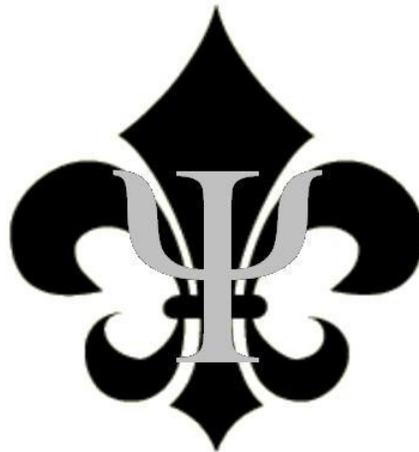


MAJORING IN PSYCHOLOGY

**Department of Psychology
School of Science and Engineering
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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, making Psychology 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, Gender and Sexuality 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 in Psychology. In 2015, the Department launched a new 4+1 Master's program in Behavioral Health. Only students who earn their bachelor's degrees at Tulane are eligible to apply to these programs.

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 periodically, 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 the chair of the Psychology Undergraduate Studies Committee (Dr. Laurie O'Brien). 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 1000-level survey course plus 27 credits at or above the 3000-level that must include: univariate statistics (PSYC 3090), experimental psychology (PSYC 3130), at least one course in each of the distribution areas (psychobiology, social/developmental/cognitive psychology, and techniques and applications), and one additional psychology laboratory course (beyond PSYC 3090 and 3130). [Note that some courses may fulfill multiple requirements and that there are slight changes in requirements depending upon the year that a student entered Tulane. See the major checklist for more details.]

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

PSYC 1000 or PSYC 1100, *Introductory Psychology*, is an introductory level survey course addressing fundamentals of contemporary psychology, including topics such as heredity and behavior, principles of learning, physiological substrates of behavior, perception, social interaction, and mental health. Students must earn at least a B or higher in PSYC 1100 in order to receive credit toward the major. **An AP Psychology grade of 4 or 5 substitutes for PSYC 1000/1100.**

PSYC 3090, *Univariate Statistics I* is required for the Psychology major. It is an applied statistics course with emphasis on analysis of data from psychological research. There is no mathematics prerequisite. Students are encouraged to take this course sophomore year or as soon thereafter as possible. Students who elect to take MATH1230 to satisfy the BS mathematics requirement may find it useful to take MATH 1230 prior to PSYC3090.

PSYC 3130, *Experimental Psychology*, is required for the Psychology major. PSYC 3090 is a prerequisite for Experimental Psychology. Furthermore, PSYC 3130 is a prerequisite for other psychology lab courses, so students are encouraged to plan accordingly and take PSYC 3130 relatively early in their education, preferably the semester after completing PSYC 3090.

PSYC Laboratory Course: Psychology majors must complete one additional PSYC laboratory course, beyond PSYC 3090 and PSYC 3130. Some laboratory courses are offered every semester, but many are offered only annually or biennially. 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:

PSYC 3180	Psychological Testing and Measurement (4)
PSYC 3440	Experimental Social Psychology (4)
PSYC 3775	Sensation & Perception Lab (1); Coreq: PSYC 3770 Sensation & Perception (3)
PSYC 3801	Laboratory For Topics in Psych (1); Coreq: PSYC 3800 Topics in Psychology (3)
PSYC 4065	Behavioral Endocrinology Lab (1) Coreq: PSYC4060 Beh. Endocrinology (3)
PSYC 4515	Biological Psych Laboratory (1); Coreq: PSYC 4510 Biological Psychology (3)
PSYC 4535	Psychopharmacology Laboratory (1); Coreq PSYC 4530 Psychopharmacology(3)
PSYC 4800	Special Topics in Psychology with Laboratory (4)
PSYC 4810	Independent Projects Laboratory (4)
PSYC 5000	Honor's Thesis (4)

(Major requirements continued on next page...)

REQUIREMENTS FOR THE MAJOR (Cont.)

Psychobiology Group. One course must be taken from among these courses: 3300 (Brain and Behavior), 3680 (Comparative Animal Behavior), 3700 (Evolution and Psychology), and 3770 (Sensation and Perception).

Social, Developmental, and Cognitive Processes Group. One course must be taken from among these courses: 3210 (Child Psychology), 3240 (Urban Child Development), 3250 (Psychology of Early Childhood), 3310 (Intro to African American Psychology), 3390 (Adolescent Psychology), 3430 (Intro to Social Psychology).

Techniques and Application Group. One course must be taken from among these courses: 3010 (Intro to Personality) or 3180 (Psych Testing and Measurement) or 3200 (Educational Psych) or 3330 (Abnormal Psych) or 3340 (Developmental Psychopathology) or 6110 (Applied Univariate Statistics II) or 6130 (Applied Multivariate Statistics)

Psychology Major Additional Requirements:

Students majoring in psychology also must a.) complete the appropriate mathematics courses needed for the B.S. degree*, and b.) complete one lab science course **outside and not cross-listed** with psychology (which satisfies the college lab requirement). In addition, students who entered Tulane PRIOR to 2013 must also complete one 3-credit course from the School of Science and Engineering that is **outside or cross-listed** with psychology and is in addition to the course that meets the psychobiology requirement. Students who entered Tulane in 2014 or later must complete **one** 3-credit course from the School of Science and Engineering **outside and not cross-listed** with psychology.

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.

***MATH courses that satisfy the B.S. are determined by the College via recommendation of the Math Department.** *The Department of Psychology recommends that students either take MATH 1210 and MATH 1220, or MATH 1210 and MATH 1230, or MATH 1310 (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 MATH 1210 only, and still requires an additional course such as 1220 or 1230.*

Graduate Courses:

One possibility for seniors who want additional depth in one specific area of Psychology may be to take a graduate (7000-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 3210, 3250 and one or two courses at a more advanced level in child or developmental psychology. Courses 7000-7090 are graduate "core" courses, intensive introductions to broad areas (e.g., 7000 is Social Psychology) offered primarily to first-year and second-year graduate students. Other 7000 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. Newcomb-Tulane College 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 15 hours. These courses must include an introductory level course (i.e., PSYC 1000 or 1100), at least one course in each of the three distribution areas (psychobiology, social/developmental/cognitive psychology, and techniques and applications), and one elective course. See the minor checklist for more details. 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.

*The psychology minor curriculum changed effective Fall 2017. Students who declared their psychology minor prior to Fall 2017 have the option of completing either the new curriculum or the old curriculum. If students who declared the minor prior to Fall 2017 complete either curriculum, they will be certified as a minor. The curriculum prior to Fall 2017 required students to take an introductory level course (i.e., PSYC 1000 or 1100) univariate statistics (i.e., PSYC 3090), and three additional 3 credit Psychology courses at or above the 3000 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:

- PSYC 1000 – Introductory Psychology (or PSYC 1010 Honors Seminar in General Psychology)
- PSYC 3090 – Univariate Statistics
- PSYC 3180 – Testing and Measurement
- PSYC 3200 – Educational Psychology
- PSYC 3210 – Child Psychology
- PSYC 3230 – Nursery School Observation
- PSYC 3250 – Psychology of Early Childhood (or PSYC 3350-Nursery School Principles)
- PSYC 3260 – Infancy
- PSYC 3340 – Child Behavioral Disorders (or PSYC 3330 Abnormal Psychology)
- PSYC 3650 – Family Psychology (or SOCI 1030 Sociology of the Family)
- PSYC 3330 – Brain and Behavior (or PSYC 3680, or PSYC 3700, or PSYC 3770--i.e., a course in the psychobiology group)

Students must complete a series of Education courses for the coordinate major in early childhood education; 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).

*Although PSYC 3130 (Experimental Psychology) is a pre-requisite for PSYC 3180 (Testing and Measurement) for general psychology majors, psychology and early childhood education majors are exempted from this prerequisite requirement for PSYC 3180.

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 Undergraduate Studies 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). The Undergraduate Studies Committee meets twice per month during the school year and less frequently during the summer. Therefore, you should allow at least three weeks to receive approval for any transfer requests.

The Department does not grant transfer credit towards the psychology major for courses taken at junior or community colleges or for online courses or hybrid courses. 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. Laurie O'Brien (lobrien2@tulane.edu) regarding such a petition.

Detailed information on how to submit requests for transfer credit may be found on our website at: <http://tulane.edu/sse/psyc/academics/undergraduate/upload/Transfer-Credit-Info.pdf>

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 or (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 will only sponsor an Honors Thesis with a student 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 3500 or 4900 (Psychology Research) with a faculty member. Students are only allowed to earn up to 7 graded credit hours towards the major. Once students have reached 7 graded credit hours towards the major for psychology research, with faculty approval they may enroll in additional credit hours on a S/U basis. 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 helps to "get 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 consider pursuing 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 6110 (*Univariate Statistics II*) or 6130 (*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. Please note that Departmental Honors in Psychology are distinct from high Latin honors. Students should consult with the Honors Program office about the requirements for high Latin honors: <http://honors.tulane.edu/web/default.asp?id=ProgramRequirements>

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://tulane.edu/sse/psyc/academics/undergraduate/honors-theses.cfm>

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 before collecting data. Students should consult with their advisor about when to apply for approval, but, at the very latest, students must have approval by the end of the first semester of their senior year (as a prerequisite to PSYC 5000 registration). If a student plans to collect thesis data in the fall of his or her senior year, then the student would need to apply for approval during the summer **before** their senior year. Approval of empirical studies with human subjects must be obtained from the University Institutional Review Board. Detailed information on the approval process can be found at <http://tulane.edu/asvpr/irb/>. Approval of empirical studies with vertebrate animal subjects must be obtained from Institutional Animal Care and Use Committee and information on the approval process can be found at <http://tulane.edu/asvpr/iacuc/>. Review and approval in both cases normally require at least one September 15. However, in many cases, students may need to apply much earlier. Consulting with the honors thesis adviser is critical.

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.

The Anne M. McPherson Memorial Student Award provides conference travel support to students who conducted superior research in 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.

The Psychology Faculty Memorial Award was established in 2016 in memory of passed Tulane psychology faculty members. This award is presented to a senior for excellence in psychology.

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 in the top 35% of the school (currently 3.5). 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
- Human Services
- Interior Design
- Market Research
- Personnel
- Public Relations
- Sales

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. 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 3090) 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 point average, as well as a high grade point 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.
- 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 4+1 terminal Master's Programs in Psychology provide qualified students earning a baccalaureate degree from Tulane University with graduate training in psychology. Students either may pursue the M.S. in Psychological Science or in Behavioral Health. Thesis and non-thesis options are possible in both programs. Students in the 4+1 program typically begin taking some graduate level courses during their senior year. Students intending to apply to the 4+1 program should consult with their advisors during their junior year so that they can plan their senior year coursework accordingly.

Psychological Science

The 4+1 terminal Master's program in Psychological Science provides qualified students with graduate level training in psychological theories and methods. Students electing to pursue this option have been interested in a broad background in Psychology at the graduate level or in specific areas such as social psychology, developmental psychology, and animal behavior.

Behavioral Health

The 4+1 terminal Master's program in Behavioral Health provides qualified students with graduate training in a specialty area of psychology. Behavioral Health is a broad term generally understood to subsume mental health, substance use disorders, and health related behaviors. Students who pursue the M.S. in Behavioral Health apply to one of two tracks: (1) Applied or (2) General. Students either may pursue the M.S. with an empirical thesis, concentrating in depth on a particular area of Behavioral Health, OR students may pursue the M.S. with a broad training base in Behavioral Health without a thesis.

What are the benefits of Tulane's 4+1 degrees in Psychological Science and Behavioral Health?

- Increased salary potential
- Less debt accumulation than traditional 2 year master's programs
- Socialization into graduate school culture through research and courses with doctoral students
- Increased preparation for doctoral study and employment

Where can I get more information?

- Dr. Julie Alvarez, Program Coordinator 4+1 program, jalvar@tulane.edu
- Your psychology advisor
- 4+1 Website <http://www2.tulane.edu/sse/psyc/academics/graduate/masters-program.cfm>

RELEVANT PUBLICATIONS

Publication Manual of the American Psychological Association, 6th edition. (2009). 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.

Career Paths in Psychology: Where Your Degree Can Take You. 2nd Edition (Sternberg; Washington, DC: American Psychological Association, 2007.)

Graduate Study in Psychology. 2017 Edition (Washington, DC: American Psychological Association, 2016). Published every year by the APA. Can be purchased for about \$34.95. 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, Counseling, and Related Professions. (Keith-Spiegel, P., & Wiederman, M.W.; Hillsdale, N.J.: Lawrence Erlbaum Associates; 2000).

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) or see <http://www.siop.org/gtp/>

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 FOR PERSONALITY AND SOCIAL PSYCHOLOGY www.spsp.org

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT www.srcd.org

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

SOCIAL PSYCHOLOGY NETWORK www.socialpsychology.org

FULL TIME DEPARTMENTAL FACULTY

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

Courtney N. Baker, Assistant Professor. Ph.D., 2010, University of Massachusetts-Amherst. Special interests: dissemination and implementation research, early childhood.

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

David M. Corey, Professor of Practice. Ph.D., 1999, Tulane University. Special interests: quantitative methods, brain anatomy and function in speech fluency.

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

Jill M. Daniel, 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.

Jonathan P. Fadok, Assistant Profesesor. Ph.D., 2010, University of Washington. Special interests: Focus on understanding how the brain controls the formation and expression of emotional memory at the level of defined neuronal circuits.

Sarah A. O. Gray, Assistant Professor. Ph.D., 2013, University of Massachusetts - Boston. Special interests: early childhood, trauma, caregiver-child relationships

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

Michael Hoerger, Assistant Professor. Ph.D., 2010, Central Michigan University. Special interests: Health psychology, Adult mental health, Psycho-oncology, Palliative care, Personality, Emotion, Decision making, Depression, Measurement, Translational science

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

Julie Markant, Assistant Professor. Ph.D. 2010, University of Minnesota. Special interests: infant learning, selective attention, neuroscience.

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

Damian Murray, Assistant Professor. Ph.D. 2013, University of British Columbia. Special interests: evolutionary psychology, interpersonal relationships, disease avoidance.

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

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

Stacy Overstreet, 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.

Kimberly Sherman, Professor of Practice. Ph.D. 2008, University of Rhode Island. Special interests: school psychology.

Beth E. F. Wee, Senior Professor of Practice. Ph.D., 1986, Michigan State University. Special interest: biological rhythms (seasonal and circadian), neuroendocrinology.

Carrie L. Wyland, Senior Professor of Practice. Ph.D., 2004, Dartmouth College. Special interests: Social psychology, the self, perspective taking, positive psychology.

AFFILIATED FACULTY

Kate C. Baker, Ph.D.

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

Michael J. Burke, Ph.D.

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

Joseph Constans, Ph.D.

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

Diane Franz, Ph.D.

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

Elin Grisson, Ph.D.

Behavioral Neuroscience
Post-Doctoral Fellow, SSE Psychology

Marva Lewis, Ph.D.

Associate Professor, Tulane School of Social Work
Adjunct Faculty, SSE Psychology

Julie Price-Smith, Ph.D.

Director, Newcomb Childcare Center
Tulane University
Adjunct Faculty, SSE Psychology

Scott Rubin, Ph.D.

Department of Communication Disorders, LSUHSC
Adjunct Faculty, SSE Psychology

MAJOR CHECKLIST

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): 1000 or 1100*

_____ Univariate Statistics I (4 credits): 3090

_____ Experimental Psychology (4 credits)**: 3130

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

3180 (Psych Testing and Measurement), 3440 (Experimental Social Psych), 4800 (Special Topics), 5000 (Honors Thesis) are 4 credit laboratory courses

3775 (Sensation and Perception), 3805 (Special Topics), 4065 (Behavioral Endocrinology), 4075 (Drugs and Behavior), 4385 (Cognitive Neuroscience), 4515 (Biological Psych), 4535 (Psychopharmacology), 6595 (Stress & Trauma), and NSC16155 (Methods in Neuroscience) are 1credit laboratory courses that have a 3 credit co-requisite or prerequisite (e.g., students cannot enroll in 3775 unless they currently are taking or have already taken 3770)

_____ Psychobiology Group (3 credits):

3300 (Brain and Behavior) or 3680 (Comparative Animal Behavior) or 3700 (Evolution & Psych) or 3770 (Sensation and Perception)

_____ Social/Developmental/Cognitive Processes Group (3 credits):

3210 (Child Psych) or 3240 (Urban Child Development) or 3250 (Psych of Early Childhood) or 3310 (Intro to African American Psych) or 3390 (Adolescent Psych) or 3430 (Intro to Social Psych)

_____ Techniques & Applications (3-4 credits):

3010 (Intro to Personality) or 3180 (Psych Testing and Measurement) or 3200 (Educational Psych) or 3330 (Abnormal Psych) or 3340 (Developmental Psychopathology) or 6110 (Applied Univariate Statistics II) or 6130 (Applied Multivariate Statistics)

_____ 27 credits in PSYC at or above 3000-level

_____ Two MATH courses that satisfy distribution requirements for B.S. degree

usually MATH1210 (Calculus I) and MATH1230 (Statistics for Scientists) OR MATH1210 and MATH1220 (Calculus II) OR MATH1310 (Consolidated Calculus)

_____ SSE laboratory course (4 credits) outside and NOT cross-listed in PSYC (this course can also satisfy the college lab requirement)***

_____ SSE course (3 credits) outside and NOT cross-listed in PSYC. (Note: this SSE course is in addition to the required SSE lab course.)

_____ At least 30 credit hours in psychology, including 27 at or above 3000-level

_____ No S/U courses counting toward the major requirements

_____ No more than 15 hours transferred in PSYC counting toward the major

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

* Students must receive a B or higher in PSYC 1100 to get credit towards the major requirements.

** PSYC 3090 is a prerequisite for PSYC 3130, PSYC 3090 and PSYC 3130 are prerequisites for all laboratory courses.

***The Newcomb-Tulane curriculum requires at least six credits in science, including a course with laboratory. These courses also will count toward the major requirements as described above.

NOTE ON CURRICULUM CHANGES:

For student who entered Tulane Fall 2013 or earlier ONLY:

- a. PSYC 3130 can be used to meet the Techniques and Application Requirement
- b. Students may substitute 3 SSE hours CROSS-LISTED between psychology and another SSE department in lieu of the 3 SSE hours OUSTIDE of psychology requirement *as long as the 3 SSE cross-listed hours are not also being used to satisfy the Psychobiology requirement.*

MINOR CHECKLIST*
FALL 2017

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): 1000 or 1100

___ Psychobiology Group (3 credits): 3300 (Brain and Behavior) or 3680 (Comparative Animal Behavior) or 3700 (Evolution & Psych) or 3770 (Sensation and Perception)

___ Social/Developmental/Cognitive Process Group (3 credits): 3210 (Child Psych) or 3240 (Urban Child Development) or 3250 (Psych of Early Childhood) or 3310 (Intro to African American Psych) or 3390 (Adolescent Psych) or 3430 (Intro to Social Psych)

___ Techniques & Applications Group (3 credits): 3010 (Intro to Personality) or 3200 (Educational Psych) or 3330 (Abnormal Psych) or 3340 (Developmental Psychopathology)

___ At least **one** additional 3-credit PSYC elective at or above 3000-level to reach 15 credits

___ At least 15 credit hours in psychology

___ At least 12 credit hours at or above 300-level

___ No S/U courses counting toward the minor requirements

___ No more than 8 hours transferred

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

***NOTE FOR NEUROSCIENCE MAJORS:** Because of the high degree of overlap between psychology and neuroscience courses, the requirements for a psychology minor is different for neuroscience majors. Please see the special checklist for neuroscience majors.

NOTE ON CURRICULUM CHANGES: For students who declared their psychology minor PRIOR to Fall 2017, you have the option of completing the minor by taking PSYC 1000, PSYC 3090 (Univariate Statistics), plus three additional three-credit psychology courses for a total of 16 credit hours. For these students, you will receive a minor regardless of whether you complete the requirements for the "old" curriculum or the "new" curriculum.

MINOR CHECKLIST* PRIOR TO FALL 2017

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): 1000 or 1100

_____ Univariate Statistics I (4 credits): 3090

_____ At least **three** additional 3-credit PSYC electives at or above 3000-level to reach 16 credits

_____ At least 16 credit hours in psychology

_____ At least 13 credit hours at or above 300-level

_____ No S/U courses counting toward the minor requirements

_____ No more than 8 hours transferred

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

***NOTE FOR NEUROSCIENCE MAJORS:** Because of the high degree of overlap between psychology and neuroscience courses, the requirements for a psychology minor is different for neuroscience majors. Please see the special checklist for neuroscience majors.

NOTE ON CURRICULUM CHANGES: For students who declared their psychology minor PRIOR to Fall 2017, you have the option of completing the minor by following either this curriculum or the new curriculum that went into place in Fall 2017. If you complete either curriculum, you will receive a minor in psychology.