostic Assessment
(formerly Psycho-educational Assessment II)
Psyc 763* Behavioral Assessment and Intervention
Intervention
Psyc 769* Theories of Clinical Intervention
Psyc 764* Family Therapy (formerly Family-School Intervention)
Psyc 766* Cognitive Behavior Therapy
Psyc 781* School Consultation
Psyc 7XX* Survey of Psychological Interventions

Practicum (24 hours required)

Psyc 782 Practicum in School Psychology (register for eight consecutive semesters)

Educational Foundations (6-9 hours)

Edu _____

Edu _____

Louisiana certification standards provide that educational foundations coursework will include: "(1) knowledge of the administration and organization of the school system,

(2) knowledge of the social, philosophical, legal, and cultural issues in education,

(3)

knowledge of current theories regarding the acquisition of reading skills which include

familiarity with current techniques for the teaching of reading, and (4) knowledge of the

etiology and instruction/treatment of exceptional children..

Master's Thesis (1-6 hours)

Psyc 998 Master's Research

Doctoral Dissertation (1-12 hours)

Psyc 999 Dissertation Research

Predocotrinal Internship Year (12 hours required)

Psyc 783 School Psychology Internship

APPENDIX B

Psychological Science

The aim of the doctoral program in Psychological Science is to prepare individuals for research or research/teaching positions. Students select an area of psychology within which they will focus their study. Areas of interest held by current faculty include animal behavior, cognition, developmental, learning, physiological/neuroscience, and social psychology. The student is required to develop an individual plan for coursework and research involvement (the SPEC plan) that delineates his/her special interests within the chosen topic area. The SPEC plan should allow the student to acquire a depth of understanding within his/her topic area, while also encouraging him/her to incorporate resources available at Tulane, either from other areas within the Department of from other Departments and Schools at the University. For example, students in Physiological psychology often include courses offered in the Medical School in their plans of study. The aim of the SPEC plan is to tailor a curriculum to the student's interests; faculty advisement, through the SPEC Committee, will ensure the appropriateness of the plan.

ASSUMPTIONS AND UNDERLYING RATIONALE

We assume that one of the desirable features of a program preparing individuals for research is flexibility, allowing each student to tailor study to his/her needs and professional objectives. Therefore, students in the doctoral program in Psychological Science are not admitted to a particular "laboratory" or to work with any one professor, or to pursue a lock-step curriculum. Rather they are encouraged to select course work and become involved in research with faculty members and later, on their own, that will be the basis of the program of research they pursue after graduation.

Each year the student's SPEC committee reviews with the student her or his progress in reaching specified goals through research experience, coursework, and extracurricular reading and training. It is expected that students who are making appropriate progress as researchers will present findings at conventions and submit reports of their research to professional journals, often with collaborating faculty members. A major assessment of research promise and development is made by the master's thesis committee, which makes a recommendation to the Department faculty as to the student's qualifications for doctoral candidacy.

THE PRELIMINARY EXAMINATION in PSYCHOLOGY SCIENCE

All students in the Psychological Science program will take a 1-day written exam on the Department-specified date at the end of August; the examination chair will collate and review the entire exam to be certain that questions appropriately assess breadth and depth of knowledge within the student's general area. In addition, the student will submit either a grant proposal (see Format 1) or review paper (see Format 2) one week after the date of sit-down exam. Students may petition Graduate Training for exceptions to this time-frame. The examination chair, in consultation with the student, will determine which format is most appropriate for the student.

Format 1. In addition to the one-day written exam, the student will produce an NRSA-type grant proposal. The grant aspect of the exam is intended to assess depth of knowledge in the chosen area, and comprises both the preparation of a grant proposal and

response to questions about it. The written grant proposal may be prepared with input from committee chair with respect to theoretical background, research design, and analysis. After all members of the committee evaluate the written proposal, the committee will design a set of questions that address the grant proposal and related areas, and will give editorial feedback concerning the draft. The student's responses to these questions may be written independently as an examination or may be elicited during an oral defense, the latter being held at the discretion of the committee; the student shall address editorial comments in a rewrite; the rewrite and responses to questions should be completed no later than 2 weeks following receipt of commentary from the committee.

Format 2. In addition to the one-day written exam, the student will produce a review paper. The review paper aspect of the exam is intended to assess depth of knowledge in the chosen area, and comprises the preparation of a manuscript sufficient quality and scope as to merit publication in *Psychological Bulletin* or *Psychological Review*. By June 1, students pursuing this option must have received approval for the project (i.e., its topic, scope) from the preliminary examination committee. Once approval is granted, students must prepare the manuscript independently and without the assistance of peers, faculty, or other experts. The committee will evaluate and edit the paper. The student is to rewrite the paper within two weeks of receipt of commentary from the committee.