DOCTORAL GRADUATE STUDENT HANDBOOK

Rice University Department of Psychological Sciences

Rice University

Department of Psychological Sciences

Doctoral Graduate Program

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The Department of Psychological Sciences Doctoral Graduate Student Handbook (DGSH) as presented below supplements the policies of the University General Announcements ("the GA," https://ga.rice.edu), in addition to the formal requirements of the graduate student's Research Interest Group (RIG). Although the GA reflects official policy, all of these resources are very important and are subject to change. **You are responsible for staying apprised of any updates**, and we are responsible for providing them in an accessible manner that is always open to your timely and appropriate feedback.

Whenever the GA, DGSH content, and RIG policies seem to be in conflict, please contact the department's Director of Graduate Studies (DGS) to clarify, discuss, and resolve questions or concerns. **You are responsible for adhering to all University, departmental, and RIG policies, requirements, timelines, and deadlines**. And all of us in the department—faculty, staff, and fellow students—are responsible for supporting your success!

Program Structure

Graduate Program Management

Two roles are important to distinguish below. The Graduate Administrator (Angel Forward, forward@rice.edu) is the department staff member to contact for most administrative questions, concerns, and needs. The Director of Graduate Studies (Dr. Jing Chen, jingchen@rice.edu) is the department faculty member to contact with general concerns and specific feedback regarding the graduate program, the RIG, and any issues that impact student progress and success within the program. In both cases, please contact us with your immediate needs; but also in both cases, contacting us early is recommended whenever possible, so that more time is available to address your needs.

Research Interest Groups (RIGs)

All graduate students must be members of at least one Research Interest Group, the primary one being the one to which your advisor is affiliated. The current RIGs are:

- Cognitive & Affective Neuroscience
- Health Psychology & Behavioral Medicine Research
- Human-Computer Interaction & Human Factors
- Industrial-Organizational Psychology
- Psychometrics & Quantitative Psychology*

  (* secondary RIG only—you must already be part of one of the other four RIGs)

Advisors

All graduate students must have an advisor throughout their graduate career; this advisor must be a tenured or tenure-track faculty member within the department. Upon entering the program, you are assigned an advisor based on your research interests.

You will likely be in contact with your advisor during the summer prior to your matriculation, and you and your advisor might arrange to meet the week before classes begin. On the morning of the Friday before classes begin, all first-year students will attend a departmental orientation led by the Director of Graduate Studies in our department and supported by the Graduate Administrator. At that meeting, you will be informed about various departmental rules, requirements, and procedures, as well as receive general advice on course selection. If you have not already met with your advisor by then, you should plan to meet that Friday afternoon, following the departmental orientation and/or before classes begin.

Although it is rare, graduate students may change advisors, as long as they have discussed the arrangement and expectations with the new advisor, obtained formal approval from the new advisor and the Department Chair. No special permission is required to change RIGs; however, you should keep in mind that you will need to fulfill all the degree requirements of your new RIG. **It is your responsibility to keep the Graduate Administrator informed of any advisor and/or RIG changes prior to their occurrence**.

Academic Requirements

Course Requirements

Each RIG sets its own course requirements. Please see the Appendix for a full listing by RIG. RIGs may also have additional guidelines that they establish, post, and keep updated on the Department of Psychological Sciences website alongside this handbook.

As you progress through the graduate program, you should continue to consult your advisor as needed while selecting courses to fulfill your RIG's course requirements, also bearing in mind the timelines/deadlines discussed in later sections of this handbook.

General Requirements

There are a few courses that are required of all Psychological Sciences graduate students, regardless of RIG.

1. Weekly graduate seminars:
   PSYC 529 – Cognitive Research Seminar
   PSYC 531 – HCIHF Research Seminar
   PSYC 532 – Health Research Seminar"
   PSYC 533 – I-O Psychology Research Seminar

   Generally speaking, graduate students are required to attend the weekly seminar held by their respective RIG (if they have > 1 RIG affiliation, then they work with their advisor to choose one). Each week's seminar is presented by a different person—sometimes students, sometimes faculty, and sometimes outside guests. This allows students to familiarize themselves with presenting to an audience, in addition to learning about their field from different perspectives than those offered by their instructors. Graduate students are strongly encouraged to attend other RIG seminars

as their schedules allow, in order to broaden their experience and training in psychological sciences.

2. Research Courses:

   PSYC 571 – First-Year Project (required both semesters of first year)
   PSYC 572 – Second-Year Project (required both semesters of second year)
   PSYC 573 – Non-Thesis Graduate Research
   PSYC 700 – Thesis Research
   PSYC 800 – Dissertation Research

   Students are expected to engage in research activities throughout their time in the program. Although specific requirements may vary depending upon the stage of the research, students are expected to make continuous and incremental progress, as indicated by the nature and sequencing of these four courses. The student's advisor will inform the student of the exact requirements, which will include some or all of the following: writing a comprehensive literature review, proposing experiments, analyzing data, and writing a report that includes discussion of the theoretical and practical implications of the research. The student is expected to work 10 hours per week for each credit hour signed up for, at a minimum.

First Year

Coursework
You will meet with your advisor during orientation week to discuss course enrollment for the first semester. In addition to the general courses listed above, most first-year students take PSYC 502 (Advanced Psychological Statistics I) in the fall and PSYC 503 (Advanced Psychological Statistics II) in the spring. A solid foundation in statistics is essential to your academic and professional career, and all of the RIGs include these two courses as core requirements.

First-Year Project
All first-year students must engage in a first-year project that is outlined, developed, and executed with continuous support and feedback from your advisor. Students who enter into the graduate program with a "relevant Master's" as described below must still enroll in PSYC 571 and submit a first-year project. By the last day of finals of the fall semester (if not sooner), you should have completed and submitted the first-year project output to your advisor. Usually, that project is a paper containing a literature review, proposed research, and a description of any research accomplished to that point, but it can be some variation of this general description that is discussed with and approved by your advisor.

By 5:00 pm on the last day of finals of the spring semester, you should submit the final version of your completed project, which expands on the version submitted in the fall to include data analysis and discussion. Submit two copies, one in PDF format to the Graduate Administrator and the other to your advisor in their preferred format (hard copy or PDF). **This is a hard deadline (no extensions)**.

First-Year Progress Reports
All first-year students will provide a brief written progress report at the end of both the fall and the spring semesters, summarizing what they have accomplished during the respective semester. Please see the Forms page on the Psychological Sciences website to find the Progress Report form, or you can contact the Graduate Administrator for a blank copy. Students should submit two copies, one in PDF format to the Graduate Administrator and the other to your advisor in their preferred format (hard copy or PDF), by 5:00 p.m. on the last day of classes. This is a hard deadline (no extensions), and also please note that this first-year progress report deadline is **earlier** than the deadline for the first-year project.

Second Year

Coursework
When selecting your second-year courses, please consult with your advisor and follow your RIG-specific course requirements, because all RIG course requirements for Master's candidacy must be completed before the beginning of your third year (fifth semester).

Second-Year Project
During the second year, students will complete a second-year project. The second-year project requirement can be satisfied by submitting (1) a Master's thesis or a near-final draft of the Master's thesis or (2) a written report of a research project conducted at Rice. Students who enter into the graduate program with a "relevant Master's" as described below must still enroll in PSYC 572 and submit a second-year project.

Submit two copies of your project, one in PDF format to the Graduate Administrator and the other to your advisor in their preferred format (hard copy or PDF), by 5:00 pm on the last day of finals of the spring semester of your second year. **This is a hard deadline (no extensions)**. If your research is not completed by this time, you still must submit by the deadline a complete report that you have finalized with your advisor's input.

Second-Year Progress Reports
All second-year students will provide a brief written progress report at the end of the spring semester, summarizing what they have accomplished during the respective fall and spring semesters. Please see the Forms page on the Psychological Sciences website to find the Progress Report form, or you can contact the Graduate Administrator for a blank copy. Students should submit two copies, one in PDF format to the Graduate Administrator and the other to your advisor in his/her preferred format (hard copy or PDF), by 5:00 p.m. on the last day of classes. This is a hard deadline (no extensions), and also please note that this second-year progress report deadline is **earlier** than the deadline for the second-year project.

Forming Your Master's Committee
You will assemble a Master's committee which is composed of at least three members. Two, including the committee chair, must be members of the department faculty. At least three members of the committee must meet one of the following requirements: (1) Tenured or tenure-track members of the Rice faculty; (2) Rice research faculty holding the rank of assistant research professor, associate research professor, or research professor. Qualified individuals who

have been identified by the department chair may serve as additional committee members, but they may not substitute for the three tenure or tenure-track faculty members.
You need to establish your Master's thesis committee members before April 15 of your second year of graduate study, so you should contact potential committee members well before that date (replacements can be made after that date, as needed and negotiated). The main functions of your committee will be to guide you through your Master's-level research and to ensure that your thesis meets the standard for the M.A. degree. At a minimum, you will meet with your committee at your proposal meeting and for your thesis defense; but it also can be helpful to meet with your committee members for their input on your proposal. Once your research proposal is approved, if circumstances require that your thesis research deviates meaningfully from the proposed research, then you must schedule another meeting to consult with your committee and get those changes approved. In some cases, the committee may agree that it is sufficient to communicate individually with each member of your committee about the proposed changes, but that should be agreed upon as a group.

After the Second Year

Graduate students are expected to graduate with their Master's and doctoral degrees, following the guidelines and timelines described in the next section, within 10 semesters (five years) or sooner, and this is very typical for our graduate program across all RIGs.

Progress Reports Beyond Year Two
All students past their second year will provide a brief written report at the end of the spring semester each year, reflecting on what they have accomplished in the academic year since their previous report. Please see the Forms page on the Psychological Sciences website to find the Progress Report form, or you can contact the Graduate Administrator for a blank copy. Students should submit two copies, one in PDF format to the Graduate Administrator and the other to your advisor in their preferred format (hard copy or PDF), by 5:00 p.m. on the last day of classes. This is a hard deadline (no extensions).

Master's Degree

All doctoral students are required to complete a Master's thesis and obtain a Master's degree en route to the Ph.D. An exception to this requirement applies to those students entering the program who have a "relevant Master's," defined as a Master's thesis obtained through a prior Master's degree program at a previous institution and approved by your advisor, your RIG, and the Director of Graduate Studies as relevant to your degree work at Rice.

Master's Candidacy
All students must petition for approval of candidacy for a Master's degree before their third year (fifth semester). See the Forms page on the Psychological Sciences website to find all necessary paperwork you will need to petition for candidacy. You will not be able to defend your Master's thesis without first establishing Master's candidacy. Each RIG specifies course requirements for Master's candidacy (see Appendix), and there are no additional non-coursework requirements. Please note that the Master's candidacy petition is independent of the thesis proposal; you may petition and gain candidacy prior to making your official proposal to your committee.

Master's Candidacy Paperwork
There are three required forms you must fill out in order to petition for Master's candidacy:

1. Master's Candidacy Petition Form
2. Master's Completion of Requirements Form (with all applicable signatures)
3. RIG-Specific Course Checklist Form
4. Approval of Waived Course Requirements Form (if applicable)

These forms can be found and downloaded from the Forms page on the Psychological Sciences website, or you can contact the Graduate Administrator to receive copies.

Present the petition form, the Completion of Requirements form, the RIG-specific checklist form, and the Approval of Waived Course Requirements form (if applicable) to your Graduate Administrator (Angel Forward). She will review your documents to ensure everything is correct, then give your petition to the Director of Graduate Studies **or** the Department Chair, who will sign it. After their signature, the Graduate Administrator will also sign the form, prepare a copy of your transcript, and submit the completed paperwork electronically to the Office of Graduate and Postdoctoral Studies (GPS). Once your paperwork is submitted to and reviewed by GPS, Dean Seiichi Matsuda will be the final signature on the form. You do not need to get the Dean's signature yourself – that will come after your paperwork is submitted by the Graduate Administrator.

Again, please remember you cannot defend your thesis until you have submitted your candidacy paperwork on time!

Master's Proposal
A formal proposal is required for your Master's thesis. The more solid and detailed your proposal, the more constructive your committee input will be, and the more confident you will be in conducting and defending the research. The proposal is to be developed in working with your advisor with potential input from your Master's committee members. Generally, it should contain a literature review to justify this work as extending and being informed by past scholarship, but it is not necessarily as comprehensive a literature review as would be required for the final version of the thesis. The nature of the research and the research approach you will be proposing should be spelled out in detail, where in addition to your research topic and the requirements of your thesis committee, you will likely provide the details of your research hypotheses and the data collection, data analysis (e.g., setting up R code), and power analysis that together will test them. Although there are not strict page limitations, and the length of your proposal will depend on many factors, most committees expect the proposal to be between 20 and 50 double-spaced pages. You should use APA format, allowing for any exceptions that make the paper more readable (e.g., embed figures and tables in the text rather than at the end of the document; single-space tables if they fit the page better).

Your proposal must be approved by your thesis advisor before it is distributed to the other committee members. Be sure to budget ample time for your advisor to read your proposal and provide feedback for revisions before forwarding to the committee. Students should speak with their advisor about establishing timelines even prior to writing the proposal.

Once your advisor judges that your proposal is ready to be presented to the committee, you

should schedule a formal proposal meeting, providing a copy of your proposal to the committee members at least 10 business days prior to the meeting. At the proposal meeting, you have the benefit of obtaining feedback on ways to improve the proposed study. It is helpful to take good notes (or have your advisor and/or a colleague in attendance do so) so that at the end of the meeting, you and the committee members can agree on the exact nature of the study, what needs to be considered, what changes might need to be provided to the committee members to obtain their review and approval, and whether another proposal meeting is required (one that would again require the revised proposal being provided to committee members 10 business days prior to the meeting).

Please note: Official paperwork does not need to be filed in order to go forward with your proposal. You can schedule your proposal before or after you have achieved Master's candidacy.

Master's Defense

A complete draft of your thesis should be given to your advisor 20 business days (one month) before it is provided to the whole committee. Once your advisor approves of it, a fully edited and formatted version of the thesis (complete with all references, figures and tables) should be given to your committee at least five business days (one week) prior to the scheduled defense; a copy should be emailed to the Graduate Administrator at that time as well.

The oral examination **must be advertised through the GPS Office at least 7 days before the date of defense. This is CRITICAL. If you fail to do so, you will not be permitted to proceed with the defense as scheduled**. To advertise your defense, complete and submit the form at https://events.rice.edu/rgs/, which will post to the Graduate Studies calendar. The Office of Graduate and Postdoctoral Studies will email your Graduate Administrator, who will then send out an announcement to the department.

Always be sure to follow the thesis procedures described on the Office of Graduate and Postdoctoral Studies website (https://graduate.rice.edu/academics/candidacy-defense-thesis-submission/defense). Your defense plans should also always be communicated to the Graduate Administrator.

Review of Master's Thesis Timeline (ALSO CONSULT UNIVERSITY GUIDELINES/DEADLINES):

1. Ask potential committee members to join your Master's committee before April 15 of your second year.
2. Petition for approval of candidacy for a Master's degree before the beginning of your fifth semester at Rice. If you plan to receive your degree the same semester, you must submit your petition before November 1 for mid-year degree conferral or before February 1 for May conferral.
3. Defend your Master's thesis before the end of your eighth semester at Rice. Provide public notice of the oral defense at least one week in advance.
4. Submit your final, revised thesis to the Office of Graduate and Postdoctoral Studies no more than six months after your defense. **If you fail to do so, the "pass" will be revoked, and you will be forced to complete your defense again.**

Master's students are required to complete their program, including thesis defense, within 10 semesters (five years) of initial enrollment. This includes any period in which the student was not enrolled or was enrolled part-time, for any reason.

Doctoral Degree

Doctoral Candidacy

The attainment of doctoral candidacy is formal and marks the completion of all primary RIG courses (and, if applicable, secondary RIG courses) and requirements for the doctoral degree, other than those related to research leading to the writing, submission, and defense of the thesis. Because faculty and students in this department have diverse research interests and philosophies of education, as is reflected in our RIGs, we believe that a flexible system for admission to candidacy is preferable to a uniform set of requirements; thus, a students' candidacy requirements are determined by their RIG and their admission to candidacy committee.

As soon as you have finished your Master's thesis (or earlier if you entered Rice with a relevant Master's), you should form your admission to candidacy committee. A student's admission to candidacy committee will include the advisor; other members are often identical to those serving on the master's committee—but they do not have to be.

As soon as you have chosen your admission to candidacy committee, it should meet to decide on a set of candidacy requirements. You should initiate this process by giving each member of the candidacy committee a summary of your progress in the program. Your statement should include publications, research in progress, presentations, courses taken (with grades), dissertation plans (if not a proposal), career plans, and any other relevant information (in other words: where have you been, where are you now, and where are you going?). In addition to this being a useful developmental exercise for you, the committee will use your statement as a basis for preparing candidacy requirements. Requirements the committee might recommend might include (and are not limited to) things such as:

1. A completed version of the Master's thesis, in a form suitable for submission to an appropriate journal.
2. Research project(s) that has/have) been written up in a form suitable for submission to an appropriate journal.
3. Presentations, teaching, and other communication and mentoring in relevant fora (professional conferences, seminars and workshops, brown bags and lab meetings).
4. Completion of additional courses, tutorials, and other reading necessary to fill in developmental gaps in skills and experiences.
5. A written exam covering substantive and methodological aspects relevant to doctoral training.

Please note that your formal dissertation proposal is not a prerequisite requirement for attaining doctoral candidacy, although it often is. However, depending on the requirements that have been established, the doctoral proposal may be completed following successful admission to doctoral candidacy.

Once you have completed your doctoral candidacy requirements and held a meeting with your doctoral candidacy committee, obtain a signature from each member of your committee on the "Completion of Requirements" form that can be obtained from the Forms page on the Psychological Sciences website.

After the candidacy committee approves your admission to candidacy, you will decide on a thesis committee for your dissertation. This committee will be responsible for reviewing your dissertation and for examining you on the subject matter contained therein. The committee must comprise at least three members: the committee chair (usually your longstanding advisor), a tenure-track department faculty member, and a third "outside" member who must be a tenure-track Rice faculty member whose primary appointment is in another department within the university.

Doctoral Candidacy Paperwork
There are three required forms you must fill out in order to petition for doctoral candidacy:

1. Doctoral Candidacy Petition Form
2. Doctoral Completion of Requirements Form (with all applicable signatures)
3. RIG-Specific Course Checklist Form
4. Approval of Waived Course Requirements Form (if applicable)

These forms can be found and downloaded from the Forms page on the Psychological Sciences website, or you can contact the Graduate Administrator to receive copies.

Present the petition form, the Completion of Requirements form, the RIG-specific checklist form, and the Approval of Waived Course Requirements form (if applicable) to your Graduate Administrator (Angel Forward). She will review your documents to ensure everything is correct, then give your petition to the Director of Graduate Studies **or** the Department Chair, who will sign it. After their signature, the Graduate Administrator will also sign the form, prepare a copy of your transcript, and submit the completed paperwork electronically to the Office of Graduate and Postdoctoral Studies (GPS). Once your paperwork is submitted to and reviewed by GPS, Dean Seiichi Matsuda will be the final signature on the form. You do not need to get the Dean's signature yourself – that will come after your paperwork is submitted by the Graduate Administrator.

Again, please remember you cannot defend your dissertation until you have submitted your candidacy paperwork on time!

Doctoral Proposal
Please note: Official candidacy paperwork does not need to be filed in order to go forward with your proposal. You are able to schedule your proposal before or after you have achieved doctoral candidacy.

The doctoral dissertation represents past research training and future research promise. It is the product of a student's graduate training, intellectual interests, and research investments. It involves an original piece of research that in conceptual and empirical ways meaningfully advances psychology as a science. Typically, work on the dissertation begins informally, with a series of conversations and research activities with you and your advisor, and other graduate students and faculty within the department. Once a clear direction for the research becomes established, you will engage in writing a formal dissertation proposal that summarizes the relevant research literature and outlines in detail the incremental contribution of the proposed work, as well as the methods and analyses to be used in the research.

The nature of the research and the research approach you will be proposing should be spelled out in detail, where in addition to your research topic and the requirements of your thesis committee, you will likely provide the details of your research hypotheses and the data collection, data analysis, and power analysis that together will test them. Although there are not strict page limitations and the length of your proposal will depend on many factors, most committees will expect the proposal to be between 20 and 50 double-spaced pages. You should use APA format, allowing for any exceptions that make the paper more readable (e.g., embed figures and tables should be inserted in the text rather than at the end of the document; single-space tables if they fit the page better).

Your proposal must be approved by your thesis advisor before it is distributed to the other committee members. Be sure to budget ample time for your advisor to read your proposal and provide feedback for revisions **before** forwarding to the committee. Students should speak with their advisor about establishing timelines even prior to writing the proposal.

Once your advisor judges that your proposal is ready to be presented to the committee, you should schedule a formal proposal meeting, providing a copy of your proposal to the committee members at least 10 business days prior to the meeting. At the proposal meeting, you have the benefit of obtaining feedback on ways to improve the proposed study. At the end of the meeting, you and the committee members should agree on the exact nature of the study, what needs to be considered, what changes might need to be provided to the committee members to obtain their review and approval, and whether another proposal meeting is required (one that would again require the revised proposal being provided to committee members 10 business days prior to the meeting).

Although committee members agree to serve after learning about the student's research plans, the proposal meeting can still lead to discussing new and fundamental differences of opinion about any aspect of the content or process of research. This is the time (not at the defense) that faculty members who, on the basis of known fundamental differences, may decide they cannot support the research and should resign from the committee. Although resignations are very rare, such resignations should be replaced by another faculty member immediately. In a similar vein, it can be helpful for the graduate student to provide research updates to the committee (by email or informal meeting) such that any disagreement during any phase of the ongoing research can be resolved in a timely fashion, where the entire committee is informed of those resolutions. Any disagreements remaining are subjected to committee vote, where majority vote prevails, but subsequent faculty appeals can be made to the Department Chair. If the Chair cannot resolve the issue through discussion with the parties involved, he or she may replace the minority member(s) through consultation with the majority and, as appropriate, the student. Dissenting member(s) are allowed to appeal the Chair's decision further by calling a special meeting of the entire department faculty that requires a quorum in attendance and is subjected to a vote, which holds. Consequences of this vote are handled by the committee, Director of Graduate Studies, the Chair, and the Office of Graduate and Postdoctoral Studies, as appropriate to the situation.

Clear dissertation proposals greatly help in leading to clear advice and decisions on them. If you ever feel that your committee's instructions are unclear or ambiguous, or that different members are making different or conflicting demands, it is **your responsibility** to obtain clarification as

soon as possible. It is also your prerogative to call a committee meeting any time, if you want full assurance that the matter is resolved. Students should not accept verbal understandings or proposal changes with individual committee members (or they do so at their own risk); even when there is goodwill among committee members, memories can falter, the committee composition can change, etc.; therefore, the best procedure is to put all changes of plans in writing and supply them to your committee members.

Once your research is complete, you begin the process of writing and rewriting your dissertation. This revision process often requires several iterations before your advisor judges that the document is ready to distribute to the committee for the final dissertation defense. Please discuss with your advisor your dissertation goals and timeline, the latter of which should incorporate reasonable time for multiple iterations on your dissertation document. It is generally not acceptable to demand immediate input (or no input at all).

Doctoral Defense

A complete draft of your dissertation should be given to your advisor at least 20 business days (one month) before it is given to the full dissertation committee. Once your advisor approves of it, a fully edited and formatted version of your dissertation (complete with all references, figures, and tables) must be submitted to the committee at least 10 business days (two weeks) prior to the scheduled defense; a copy should be emailed to the Graduate Administrator at that time as well.

The oral examination **must be advertised through the GPS Office at least 14 days before the date of defense. This is CRITICAL. If you fail to do so, you will not be permitted to proceed with the defense as scheduled**. To advertise your defense, complete and submit the form at https://events.rice.edu/rgs/, which will post to the Graduate Studies calendar. The Office of Graduate and Postdoctoral Studies will email your Graduate Administrator, who will then send out an announcement to the department.

Always be sure to follow the thesis procedures described on the Office of Graduate and Postdoctoral Studies website (https://graduate.rice.edu/academics/candidacy-defense-thesis-submission/defense). Your defense plans should also always be communicated to the Graduate Administrator.

Review of Doctoral Thesis Timeline (ALSO CONSULT UNIVERSITY GUIDELINES/DEADLINES):

1. Form your admission to doctoral candidacy committee as soon as you have finished your Master's thesis.
2. Petition for approval of doctoral candidacy for a doctoral degree before the beginning of your ninth semester at Rice. If you plan to receive your degree the same semester, you must submit your petition before November 1 for mid-year degree conferral or before February 1 for May conferral.
3. Defend your dissertation before the end of your 16th semester at Rice. Provide public notice of the oral defense at least two weeks in advance.
4. Submit your dissertation to the Office of Graduate and Postdoctoral Studies no more than six months after your defense. **If you fail to do so, the "pass" will be revoked, and you will be forced to complete your defense again.**

Ph.D. students are required to complete their program, including thesis defense, within 20 semesters (10 years) of initial enrollment. This includes any period in which the student was not officially enrolled or was enrolled part-time, for any reason.

Academic Expectations and Progress

Expectations
The doctoral program is a full-time program that provides students with strong training in the conduct of psychological research. Students are therefore expected to spend a large portion of their graduate years actively engaged in the research process (e.g., reading the relevant literature; collecting, analyzing, and interpreting data; writing up research projects; and working with their advisor, their lab, and other research collaborators) and in research products (publications, conference and workshop presentations), whether or not they plan to pursue a research career.

All graduate students are expected to perform at a high level in their classes and in conducting scholarly research throughout their time in the program. Graduate student research is a developmental process, where continuous progress is expected every semester. Naturally, the form of the progress will vary depending on the year of the student and the specific aspects of the research project, and department advisors and faculty provide their mentorship. In all cases, a high level of scholarly work is expected at all phases of the research.

Every graduate student's academic progress is evaluated at the end of each academic year; with mid-year reviews of first-year students. Although both course performance and research progress are considered in these evaluations, students with a GPA below 3.0, either in the most recent semester or cumulatively, are considered students not in good standing (see Evaluations below).

Grades of B- reflect marginal but passing performance, and grades below B- are considered failing. Graduate students making below a B- in a required course are typically required to retake the course. However, the faculty may allow a student with a grade of C+ to retake the final exam, take a tutorial with tests, or engage in other coursework and research demonstrating clear mastery of the material and satisfaction of the course requirements. Normally, only one make-up opportunity will be granted by the instructor; but in rare extenuating circumstances, a graduate student may appeal in writing to the full department faculty for a second make-up opportunity.

For the university's policies on academic probation and dismissals, please refer to the General Announcements:
https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-all-degrees/.

Evaluations
All first-year students are reviewed after the fall and spring semesters at a departmental faculty meeting. Beginning the second year and beyond, all graduate students are reviewed at the end of each spring semester. Students receive an evaluation letter from the Director of Graduate Studies, which reflects on the discussion at the faculty meeting, particularly the evaluation from the student's advisor. First-year graduate students also receive a similar letter of evaluation after their first fall semester, receiving that letter sometime in the early spring semester after the faculty

meet to discuss first-year student progress. Students who are not in good standing will also receive a letter of evaluation and progress each semester.

Students are evaluated in terms of course grades, research, and TA performance. Doctoral students are expected to do well in courses and achieve a relatively high proportion of their grades in the A range. However, simply passing all courses is not a doctoral-level performance. Research progress is assessed in a number of dimensions, including the student's ability to understand the research issues and formulate research to address these issues, carry out the research in a careful and timely manner, conduct an appropriate analysis, and write up the research in a clear, complete, and accurate manner. Naturally, the level of competence expected on each of these dimensions will increase with time in the graduate program.

If a student is not making adequate progress, a description of the areas in which progress is not adequate will be spelled out and steps required by the student to remedy the problem(s) will be contained in the written evaluation.

Department Service

As part of the degree program, in addition to research engagement with your advisor and class obligations, every doctoral student in the department is expected to perform a modest amount of departmental service every academic year. This is limited during the first year (below), but beginning in the second year, this will usually consist of being an assistant in an undergraduate course, which involves grading assignments and/or holding some office hours for tutoring or other class service. Note that compared to similar graduate programs, this expectation is relatively light, so that students can focus on their research.

First-Year Service - Colloquia

First-year students are typically involved with a small set of administrative tasks with regard to our colloquia (guest speakers) each academic year. This includes different tasks such as picking up guest speakers at the Med Center Hilton hotel (next to the Rice campus) on the morning of their talks, picking up catering orders and bringing them to campus, using the department purchasing card to buy reception snacks/drinks, walking the guest speaker to and from various meetings while on campus; etc. First-year students will work closely with the Graduate Administrator before and during each colloquium throughout the fall and spring semester.

Second-Year Service – Prospectives Weekend

Second-year students work closely with the Graduate Administrator every spring semester to hold our annual Prospectives Weekend for potential new admits each February. Prospectives Weekend is typically held mid-February, usually Thursday to Saturday. Second-year students will be responsible for communicating with the prospective students in the days/weeks leading up to the event, picking up/dropping off prospective students at the airports, taking the students out to dinner that Thursday evening (paid for by the department), walking the students to and from various meetings while on campus; etc. You should be familiar with Prospectives Weekend because you attended it yourself before you accepted our offer! This is the main chance for our prospective students to experience and enjoy the Rice campus, and to gain important knowledge about our department and graduate program. Second-years' help with logistical tasks is what makes this event a success every year.

Second-Year and Beyond – Teaching Assistantships (TA)
All funded doctoral students (i.e. receiving a departmental stipend) are required to serve as a Teaching Assistant (TA) once each year beginning in their second year of study. You will be assigned to an undergraduate course either in the fall or spring semester, most likely a course taught by your advisor if at all possible. Serving as a TA will involve grading assignments, potentially holding some office hours for tutoring, and/or other class needs as determined by the course instructor. You are not required to serve as a TA if you receive a fellowship (NSF-GRFP, NIH-NRSA, Fulbright, etc.), or are no longer receiving a departmental stipend (this sometimes occurs with students beyond the fifth year of study who have completed all program requirements and have started a job, but have not yet defended their dissertation).

Petitions and Appeals

Petitions and appeals involve exceptions to academic requirements, regulations, and judgments.

Academic Requirements and Regulations
A student wishing to substitute a course for a required course must obtain the approval of his or her advisor and then his or her RIG head. The RIG head then recommends the substitution to the graduate director, who decides whether to approve the recommendation. If the course to be used as a substitute is on the same topic as the required course, then the advice of the current instructor of the required course will be sought. If the recommendation is not approved by the graduate director, the RIG can appeal the decision to the whole faculty. Confirmation of the approval will be placed in the student's file and will be included in their candidacy paperwork that is submitted to the Office of Graduate and Postdoctoral Studies.

Petitions seeking exceptions to academic requirements or regulations should be submitted in writing at least 30 days before the requirement or regulation takes effect.

Academic Decisions
Petitions regarding the reconsideration of an academic decision must be submitted in writing within 15 days from the time that the student knew or should reasonably have known of the decision being petitioned, or within 15 days after an unsuccessful effort to resolve the situation informally. Petitions should include all relevant information that may impact the decision.
If a student wishes to appeal an academic decision made by an individual faculty member, he or she should present, in writing, an appeal to the Director of Graduate Studies, who will reconsider the decision with the RIG heads in view of the information provided in the petition and consult with the Department Chair when appropriate. This group may choose to return the matter to the faculty member, acting as a committee of the whole, for further consideration. Appeals should include all relevant information that may impact the appeal.

Academic decisions are afforded one level of appeal. Departmental decisions, such as dismissal, are appealed to the Dean of Graduate and Postdoctoral Studies as described in the General Announcements.

Student Wellbeing

Graduate Travel
Thanks to joint support from the School of Social Sciences (SoSS), the Department of Psychological Sciences is able to provide $1,000 to each graduate student per academic year for travel-related professional development.

- Graduate students are eligible: (a) if they are participating in a conference, workshop, or other developmental activity requiring travel that is approved by their advisor (or faculty member, for the master's students), (b) they have first applied other available funds before using these departmental funds (e.g., grant funding from their advisor, other internal funding, travel awards, etc.).
- Graduate students can apply these funds for multiple travel-related professional development activities, until they have spent the full amount available to them.
- Here is an example: A student submits $1400 in receipts for a conference (airfare, hotel, taxi), and will be reimbursed $500 from their advisor's grant funds. Then the student is reimbursed an additional $900 to pay for the full cost of the conference (leaving $100 that remains unspent -- unless the student takes another trip and requests this $100).
- All travel accommodations must be typical and appropriate (e.g., rooming with others when possible; traveling in economy class).

Travel funds are limited to the use stated above. Other questions should be brought to the department's Director of Graduate Studies.

Graduate Student Funding
Ph.D. students are typically supported in the ways listed below. Funding sources may change during the student's tenure in the Department, and some students may be funded by multiple sources (e.g., half through a grant and half through GPS funds). Note that all graduate students serve as TAs in the ways listed below, unless they are on the NSF GRFP or the NIH NRSA.

1. **Graduate and Postdoctoral Studies (GPS) funds.** Students funded through GPS are expected to work at least half time (operationalized by many funding agencies as approximately 20 hrs per week) with a research advisor on their research. These students will also TA at least four times during their five-year tenure at Rice. International students on F-1 and J-1 visas are limited to a maximum of 20 hours per week during the fall and spring semesters. However, they are allowed to work full time (more than 20 hours) during the summer term.

2. **Funding through Sponsored Projects (e.g., NSF/NIH).** Students who are funded on grants obtained by their research professors are also expected to work half time (e.g., at least 20 hrs per week) on those specific research/grant activities. Note that it is assumed that such grant activities will provide students with research experience and have the potential to lead to publications. Faculty are not encouraged to support students on projects for which publication is not possible unless in rare cases where such an arrangement would be beneficial to the student (e.g., provide funding beyond the 5th year), and these should be rare exceptions.

Students funded through sponsored projects are still expected to TA, as noted above, one semester each year, starting in year 2 through year 5 (i.e., they are expected to TA four semesters during their five years at Rice). During TA semesters, student effort on grants must be reduced by 25% (e.g., up to 15 hrs/week) to provide them time to execute TA tasks and remain compliant with federal funding regulations. This reduction should be apparent in grant effort reporting and student duties. If students on grants also engage in additional teaching duties (i.e., TA duties or Instructors of Record), then grant effort reporting (and student assignments) should further reflect a reduction in grant activities. (Note that if effort is reduced more than 25% over an entire year the PI may need to inform the funding agency and such a reduction may also affect the scope of work on the grant.) Therefore, it is critical for students to communicate about their teaching intentions and TA duties with Principal Investigators. University guidelines (Policy 304, Effort Reporting) can be found here.

3. **Fulbright Fellowships.** Students supported through Fulbright Fellowships are paid directly to the student (not administered through Rice), and the additional amount needed to equal our current base graduate stipend will be provided through department funds ***if they are available***.

   In general, Fulbright students have a TA requirement similar to other graduate students. They also may be Instructors of Record while supported through the fellowship, to add to their skillset and their CV for the job market, but are not compelled to do so. Exceptions need to be discussed with the DGS, who will seek advice from the RIG heads.

4. **NSF Graduate Research Fellowship Program (GRFP).** Students supported through GRFP fellowships are supporting themselves during the three years of the award (the other two years are funded by the department or through grants). The department does not require TAships for graduate students while they are being supported on GRFP. When they are not on GRFP, students TA once per year, per our department standard. In general, students are still encouraged to consider participating in teaching experiences (TAs or Instructors of Record) while supported through the fellowship, to add to their skills and CV for the job market, but they should not be compelled to do so. For other important details of the NSF GRFP, recipients should refer to the current NSF GRFP policy found here.

5. **NIH Kirschstein-National Research Service Awards (NRSA) fellows.** Students supported through NIH Kirschstein-NRSA fellowships do not have department TA requirements while they are receiving this support. In general, students are encouraged to consider participating in teaching experiences (TAs or Instructors of Record) while supported through the fellowship, to add to their skillset and their CV for the job market, but they should not be compelled to do so. However, any activity outside of their fellowship is expected to not exceed 25% of their time (e.g., around 5 hrs/week) and students will need approval from the fellowship sponsor (their Rice PI). They do not have to request approval from the NIH if their effort does not exceed 25%. This may also affect effort reporting. NIH policy governing NRSA awards can be found here.

6. **DoD National Defense Science and Engineering Graduate (NDSEG) Fellowship.** Students supported through NDSEG fellowships are supporting themselves during the three years of the award (the other two years are funded by the department or through grants). The department does not require TAships for graduate students while they are being supported on NDSEG. Students may opt to participate in teaching experiences for the purpose of their scholarly development, which needs to be approved by the corresponding Government Program Manager (GPM) at DoD, but they should not be compelled to do so. When they are not on NDSEG, students TA once per year, per our department standard. For other important details of the DoD NDSEG, recipients should refer to the current DoD NDSEG policy found here.

Extramural Activities that Provide Additional Funding Beyond Stipends (e.g., Teaching, Internships, or other Jobs)

Students on fellowships through NSF, NIH, and other granting agencies: Students supported on federal fellowships (e.g., NSF GRFP and NIH NRSA) should discuss with their advisors how additional teaching and job responsibilities will affect their fellowship status and the amount of time they can spend on extra activities. These programs typically allow some time on activities that support student training and development, but such work should not be so excessive that it interferes with their program of study and will preferably occur during the off-tenure years (e.g., outside of the three-years covered by the NSF GRFP). Specific policies for the NSF GRFP can be found here and policies for the NIH NRSA can be found here.

All other students. Graduate student policy requires that all graduate students who receive stipends from department funds (GPS, Sponsored Projects, Fulbright top-off funds) receive departmental permission to work outside of the department, first through discussions with their primary advisor and then through the Director of Graduate Studies (DGS). The DGS may also consult with RIG heads, the Associate Chair, and Chair in such cases. Note that faculty may need to adjust their effort reporting if students supported on grants (#2 above) take on additional jobs outside of the department. (If such activities exceed 25% of student time (i.e., 10 hrs/week), faculty will need to revisit the student's involvement in the grant.)

Mentorship

The department provides strong sources of mentoring, both from faculty and students, both formal and informal. Your mentors will help you as you adjust to graduate student life, in both the academic and the non-academic arenas. The department as a whole is very welcoming, and you can always go to your advisor or the department staff when you need advice or assistance.

Title IX

Rice encourages any student who has experienced an incident of sexual, relationship, or other interpersonal violence, harassment, or gender discrimination to seek support. There are many options available both on and off campus for all graduate students, regardless of whether the perpetrator was a fellow student, a staff or faculty member, or someone not affiliated with the university.

Ph.D. students are typically supported in the ways listed below. Funding sources may change during the student's tenure in the Department, and some students may be funded by multiple sources (e.g., half through a grant and half through GPS funds). Note that all graduate students

Students should be aware when seeking support on campus that most employees are required by Title IX to disclose all incidents of non-consensual interpersonal behaviors to Title IX professionals on campus who can act to support that student and meet their needs. The therapists at the Rice Counseling Center and the doctors at Student Health Services are confidential, meaning that Rice will not be informed about the incident if a student discloses to one of these Rice staff members. Rice prioritizes student privacy and safety, and only shares disclosed information on a need-to-know basis.

If you are in need of assistance or simply would like to talk to someone, please call Rice Wellbeing and Counseling Center, which includes Title IX Support, at x3311 (713-348-3311).

Policies, including Sexual Misconduct Policy and Student Code of Conduct, and more information regarding Title IX can be found at https://safe.rice.edu.

Grievances and Problem Resolution

The Department of Psychological Sciences takes grievances and problems seriously as soon as they are raised, and it handles them through the appropriate channels and policies that reflect expertise and experience in handling them appropriately.

In addition to being in agreement with the regulations stated in this Doctoral Graduate Student Handbook, students must also be in agreement with the university's General Announcements and the Code of Conduct. If there ever is conflicting information or conflicting implications given the grievance or problem at hand, university-wide regulations always take precedence over department-wide regulations, and department-wide regulations take precedence over RIG and research group-wide regulations.

Whenever in doubt, students should seek help first at the department level (Graduate Administrator, Director of Graduate Studies, advisor, and/or Department Chair) and then at the central administration level (Office of Graduate and Postdoctoral Studies).

It is always helpful to be informed of the university's policies on grievances and problem resolution, before any grievances and problems arise. Therefore, please refer to the General Announcements: https://ga.rice.edu/graduate-students/rights-responsibilities/dispute-resolution/.

The Department of Psychological Sciences is resolutely committed to an environment that promotes deep intellectual engagement and high research productivity, as supported by strong mentorship, teamwork, and collegiality. Ultimately, the department—faculty, staff, graduate students, and alumni—seek to strongly support and celebrate the academic and professional successes of its graduate students.

Appendix

Course Requirements by RIG

Cognitive & Affective Neuroscience

Master's Course Requirements

Note: Students choose either the *Cognitive Track* or the *Affective/Health Track*

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology

Weekly Research Seminar (choose based on track)

1. PSYC 529 – Weekly Cognitive Research Seminar – every semester
2. PSYC 532 – Weekly Health Research Seminar – every semester

Neuroscience Core Courses (2 required)

1. PSYC 575/NEUR 501 – Advanced Cognitive Neuroscience: Attention and Perception
2. PSYC 576/NEUR 502 – Advanced Cognitive Neuroscience: Higher Cognitive Functions
3. PSYC 586 – Social and Affective Neuroscience

***Cognitive Track* Core Courses (1 required)**

1. PSYC 521 – Psychology of Perception
2. PSYC 524 – Memory
3. PSYC 525 – Psycholinguistics
4. PSYC 527 – Reasoning, Decision Making, Problem Solving
5. PSYC 581 – Vision Science

***Affective/Health Track* Core Courses (1 required)**

1. PSYC 546 – Psychoneuroimmunology
2. PSYC 547 – Foundations of Health Psychology
3. PSYC 550 – Foundations of Social Psychology

The following are required before you can defend your Master's thesis:

1. All three Core Courses
2. Weekly research seminar
3. One course from Neuroscience Core Courses

(continued)

Doctoral Course Requirements

Note: Students choose either the *Cognitive Track* or the *Affective/Health Track*

Core Courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 587 – Functional Human Neuroanatomy
5. PSYC 660 – Professional Issues

Weekly Research Seminar (choose based on track)
1. PSYC 529 – Weekly Cognitive Research Seminar – every semester
2. PSYC 532 – Weekly Health Research Seminar – every semester

Neuroscience Core Courses (2 required)
1. PSYC 575/NEUR 501 – Advanced Cognitive Neuroscience: Attention and Perception
2. PSYC 576/NEUR 502 – Advanced Cognitive Neuroscience: Higher Cognitive Functions
3. PSYC 586 – Social and Affective Neuroscience

***Cognitive Track* Core Courses (2 required)**
1. PSYC 521 – Psychology of Perception
2. PSYC 524 – Memory
3. PSYC 525 – Psycholinguistics
4. PSYC 527 – Reasoning, Decision Making, Problem Solving
5. PSYC 581 – Vision Science

***Affective/Health Track* Core Courses (all required)**
1. PSYC 546 – Psychoneuroimmunology
2. PSYC 547 – Foundations of Health Psychology
3. PSYC 550 – Foundations of Social Psychology

Electives (2 required)

1. PSYC 511 – History and Systems of Psychology
2. PSYC 522 – Information Processing and Attention
3. PSYC 524 – Memory
4. PSYC 525 – Psycholinguistics
5. PSYC 527 – Reasoning, Decision Making, Problem Solving
6. PSYC 543 – Computational Modeling of Cognitive Processes
7. PSYC 550 – Foundations of Social Psychology
8. PSYC 574 – Introduction to Cognitive Neuroscience
9. PSYC 575/NEUR 501 – Advanced Cognitive Neuroscience: Attention & Perception
10. PSYC 576/NEUR 502 – Advanced Cognitive Neuroscience: Higher Cognitive Functions
11. PSYC 578 – Methods and Theory in Cognitive Neuroscience
12. PSYC 586 – Social & Affective Neuroscience
13. PSYC 580 – Developmental Cognitive Neuroscience

14. PSYC 581 – Vision Science
15. PSYC 590 – Advanced Topics in Neuroscience (may be taken once)
16. PSYC 620 – Topics in Cognitive Psychology (may be taken once)
17. PSYC 621 – Topics in Memory (may be taken once)
18. PSYC 622 – Topics in Psycholinguistics (may be taken once)
19. PSYC 665 – Seminar in Genes and Cognition
20. PSYC 681 – Perceptual Organization
21. NEUR 430 – Fundamentals of Human Neuroimaging
22. NEUR 505 – Optical Imaging
23. BIOE 592 – Sensory Neuroengineering
24. BIOE 685 – Fundamentals of Medical Imaging

Health Psychology & Behavioral Medicine Research

Master's Course Requirements

Core Courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 546 – Psychoneuroimmunology
4 PSYC 547 – Foundations of Health Psychology
5. PSYC 548 – Interventions

Additional Requirements (choose 1)
1. PSYC 520 – Foundations of Cognitive Psychology
2. PSYC 549 – Psychopathology, Development, and Aging

Weekly Research Seminar
1. PSYC 532 – Weekly Health Research Seminar – every semester (or equivalent research seminar in the Department of Psychological Sciences with approval and documentation)

Doctoral Course Requirements

Core Courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 546 – Psychoneuroimmunology
4 PSYC 547 – Foundations of Health Psychology
5. PSYC 548 – Interventions
6. PSYC 553 – Health Behavior Change
7. PSYCH 660- Professional Issues

Additional Requirements (choose 1)
1. PSYC 520 – Foundations of Cognitive Psychology
2. PSYC 549 – Psychopathology, Development, and Aging

Weekly Research Seminar
1. PSYC 532 – Weekly Health Research Seminar – every semester (or equivalent research seminar in the Department of Psychological Sciences with approval and documentation)

Additional Requirements (choose 1)
1. PSYC 550 – Foundations of Social Psychology
2. PSYC 552 – Emotion Regulation

Statistical Courses (choose 1)
1. PSYC 507 – Research Methods
2. PSYC 601 – Multivariate Statistics
3. PSYC 602 – Psychometrics
4. PSYC 635 – Multilevel Modeling
5. Other approved graduate-level statistical and/or methodological course

Elective Courses (choose 2)
PSYC 511 – History and Systems of Psychology
PSYC 520 – Foundations of Cognitive Psychology
PSYC 549 – Psychopathology, Development, and Aging
PSYC 550 – Foundations of Social Psychology
PSYC 552 – Emotion Regulation
PSYC 575/NEUR 501 – Attention and Perception
PSYC 576/NEUR 502 – Higher Cognitive Functions
PSYC 580 – Developmental Cognitive Neuroscience
PSYC 586 – Social and Affective Neuroscience
PSYC 620 – Topics in Cognitive Psychology
PSYC 630 – Advanced Topics in I-O
PSYC 631 – Foundations of Individual Differences
PSYC 636 – Organizational Psychology
PSYC 651 – Topics in Social Psychology
PSYC 665 – Love, Loss, and Trauma
GS14 1024 – Systems Neuroscience (UTHealth Course)

Human-Computer Interaction & Human Factors
Master's Course Requirements

Core Courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 540 – Foundations of Human Factors/Engineering Psychology
5. PSYC 541 – Human-Computer Interaction **OR**
   PSYC 535 – Human Factors/Ergonomics
6. PSYC 609 – Methods in Human-Computer Interaction

Weekly Research Seminar
1. PSYC 531 – Weekly HCIHF Research Seminar – every semester

Course Requirements for Provisional Admission to Master's Candidacy:
1. PSYC 502 and PSYC 503
2. Two of the additional core courses listed above

Doctoral Course Requirements

Core Courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 540 – Foundations of Human Factors/Engineering Psychology
5. PSYC 541 – Human-Computer Interaction **OR**
   PSYC 535 Human Factors/Ergonomics
6. PSYC 609 – Methods in Human-Computer Interaction
7. PSYC 660 – Professional Issues

Weekly Research Seminar
1. PSYC 531 – Weekly HCIHF Research Seminar – every semester

Five of the following courses

1. PSYC 504 – Computer Applications in Psychology
2. PSYC 521 – Psychology of Perception
3. PSYC 522 – Information Processing and Attention
4. PSYC 524 – Memory
5. PSYC 525 – Psycholinguistics
6. PSYC 527 – Reasoning, Decision Making, Problem Solving
7. PSYC 530 – Foundations of I-O Psychology
8. PSYC 535 – Human Factors/Ergonomics **OR** PSYC 541 – Human-Computer Interaction
9. PSYC 543 – Computational Modeling of Cognitive Processes
10. PSYC 581 – Vision Science
11. PSYC 601 – Multivariate Statistics
12. PSYC 602 – Psychometrics
13. PSYC 630 – Advanced Topics in I-O Psychology
14. PSYC 634 – Personnel Psychology
15. PSYC 640 – Topics in Human-Computer Interaction
16. PSYC 662 – Non-Traditional Interfaces
17. PSYC 663 – Medical Human Factors
18. PSYC 664 – Usability Assessment
19. PSYC 667 – Cyber Security Human Factors
20. PSYC 668 – Human Factors of A.I.

Industrial-Organizational Psychology

Master's Course Requirements

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 530 – Foundations of I-O Psychology
4. PSYC 634 – Personnel Psychology
5. PSYC 636 – Organizational Psychology

Weekly Research Seminar

1. PSYC 533 – Weekly I-O Research Seminar – every semester

Additional Courses (choose 1)

1. PSYC 507 – Research Methods
2. PSYC 601 – Multivariate Statistics
3. PSYC 602 – Psychometrics
4. Other approved methodology course

Doctoral Course Requirements

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 530 – Foundations of I-O Psychology
4. PSYC 634 – Personnel Psychology
5. PSYC 636 – Organizational Psychology
6. PSYC 660 – Professional Issues

Weekly Research Seminar

1. PSYC 533 – Weekly I-O Research Seminar – every semester

Substantive Courses (choose 3)

1. PSYC 511 – History and Systems of Psychology
2. PSYC 520 – Foundations of Cognitive Psychology
3. PSYC 540 – Foundations of Engineering Psychology
4. PSYC 547 – Foundations of Health Psychology
5. PSYC 550 – Foundations of Social Psychology
6. PSYC 631 – Foundations of Individual Differences

Statistical Courses (choose 2)

1. PSYC 507 – Research Methods
2. PSYC 601 – Multivariate Statistics
3. PSYC 602 – Psychometrics
4. Other approved methodology course

Three additional courses for breadth and depth
To be selected according to students' individual interests from the set of special topics courses taught by I-O faculty and other advanced courses taught by other Psychological Sciences faculty.

Psychometrics & Quantitative Psychology

Q: Who is the target audience for this Major Concentration?
A: ALL Psychological Sciences Ph.D. students.

Graduate students who are currently involved in any of the RIGs within the department have the opportunity to add a secondary major concentration in Psychometrics & Quantitative Psychology. Students in this RIG obtain specialized skills related to the substantive development; statistical modeling and analysis; and resulting interpretation of psychological measures, experiments, and interventions.

To be clear about what the secondary major concentration means: Students must be affiliated with either the Cognitive & Affective Neuroscience RIG, the Health Psychology & Behavioral Medicine Research RIG, the Human-Computer Interaction & Human Factors RIG, or the Industrial-Organizational Psychology RIG **in addition to** the Psychometrics & Quantitative Psychology RIG.

Secondary Major Concentration
Even as a secondary major concentration, at least one graduate student research project (thesis, publication) is required to have a department-approved component pertaining to psychometrics and quantitative methods. This requires approval by a faculty member involved in this major concentration, who then informs the major advisor.

Core courses (all required)
1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 507 – Research Methods
4. PSYC 602 – Psychometrics
5. PSYC 631 – Foundations of Individual Differences

Plus three other approved psychometrics and quantitative methods courses:
1. PSYC 543 – Computational Modeling for Cognitive Processes
2. PSYC 601 – Multivariate Statistics
3. PSYC 635 – Multilevel Modeling in Psychological Research
4. PSYC 637 – Meta-Analysis
5. PSYC 638 – Structural Equation Modeling
6. Department-approved courses outside of the Department of Psychological Sciences