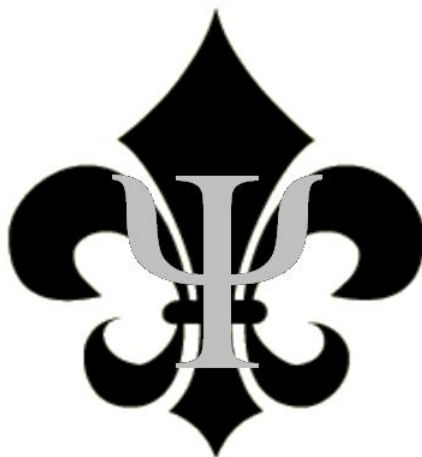


MAJORING IN PSYCHOLOGY

For students who entered Tulane after August 2006

**Department of Psychology
School of Science and Engineering
Tulane University
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INTRODUCTION

Welcome to the Psychology major at Tulane University. You are joining a large and diverse group of students. There are over 350 Psychology majors at Tulane, the most popular major at the University.

The Department is committed to excellence in research and teaching at both the undergraduate and graduate levels. We also contribute to interdisciplinary majors including Neuroscience, Early Childhood Education, Cognitive Studies, Women's Studies, and African & African Diaspora Studies. We strive to develop and maintain programs of excellence in research that contribute to our understanding of the social, developmental, evolutionary, and biological factors that underlie behavior. Our primary objective in blending our scientific and educational mission is to promote new knowledge in the discipline of psychology through programmatic research while providing a rich training environment for both our graduate and undergraduate students.

Many Psychology majors and minors prepare for careers in the scientific or applied disciplines of psychology or in related professions such as social work, health care, education, industry, and human factors. Many of our Psychology majors pursue careers in medicine, law, business, or the military. Since 2002, the Department also has offered a 4+1 Master's program; only students who earn their bachelor degrees at Tulane are eligible to apply to this program.

This handbook will provide information about the major and minor curricula, advice on becoming involved with research, and preparation for meeting your career goals after graduation. The Department updates the handbook annually, and posts it on-line. The official requirements are posted in the college catalog.

If you have any additional questions about the major or minor, please ask your assigned Psychology advisor, or contact one of the co-chairs of the Psychology Undergraduate Curriculum Committee (Dr. Terry Christenson and Dr. Thomas Hebert). All psychology faculty members can be reached by calling the Department at (504) 865-5331.

REQUIREMENTS FOR THE MAJOR

The major is designed to provide students with a broad base in psychological science. Courses in psychology include the 100-level survey course and univariate statistics, plus 23 credits at or above the 300-level to include: two psychology laboratory courses, at least one course in each of the three distribution areas (psychobiology; social/developmental psychology; psychological techniques and applications), and a capstone experience. [Note that some of these courses fulfill multiple requirements; for example, 318 counts as both a psychology laboratory course and as a techniques/applications course.]

As corequisite courses, students majoring in psychology also must a.) complete the appropriate mathematics courses needed for the B.S. degree*, b.) complete one lab science course outside or cross-listed with psychology (which satisfies the college lab requirement), and c.) complete two 3-credit courses from the School of Science and Engineering outside or cross-listed with psychology [e.g., EEIO368/PSYC368, count toward the 23 credits in psychology at or above the 300-level, as well as satisfying one of the cross-listed/outside courses.]

Tulane's status as a Research I University combined with its moderate size also provides ample opportunity for research and laboratory experience. Students must maintain a minimum of a 2.0 cumulative grade point average in the major to graduate. The major grade point average is computed on all courses completed in Psychology at Tulane. All courses toward the major must be taken for a letter grade, not S/U.

The checklist toward the end of this handbook provides a quick overview of requirements. Detail follows below:

Psyc100 or H101 An introductory level survey course will address fundamentals of contemporary psychology, including topics such as heredity and behavior, principles of learning, physiological substrates of behavior, perception, social interaction, and mental health. **An AP Psychology grade of 4 or 5 substitutes for Psyc100/101**

Psyc 209, *Univariate Statistics I* is required for the Psychology major or minor. It is an applied statistics course with emphasis on analysis of data from psychological research. There is no mathematics prerequisite. However, students are encouraged to take this course first or second semester sophomore year (after which they likely will have taken at least one 300-level psychology survey course and at least one math course). Students who elect to take MATH123 to satisfy the BS mathematics requirement may find it useful to take MATH123 prior to PSYC209.

Psychobiology Group. One course must be taken from among these courses: 330, 368, 370, and 377. Note that three of these courses are cross-listed with other SSE departments and therefore partially would satisfy part of the co-requisites noted in the second paragraph.

Social, Developmental, and Cognitive Processes Group. One course must be taken from among these courses: 321, 324, 325, 331, 339, 340, 343, 363.

Techniques and Applications Group. One course must be taken from among these courses: 301, 313, 318, 320, 333, 334, 365, 371, 611, 613, and 650. Notice that 313 and 318 are laboratory courses, and would satisfy two requirements with one course.

Capstone Experience. Students entering Tulane in the Fall of 2006 (and thereafter) must complete a capstone experience in one of their majors during or after the second semester of their junior year. Students may satisfy the psychology capstone with 500, 502, 504, or 618 **OR** by registering for 511 along with any 300-level or higher course. Approval for 511 generally is *pro forma* for 456, 457, 481, 482, 501, 503, 658, 702, and 710 as long as students are second semester juniors and meet other prerequisites. Arrangements may be made with instructors for capstone projects in other 300-level or higher courses, and requires approval for co-registration in 511. [Double-majors do NOT need to complete a PSYC capstone if they complete a capstone in their other major]. Credits earned from the capstone count as part of the 23 credits in psychology at or above the 300-level, and the course also may satisfy additional requirements (e.g., 481, 482, 500, 658 all count as psychology lab courses).

*MATH courses that satisfy the B.S. are determined by the College via recommendation of the Math Department. For students who took MATH111 prior to Fall 2007, that course counts toward the BS. After that point, the course was "revamped" to be appropriate for BA students and students interested in statistics have been pointed toward MATH123 Statistics for Scientists. The Department of Psychology recommends that students either take Math121 and Math122, or Math121 and Math123, or Math131 (consolidated calculus, which satisfies the BS if a sufficient grade is earned; consult the MATH department). Students also can spread Calculus I over two semesters 115 and 116, but that is commensurate to Math121 only, and still requires an additional course such as 122 or 123.

Psyc Laboratory Courses: Psyc209. Psychology majors must complete 2 PSYC laboratory courses, beyond Psyc209. Some laboratory courses are offered every semester, but most are offered only once a year. Each laboratory course will involve empirical work. In most laboratory courses, several experiments or studies will be performed by each student, each semester.

Most laboratory courses will include the following features:

Experience in the planning of research and hypothesis generation.

Exposure to basic principles of design and experimental methods.

Knowledge of ethical principles in conducting research.

Experience in data analysis, including basic correlational techniques and ANOVA with factorial designs or repeated measures formats.

Practice in reporting empirical research according to article format of the American Psychological Association.

Current laboratory offerings are:

Psyc313	Experimental Psychology (4)
Psyc318	Psychological Testing and Measurement (4)
Psyc322	Research Methods in Developmental Child Psychology (4)
Psyc344	Experimental Social Psychology (4)
Psyc345	Research Methods in Social Cognition(4)
Psyc369	Experimental Animal Behavior (4)
Psyc378	Sensation & Perception Lab(1); Coreq: Psyc377 Sensation & Perception (3)
Psyc381	Laboratory For Topics in Psych (1); Coreq: Psyc380 Topics in Psychology (3)
Psyc480	Special Topics in Psychology with Laboratory (4)
Psyc481, 482	Independent Projects Laboratory (4)
Psyc500	Honor's Thesis (4)
Psyc652	Biological Psych Laboratory (1) ; Coreq: Psyc651 Biological Psychology (3)
Psyc654	Psychopharmacology Laboratory(1); Coreq Psyc653 Psychopharmacology(3)
Psyc656	Behavioral Neuroendocrinology Lab (1) Coreq: Beh. Neuroendocrinology (3)
Psyc658	Cognitive Neuroscience Lab (1); Coreq Psyc657 Cognitive Neuroscience (3)
Psyc660	Stress and Trauma Laboratory (1); Coreq: Psyc659 Stress and Trauma (3)
NSCI601*	Methods in Neuroscience Lab (1); Coreq: NSCI600 Methods in Neurosci (3)

*The Department currently accepts NSCI601 as a substitution for a psychology laboratory course, and counts credits for NSCI600/NSCI601 toward the major or minor.

Graduate Courses. One possibility for seniors who want additional depth in one specific area of Psychology may be to take a graduate (700-level) course. The Department faculty encourages undergraduates to take graduate courses under certain conditions. It is important to determine whether this opportunity is an appropriate one for you. Such courses are best taken by undergraduates who already have had several courses at the undergraduate level in the area. For example, to take a graduate course in developmental psychology, it is good to have had at the very least 321, 322 and one or two courses at a more advanced level in child or developmental psychology. Courses 700-710 are graduate "core" courses, intensive introductions to broad areas (e.g., 700 is Social Psychology, 710 is Psychopharmacology) offered primarily to first-year and second-year graduate students. Other 700 level courses are usually more focused and narrow, often research seminars in which recently published research is discussed in detail. Undergraduates interested in this option should first speak with their major advisor and if she or he agrees, then talk to the instructor of the graduate course. N-T may require additional paperwork to count a grad-only course toward the BS degree.

REQUIREMENTS FOR THE MINOR

A minor in Psychology requires **five courses** and a minimum of 17 hours. These courses must include an introductory level course (i.e., PSYC 100 or 101), univariate statistics (i.e., PSYC 209), one Psychology laboratory course at the 300 level or above, and two additional 3 credit Psychology courses at or above the 300 level. A grade-point average of 2.0 or higher is required in courses applied to the minor. All courses applied to the minor must be taken for a letter grade, not S/U. A checklist for the requirements is appended to this document.

PSYCHOLOGY AND EARLY CHILDHOOD EDUCATION

A major in psychology with a coordinate major in early childhood education is possible by completing the following courses: Psychology 100 or 101, 209, 318, 320, 321, 323, 325, 326, 334, 335, Psyc365 or Sociology 103, and one course from the psychobiology group (i.e., 330, 368, or 370). Students must complete a series of Education courses for the coordinate major in early childhood education; that sequence of courses include the capstone experience for students in this major; Refer to the Office of Teacher Preparation and Certification for a description of these courses and other requirements. Please note that, even though this major is offered through the School of Science and Engineering, the psychology-early childhood education major earns a BA degree. Consequently, students must satisfy the requirements for a BA degree (as determined by the School of Liberal Arts) rather than the requirements for BS (determined by the School of Science and Engineering).

TRANSFERRING COURSE CREDIT

Permission for transfer credit from other baccalaureate degree-granting colleges and universities may be recommended on a course-by-course basis, depending on similarity to Psychology courses offered at Tulane. The Transfer Credit form from your Dean's office must be completed and submitted to the Departmental Curriculum Committee along with a photocopy of the official course description and course syllabus from the other college or university. Per University-wide practice, the maximum number of transfer credits that may count toward the Psychology Major or Minor is 50% of the required credits (i.e., 15 credits toward the major and 8 credits toward the minor).

With the exception of Psyc100, the Department does not grant transfer credit for courses taken at junior or community colleges. Similarity of a course description at such a school to a Tulane University departmental course offering is not, by itself, a sufficient reason for varying from this policy.

Students wishing to count an Advanced Placement (AP) course in Introductory Psychology must have earned at least a 4 on the AP Exam.

In some cases where transfer credit is not recommended, there may be special circumstances which would justify reconsideration upon petition to the Departmental Curriculum Committee. You may contact Dr. Terry Christenson (tchris@tulane.edu) or Dr. Thomas Hebert (thebert1@tulane.edu) regarding such a petition.

Detailed information on how to submit requests for transfer credit may be found on our website at: <http://psych.tulane.edu/undergraduate/continuing-students.php#transfer>

RESEARCH EXPERIENCE IN PSYCHOLOGY

If you are serious about psychology as a major, then you should consider getting involved in research. We recommend that students get involved with a research lab as early as their sophomore year, but no later than the fall of their junior year, especially if they have aspirations for (a) doing an honors thesis in their senior year and (b) going to graduate school in psychology or a related discipline.

Undergraduate Research Assistantships

Why Do Research? Much of life is about the process of finding things out. Whether you want to do comparison shopping for a new car or find the best treatment for your loved one's diagnosis of cancer, all thinking people will engage in some sort of research activity during their lives. Research is simply the formal methodology for discovering answers to questions. In science, research is the formal methodology for discovering answers to questions that have not already been answered by somebody else. Research is therefore the process of generating new knowledge. All sciences depend upon research to discover new information. While different disciplines have different formal methodologies for conducting research, all sciences and social sciences share the common principles for what constitutes the process of discovering and verifying the integrity of new information. Research in psychology is the means by which anything new about human behavior is understood. Applied fields (e.g., health care, the practice of law, engineering, teaching and education, human services and social work, and business) all, in turn, use the products of research to inform their work.

Why do a Research Assistantship? Because most faculty members want to sponsor an Honors Thesis with someone that they know, it is imperative that you plan ahead and get to know the faculty working within the area of psychology that most interests you. You should start by applying to become a Research Assistant in one of the faculty research labs. Research assistants can earn academic credit toward the major by enrolling in PSYC 351, 352, 481, 482, 491, or 492 (Special Projects or Independent Study) with a faculty member of choice. Some faculty may require students to volunteer first before committing to include undergraduates as Research Assistants in their labs. Summer volunteer or employment opportunities are also often available.

What if you do not want to do an honor's thesis, but are still planning to go to graduate school? Or even business, law, or medical school? Then you will need undergraduate research experience for several reasons. First, most if not all graduate programs in psychology are designed to train research scientists. Therefore, getting involved in research as an undergraduate sort of "gets your feet wet" so that you gain an understanding of what is expected of you in graduate school. Also, you learn some basic research skills such as data collection, entry, and analysis and how to conduct literature searches that you will use in graduate school. Next, working in a variety of research labs helps you discover which area of psychology you most enjoy. Third, one of the requirements in the selection process for graduate school is the submission of 3 or more letters of recommendation. Ideally, you want at least 2 of these letters to be from faculty members with whom you have conducted research. Again, you are encouraged to get involved early, because it takes time (e.g., more than one semester) for each faculty member to get to know your skills and potential as a graduate student. Faculty members are much more comfortable writing recommendation letters for students they know very well. As such, the strongest letters of recommendation often reflect one year or more of work in a research lab. Finally, research may result in acknowledgements on a publication or co-authorship on a presentation or publication.

How to Become a Research Assistant: In order to apply to become a research assistant in a faculty member's lab you will need to review their specific requirements (including prerequisite coursework, minimum GPA, time commitments). You may need to complete a brief application and interview for the position. The available positions in a lab may fill quickly, so you should plan in advance for the semester that you wish to start. Jointly held meetings of Psi Chi / Psychology Club occasionally provide information about research assistant positions (along with other topics of interest to psychology majors) so you may wish to attend their meetings.

THE HONOR'S THESIS

If you have a strong grade point average (approximately 3.5 in Psychology courses and at least a 3.4 overall) and you plan to pursue graduate study, you may decide to complete an honors thesis in Psychology. **If you are thinking of doing an honors thesis, you will be expected to have completed independent research earlier in your undergraduate career.** No later than the end of the first semester of your junior year, identify the faculty member with whom you wish to work and make plans to carry out preliminary work for the thesis during the spring or summer *before your senior year*. During your sophomore and junior years you should enroll in the Psychology laboratory courses or other courses that require you to prepare a research proposal or project write-up. Completion of your laboratory courses and Psychology 611 (*Univariate Statistics I*) or 613 (*Multivariate Analysis*) may facilitate your research progress, and may be expected by some faculty before they agree to supervise an honors thesis.

The minimum requirements for Departmental Honors in Psychology are: a) an overall GPA of 3.40, b) a Psychology GPA of 3.50, and c) the successful completion of an empirical honors thesis in Psychology. Students who meet these requirements will also graduate with the University distinction of *cum laude*. Students in the Honors Program with an overall GPA of 3.60 who complete an Honors Thesis in Psychology will graduate with Departmental Honors in Psychology as well as with the University distinction of *magna cum laude*. Finally, students in the Honors Program with an overall GPA of 3.80 or higher and who complete an Honors Thesis in Psychology, will graduate with Departmental Honors in Psychology as well as with the highest University distinction of *summa cum laude*.

You must register to do an honors thesis by mid-September of your senior year. The Honors Program Office is located in the Hebert Building where you may obtain a copy of the guidelines and schedule in advance of your registration for an honors thesis. For additional information review the University Honors Program web page at <http://honors.tulane.edu/web/>. You also may wish to see the titles of recent honors theses in Psychology at our website: <http://psych.tulane.edu/undergraduate/honors-theses.php>

In addition to the University Honors Program requirements, students seeking honors in Psychology must meet the requirements and deadlines listed below.

Project Type. The Department of Psychology requires the honor thesis to be an **empirical research** study.

Ethics Approval Deadlines. Students must secure prior approval for honors theses from the appropriate ethics committees by the end of the first semester of their senior year (as a prerequisite to Psychology 500 registration). Approval of empirical studies with human subjects must be obtained from the University Institutional Review Board. Detailed information on the approval process and links to application forms appear at the Ethics Review Page on the Department's website. Approval of empirical studies with vertebrate animal subjects must be obtained from Institutional Animal Care and Use Committee, whose forms also are linked to the Ethics Review Page. Review and approval in both cases normally require at least one month. Therefore, it is important that students submit all forms to the appropriate committee NO LATER THAN November 15.

Proposal Approval. Research proposals, submitted in late January to the Honors Program office as the "first chapter," must include an introduction and complete methodology. Before submission to the Honors Program office, the proposal must be approved by a committee comprised of the thesis director, and another Psychology faculty member, who will serve as the second reader. The proposal must be approved before the data for the primary study are collected.

UNDERGRADUATE AWARDS IN PSYCHOLOGY

The Department annually selects graduating seniors as recipients of awards of distinction. The awards and their recent recipients are described in greater detail on our website.

The Aaron Hartman Medal was established in 1930 by bequest of Rosa Cahn Hartman in memory of her husband. It is presented to a senior for excellence in psychology.

The Rosa Cahn Hartman Prize is presented to a senior for excellence in psychology.

The Arnold Gerall Prize in Neuroscience is presented to a senior for excellence in the neuroscience area of psychology.

Senior Scholar Award is presented by the Honors Program annually to the outstanding graduating senior who is graduating with Departmental Honors.

The Barbara E. Moely Award for Psychology in the Public Interest is awarded to the graduate with exceptional public service to the community. The award is named for Professor Emerita Barbara Moely, who began service learning at Tulane and remained active with the Office of Service Learning and Center for Public Service after her retirement. Nominations for the award are accepted in March.

PSI CHI AND THE PSYCHOLOGY CLUB

Psi Chi is a national honor society for Psychology majors. To be eligible for membership, you must have completed three courses in the discipline of psychology, have a psychology grade point average of at least 3.25 and an overall grade point average of at least 3.00. The Psychology Club is open to anyone who is interested in the field of psychology. Meetings are held in conjunction with Psi Chi. Meetings of Psi Chi and the Psychology Club offer opportunities to discuss new psychological topics, hear guest speakers, and interact with others who share your interests. All students interested in Psychology are welcome to attend meetings. Meeting times and topics are posted in the main office of the Department of Psychology and at the Tulane Psi Chi and Psychology Club website.

CAREERS IN PSYCHOLOGY

What do graduates do with a bachelor's degree in Psychology? Some Psychology majors use their undergraduate training to pursue studies in law or medicine. Many more go on to graduate school to gain further training in the field. However, this is certainly not your only option. There are many careers that do not require additional schooling. A Psychology major is a good foundation for pursuing careers in a variety of fields such as:

- Advertising
- Communications
- Department Store Retailing
- Education
- Hotel Management
- Fashion / Textiles
- Human Services
- Interior Design
- Market Research
- Personnel
- Public Relations
- Sales

For information regarding salaries, interviews, working conditions, recommended work experiences, and extracurricular activities, consult *Career Choices for the Millenium* published by Walker Publishing Company located in the Advising Room in 2011 Stern or in the Office of Career Services.

HELPING PROFESSIONS

Many students who major in Psychology choose to enter a helping profession. These professions all require various additional graduate study and professional certification after the baccalaureate degree. Students might wish to consider one or more of the following:

- Audiology and Speech Pathology
- Career Counseling
- College Personnel Services
- Corrections and Criminology
- Educational Administration
- Educational Counseling
- Medicine – including Family Practice, Internal Medicine, Pediatrics, Plastic Surgery, Psychiatry, and Alternative Medicine
- Music or Art Therapy
- Museum Curatorial Professions
- Nursing
- Nutrition
- Occupational Therapy
- Physical Therapy
- Rehabilitation Counseling
- Special Education
- Social Work
- Substance Abuse Counseling
- Zoo and Veterinary Care Professions

GRADUATE STUDY IN PSYCHOLOGY

If you hope to pursue a career in Psychology, you should begin thinking about graduate study early. A career in Psychology ordinarily requires a Doctor of Philosophy (Ph.D.) degree. Information can be found in the Advising Room in 2011 Stern Hall. The following is a list of some of the sub-areas with career potential that one can specialize in during graduate school:

- Behavioral Neuroscience
- Clinical Psychology
- Cognitive Psychology
- Community Psychology
- Comparative Psychology
- Consumer Psychology
- Counseling Psychology
- Developmental Psychology
- Educational Psychology
- Environmental Psychology
- Evolutionary Psychology
- Experimental Psychology
- Forensic Psychology
- Health Psychology
- Human Factors
- Industrial/Organizational Psychology
- Neuroscience
- Personality Psychology
- Physiological Psychology
- Program Evaluation
- Psychopharmacology
- Quantitative Psychology
- School Psychology
- Social Psychology

You should start planning your application to graduate school well before the beginning of your senior year. Plan your undergraduate courses carefully. Application deadlines for graduate schools usually occur in December and January. You should complete your laboratory courses before applying. High grades in your statistics course (Psychology 209) and laboratory courses in Psychology are crucial for admission to most graduate programs. Depending on the area of Psychology that you plan to study, particular elective courses may be considered particularly desirable. Of course maintaining an excellent overall grade average, as well as a high grade average in Psychology is critical. Membership in Psi Chi and election to honorary societies, such as Phi Beta Kappa or Sigma Xi, is looked upon favorably by many graduate programs.

Further, doing an independent research project or honors thesis will allow you to obtain valuable research experience that is highly valued by graduate admissions committees. Research experiences ultimately reflect on your potential as a future graduate student and professional in the field.

Many service delivery programs in clinical, counseling, and school psychology, particularly those offering the Psy.D. degree, look at relevant work or volunteer experiences as well as the academic achievement of applicants. Experience in a mental health or medical setting or with people who have mental, physical or developmental disabilities may be helpful. The Community Action Committee of Tulane University Students (CACTUS) may have information about appropriate volunteer opportunities on campus and in the city. Service Learning activities or work with various community organizations can add valuable additional experience to your college resume.

Letters of recommendation from faculty members who know you well are a critical part of your graduate school application. You will need three or four persons to serve as references. Faculty members who know you and your work may be willing to write letters for you, especially if they know more about you than the grade you obtained in their class. If they agree to write a letter of reference for you, invariably they will be willing to send it to a number of different programs that you want to apply to. You should provide the faculty member with a CV (current resume), a copy of your college transcript(s), examples of written work in psychology, a statement of your career goals and research interests, as well as typed instructions (due dates and mailing instructions) with the completed forms and stamped, addressed envelopes in which your letters of reference can be mailed. It is helpful to the faculty member to know your Graduate Record Examination scores as soon as they are available. Organize these materials and provide plenty of advanced notice to anyone who has agreed to write a letter of reference on your behalf. Don't forget to let them know what happened and where you decided to go after graduation.

If you plan to apply to Graduate School, be sure to:

- Talk to your advisor. Frank feedback from faculty members about your probable chances of admissions to particular graduate programs may help you target your best opportunities or avoid unrealistic aspirations.
- Speak with faculty members whose interests are in the area of Psychology that you plan to study. Ask them about the field, schools that you are considering, strategies for admissions, and what to anticipate in graduate school.
- Get information about different fields of Psychology, and about graduate programs at specific schools, before the beginning of your senior year. Various publications of the American Psychological Association are helpful including *Graduate Study in Psychology* which has the most detailed information about specific schools. This information can be found in the Advising Room in 2011 Stern Hall.
- Attend meetings of the Psi Chi Society/Psychology Club where general and specific issues related to graduate school application are addressed by departmental faculty.
- Take the Graduate Record Examination and any other required tests no later than the summer before your senior year. This leaves an opportunity to try again if your scores do not meet your expectations.
- Begin requesting application materials from graduate schools of interest during the fall semester of your senior year. Be aware of application deadlines, particularly if you plan to apply for financial assistance. Deadlines are usually in December, January and February of your senior year, although exact dates will vary.
- Contact faculty at programs of interest to you, to ascertain whether they are admitting students with your background and interests.

TULANE PSYCHOLOGY 4 + 1 MASTER'S PROGRAMS

The Department of Psychology offers opportunities to qualified Tulane undergraduates to earn the Master of Science Degree through a 4+1 program. This program only is offered to students earning the bachelors degree at Tulane.

The Master of Science (area specific, thesis) provides an in-depth examination of the theories and methods of a specific area of psychology, including the completion of an empirical thesis. The degree requires 24 graduate credit hours plus the completion of the thesis. Students electing to pursue this option usually have initiated research as undergraduate students by the junior year, and have identified a specific area of interest. The thesis advisor will provide guidance as to the particular courses appropriate to each student's unique interest.

The Master of Science (general track, no thesis) provides a broad background in the theories and methods of Psychology at the graduate level, and comprises 30 graduate credit hours. No thesis is required. Students electing to pursue this option desire a broad background rather than specialization in a particular area.

Students typically are admitted to the program during the final baccalaureate year at Tulane, allowing them to begin graduate study during their senior year. Detailed information on the programs, curricula, and admissions criteria and procedures may be found at <http://psych.tulane.edu/graduate/masters.php>

RELEVANT PUBLICATIONS

The department has dedicated an area in 2011 Percival Stern Hall where psychology students will find a variety of valuable materials, many related to graduate school application. Some of these publications are listed below.

Publication Manual of the American Psychological Association, 5th edition. (2001). Most Psychologists have agreed on one style for our professional writing that differs in many details from the style that you may have been taught in a high school or college English courses. You will need to have a copy of the manual for at least one of your Psychology laboratory courses, and most Psychology professors require that all papers in their courses follow the APA manual.

In addition to its technical sections on editorial style, the APA manual contains two chapters of helpful general writing tips. There is a training aid by Gelfand and Walker (1991) which you may find useful.

Career Paths in Psychology: Where Your Degree Can Take You. Washington, DC: American Psychological Associations, 1997.

Graduate Study in Psychology. 2005 Editions (Washington, DC: American Psychological Association; 2004). Published every two years by the APA. Can be purchased for about \$25.00. This book offers information including the different types of graduate programs and where they are located nationally, as well as some information about financial aid and admission standards.

The Complete Guide to Graduate School Admissions: Psychology and Related Fields. (Keith-Spiegel, P.; Hillsdale, N.J.: Lawrence Erlbaum Associates; 1991).

Neuroscience Training Programs in North America. (Washington, DC: Society for Neurosciences; 1994). See Dr. Dohanich for more information.

Graduate Training Programs in Industrial/Organizational Psychology and Related Fields. (Bowling Green, OH: Society for Industrial and Organizational Psychology, Inc.; 1995).

LINKS TO PSYCHOLOGY WEB SITES OF INTEREST

AMERICAN PSYCHOLOGICAL ASSOCIATION www.apa.org

ASSOCIATION FOR PSYCHOLOGICAL SCIENCE www.psychologicalscience.org

GRADUATE RECORD EXAMINATIONS www.gre.org

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST www.nasponline.org

PSI CHI NATIONAL HONOR SOCIETY www.psichi.org

SOCIETY FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY www.siop.org

SOCIETY FOR NEUROSCIENCE www.sfn.org

SOCIETY OF PERSONALITY AND SOCIAL PSYCHOLOGY www.spsp.org

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT www.srkd.org

SOCIETY FOR RESEARCH ON ADOLESCENCE www.s-r-a.org

SOCIAL PSYCHOLOGY NETWORK www.spn.org

FULL TIME DEPARTMENTAL FACULTY

Faculty research and teaching interests appear on our website <http://psych.tulane.edu>

Julie A. Alvarez, Professor of Practice. Ph.D. 2005, Emory University. Special interests: Executive functioning in the brain, psychological assessment.

Oscar A. Barbarin, III. Professor. Ph.D. 1975, Rutgers University. Special interests: school- and community-based interventions for achievement, health, and well-being

Terry E. Christenson, Associate Professor. Ph.D., 1974, University of California, Berkeley. Special interests: comparative psychology, evolutionary psychology.

Paul J. Colombo, Associate Professor. Ph.D., 1994, University of California, Berkeley. Special interests: physiological psychology, neuronal mechanisms of memory and aging.

David M. Corey, Assistant Professor. Ph.D. 1999, Tulane University. Special interests: quantitative methods, functional magnetic resonance imaging of language areas.

Michael Cunningham, Associate Professor. Ph.D., 1994, Emory University. Special interests: adolescent development in diverse contexts.

Jill M. Daniel, Associate Professor. Ph.D. 2000, Tulane University. Special interests: Role of ovarian hormones in the regulation of nonreproductive behaviors.

Gary P. Dohanich, Professor. Ph.D., 1981, Michigan State University. Special interests: steroid action, neurotransmitters, learning and memory.

Edward Golob, Assistant Professor. Ph.D., 1999 Dartmouth College. Special interests: cognitive neuroscience, memory, aging.

Thomas Hebert, Professor of Practice, Ph.D. 1996 Tulane University. Special interests: behavioral neuroscience

Jeffrey J. Lockman, Professor. Ph.D., 1980, University of Minnesota. Special interests: infancy, development of spatial representation.

Lisa Molix, Assistant Professor. Ph.D., 2007. University of Missouri. Special interests: intergroup conflict, mental health and well-being among marginalized populations

Bonnie Nastasi, Associate Professor. Ph.D. 1986. Kent State University. Special interests: culturally appropriate health promotion and health risk prevention

Laurie O'Brien, Assistant Professor. Ph.D., 2002 University of Kansas. Special interests: stigma, stereotype-threat, legitimizing myths.

Stacy Overstreet, Associate Professor. Ph.D., 1995, Tulane University. Special interests: identifying protective factors that lead to resilience in children exposed to community violence.

Janet B. Ruscher, Professor. Ph.D., 1991, University of Massachusetts. Special interests: social psychology, impression formation, stereotyping in communication.

Lisa Szechter, Assistant Professor. Ph.D., 2003, The Pennsylvania State University. Special interests: early childhood, education comprehension of spatial-graphic representation among children.

R. Enrique Varela, Associate Professor. Ph.D. 2002, University of Kansas. Special interests: cross-cultural differences in anxiety expression.

Beth E. F. Wee, Professor of Practice in Neuroscience. Ph.D. 1986, Michigan State. Co-Director of Undergraduate & Masters Programs in Neuroscience Special interests: biological rhythms (seasonal and circadian), neuroendocrinology

C. Chrisman Wilson, Associate Professor. Ph.D., 1976, University of South Carolina. Special interests: applied behavior analysis, psychopathology.

Carrie L. Wyland, Professor of Practice. Ph.D. 2004, Dartmouth College. Special interests: Social cognitive neuroscience, self-esteem biases, emotion.

AFFILIATED FACULTY

A number of local PhDs have long-standing relationships with the Department as research collaborators, internship supervisors, and instructors. Students are welcome to explore opportunities with individuals who share their interests.

Kate C. Baker, PhD.

Environment Enrichment Coordinator, Tulane National Primate Research Center.
Research Professor, SSE Psychology
Special interests: enrichment experiences for primates in captivity

Dalia Bauer, Ph.D.

Licensed Clinical Psychology
Jefferson Parish Human Services Authority
Adjunct Faculty, SSE Psychology

Michael J. Burke, PhD

Professor, A. B. Freeman School of Business
Adjunct Professor, SSE Psychology
Special interests: industrial/organizational psychology, meaning of work, occupational safety

Joseph Constans, PhD

Assistant Clinical Professor, Veteran's Affairs Medical Center
Adjunct Faculty, SSE Psychology
Special interests: post-traumatic stress in combat veterans

Diane Franz, Ph.D.

Licensed Clinical Psychology
Children's Hospital
Adjunct Faculty, SSE Psychology

Elaine Joseph, EdD

Director of Newcomb Children's Center
Adjunct Faculty, SSE Psychology
Special interests: early childhood education

Jodi Kamps, Ph.D.

Clinical Psychologist
Children's Hospital
Adjunct Faculty, SSE Psychology

Marva Lewis, Ph.D.

Associate Professor, Tulane School of Social Work
Adjunct Faculty, SSE Psychology
Special interests: cross-cultural psychology, intergenerational relationships within African American families

Laurie Richter, Ph.D.

Director, Kidopoplis; Tulane University
Adjunct Faculty, SSE Psychology

Jillandra Rovaris, Ph.D.

Executive Director, Educational Resources and Counseling Center
Adjunct Faculty, SSE Psychology

Scott Rubin, Ph.D.

Department of Communication Disorders, LSUHSC
Adjunct Faculty, SSE Psychology

MAJOR CHECKLIST

Curriculum for Students Entering After August 2006

The official requirements for the Psychology major appear in the undergraduate catalog, and students should contact their Psychology advisor with questions. **This checklist is intended as a guide only.**

- _____ Introductory Psychology (3-4 credits): 100 or 101
- _____ Univariate Statistics I (4 credits): 209
- _____ Two Psychology Lab Courses (2-8 credits):
 313, 318, 344, 345, 369, 480, 481, 482, 500 are 4credit laboratory courses
 378, 381, 652, 654, 656, 658, 660, and NSCI601 are 1credit laboratory courses
 that have a 3credit co-requisite or prerequisite (e.g., students cannot
 enroll in 652 unless they previously passed or currently are taking 651)
- _____ Psychobiology Group (3 credits): 330 or 368 or 370 or 377
- _____ Social/Cog/Devel Group (3 credits): 321 or 324 or 325 or
 331 or 339 or 340 or 343 or 363
- _____ Techniques & Applications (3-4 credits): 301 or 313 or 318 or 320 or
 333 or 334 or 365 or 371 or 611 or 613 or 650
- _____ Capstone Experience in Junior or Senior year: 500, 502, 505, 511, 618 (unless in other major)
- _____ Additional PSYC electives to reach 23 credits at or above 300-level ^
- _____ Two MATH courses that satisfy distribution requirements for B.S. degree
 (usually 121 and 123 OR 121 and 122)
- _____ SSE laboratory course (4 credits) not used to satisfy *psychology* lab requirement
 (but that can satisfy *college* lab requirement)#
- _____ SSE courses (6 cr) outside or cross-listed in PSYC (If cross-listed in PSYC and at or above 300-
 level. If cross-listed with Psyc,, these courses can count toward the 23 cr in PSYC
 required at or above the 300-level)

^**By petition**, the PSYC major may substitute six hours in SSE **beyond the introductory level** for one 300-level non-laboratory psychology electives. Also NSCI600-601 will count toward the 30 cr in PSYC

#The Newcomb-Tulane curriculum requires at least six credits in science, one of which includes a laboratory. These courses also will count toward the major requirements as described above.

PSYC MAJOR Curriculum Example A

Courses outside or cross-listed with psychology (Corequisites)		
MATH121	Calculus	(3)
MATH123	Statistics for the Sciences	(3)
CELL101/211	General Biology & Lab	(4)
EEIO101	Diversity of Life	(3)
^EEIO368	Animal Behavior	(3)
Courses within Psychology		
PSYC100	Introductory Psychology	(3)
PSYC209	Univariate Statistics I	(4)
PSYC343	Social Psychology	(3)
PSYC333	Abnormal Psychology	(3)
PSYC321	Child Psychology	(3)
PSYC313	Experimental Psychology	(4)
PSYC480	Special Topics with Lab	(4)
PSYC502	Capstone Lecture	(3)

^Cross-listed with PSYC368, so satisfies psychobiology distribution, SSE science course, and counts toward 30cr in PSYC (100, 209, plus 23cr at or above 300-level)

PSYC MAJOR Curriculum Example B

Courses outside or cross-listed with psychology (Corequisites)		
MATH121	Calculus I	(3)
MATH123	Statistics for the sciences	(3)
CELL101/211	General Biology & Lab	(4)
CHEM107	General Chemistry	(3)
^NSCI330	Brain&Behavior	(3)
Courses within Psychology		
PSYC100	Introductory Psychology	(3)
PSYC209	Univariate Statistics I	(4)
PSYC343	Social Psychology	(3)
PSYC321	Child Psychology	(3)
PSYC333	Abnormal Psychology	(3)
PSYC365	Family Psychology	(3)
PSYC318	Testing&Measurement	(4)
PSYC482/511	Independent Project Laboratory (capstone)	(4)

^Cross-listed with PSYC330, so satisfies psychobiology distribution, SSE science course, and counts toward 30cr in PSYC (100, 209, plus 23cr at or above 300-level)

PSYC MAJOR Curriculum Example C

Courses outside or cross-listed with psychology (Corequisites)		
MATH121	Calculus I	(3)
MATH122	Calculus II	(3)
EEIO101/111	Diversity of Life & Lab	(4)
^NSCI330	Brain&Behavior	(3)
#EEIO368	Animal Behavior	(3)
Courses within Psychology		
PSYC100	Introductory Psychology	(3)
PSYC209	Univariate Statistics I	(4)
PSYC333	Abnormal Psychology	(3)
PSYC321	Child Psychology	(3)
PSYC318	Testing&Measurement	(4)
PSYC659	Stress & Trauma	(3)
PSYC658	Stress & Trauma Lab	(1)
PSYC457/511	Internship (capstone)	(3)

^Cross-listed with PSYC330, so satisfies psychobiology distribution, SSE science course, and counts toward 30cr in PSYC

#Cross-listed with PSYC368, so satisfies psychobiology distribution, SSE science course, and counts toward 30cr in PSYC(100, 209, plus 23cr at or above 300-level)

MINOR CHECKLIST

The official requirements for the Psychology major and minor appear in the undergraduate catalog, and students with questions should contact a Psychology faculty member. **This checklist is intended as a guide only.**

_____ Introductory Psychology (3-4 credits): 100 or 101

_____ Univariate Statistics I (4 credits): 209

_____ One Psychology Lab Course (1-4 credits):

313, 318, 344, 345, 369, 480, 481, 482 are 4credit laboratory courses

378, 381, 652, 654, 656, 658, 660, and NSCI601 are 1credit laboratory courses

that have a 3credit co-requisite or prerequisite (e.g., students cannot enroll in 652 unless they previously passed or currently are taking 651)

_____ At least **two** additional 3-credit PSYC electives at or above 300-level to reach 17cr

_____ At least 17 graded credit hours in psychology

_____ At least 10 graded credit hours at or above 300-level

_____ No more than 8 hours transferred

_____ Psychology Grade Point Average at least 2.0
(including WF, UW, F grades)