Tulane University  
Department of Psychology 

Graduate Training Handbook - 2004 

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The Graduate Training Handbook

It is the philosophy of the Department of Psychology that 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. It is assumed that this growth comes about through a variety of experiences as a graduate student. These include performance of original research and independent study, demonstration of depth and breadth in course work, 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. This Handbook should be used in conjunction with the Graduate School Bulletin.

STUDENT ADVISEMENT

Upon entering the graduate program, students are assigned a temporary faculty advisor with whom to consult in planning course work for the first semester. Academic advisors are full-time faculty members of the Department. If the student has declared a major area, an attempt is made to assign an advisor from this area; otherwise the Graduate Training Committee assigns a temporary advisor. Students are encouraged to consult at any time with other faculty concerning courses and academic matters. During the first year, the advisor will assist the student in planning a curriculum and will sign forms for course changes or withdrawals. The student also must present these forms to the Department Chairperson for signature. The student's program committee and graduate training should be informed of student's intent to withdraw from or add a course.

In the second semester of the student's first year of study, the student will select a major advisor, who will, in consultation with the student and the department Chair, form a Student's Planning and Evaluation Committee (SPEC) The initial SPEC will be composed of three faculty members. The student may, without prejudice, request changes in committee membership during the time that the committee is operative. The student may also change advisors at any time. The student, in consultation with the committee, will develop a plan of study for his/her graduate training. A tentative plan should be submitted to Graduate Training Committee by the end of the second semester of the first year. The Graduate Training Committee will approve the plan or return it to the SPEC Committee with suggested changes. Students in Industrial/Organizational committee formulate that plan of study in coordination with their program director, and need not complete a SPEC plan.

A 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 course in the plan can not be taken; c) target dates for completing program, departmental, and graduate school requirements; and d) some initial description of the nature and focus of preliminary examinations. Students may take courses in addition to those specified in the plan.
The student's academic advisor need not be the same individual as his/her research advisor. Further, the SPEC Committee will not necessarily be the same as the student's master's thesis or dissertation committees; the membership of these committees will depend upon the research topic.

As a general principle, 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 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 Department faculty. Although the Department may petition the Graduate School for continued tuition waiver, it will not support continuation of teaching assistantship, research assistantship, or fellowship for students who work exclusively or primarily with faculty outside of the department. At the discretion of the I/O program committee, exceptions are made for students working with faculty in the coordinate I/O-OB program which contributes substantively to the department.

It is important that all graduate students pre-register at the appropriate time for classes to be taken the next semester. Student desires to a large extent determine if and when certain courses will be offered. At the time of pre-registration, the advisor reviews with the student his/her academic performance, progress toward completion of degree requirements, the student's participation in research and teaching, and performance and anticipated grades in current courses. Any problems in maintaining acceptable performance or progress should be discussed, and as necessary, consultation with the SPEC and/or Program Committee should be made. The student is to see that his/her department file contains current information pertaining to changes in academic advisors, thesis and dissertation committees, preliminary examination committee membership, current and proposed courses, and the completion of general requirements, as well as any other indications of progress in the completion of goals and requirements described in the student's individual plan of study.

**PRIOR GRADUATE TRAINING**

In the case of a graduate student entering with graduate-level work another university, the SPEC Committee will make recommendations to the Graduate Training Committee as soon as possible, (at the latest by the end of the second semester) as to which courses taken elsewhere, should be credited toward the Tulane doctorate. If the student wishes to receive credit for a core course or other required course, the approval of the professor teaching that course must be obtained before consideration is made by the SPEC Committee. With regard to other transfer credits, the student's SPEC Committee will make a recommendation to the Graduate Training Committee. The Graduate School Bulletin should be consulted for regulations governing transfer credit for graduate courses taken at another university. Upon recommendation of the faculty, the Department Chairperson will then write a letter of request to the Graduate Dean who will make the final determination.

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 a
master's degree 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. If the Graduate Training Committee determines that the thesis is not acceptable as empirical research, the student will be required to submit a formal report of a research project completed during his/her first year in the Department. The Graduate Training Committee must receive the final report, approved by the research advisor, two weeks prior to the end of the second semester of the student's first year. Students required to complete such a study should immediately consult with their academic advisors.

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.

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; the student should contact the Graduate School office for information. Students are encouraged to apply for predoctoral fellowships that may be available from federal or foundation sources. Tulane's Office of research and Project Administration will provide information concerning applications and deadlines. A variety of individual fellowships are available from Federal and private agencies. For more information, review The Grants Register available in the library and APA's Guide to Research Support, available in the Department office.

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 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 Graduate 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 a
summer teaching assistantship concurrently. 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 discharged, 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 Chairperson, 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. On occasion, teaching assistantships become available during the academic year; students who are without aid are ranked by the Graduate Training Committee and the Department faculty and then recommended for support to the Department Chair and Graduate Dean. Important considerations for such aid are the quality of academic work at Tulane and research involvement within the department. 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. Although a match of expertise to course is primary in making assignments, attempts are made to ensure that each student has a variety of assignments during his/her graduate student career. 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 Chairperson 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 TAship duties by both TA and supervisor, evaluation forms are completed each semester by the supervisor. The evaluations are included in the student's folder kept in the Psychology Office and will 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 a right to expect. The following are policies that have been in practice; TAs are expected to know and use these as guidelines for their assistantships:

**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 (including the scanner for multiple choice exams) 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 like Psychlit 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).

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, Newcomb, Tulane, and University College Deans’ offices). 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 in the main office, as well as from each college, and 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 may recommend 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. At the discretion of the I/O program committee, exceptions are made for students working with faculty in the coordinate I/O-OB program which contributes substantively to 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
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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.

Teaching Experience

Each student is required to obtain teaching experience before receiving the Ph.D. This requirement can be discharged in a number of ways, to be determined in consultation with the student's academic advisor and Department Chairperson. In most situations, the student's performance as a teaching assistant may satisfy this requirement. For students in the Psychological Science Program, the teaching requirement may be met while completing a teaching practicum course.

Policy on Outside Employment of Graduate Students

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 (see Appendix A).

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.

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 teaching assistantship responsibilities. The Graduate Bulletin states the following policy: "To hold a fellowship or scholarship or any of the various kinds of assistantships, a student must be registered in full-time resident status.... Any off-campus employment for remuneration may disqualify a student from receiving Graduate School financial aid." (Graduate School Bulletin, 1992-94, p. 35).

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.

PART-TIME STUDY

It is the policy of the Department of Psychology to admit students only for full-time study. Should 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 chairperson 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. One year of part-time study will count as 1/2 year toward the time limit for degree completion set by the student's program.

LEAVE OF ABSENCE

(Refer to the Graduate School Bulletin for University regulations.) 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, the appropriate program director, and the Department Chairperson 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 Graduate School.

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.
GRADUATE STUDENT RESEARCH

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 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.

DEPARTMENT 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.

PROGRAM REQUIREMENTS (ALL PROGRAM AREAS)

Determination of Statistics Coursework

Immediately prior to the beginning of his/her first semester in the program, each incoming student must determine in consultation with the instructors of the statistics course sequence, his or her appropriate starting course. The most elementary statistics course, Psychology 212, may be taken by the graduate student as Psychology 667. This course is ordinarily offered in the fall. For incoming students with a strong statistics background, the starting course may be Psychology 611, ordinarily offered in the spring semester.

In order to be sure that students gain expertise in statistical procedures and research design, each student will be required to complete Psychology 611 and at least one additional statistics course
beyond this level. The student and his/her SPEC Committee will decide the advanced course(s) most appropriate as part of the student's plan of study.

Coursework on Ethics and Professional Issues

Participation in Psychology 723, Professional Issues in Psychology, is required of all graduate students by the end of their second year of study. The student may enroll in Psychology 723 for either 1 or 3 credits depending on the individual's program. Students registering for 3 credits will complete term projects on professional issues under the direction of the course instructor.

Other Course Requirements

The student ordinarily completes the requirement of three core courses by the end of the second year. The core courses in the Department graduate curriculum are those numbered 700 through 710. First semester students are expected to take no more than two core courses, in addition to other courses required by their program. If the student wishes to take three core courses in a single semester, she or he must receive written permission from the three core course instructors involved. Students in all programs must complete a minimum of three core courses, although an additional core course may be required for students in School Psychology for licensure. The Psychological Science student must also complete Psychology 611 by the end of the second year, although he/she is encouraged to do so in the first year. Students in the School Psychology and Industrial/Organizational programs must complete Psychology 611 during their first year.

A full course load is generally considered 9 hours per semester with a teaching assistantship and 12 hours without. The Industrial/Organizational and School Psychology programs (see Appendices C & D) may require different loads.

Industrial/Organizational Psychology: Additional Requirements

As part of the general requirements listed above, students are required to complete Psychology 700 (Social Psychology). In addition to the general requirements listed above, students in the Industrial/Organizational Psychology program are required to complete four courses in research design and statistics, three courses in Industrial/Organizational Psychology, and additional hours in measurement, practicum work, research, and electives. The minimum number of hours for completion of the Ph.D. degree is 59 hours. See Appendix C for further details.

School Psychology: Additional Requirements

In addition to the general requirements listed above, students are required to complete at least 62 didactic hours, 24 practicum hours, and a one-year internship. Required courses are listed in Appendix D. See also the School Psychology Program Handbook for a full description of the program, required coursework, and specific clinical training experiences.

EVALUATION OF STUDENT PERFORMANCE

Each student should read the Graduate School Bulletin and become familiar with the grading system, required performance, and other general requirements. Graduate students must maintain
at least a 3.0 (B) grade point average and are expected to earn no grades lower than B. A 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 his/her case with the Graduate Dean. If a student receives two grades of B- or one grade of less than B- during his/her tenure in Graduate School, 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.

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 program committees 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.

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. The student's master's thesis committee makes a recommendation regarding continuation of study to the Department faculty.

Full-time students requiring more than five years at Tulane to complete all requirements for the Ph.D. must petition the faculty for approval of a revised plan of study no later than the spring of the fifth year.

The SPEC Committee will monitor the student's progress and make recommendations to the chair of the Graduate Training Committee should the student fall short of academic standards or need to petition for waiver of a training requirement. The Chair of the SPEC Committee is responsible for reporting to the appropriate Program Director, at the time of student evaluations, concerning the student's progress relative to his/her plan of study.

The student and his/her SPEC Committee will review the student's plan of study at the end of the student's second year of study. When necessary, changes will be made and resubmitted to the Graduate Training Committee for approval. A copy of the plan as approved will be kept in the student's file in the Psychology office, for use in determining whether the student is making adequate progress in his/her studies. Evaluations of student progress at the end of each semester will be carried out by each of the three program committees, and they will submit a report to the faculty. The faculty will make decisions about feedback to students, changes in student's status, etc., as a whole.

Upon completion of the Master's thesis, the thesis committee will make a recommendation to the faculty as to whether the student should be invited to work toward the Ph.D. At the time of the faculty meeting at which this report is heard, the SPEC Committee will also make its recommendation. The faculty will make the final decision as to whether the student continues work toward the Ph.D. 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.
LANGUAGE REQUIREMENTS

There is no departmental or Graduate School language requirement for the graduate degrees in Psychology.

According to rules of the Graduate School, all international students who are receiving Tulane financial assistance and who may be placed in teaching positions will be required to take the ESL 097 course. Any exceptions need to be discussed with the Coordinator of the English as a Second Language Institute.

MASTER'S DEGREE

Both the Department and the Graduate School have requirements that must be met before the Master's degree is granted. For the Graduate School requirements, the student should consult the Graduate School Bulletin. In general, the Departmental and Graduate School requirements are completion of 24 credit hours, including required core courses, Psyc 611, and Psyc 723; completing and defending a thesis. School Psychology and I/O students should refer to the relevant appendices for specific program requirements.

The student completes a thesis project under the supervision of a committee, which must consist of at least three members, two of who must be full or adjunct members of the Department. The chair of the thesis committee must be a full-time faculty 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. Students in the School psychology and Industrial/Organizational programs must include at least one faculty member from the appropriate program committee as a member of the thesis committee. 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. The student should bring to the proposal meeting a completed form requesting permission to work with human or animal subjects; this is to be submitted to the Department HRP committee or the Institutional Committee on Animal Use and Care immediately after the proposal is approved. When the thesis committee has approved the proposal, the chair of the committee will place a memo in the student's file to this effect.

The student should consult the Graduate Bulletin concerning required paperwork, fees, formatting requirements, and deadlines. Direct contact with members of the Graduate Dean's office will be most helpful. At a minimum, students must file an application for the degree 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. Again, the student should consult the Graduate School for specific information.
At least two weeks prior to the defense, the student should present to the members of the committee a copy of the thesis. Students should check with committee members regarding additional time needed to read the thesis, and plan ahead for defenses. Although faculty try to accommodate student's desires to meet various graduate school deadlines, students should recognize and keep apprised of when committee members may not be available (e.g., conferences, sabbaticals). Extra planning for defenses not during the semester is encouraged. After the thesis defense has been held and the student has passed, a copy of the signed cover sheet and a copy of the Graduate School thesis approval form should be given by the student to the Departmental Executive Secretary to be placed in the student's file. The student is also required to submit the appropriate forms to the Graduate Dean's office. The chair of the committee will add a memo to the student's file indicating whether or not the committee has recommended that the student continue for the Ph.D. The student should inform the Department Chair, in writing, that he/she has completed the thesis and submitted the final copy to the Graduate School. Failure to do so may delay the student's graduation. The committee reports its considerations to the Department faculty prior to the faculty vote on continuation for the Ph.D. The student shall give a final bound copy of the thesis to the Department's Executive Secretary to be filed in the Department office.

PRELIMINARY EXAMINATIONS

Students who have completed the master's requirements, satisfied the language requirement (if necessary), and been recommended by the Department faculty for doctoral study may take preliminary exams. Master's degree requirements must be completed by the end of classes in the spring semester preceding the examinations. A student who wishes to petition for a waiver of any of 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.

Major reconsideration of the student's plan of study will be made at the completion of the Master's thesis, when the student formulates plans for preliminary examinations. This revised plan will specify the nature of the preliminary examinations, course work, and readings that the student will use to prepare for the examination, and the membership of the examination committee. This revised plan again will be submitted to the Graduate Training Committee for approval.

The preliminary examination is prepared and administered by an examination committee comprised of at least 3 full-time faculty from the department. 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 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...
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earlier.) 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.

Preliminary examinations will be given once a year, at the end of the summer. Although there are similarities in examination format across programs, examinations may also have unique features. Students in the applied areas of Industrial/Organizational Psychology and School Psychology should consult the program-specific variations in the preliminary examination format.

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 DOCTORATE (PH.D.) DEGREE

There are Departmental and Graduate School requirements regarding the Ph.D. For Graduate School requirements, the student should consult the Graduate School Bulletin. In general the requirements are as follows: receiving the master's degree, obtaining 48 credit hours, passing the preliminary examinations, obtaining teaching experience, and completing and defending the dissertation. Students also must be enrolled continuously during their tenure at Tulane.

The dissertation committee must consist of a minimum of four members, three of whom must be from the Department. With approval of the Graduate Training committee, one of the three Department members may hold an adjunct appointment providing the person is also a member of the Graduate School faculty. Five participants are recommended. The chair of a Ph.D. dissertation committee must be a full-time faculty 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 D.

The student should consult the Graduate Bulletin concerning required paperwork and deadlines for the Ph.D. Direct consultation with representatives of the Graduate Dean's office will be helpful.

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. The student should bring to the proposal meeting a completed form requesting permission to work with human or animal subjects; this is to be submitted to the Department HRP committee or the Institutional Animal Care and Use Committee immediately after the proposal is approved. A proposal meeting may be held prior to the preliminary exams; however, this is an unofficial meeting. The student 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 Graduate School. (Contact the Graduate School office for guidelines for the prospectus.) Copies of the approved prospectus cover sheet, the HRP form, and the prospectus approval form (Graduate
School form) should be given by the student to the Department secretary to be placed in the student's file. The student must be sure that the prospectus and other appropriate paperwork are submitted to the Graduate 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.

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 a form testifying that the oral defense has been passed (Graduate School form). 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, in writing, that he/she has completed the dissertation and submitted the final copy to the Graduate School. Failure to do so may delay the student's graduation. A bound copy of the dissertation shall be given to the Department Executive secretary for filing in the Department office.

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 Appendix E.
APPENDICES A - E

Appendix A: Ethical Principles for Psychologists

The follow is excerpted from the American Psychological Association’s (APA) Ethical Principles for Psychologists and Code of Conduct. For the complete text see:


PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people’s understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists’ work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists’ obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists’ scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues’ scientific and professional conduct.
Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity
Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice
Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People’s Rights and Dignity
Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate or condone activities of others based upon such prejudices.

APPENDIX B: The Program in Psychological Sciences
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, social, and statistics/methodology. 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. Students in Social Psychology may take courses or work with faculty at the Freeman School of Business. 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
opportunities. 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

Prior to admission to PhD candidacy, each student must satisfactorily complete a preliminary examination. The preliminary examination is taken after the successful defense of the Master's Thesis (or equivalent for students entering with a master's degree) and completion of primary course requirements. For most students, preliminary exams will be taken at the end of the third year. 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.

Committee Composition and Deadlines

The examination will be comprehensive and integrative insofar as it should reflect competence in the primary area as well as its interface with related disciplines and other areas. 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. Substitution or additions to this committee composition must be approved by 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.

Examination Format

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.
The Industrial/Organizational Psychology Program at Tulane University follows the scientist/practitioner training model. This model emphasizes both research activities and the development of applied skills. The Department of Psychology offers the program with cooperation from faculty in the Freeman School of Business. While only students who intend to complete the Ph.D. degree are admitted to the program, all students must complete the requirements for an MS degree before officially being considered for Ph.D. candidacy. For new graduate students, completion of the Ph.D. program requires a minimum of four years, involving a minimum of 59 credit hours. For students coming into the program with a Master's degree in Industrial/Organizational Psychology or a closely related field, prior course work will be evaluated by the Department for possible transfer credit.

**GENERAL RESEARCH REQUIREMENTS**

All students are required to complete a Master's theses and a doctoral dissertation. The Graduate Training committee will review theses of students entering the program who have earned a Master's degree elsewhere. Should a thesis fail to meet departmental criteria for empirical research, the student will be required to complete an additional project of an empirical nature to satisfy departmental research requirements. In addition to the above, students are expected to participate in and conduct other research projects during their graduate training.

**THE PRELIMINARY EXAMINATION**

Prior to admission to PhD candidacy, each student must satisfactorily complete a preliminary examination. The preliminary examination is taken after the successful defense of the Master's Thesis and completion of primary course requirements. For most students, preliminary exams will be taken at the end of the third year.

The examination will be comprehensive and will reflect the expectations of competencies for someone with the Ph.D. in I/O psychology. The exam is only one milestone in each student's graduate experience and is not viewed in isolation from other measures of performance such as research involvement, teaching assistantships, and general program involvement. Preliminary examinations are a method for evaluating breadth and depth of knowledge in the primary areas within the field of I/O psychology and serve two primary functions. First, the preliminary exam is use to evaluate student progress. Although students will have demonstrated certain competencies through their required coursework, the preliminary examination is designed to assess the extent to which students have developed an integrative understanding of the field. Specifically, the preliminary exam requires students to demonstrate not only a mastery of the relevant literature, but also the ability to integrate material from different areas, critically evaluate primary issues within the field, and develop programs of research or theoretical models. Second, the preliminary exam has a developmental aspect in that the student is required to develop a comprehensive understanding of the entire field of I/O psychology, including those areas in which coursework may not have been completed. In short, a student completing the preliminary examination is encouraged to develop a unique framework for considering the field of I/O psychology as well as how I/O is related to other areas of psychology (e.g., social) and business (e.g., organizational behavior).

The preliminary examination will require the student to answer several conceptually integrative questions. The examination will be given in a take-home, open-book format and students will have 10 calendar days to provide thoughtful, detailed, manuscript-length (e.g., 25-30 pages) answers to the questions. Questions will be written and evaluated by the primary faculty within the I/O interest group. At the discretion of the I/O faculty, other graduate faculty members affiliated with the program may also contribute questions and evaluate responses. The program faculty, along with any such affiliated faculty, will serve as the preliminary exam committee. Exams will be scheduled during the last two weeks of September. If all students involved agree, exams may be scheduled slightly before or after this time. Students planning to take the exam should notify the I/O program director at least two months prior to the scheduled exam. The exam will generally include questions of which some may be required and others that allow for choice on the part of the examinee. The intent of the latter type of questions is to accommodate individuality in student interests and experiences.

The preliminary exam committee will construct the preliminary exam and discuss expected answers to all questions. Each committee member will grade all items. After grading exams independently, committee
members will meet to discuss student performance. Each question will be evaluated on a PASS, MARGINAL PASS, MARGINAL FAIL or FAIL basis. In the case of marginal performance, faculty may require an oral examination or additional written work. In the case of failure, additional activities (e.g., oral exam, rewrite question, answering additional questions) will be required at the discretion of the committee. Though failing performance will not automatically be considered grounds for dismissal from the program, a failing score on all, or part, of the exam in conjunction with the student's overall performance in the program (i.e., prior coursework, teaching assistant performance, research progress, and progress toward degree) may lead the preliminary exam committee to recommend the student's dismissal to the Psychology Department faculty. Feedback regarding preliminary exam performance will be provided by the I/O program director, although students are encouraged to also solicit specific comments from each committee member individually.

Another option exists for the fulfillment of part of the preliminary exam requirement, although it is expected that this option would not be frequently used. Specifically, a student may elect to write a review on some topic approved by the preliminary exam committee. The review should be of sufficient quality and scope to merit publication in Psychological Bulletin or Psychological Review. For this alternative, the student will write a short proposal outlining what he/she would do, what literature(s) or research would be integrated, and how the final product would look. Such a proposal would be considered at the time the student indicated his/her desire to take the preliminary examination (i.e., two months prior to the scheduled exam date). Students are strongly encouraged, however, to discuss such proposals well in advance of the examination with at least one member of the program faculty. If the student's plan is approved, the preliminary exam committee taking into consideration when the review paper is completed will determine evaluation and feedback for this option. Once approval is granted, the student must prepare the manuscript independently and without the assistance of peers, faculty, or other experts. Approval of such proposals will also include the requirement that the student answer one or more questions in the take-home format described above. In any event, this option will be followed by an oral exam.

COURSE WORK REQUIREMENTS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The program is designed to provide students with a strong theoretical background in Industrial and Organizational Psychology, with emphasis on Personnel Psychology. All students are expected to fulfill requirements in psychology core courses, take all relevant courses offered in statistics, and are encouraged to take courses in the Business School. A list of required and recommended courses is given below.

Supervised field-work in approved settings and with emphasis on applying theory to specific practical problems and research projects is also a part of the professional training. Presently one practicum course is required, though students may choose to take additional practicum hours.

Courses in the curriculum are designed to provide a broad-based knowledge of psychological research and theory as well as training in professional issues. Both within the I/O 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 involve students actively in the learning experience. Required and elective courses and hours are indicated below. Required courses make up 35 hours; 24 hours are elective. As part of the elective hours, students must take two advanced seminars (6 hours) in I/O Psychology.

Core Courses (2 courses required for a total of 6 hours)

- Psyc 701 Personality Psychology
- Psyc 702 Developmental Psychology
- Psyc 703 Cognitive Neuroscience
- Psyc 704 Animal Behavior
- Psyc 705 Conditioning and Learning
- Psyc 706 Categories of Human Learning
- Psyc 707 Cognition and Information Processing
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Psyc 709 Biological Psychology
Psyc 710 Psychopharmacology
Social Bases of Behavior (1 course for 3 hours)
Psyc 700 Social Psychology

Research Design and Statistics (4 courses for a total of 12 hours)
Psyc 611 Intermediate Statistics
Psyc 613 Multivariate Statistics
Psyc 667 Quantitative Methods
Psyc 677 Research Techniques

Measurement (1 course for 3 hours)
Psyc 673 Foundations of Measurement

I/O Psychology (3 courses for a total of 9 hours)
Psyc 671 Personnel Selection
Psyc 675 Organizational Psychology
Psyc 770 Training and Development

Practica/Professional Issues (2 courses for a total of 2 hours)
Psyc 723 Professional Issues in Psychology (1-3 Hours)
Psyc 774 Practicum in I/O Psychology (1 hour)

Research: Thesis/Dissertation (0 credit hours)
Psyc 998 Master's Research
Psyc 999 Dissertation Research

Partial Listing of Electives in Psychology*
Psyc 610 Computer Applications
Psyc 612 Programmed Data Analysis
Psyc 672 Personnel Management
Psyc 674 Readings in I/O Psychology
Psyc 676 Adv. Organizational Psychology
Psyc 678 Adv. Studies in I/O Psychology
Psyc 679 Legal and Ethical Issues
Psyc 711 Adv. Experimental Design
Psyc 762 Psychological Assessment: Personality and Diagnosis
Psyc 775 Advanced Practicum in I/O Psychology
Psyc 776 Adv. Projects in I/O Psychology
Psyc 777 Topics in I/O Psychology
Psyc 778 Adv. Measurement and Test Development

* In addition, students are encouraged to take electives within the A. B. Freeman School of Business and the Department of Sociology.
APPENDIX D: The Program in 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
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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)
Department of Psychology: The Graduate Student Handbook

**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)

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

**Predoctoral Internship Year** (12 hours required)
- Psyc 783 School Psychology Internship
APPENDIX E: Departmental Grievance and Appeal Procedures

The following procedures apply to Student initiated grievance procedures concerning undergraduate or graduate academic instruction. The Departmental Chair shall distribute these procedures to all Departmental Faculty and Instructional Staff. It is also the Chair's responsibility to provide a copy of these procedures to any Student who brings a complaint or grievance before the Department.

1. The Department expects the Student to attempt to resolve academic disputes through discussion with the Instructor. Within one month of receiving the grade or other cause of the complaint, the Student should make an informal attempt to resolve the complaint through such discussion. Complaints received by the Department Chair or Instructor after this one-month period will not be considered. If the Instructor cannot be reached due to summer vacation or other circumstances, contact should be made as soon as possible or within two weeks of the beginning of the following semester. Requests for extensions should be submitted to the Department Chair until the grievance committee is formed. At that point, requests for extensions should be submitted to the grievance committee Chair.

2. Although the Student and Instructor may seek legal advice, they may not be represented by counsel or others at Departmental mediation or subsequent Departmental hearings. Nor should there be communication regarding the grievance between their legal counsel and grievance committee members or other full-time faculty members of the Department. Such communication might compromise any Departmental review and be grounds for its immediate termination by the Department Chair. If the Departmental review is terminated, the Student may consult with her/his dean.

3. If the Student and the Instructor cannot arrive at a mutually satisfactory solution within seven working days, the Student should immediately refer the complaint, to the Departmental Chair. The Chair is responsible for the prompt notification of the Instructor of the grievance.

4. If informal discussion with the Instructor has failed, the Department expects the Student to attempt to resolve the issue through informal mediation by the Departmental Chair. If the Student refuses to participate in mediation without giving a specific reason, no formal grievance can be filed with the Department and no hearing will be convened. If the Instructor refuses mediation or there is no satisfactory resolution within seven working days, the Department Chair shall inform the Student of the right to submit a formal grievance in writing, including all supporting materials and names of cognizant individuals with supporting information. This must be submitted to the Department Chair within seven working days of the Department Chair's determination that there is no satisfactory agreement. If a teaching assistant is involved, the Department Chair shall make no contact with the teaching assistant before the complaint has been discussed with the supervising Instructor.

5. Within one working day after receiving a formal grievance, the Department Chair shall submit a copy of the grievance and supporting materials to the Instructor involved and shall request a formal response in writing. This response shall be submitted to the Department Chair within five working days after receipt of notification from the Department Chair. Instructors against whom grievances are filed shall submit all relevant materials (for example, tests, procedures for grading, grade records, etc).

6. Within two working days of receipt of the Student's written grievance, the Departmental Chair shall select a grievance committee for the case. The grievance committee shall be comprised of five voting members including at least two from the Departmental Advisory Committee and up to three other full-time faculty members chosen by the Departmental Chair. Within two working days of being named, the committee shall meet to choose a Chair.

7. The Department Chair shall inform the Student and Instructor of the membership of the grievance committee within two working days. At this time requests to remove a faculty member for cause will be granted only when it is clearly justified, in the sole discretion of the grievance committee Chair. If bias is alleged on the part of the committee Chair, the Department Chair will decide on the request to remove the committee Chair. Faculty members may excuse themselves for acknowledged bias.

8. Within one working day of receipt of the Instructor's written response to the formal grievance or the final composition of the committee, whichever is later, the Department Chair shall submit both written documents to the Chair of the grievance committee. If the Instructor does not submit the requested written response within the allowed time period, the Department Chair shall submit the Student's formal grievance to the Chair of the grievance committee and notify the Instructor of this submission. The grievance committee will then proceed.
9. Within seven working days the grievance committee shall meet to review and discuss the grievance. The Student and Instructor will be invited to appear at a meeting. Other cognizant parties may be invited by the committee to appear. Such invitations shall be conveyed at least 48 hours prior to the meeting to which they are invited. The grievance committee shall take cognizance of classroom scheduling that may affect the appearance of the person invited and shall set the date and time accordingly.

10. The Student and the Instructor may invite relevant parties, usually identified in the formal grievance and response, to make an oral statement to the committee. The Student or Instructor shall provide the names of invited cognizant parties to the Chair of the grievance committee at least 24 hours prior to the meeting. No parties shall be represented by legal counsel or representatives at the grievance committee meeting.

11. The Student, Instructor, and other relevant parties appearing before the committee do so voluntarily and will not be under oath. Each person will appear individually before the committee and will be subject to the questions of the committee, not those of the other parties.

12. Committee recommendations shall be made by majority vote. The committee shall render a recommendation and shall submit to the Department Chair a written report within three working days of the conclusion of the final grievance committee meeting. The report shall include a summary statement of the recommendation and the grounds on which the recommendation was reached. Explanations of any extensions of deadlines must be appended to the committee report. The committee shall consider the implications of the recommendation for other Students in the class who have not filed a grievance. The Department Chair shall send the report to the Student, Instructor, and the Student's dean. Committee records shall contain not only the recommendation but an explanation of the grounds upon which the recommendation was reached.

13. No tape recordings of testimony or grievance committee deliberations may be made by involved parties or the committee. Materials submitted by the Instructor shall be copied and returned. The committee report, committee records, and copies of materials submitted by the Instructor shall be maintained for six months in a confidential file by the Department Chair. They shall then be destroyed unless an appeal is filed within that time period.

14. If the Student is dissatisfied with the committee recommendation, the Student may appeal within three working days to his/her dean.

15. If the Instructor is dissatisfied with the committee recommendation, the Instructor may appeal in accordance with procedures approved by the University Senate.

*Note: If the instructor is the Department Chair, the Associate Chair will assume the duties normally performed by the Chair.

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