

Psychology M.S. Program
Student Handbook
11th Edition
2025 – 2026



DEPARTMENT OF PSYCHOLOGY

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Through our master's program, we strive to promote the study of psychology as a science, as a profession, and as a means of promoting human welfare. The Master of Science (M.S.) in Psychology provides foundational training in the science of psychology and, through a range of flexible training options, prepares students for entry into doctoral programs in a variety of disciplines, including: clinical, counseling, social, developmental, physiological, and cognitive psychology. All graduate students complete a thesis under the supervision of a graduate faculty member. Some eligible students also complete a practicum experience, which involves training in providing professional psychological services to members of the community.

DEPARTMENT MISSION STATEMENT

The mission of the Psychology Department is to expose students to the breadth and depths of the field of psychology. Our students are taught to think critically about psychological issues and to understand the value of empirical investigation. The department seeks to instill in its students an appreciation for the field of psychology and its applications to individual and social problems. The department is dedicated to high standards of original inquiry and creative expression. Students are taught that sound research and scholarship serve to expand knowledge and improve the quality of peoples' lives. Our program provides students with the education needed to enter a variety of careers or to pursue graduate work in psychology or related fields.

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GRADUATE FACULTY

Appointment to the University of Louisiana at Lafayette Graduate Faculty recognizes significant scholarly and/or professional accomplishments and the ability to work constructively with graduate students. It confers upon a faculty member the authority to direct theses (Level I and II) and dissertations (Level II), to serve on advisory committees for graduate students, and the right to participate in the governance of graduate education at the departmental, college, and university levels. The [faculty](#) below represent the Psychology Department on the [Graduate Faculty](#), and are therefore available to chair Master's Theses or serve as primary committee members.

Amy L. Brown, Ph.D. (Associate Professor)

Ph.D. Social Psychology, Miami University

Office: Girard Hall, Room 214

Office Phone: 337.482.6594

Email Address: amy.brown@louisiana.edu

[Sexual Violence Research Lab](#)

Research Interests: Social Perceptions of Sexual Violence, Bystander Intervention against Sexual Violence, Alcohol and Sexual Violence, Stigma

Brooke O. Breaux, Ph.D. (Assistant Professor, Department Head)

Ph.D., Cognitive Science, University of Louisiana at Lafayette

Office: Girard Hall, Room 222B

Office Phone: 337.482.6584

Email Address: brooke.breaux@louisiana.edu

[Cognition and Psycholinguistics \(CaP\) Research Laboratory](#)

Research Interests: Language and Cognition, Death-Related Language, Lexical Semantics, Metaphor, Psycholinguistics

Erika Caramillo-Hatch, Ph.D. (Assistant Professor)

Ph.D., Psychology, University of Southern Mississippi

Office: Girard Hall, Room G302A

Office Phone: 337/482-6596

Email Address: erika.caramillo-hatch@louisiana.edu

[The Zebrafish Lab](#)

Research Interests: Behavioral Neuroscience, Psychopharmacology, Learning and Memory, Alzheimer's Disease, Comparative Animal Models

Mark LaCour, Ph. D. (Assistant Professor)

Ph.D., Psychology, Texas Tech University

Office: Girard Hall 313B

Office Phone: 337.482.6070

Email Address: mark.lacour@louisiana.edu[Communication. Rationality. Opinions. Attitudes. Knowledge Lab \(CROAK\)](#)**Research interests:** Judgment, decision making, attitudes, and belief processes, with a focus on public health topics such as vaccine hesitancy and risk communication.**Manyu Li, Ph.D.** (Associate Professor, Graduate Coordinator)

Ph.D., Psychology, University of Pittsburgh

Office: Girard Hall, Room 222C

Office Phone: 337.482.6601

Email Address: manyu.li@louisiana.edu[Data Science Application in Social and Community Psychology Lab \(DAISO\)](#)**Research Interests:** Community Psychology and Place Attachment, Cross-cultural Psychology and Immigration, Education and Teaching Strategies, Sexuality and Gender Studies**Hung-Chu Lin, D.D.S., Ph.D.** (Professor)

Ph.D., Developmental Psychology, University of Connecticut

Office: Girard Hall, Room 211

Office Phone: 337.482.6586

Email Address: hung-chu.lin@louisiana.edu[Developmental Science Lab \(DSL\)](#)**Research Interests:** Development of Emotions, Parenting, Attachment Relationships, Adverse Childhood Experiences, Developmental Disabilities**Valanne MacGyvers, Ph.D.** (Assistant Professor)

Ph.D., Developmental Psychology, University of Illinois, Urbana Champaign

Office: Girard Hall, Room 202C

Office Phone: 337.482.6588

Email Address: valanne.macgyvers@louisiana.edu[The Achievement and Social Cognition Lab \(TASC\)](#)**Research Interests:** Social Cognition, Achievement Motivation, Mindset, Adverse Childhood Experiences and Child Sexual Abuse, Adolescence, Identity Formation, Parental Influences on Development, Measurement Development

David R. Perkins, Ph.D. (Associate Professor)
 Ph.D., Clinical Psychology, University of New Mexico
 Office: Girard Hall, Room 209
 Office Phone: 337.482.6593
 Email Address: david.perkins@louisiana.edu

Research Interests: Derived Relational Responding, Behavior Analysis, Psychodynamic Theory, Clinical Processes, Music as Context for Psychological Phenomena

Joseph Salande, Ph.D (Assistant Professor)
 Ph.D., Clinical Psychology, Fielding Graduate University
 Office: Girard Hall, Room 313D
 Email Address: joseph.salande@louisiana.edu

Research Interests: TBA

Emily K. Sandoz, Ph.D., BCBA (Professor, Director of the University Honors Program)
 Ph.D., Clinical Psychology, University of Mississippi
 Office: Girard Hall, Room 202A
 Office Phone: 337.482.1479
 Email Address: emily.sandoz@louisiana.edu
[Louisiana Contextual Science Research Group](#)

Research Interests: Psychological Flexibility as a Model for Psychological Health and Well-Being, Clinical Behavior Analysis, Behavior Analysis of Complex Human Behavior, Interbehaviorism

Theresa Wozencraft, Ph.D. (Adjunct Faculty/Retired Associate Professor)
 Ph.D., Counseling Psychology, University of Southern Mississippi
 Office: Girard Hall, Room 222A
 Office Phone: 337.482.6589
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[Stress, Coping, and Wellness Laboratory](#)

Research Interests: Clinical Research and Treatment of Eating Disorders and Eating-Disordered Behavior, Stress and Coping, Treatment of Disorders in Children and Adolescents

SUPPORTING FACULTY

The Master's program also relies on the support of a number of other faculty and instructors. These faculty participate in supervising teaching experiences, clinical training, and research. They also serve as secondary members of master's thesis committees (i.e., 4th members). Supporting faculty of the Psychology Department are listed below.

Christie Charles, Ph.D. (Senior Instructor)

Ph.D, Organizational Psychology, Walden University, 2017

Office: Girard Hall, Room 313A

Office Phone: 337.482.5725

Email Address: christie.charles@louisiana.edu

[The Building Effective Environments Through Scholarship \(BEETS\) Lab](#)

Research Interests: Training, motivation, productivity, employability factors, employee recruitment, employee motivation and job satisfaction, organizational development, financial well-being, employment discrimination, academic performance and achievement of employed college students, health and well-being of employed college students, formation and evaluation of effective training and appraisal systems.

Andrea L. B. Eggenberger, Ph.D., LAC (Instructor, TA Supervisor)

Ph.D., Educational Leadership & Research, Louisiana State University

Office: Girard Hall, Room 313E

Office Phone: 337.482.6591

Email Address: andrea.eggenberger@louisiana.edu

Research Interests: Community college teaching and instruction, community college faculty professional development, community college student motivation and persistence, active listening skills, and working memory processes.

Angela Coreil (Visiting Assistant Professor)

Ph.D., Clinical Psychology

Email Address: angela.coreil@louisiana.edu

Research Interests: TBA

Lori Gibson, M.S. (Senior Instructor)

M.S., Psychology, University of Louisiana at Lafayette

Office: Girard Hall, Room 207

Office Phone: 337.482.6592

Email Address: lori.gibson@louisiana.edu

Research Interests: Identifying potentially contentious litigants in child custody cases, forensic psychological assessment, and chronic pain and mood disorders.

Sara Gibson, M.S. (Instructor)

P.O. Box 43644
 Lafayette LA 70504
 Girard Hall, Room 313B
 Phone: 337.482.6072
 E-Mail: sara.gibson@louisiana.edu

Research Interests: Consent and communication, sexual education, and sexual health.

Michelle Simon, M.S. (Instructor)

M.S., Psychology, University of Louisiana at Lafayette
 P.O. Box 43644
 Lafayette LA 70504
 Girard Hall, Room 313F
 Phone: 337/482-1587
 Email: michelle.simon1@louisiana.edu

Research Interests: Adolescent development, adolescent sexuality, adolescent sex ed., the role of the internet in development

Whitney Storey, M.S. (Senior Instructor)

M.S., Psychology, University of Louisiana at Lafayette
 P.O. Box 43644
 Lafayette LA 70504
 Office: Girard Hall, Room G308
 Office Phone: 337.482.6838
 Email Address: whitney.storey@louisiana.edu

Professional Interests: Ms. Storey is a Licensed Professional Counselor and a Perinatal Mental Health Specialist. Clinically her work focuses on "forgotten" folks, such as currently and formerly incarcerated people, neurodivergent adults, and folks in the LGBTQAI+ communities. She works particularly well with "weird moms," such as those who discover their own neurodivergence late in life, and with folks in non-traditional relationships (e.g., consensual non-monogamy and polyamory). In addition to these populations, she has been serving folks incarcerated in our local jail for over a decade and works in private practice. She's a member of the state pregnancy-associated mortality review committee and of Voice of the Experienced (VOTE) in the Lafayette chapter.

GRADUATE ADMISSION

Admission from both the Graduate School and the Psychology Department is required for acceptance into the M.S. in Psychology Program. Students interested in applying should submit the following by March 1st*. All materials should be submitted directly to the Graduate School, who provides the first round of reviews.

By Mail:

UL Lafayette Graduate School
P.O. Box 44610
Lafayette, LA 70504-4610

By Courier (e.g., Fed Ex):

104 E. University Ave.
Martin Hall, Room 332
Lafayette, LA 70503

By Email:

gradschool@louisiana.edu

Required Application Materials

- [Online Application](#) (You will need to create an account using your email address and a password 8 characters or greater.)
- **Non-Refundable Application Fee** of \$25.00 for United States citizens, permanent residents, and refugees and \$30.00 for international students submitted online with application, or, if application is already submitted, by mail or in person. There is currently no mechanism for application fee waivers on the basis of need.
- **Official Transcripts from *all universities or colleges attended*.** Official transcripts must come directly from previous universities. (UL Undergraduate Transcripts will be attained directly by the graduate school). Transcripts should reflect an undergraduate GPA of at least 3.0 and at least 18 hours in Psychology, along with statistics and research methods courses. Preference in admissions will be given to students who have pursued broad training in psychology, (i.e., have taken courses in developmental psychology, cognition and/or learning, physiological psychology, and social psychology). While our minimum GPA is 3.0 for admission, the mean undergraduate GPA for new cohorts is typically around 3.45.
- **Three Letters of Recommendation.** Applicants should request letters of recommendation from individuals able to speak to the student's professional development and preparation for advanced study. The Applicant provides the references' contact information, and the request for a letter will be sent electronically to the reference.

- **Personal Statement.** A 500-word, double-spaced, typed personal statement that comments on your career goals and discusses how the program would help you achieve those goals. You are strongly encouraged to name faculty members with whom you would be most interested in working on research projects, and to mention why you think such member(s) would provide appropriate mentorship.
- **Curriculum Vitae (CV) or Professional Resume.** Applicant's CV will ideally reflect a commitment to scholarship, research experience, and community service.
- [Proof of Immunization form](#) (May be submitted electronically)

Required for International Applicants

In addition to the general admission requirements, international students must submit a few extra documents to apply for graduate studies at UL Lafayette. The Graduate School provides additional information about these documents [here](#).

- **Official [TOEFL or IELTS](#) scores**
- **[Financial Information](#) form**
- **Copy of Passport**

Optional, but Encouraged Materials

- **APA-Style Writing Sample**
- [Graduate Assistantship Application](#). Graduate assistantships are a form of financial assistance awarded on a competitive basis in which students work for the university in exchange for a tuition waiver and monthly stipend. All graduate school applicants who are admitted in regular status are eligible to apply for university graduate assistantships.
- [Graduate Fellowship Application](#). The University offers a limited number of graduate fellowships to highly qualified students. Fellowships are a form of financial assistance awarded on a competitive basis in which students receive a monthly stipend and tuition waiver for ten months. **Applicants applying for University Fellowships should complete their application by February 1.**
- [Alumni Association Endowed Scholarship](#). The Alumni Association is proud to offer Endowed Scholarships of \$2,000 per academic year (\$1,000 each Fall and Spring) to high-potential or high-performing graduate students. Both new and continuing graduate students are eligible to apply. Application materials (linked application + letters of recommendation, transcripts) are due April 1.

- [Robert Elliot May Graduate Resident Tuition Fellowship](#). The Robert Elliot May Graduate Resident Tuition Fellowship program provides resident (in-state) tuition to new non-resident (out-of-state and international) graduate students. To be eligible for this competitively awarded fellowship, a student must be a new student admitted to a degree-seeking (master's or doctoral) graduate program in regular admission status. Additionally, continuing students may speak to your graduate coordinator to request nomination under special circumstances. Recipients must maintain continuous full-time enrollment (excluding summer sessions), remain in good academic standing, and make satisfactory progress toward the degree sought. Should a recipient accept a graduate assistantship or other tuition-waiver benefit, the resident tuition fellowship is forfeited. If you're interested in learning more about this resident tuition fellowship opportunity, contact the graduate coordinator.
- [McNair Graduate Scholars Application](#). Graduate School applicants who participated in and successfully completed the McNair Scholars Program as an undergraduate are eligible to receive a graduate non-refundable application fee waiver and may be eligible to receive a tuition and fee waiver. With other application materials, they should include (1) a signed letter (on letterhead) from a McNair Director stating that the applicant is a successful completer of a McNair Scholars undergraduate program, and (2) a personal letter with contact information (sending an email to gradschool@louisiana.edu will suffice) indicating that he/she is applying for the McNair Graduate Scholars Program tuition and fee waiver.
- [Teacher Tuition Incentive Program](#). An initiative of longtime President Ray P. Authement, the UL Lafayette Teacher Tuition Incentive Program assists currently employed K-12 teachers and administrators pursuing graduate studies by providing tuition scholarships to support part-time enrollment.

Materials **NOT** Required

- Official [GRE](#) Scores **NOT REQUIRED** as of Fall 2024 (following temporary waiver implemented in Fall 2020), but may be advisable for some applicants to demonstrate strengths not otherwise indicated in application materials

Additional Admissions Components

- **Interview.** Qualified applicants who, based on their submitted application materials, are being carefully considered for admission, will be selected for an interview. Upon selection, applicants will be contacted by email or phone to schedule interviews with at least two faculty members. Most interviews are conducted via phone or video conference, although applicants selected for interview may request in-person format upon invitation (provided they are local or can travel quickly). Also, any applicant may request a Departmental Visit at any point during the application process.
- **Student Interview.** Applicants being interviewed by faculty will also interview with a current master's student.

**March 1st is the deadline for priority selection. The Selection Committee uses an [application rubric](#) to review all application materials. Once the scores are tallied, applicants are offered interviews with faculty and students who will then re-apply the rubric after speaking with a potential candidate. Finally, the selection committee will consider all rubric ratings from the interviews to send admission offers based on the availability of openings.*

Provisional Admission

Provisional admission to the Psychology Master's program is granted when the applicant is accepted into the program, but application materials (e.g., final official transcripts or immunization records) are incomplete. Students will have until 10 days into the start of term to submit missing materials, at which point provisional admissions will be rescinded.

Conditional Admission

Conditional admission to the Psychology Master's program may be granted for the first 12 semester hours of approved graduate study for students whose materials suggest significant potential for success in graduate study despite GPA scores below our minimum standards. A student admitted in conditional status must (1) Successfully complete 12 hours of graduate credit with a 3.00 grade point average or better with no more than one grade of 'C', and 2) Complete the [Petition for Regular Status](#) and return it to the Graduate School after the first 12 hours of graduate credit have been completed (and before completing the Application for Candidacy). Conditional admission also prevents students from being eligible for graduate assistantships.

Admissions Appeals

Students denied admission may appeal the application decision. According to the Graduate Catalog, a graduate student/prospective graduate student who wishes to appeal:

- must present a letter of petition outlining the reasons for appealing to the Graduate Coordinator
 - a copy of this letter of petition also must be provided to the Graduate School (send via email to megan.trahan@louisiana.edu)
 - receipt of this letter of petition serves as official notification to the Graduate School that an appeal has been initiated
- must receive a letter of recommendation from the graduate coordinator and the Graduate Appeals Committee. If there is no written recommendation from the department, the appeal will not be heard by the Psychology Master's Program Appeals Committee
- may present additional letters of recommendation regarding academic ability and maturity from faculty members who have recently taught him or her, as well as from employers.

PROGRAM REQUIREMENTS

Psychology Master's Coursework (Updated Fall 2018)

Students must successfully complete 38 semester hours according to the following requirements:

20 hours must be from the following core courses:

PSYC 510 (Ethical and Professional Standards in Psychology) – 3 credits

PSYC 511 (Conceptual and Philosophical Issues in Psychology) – 3 credits

PSYC 513 (Quantitative Models in Psychology) – 3 credits

PSYC 515 (Advanced Psychological Research Design) – 3 credits

PSYC 597 (Thesis Prep / Directed Research in Psychology) – 2 credits*

PSYC 599 (Thesis Research and Thesis) – 6 credits**

9 hours must be from the following extended core courses. Students must take three of the following four course options:

PSYC 425(G) (Principles of Physiological Psychology) *or* **PSYC 426(G)** (Principles of Behavioral Neuroscience) – 3 credits

PSYC 512 (Advanced Cognitive Psychology) – 3 credits

PSYC 534 (Advanced Developmental Psychology) – 3 credits

PSYC 538 (Advanced Social Psychology) – 3 credits

9 hours of elective courses must also be completed. Electives can include an additional extended core course or any three of the following:

PSYC 516 (Advanced Study of Human Memory) – 3 credits

PSYC 517 (Advanced Theories of Personality) – 3 credits

PSYC 530 (Cognitive Behavioral Therapy) – 3 credits

PSYC 533 (Advanced Psychopathology) – 3 credits

PSYC 535 (Introduction to Psychotherapy) – 3 credits

PSYC 536 (Psychological Assessment) – 3 credits

PSYC 590 (Seminar in Psychology; *topic varies*) – 3 credits***

PSYC 594 (Pre---Practicum) – 1 credit

PSYC 595 (Field Practicum) – 1-4 credits

Students holding a teaching assistantship are also required to register for an additional 1 credit course each semester, **PSYC 591**. This does not count toward the required courses or credit hours for the degree.

*Usually, 1 credit of PSYC 597 is taken in each of the first 2 semesters.

** PSYC 599 is typically taken for 3 credits in 2 semesters, or 6 credits in 1 semester.

Students may enroll for more than 6 credits as needed to complete thesis requirements.

All curriculum information (including course descriptions) is available on the [online catalog](#).

***Examples of past 590 Seminars include: Psychopharmacology, Anxiety and Trauma Disorders, Behavior Analysis, Developmental Psychopathology, Behavioral Endocrinology

General Requirements

- A. All coursework applied towards the degree must have been earned in the six years immediately preceding the completion of the graduate program. Students may appeal to extend the six-year requirement by writing a letter to the Graduate Curriculum Committee, via the Graduate Coordinator, explaining circumstances that contributed to the student's delay in completing, how the student has kept current with the content of the courses now six years out of date, and what their timeline for completion is from here. If the Curriculum Committee approves the request, it will then be forwarded to the Dean of the Graduate School for final approval.
- B. Students must maintain a minimum grade point average of 3.0 with no grade lower than *C*. Further, not more than six hours of credit with a grade of *C* shall be presented to fulfill the course requirements for the degree. No grade below *B* is acceptable for transfer credit. Transfer credit, including from non-degree seeking programs like Entrée, can be applied for using [this form](#).
- C. After completing 12 hours with a GPA of 3.0 or better (and no later than 14 days before the beginning of the next semester following), an [application for admission to candidacy](#) for the Master's degree must be filed with the Graduate School. The student should complete the form and have it signed by all 3 members of the thesis committee (graduate faculty only) indicating their agreement to serve. The form may also include the tentative thesis title to inform the Graduate School of the student's topic of research. Students wishing to change their committee must contact the graduate school and provide the change in writing.
- D. In lieu of completing a comprehensive exam, students shall complete and pass a master's thesis proposal, reviewed and approved by a committee of graduate faculty. Once this is complete, the student's thesis chair and committee members will complete and sign a form approving successful completion of the comprehensive exam.
- E. Students shall complete and successfully defend an empirical thesis.
- F. All students shall conduct themselves in an Ethical and Professional manner as a member and representative of the Psychology department and University of Louisiana at Lafayette. If students engage in unethical behavior according to the [APA Ethical Principles of Psychologists and Code of Conduct](#), they will be subject to dismissal from the program. Allegations of ethical and/or professional misconduct will be investigated by the Committee on Ethical and Professional Conduct, which is a standing committee including the Graduate Coordinator, the Practicum Committee Chair, and two other graduate faculty members. If a faculty member is involved in the allegation and is serving on the committee, they will recuse themselves from the committee and be replaced by another graduate faculty member. The purpose of the committee is to investigate such allegations and impose judgment and appropriate discipline. Such discipline can include immediate dismissal from the program if the committee finds the violation is sufficiently severe in nature.

Academic Advising

As our curriculum has a fair degree of flexibility, scheduling and other professional development decisions will be made through Academic Advising. Upon accepting an offer for admission, students will be advised by the graduate coordinator. Typically, this occurs in a group advising meeting in the summer before the students' first semester in the program. However, individual advising is available upon request. After students select a thesis chair, the chair will take over primary advising with particular attention to that student's professional intentions. Students' Academic advising takes place in March for the Summer and Fall semesters and in October for the Spring semester, however students should consider their advisor and the graduate coordinator, available for informal advising throughout the semester. During the advising period, students are responsible for contacting scheduling appointments to meet first with their primary advisor to complete the Curriculum Progress Tracking Form, and then with the graduate coordinator. They will not be able to register classes (i.e., their registration will be blocked by an "Advising Hold"), until **both** of these appointments have taken place and the graduate coordinator has lifted their hold. Students should prepare for advising by (1) securing a blue advising form (with a yellow duplicate) from outside of the Psychology Department office (or [PDF equivalent](#)), and completing the top portion of the sheet, (2) reviewing their Curriculum Progress Tracking Form (Appendix A; available on Moodle) for updating, and (3) providing the graduate coordinator with an electronic copy of their updated form.

Overrides

Students should make every effort to schedule as soon as registration begins to (1) ensure their spot in the course, and (2) assist the Psychology department in making any necessary changes (e.g., cancelling a class, adding seats) in a timely fashion. If, for some reason, a required PSYC class is full, the student can request an override by emailing the departmental administrative assistant at psycdept@louisiana.edu with their name, ULID number, and the course and section number they are requesting. Overrides are not guaranteed. Overrides may also be necessary for PSYC 425G or PSYC 426G if the necessary undergraduate prerequisites were met at an institution other than UL.

Transfer of Credit

A maximum of six credit hours may be transferred toward a Master's degree, including for courses taken in the Psychology Master's program as part of the Entrée program. Transferred credits must be associated with grades of at least *B* (3.0) and be relevant to course requirements. Transfer credit is given at the discretion of the Psychology Department Graduate Admissions Committee. Students wishing to apply to transfer graduate credits should provide the graduate coordinator with a written request and completed [Application for Use of Graduate Transfer Credits](#) along with the relevant transcript and syllabus. Transfer credits from courses taken at non-U.S. institutions must be approved through the Graduate Council's [appeals committee](#).

GRADING AND APPEALS POLICIES

Grading Policies

Students' coursework is graded based on the quality of work performed according to procedures detailed in course syllabi (and modified as necessary via in-class, email, or online announcement).

Five grades are in use as follows: *A* (excellent), *B* (good), *C* (average), *D* (below average), and *F* (failure). In addition, some courses (e.g., PSYC 599) use the *S* (satisfactory) or *U* (unsatisfactory) designations. A course with a grade of *D*, *F*, or *U* may not be used to satisfy a course requirement for the master's degree. No more than six hours of credit with a grade of *C* shall be used to fulfill course requirements for the degree.

A third grade of *C* will result in dismissal from the program. Dismissal from the program can be [appealed](#) by the student to a standing appeals committee of the [Graduate Council](#). If the student is granted an appeal, they will still have to retake the course as the 3rd *C* will not fulfill degree requirements. Additionally, a minimum grade of *B* must be earned in courses required for practicum (Ethics and Professional Standards in Psychology, Advanced Psychopathology, and Pre-Practicum).

Students may request a grade of *I* (incomplete) under extenuating circumstances (to be determined by the faculty responsible for grading). An *I* means that the course work is incomplete due to circumstances beyond the control of the student and that successful completion of this work could lead to a passing grade. Incomplete grades must be replaced before a pre-established date in the following semester (detailed on that semester's [Academic Calendar](#)). If the work is not completed within the allotted time, the grade of *I* will be changed to *F*. Students may request extensions by approaching faculty members in a timely fashion with a letter detailing reasons for the request and a completed [Request for Extension of the Deadline to Complete "I" Form](#).

W represents an official withdrawal from the course. If a student withdraws from a course after the "final day to resign and drop courses," a grade of *WA*, *WB*, *WC*, *WD*, or *WF* will be assigned based upon the student's grades at midterm.

A student who repeats a course which he/she has successfully completed must accept the last grade received as final.

Academic Honesty

All students in the Psychology Master's Program are expected to maintain Academic Honesty, meaning that student's work should not reflect use of any unauthorized or unacknowledged aids or materials.

The responsibility lies with the graduate student to know the acceptable methods and techniques for proper documentation of sources, and to avoid cheating and/or plagiarism

in all work submitted for credit, whether prepared in or out of class. Further, students are to assume that all work, whether prepared in or out of class, is to be completed independently unless otherwise explicitly stated by the instructor. If students are unclear about what materials are authorized or what denotes appropriate acknowledgement, they should consult with faculty members responsible for the assignment. Students should also consider when the use of AI-supported tools such as Grammarly or ChatGPT is appropriate. Clarification with specific Instructors for specific assignments should be sought where necessary.

Specific university policies regarding Academic Honesty, including definitions of cheating and plagiarism, can be found in the [2024-2025 Student Catalogue](#). From the catalogue, “*Cheating and plagiarism are serious offenses. The minimum penalty for a student guilty of either dishonest act is a grade of "zero" for the assignment in question. The maximum penalty is dismissal from the University.*”

If a student is found to be cheating, the faculty member notifies the student and completes an Academic Dishonesty Report, which includes an explanation of the incident and the penalty chosen by the Instructor. The Dean of Students then contacts the student to assess the situation and take disciplinary action.

Grading Concerns or Issues

A student who feels that they have received an unfair and/or capricious final grade (or penalty for academic dishonesty) has a right for their complaint to be heard in a fair and unbiased manner consistent with [existing due process guidelines](#).

Any student considering an appeal should:

- 1) First consult the faculty member in an effort to reach an understanding. It is recommended that a graduate student in this position contact the Graduate Coordinator to consult on how to best approach the Instructor.
- 2) If no understanding is reached at the departmental level, the student may initiate the appeals process by notifying the [University Ombudsman](#) (Student Union Room 164, in Office of Student Affairs; 482-6947; or by [email](#)) of his or her intention to appeal a final grade and providing his or her name and ULID, the faculty member's name, the course name and number, the grade received, and the semester. This process must be initiated *within twenty (20) days* of the end of the semester when the grade was received (twenty days into the Fall semester for those grades received in Spring).

The student will then provide a written account of why they feel the grade received was unfair or capricious. This account *must* include one of three specific grounds: 1) the student contends that the professor violated their own grading standards resulting in a detriment to the student's grade (based on the most recent standards provided to students in writing), 2) the student contends that they were subject to grading criteria different than those used to evaluate the academic work of others in the class, or 3) the student contends that the instructor demanded as a condition of passing the course

conditions not germane to its subject matter. They may request assistance from the Ombudsman in creating this account.

3) Once this account has been submitted, the appeals process will continue as detailed in the [Guidelines for Appealing Unfair and/or Capricious Grades](#). The full process includes: 1) student meeting with the Instructor, the Psychology Department Head, the Dean of the Graduate School to present their written appeal and seek resolution, 2) the Ombudsman investigating the case for substantiation of the student's claim, 3) a meeting between the student, the Instructor, and the Ombudsman to ensure knowledge of the nature and extent of the complaint, 4) providing written appeal to the appropriate instructor, department head, Vice President for Academic Affairs, and the Chair of the Grade Appeals Committee, 5) hearing before the Grade Appeals Committee to determine whether or not the appeal should receive further hearing, and 6) final hearing before the [Graduate Council](#). Appeals that are denied may be further appealed before the Graduate Council.

MENTORSHIP

UL Lafayette Psychology Department Graduate Student Mentorship Policy

This document outlines faculty and student academic and professional mentorship expectations and responsibilities.

It is departmental policy that students seek a thesis chair early in their graduate training. Specifically, students should meet with potential chairs to discuss research ideas, appropriateness of fit, working expectations, and helpful resources. When a faculty member agrees to chair a student's thesis, the chair and student should complete the PSYC 597 form, which is then signed by the Graduate Coordinator and Department Head during advising and submitted to the Psychology Administrative Assistant for scheduling.

Students and thesis chairs are expected to maintain a professional working relationship that includes regular communication regarding student progress. Thesis chair communication expectations vary, so students and faculty should make every effort to ensure that such expectations are clearly defined and consistently met. Students whose communication needs are not being met by their thesis chair can seek support from the Graduate Coordinator or another faculty mentor regarding how best to advocate for their communication needs. Expectations and responsibilities of thesis chairs:

- Supervising thesis research and writing
- Academic advising
- Chairing student comprehensive exams
- Departmental liaison regarding student progress
- Modeling ethical professional and research practices
- Ensuring thesis research is conducted in accordance with relevant ethical guidelines
- Taking ultimate responsibility for students regarding the above-mentioned items

Thesis chairs—along with other faculty—should provide effective mentorship, which may include but is not limited to:

- Supervising non-thesis research
- Preparing students for professional activities and obligations
- Engaging students in appropriate professional activities
- Helping students navigate professional relationships
- Advocating for students in ways that foster achievement of academic and professional goals
- Identifying resources that help students reach academic and professional goals
- Providing referrals when appropriate
- Providing other support as requested and appropriate

Expectations and responsibilities of students:

- Seek a thesis chair with whom they foresee a productive working relationship
- Meet the chair's advice and demands regarding thesis progress and academic advising
 - Such demands may include working expectations, especially regarding the scheduling, frequency, and format of meetings and other forms of communication
- Seek mentorship opportunities to meet academic and professional goals
 - These opportunities may come from, for example: the thesis chair; other faculty; other professionals; other advanced graduate students
- Respect the chair and other mentors' personal and professional boundaries
- Recognize the chair as the primary authority regarding the thesis project and other academic endeavors
- Inform the chair of personal or professional difficulties impeding academic progress

Students progress efficiently when seeking a thesis chair early and working with that chair through thesis completion. The Psychology Department recognizes that personality characteristics or professional interests may occasionally interfere with thesis completion. Students and faculty are encouraged to openly discuss any issues that arise. If issues cannot be resolved, it may be in the interest of the student to seek a new thesis chair. Such decisions must be made in consultation with the graduate coordinator and/or department head. Students working with a new chair will need to revise a thesis and may therefore anticipate significant delays in thesis completion.

THESIS

General Timeline

The Master's thesis is a required empirical research project designed, initiated, carried out, presented, and written up by the graduate student with the guidance of a thesis committee. The Psychology Department offers the following general timeline as a guide for thesis completion:

- 1) **First Fall Semester:** Enroll in PSYC 597 during the first semester (offers guidance as to time management, supervisor selection, technical writing, reviewing empirical literature, developing research questions, and other thesis preparation activities)
- 2) **First Fall Semester (Late October/ Early November):** Select thesis chair by mutual agreement and develop specific plan for thesis supervision (e.g., check-in format, editing turnaround, etc.); Outline thesis
- 3) **End First Semester (December):** Submit prospectus submitted for PSYC 597 including abbreviated literature review, refined research question, hypotheses, working methods; Collect pilot data if appropriate, seeking IRB/IACUC approval as necessary
- 4) **First Spring Semester:** Select committee; Analyze pilot data; Complete literature review and refine methods (e.g., population, design, instrumentation, etc.); Expand and refine Proposal document (complete literature review covering theoretical basis, methods, analytic strategy)
- 5) **First Summer Semester:** Revise Proposal document as necessary; Set a date for formal proposal meeting upon committee approval; Prepare proposal presentation
- 6) **Start Second Fall (August / September):** Submit proposal to committee with at least two weeks lead time
- 7) **Early Second Fall (Late September / Early October):** Formal Proposal; Apply for IRB or IACUC approval; Revise Proposal document as necessary; Change methods via committee approval as necessary; obtain IRB approval
- 8) **End Second Fall Semester:** Data collection
- 9) **Early Second Spring (January / February):** Analyze data; Write results; Revise introduction as necessary; Review literature and write discussion; Submit draft to Chair
- 10) **Mid-Term Second Spring Semester (Late February/ Mid March):** Refine thesis draft with chair and submit to committee; Organize thesis according to required format and prepare defense presentation

11) **End Second Spring Semester (April):** Formal Thesis Defense; Make required corrections; Refine formatting according to [university-wide graduate school guidelines](#); Submit to graduate school

Note that many students extend this work into a second summer, typically to accommodate the completion of their discussion and final thesis document.

Navigating these steps in a timely fashion requires that students budget their time in an efficient and effective manner, as unexpected obstacles can come up at any stage. Attempts to move through any step(s) too quickly often result in sloppy work. Prolonged and fragmented attempts at research result in needless repetition and reorientation. The key to getting research done in a timely manner is staying focused and on task!

Thesis Committee

The thesis committee is typically composed of three members of the psychology department's graduate faculty. The level of involvement of the full thesis committee in the writing of the proposal varies based on preferences of the student and the chair. Often the full committee will provide limited assistance and feedback until the chair judges the proposal to be presentable for full review by committee. At this point, the committee then serves to refine the methods and the proposal document to the point that it is suitable for formal proposal in a committee meeting. The same process follows for the final thesis document. First, the student and chair prepare the complete document to the chair's satisfaction, then it is submitted to the committee for revision until the committee deems the thesis ready for formal defense.

1. ***Thesis Committee Chair:*** Early in the first semester, individual faculty will provide a brief presentation in the 597 course. In addition, students should request time with individual members of the Psychology department's full-time graduate faculty to discuss his or her research interests, expertise, supervision style, and availability to serve on a thesis committee. After becoming familiar with the faculty, the student will select a chair. If the faculty member agrees to serve as a chair, the chair will then supervise the student in conducting the thesis study including: selecting the rest of the committee, refining his or her topic and design, writing the document, collecting and analyzing data. It is the responsibility of the graduate student to develop an appropriate study consistent with theoretical assumptions and current standards in the empirical literature. While the thesis chair should provide guidance and support, it is not his or her responsibility to provide literature and/or give technical assistance. The chair will refer the student to other resources on campus if such assistance is needed.

2. ***Required Thesis Committee Members.*** Once a thesis topic is refined, the chair will assist the student in selecting two members of the [Graduate Faculty](#) in the

Psychology department. The student is responsible for approaching the faculty with a request to serve on his or her committee, confirming agreement, and maintaining communication with the committee throughout the writing process. Typically, the thesis chair will assist the student in getting the proposal or thesis document to a stage that it is appropriate for committee review and the thesis committee will provide comments and feedback as to readiness for defense.

3. ***Supplemental Thesis Committee Members.*** In collaboration with the thesis chair, students may select additional members for the thesis committee who have particular expertise on the thesis topic. These individuals can be of any status from any university, government agency, or institute. However, these individuals should hold a graduate-level degree or equivalent expertise in the thesis topic and should be readily available to the student. Again, the student must formally ask these individuals to serve on the committee and has a responsibility to maintain communication. Typically, the thesis chair will assist the student in getting the proposal or thesis document to a stage that it is appropriate for committee review and the thesis committee will provide comments and feedback as to readiness for defense.

Specific Approval

All students doing research are expected to be familiar with the ethical guidelines governing research. All research conducted in the Psychology Department must meet the specific approvals of the agencies concerned with the welfare of the animal or human participants in the study. Specifically, before data can be collected, all animal research must be approved by the [IACUC \(Institutional Animal Care and Use Committee\)](#), and all human research must be approved by either the Psychology DRB (Departmental Review Board, Chair: Dr. Hung-Chu Lin) or the [University IRB \(Institutional Review Boards\)](#). Generally, if the human research proposed uses participants from the Psychology Subject Pool, is anonymous, and is not deceptive, coercive, psychologically harmful, or government-funded then approval may be sought from the DRB. Note that IRB approval, written permission, or letters of support may be required from multiple agencies or institutions if research uses a sample from outside the university. The IRB Chair can provide guidance as to what kind of approval is necessary in these circumstances.

IRB and IACUC forms must be completed, submitted, and approved before data (including pilot data) are collected. UL's IRB recommends a full two months before data collection is anticipated to begin. Approval generally takes 1-4 weeks, depending on the level of review required by the study (Exempt, Expedited, Full). These committees take into consideration characteristics of the subjects, such as number, demographics, etc., as well as any mental or physical stress, discomfort, trauma, or pain that may be experienced by the participants. UL Lafayette follows specific guidelines set forth by the Animal Welfare Act to ensure the best care and use of animals.

Writing Center

Students, tutors, and teachers focusing on writing form the Writing Center community and create a comfortable and relaxed atmosphere in which writers work with other

writers.

The Center helps its clients become better writers, and to this end, their goals are these:

- Helping clients enhance their writing skills
- Helping clients move from writer-based to reader-based prose
- Helping clients see the value of creating multiple drafts
- Helping clients see strengths and problems in their writing
- Helping clients learn to proofread their writing
- Empowering clients to own their writing
- Nurturing creative ideas

The Center's staff assists its clients at any stage of the writing process, and has special staff allocated for assisting Graduate Students. Learn more about the [Writing Center](#), or make an appointment for a consultation by emailing the Director, [Denise Rogers](#). The new [Statistics Consulting Center](#) will be available starting this Fall for students who need academic assistance in statistics.

Participant Pool

One resource for recruiting human participants in psychological studies is the UL Lafayette Psychology Research Participation (PRP) System, which is hosted via a cloud-based participant management system, [SONA systems](#). This subject pool consists primarily of undergraduate students enrolled in PSYC 110, PSYC 115, or PSYC 200. In each regular semester, approximately 1000 students are available for up to 5 hours of research participation. Around 150 or so students *may be available* in the summer. Volunteers for the Participant Pool enroll in the subject pool and are able to choose experiments in which to participate. Thesis chairs can request a Researcher Account for Student researchers by contacting the subject pool coordinator with the student's name and ULID. Student researchers can then post requests for participants and credit participants according to the rules and guidelines outlined in the PRP Guidelines document, available from thesis chairs. Researchers should be prepared to check for available space on SONA, and to book sessions accordingly. Students are urged to request participants early in the semester, due to the possibility that few motivated participants will be available towards the end of the semester.

Graduate students should request Psychology Research Participation Guidelines from their thesis chair or faculty research advisor when needed.

Thesis Format and Components

In general, the Psychology Department requires an APA-style thesis that is comprehensive, yet concise. Therefore, the latest edition of the [*Publication Manual of the American Psychological Association*](#) should be consulted. Additionally, the Graduate School has specific formatting requirements detailed in the [Guidelines for Graduate Theses and Dissertations](#) that take precedence making final formatting a modified APA style. It is highly recommended that students (1) familiarize themselves with both APA style and graduate school requirements and (2) make use of Microsoft Word's [Styles](#).

The following outline indicates elements of the thesis. Although not all theses will have figures, tables, or appendices, any that do will need to include a listing of most of the following, or as part of, the Table of Contents.

Title and Approval Page

Copyright Page

Abstract

Dedication Page (optional)

Epigraph Page (optional)

Acknowledgments (optional)

Table of Contents

[Using Microsoft Word](#) to create an auto-updating Table of Contents is highly recommended.

List of Tables

List of Figures/Illustrations

List of Abbreviations (*required if abbreviations are used in document)

Foreword (optional)

Introduction

A full introduction should provide a complete literature review relevant to the chosen topic along with a rationale justifying the contributions of the study.

Method

Participants: Define # sought according to power analysis or other method, demographics, population, define selection process, and describe experimental assignment.

Measures/Materials: Define each measurement, how it is typically used, and justify its use.

Procedure: Complete study procedures specific enough to allow for replication.

Analytic Strategy

Describe strategy that will be used to examine specific hypotheses.

Results

Contextualize analyses, state results plainly, and use tables and graphs to summarize data.

Discussion

Briefly summarize findings, contextualize findings in current literature, describe limitations and future research directions, describe implications and applications of findings.

References

References should include only works cited. [Recite](#) is a free, online program that checks for errors in citations/references.

Appendix or Appendices

Include non-central tables and graphs, consent and debriefing forms, questionnaires or diagrams of other study materials.

Abstract

Biographical Sketch

Oral Thesis Defense

The student is responsible for coordinating oral defense meetings for both the proposal and final thesis documents. Committee members should have a minimum of **two to three weeks** to review the thesis document, note revision comments, and confirm readiness for defense. Please be considerate of committee members' time, especially if the requested reading time for the thesis document is (1) less than three weeks, or (2) takes place over an official university holiday, between semesters or other times members may not be under contract (e.g., Summer/Intersession), or during the academic advising period or other busy times in the semester. The student should request committee review of the proposal document in a formal professional email including the committee chair and all members. This email should include (1) a copy of the full refined document, approved by the chair, (2) a request for a review of the document, (3) an indication of a preferred date range for defense beginning at least two weeks away from that date, and (4) an indication of the date at least one week before defense that the student will write again to confirm readiness.

An example email for requesting your thesis committee members to read the document and setting a meeting is provided below:

Thank you for your support of my thesis progress so far. I have attached a thesis document that Dr. YYYYY and I believe is ready for committee review. I am hoping to set a date for defense of this document somewhere between XXX and XXX, pending your confirmation of the readiness of the document for defense. When and if you are willing to do so, please indicate your availability on the Doodle poll for a defense meeting. Also, please let me know if this date range isn't workable for you. I will write again next week to confirm that you are in agreement with moving forward. I look forward to your feedback.

For the final thesis defense, the defense meeting should be *between (at least) 2 and 3 weeks* prior to the scheduled deadline for submission of a defended copy of the thesis

to allow for revisions requested by the committee, and a close review of the formatting needed to meet Graduate School, and *about 4 or 5 weeks* (at least) prior to the scheduled deadline submission of a formatted copy. Note that even if no major revisions in the study or thesis are required, it will take at least 2 weeks to finalize the thesis for final submission. Submission deadlines are issued by the department and are available on the university's [Academic Calendar](#) each semester, and often occur earlier in the semester than students anticipate.

Outside Observer

The student or stakeholder in the specific defense or defense process (e.g., committee member, graduate coordinator, department head, Graduate Dean, etc.) may request that the Graduate School assign an observer from outside the department for any Thesis Defense. [Outside observers](#) serve as objective representatives of the Graduate Faculty, reporting to the Graduate School on the fairness and rigor of the defense. Outside observers are present for the defense, including any committee deliberations, but do not participate in those deliberations or vote on the outcome of the defense/presentation.

Submission of Thesis to the Graduate School

Each regular semester, the Graduate School posts deadline dates on the [Academic Calendar](#) for both approved and final thesis submissions. Note that these dates generally occur approximately 4 and 3 weeks before the end of the semester, respectively. Before submitting to the Graduate School, students must successfully defend their thesis and make any changes as directed by committee members. Once submitted to the Graduate School, no changes can be made to the thesis document. A draft of the thesis must be approved by the Graduate School before final printing and this process often involves several rounds of formatting revisions. In order to graduate with a Master's Degree at the end of a certain semester, a candidate must turn in at least 1 final approved copy of the thesis in final form on archival quality paper, plus pay \$15.00 binding charge/thesis copy before the deadline date for that semester. In addition, all master's students must submit a PDF of the final version of the thesis to Proquest/UMI ETD Administrator along with the \$95.00 publishing fee. A \$35-\$55 fee is needed to register document copyrights, which is optional.

Scheduling Thesis Hours

Students enroll in PSYC599 (Thesis) in the section that lists their thesis chair as the Instructor. Although a maximum of 6 credit hours are applicable to the Master's Degree, students may enroll in as many hours of 599 as is necessary to meet curriculum and university policies. Students typically must be enrolled in PSYC599 for at least 3 credit hours the semester that their thesis is submitted to the Graduate School. With permission of the Thesis Chair and Graduate Coordinator, however, students may be allowed to take other PSYC graduate classes during the semester of graduation, provided all required thesis hours have been completed. Furthermore, students should schedule PSYC599 during each semester that they are working on their thesis (whether they are doing so on-campus or not, and even if this results in more than 6 hours credit in 599). The recommended curriculum includes two semesters of PSYC599,

recommended in Fall and Spring of the 2nd year or in Spring only. While students may not always follow this exact trajectory, Master's theses should take no longer than six (6) regular semesters to complete.

Non-Thesis Research Experience

Many students are interested in getting research experience in areas that are outside of their thesis research. For this reason, many graduate faculty mentor students in research without necessarily being their thesis chair or primary mentor. This research may involve simply attending lab meetings, volunteering for a certain role in a specific research project, or committing to a lab as a volunteer research assistant. Students may formalize this experience by contracting for course credit under the 597 (Directed Research) code (1-3 hours variable credit). Students should approach faculty to explore what options might be available under their supervision, and have this involvement approved by their chair/mentor and the department head.

COMPREHENSIVE EXAM (FULFILLED BY MASTER'S THESIS)

Psychology Department Comprehensive Exam Proposal for Revised Policy

May 1, 2023

* The comprehensive exam subcommittee met on April 24, 2023 to discuss merits of the current comprehensive exam policy and to determine whether revisions to the policy are needed. The comprehensive exam subcommittee unanimously voted to remove the current comprehensive exam policy and to replace it with an existing curriculum criteria (e.g., the successful completion of a master's thesis proposal).

Justification for revised comprehensive exam requirements

- Administration of comprehensive exams at the beginning of the fall semester is disruptive to both graduate students and faculty. Tremendous time and effort is devoted to the administration, grading, and remediation procedures (in cases of a failed initial draft).
- While successful completion of a comprehensive exam may have been necessary in prior curriculums when students had the option to earn a master's degree without the completion of a thesis project, the current comprehensive exams are redundant with requirements in the current curriculum to complete an original master's thesis project.
- Completion of a master's thesis currently serves to 1) prove mastery of information learned in core courses and 2) demonstrate an understanding of the relevance of core coursework beyond the classroom (i.e., for students' professional or academic careers). In this regard, it is unclear what current comprehensive exam procedures achieve beyond the completion of a master's thesis.

Proposed revised comprehensive exam requirements

- Given that all students are currently required to complete a master's thesis proposal, which is reviewed and approved by a committee of graduate faculty, a successful master's thesis proposal will serve as the comprehensive exam requirement.
- Following successful completion of a master's thesis proposal, the thesis chair and all committee members will complete and sign a document approving the successful completion of the comprehensive exam.
 - The thesis chair will provide this documentation to the graduate assessment coordinator

PRACTICUM TRAINING

Field training is available for students with applied interests in one or more of a range of mental health or applied psychology settings. Practicum training settings include applied behavior analysis clinics, community mental health centers, and university-based student counseling centers. Students also have the option of negotiating their own practicum experience, provided the experience offers training in the provision of psychological services and on-site supervision by a graduate-level licensed mental health professional of at least one hour per week.

Practicum experiences will help students learn to apply classroom knowledge to the real-world service needs of the public. All students interested in practicum will register for PSYC 594 (Pre-Practicum) in their first Spring semester, and PSYC 533 (Advanced Psychopathology) during their first Spring semester, which allows clinical faculty to provide some initial training in preparation for practicum and to evaluate student readiness. In order to be recommended for practicum, students must have earned a grade of "B" or better in both of these courses, along with PSYC 510 (Ethics) and have demonstrated appropriate responsibility and professional conduct so as to be allowed to represent the university and appropriately and safely address the needs of the clients they will encounter. Students should note that PSYC 594 is currently offered only in the Spring, making it important to consider applied interests early on.

Practicum students will register for PSYC 595 after being recommended for practicum by the Subcommittee on Clinical Training, allowing them access to on-campus supervision and liability coverage. During the first semester of practicum, registering two or more hours of PSYC 595 is typical, in order to ensure adequate time for training. In subsequent semesters, students may register for fewer credits, so long as they graduate with a total of five or more. Students may register for more than five in order to better meet training requirements and other goals.

If a student is not recommended for practicum, he or she should meet with the Practicum Committee chair, Dr. Wozencraft, to discuss remediation.

Students are responsible for attaining a practicum experience appropriate for their specific training goals at an eligible site. Any agency that provides mental health services, employs at least one licensed psychologist, licensed professional counselor, board certified behavior analyst, or licensed social worker, and is willing to provide supervision/training according to the terms of the supervision contract, is an eligible practicum site. For hours to be eligible, practicum students must be engaged in professional training activities beyond what would be available to a lay volunteer.

Field practicum includes four components: 1) a total of at least 83.3 hours supervised experience providing psychological services in the field for each one hour registered (e.g., 83.3 practicum hours for 1 hour of PSYC 595, 166.6 practicum hours for 2 hours PSYC 595, etc.), 2) a total of at least 30% hours from direct client contact (e.g., 24.9 direct client contact hours for 1 hour PSYC 595), and 3) departmental group supervision from a licensed psychologist. All hours must be earned within the semester for which one is registered for practicum. (Exceptions are sometimes made for practica

that require pre-established training experiences. These are evaluated by the instructor of record on a case-by-case basis.) There is currently no mechanism for students to "bank" or "make up" hours outside of the semester, or to register for partial practicum experiences as 1) students are only insured through the university during the semester in which they are registered for PSYC 595, and 2) students can only earn PSYC 595 credit for practicum experience that is supervised according to our established standards (both on-site and through the department).

Students' particular practicum experience must be approved by the last day of the semester prior to the practicum semester by his or her instructor of record of PSYC 595. Once students have developed a tentative plan for their practicum experience, students must contact their instructor and describe the experience they anticipate and how this experience meets their training goals. Once approval has been gained, the student is responsible for confirming his or her commitment to the agency.

Students should note that many agencies require, and the department strongly encourages, students to purchase their own liability insurance. Professional organizations (e.g., [American Psychological Association](#), [Association for Behavior Analysis International](#)) often have negotiated rates that are generally workable for most students (e.g., \$35 – \$50 per year). Best practice for graduate students working in applied positions is to attain liability insurance and maintain it throughout the course of training, until the point of upgrading to a professional policy.

Additional requirements for Clinical Practicum can be found in the student evaluations which are completed by the PSYC 595 Instructor and the on-site supervisor. These evaluations are currently being revamped (as of Fall 2022) and will be provided to students during pre-practicum training (PSYC 594).

ETHICAL & PROFESSIONAL CONDUCT

Unethical and unprofessional conduct will be addressed in compliance with [the APA Ethical Principles of Psychologists and Code of Conduct](#) (with procedures modified to identify the appropriate university parties and policies):

Informal Resolution of Ethical Violations

When students or faculty members believe that there may have been an ethical violation by a graduate student, they attempt to resolve the issue by addressing it *with the individual* provided an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization, and is either not appropriate for informal resolution, or has not been resolved properly in that fashion, students or faculty members take further action by making a formal report to the graduate coordinator who receives it on behalf of the Committee on Ethical and Professional Conduct (CEPC). This standard does not apply when an intervention would violate confidentiality rights or under the circumstances where psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating with Ethics Committees

Students cooperate in ethics investigations, proceedings, and resulting requirements of the Committee on Ethical and Professional Conduct and the Graduate Council. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation.

1.07 Improper Complaints

Psychologists and graduate student trainees do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

Disciplinary Response to Ethical Violations

Disciplinary actions imposed by the Committee on Ethical and Professional Conduct will depend on the severity and/or persistence of the misconduct but include immediate dismissal from the program.

Appeals Regarding Disciplinary Response to Ethical Violations

Students who disagree with the judgment and/or discipline imposed by the Committee on Ethical and Professional Conduct (CEPC) can appeal such decision with following procedures:

The student should submit a written appeal in the form of an explanatory letter with all signatures and a request for a specific action to the Psychology Department Head. The Head will review the evidence gathered by the CEPC along with their written response to the student's appeal. The Department Head will then rule on the student's appeal. If the student is not satisfied with the Head's decision, he or she should submit a request to forward the appeal to the Dean of the Graduate school, with a request for further consideration. The action of the Dean of the Graduate School will be considered final.

Professional Conduct

According to Title IX, no one can be, on the basis of sex, excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Discrimination based on other characteristics, such as: race, socio-economic status, religion, etc., are also not tolerated.

All Psychology graduate students should avoid sexual relationships with undergraduate students in Psychology, due to the power differential that necessarily limits the consensual nature of the relationship. Graduate teaching assistants are considered to have direct academic or supervisory authority over undergraduate students in their departments. This means, amongst other things, that sexual behavior, whether consensual or not, is prohibited. Students with concerns or questions around relationships with undergraduate students should consult with the graduate coordinator.

USE OF AI LARGE LANGUAGE MODELS

Purpose of this Guidance

The goal of this resource is to provide students and faculty with information about the positive and negative consequences of using AI. With AI technology advancing very rapidly, our learning environments have also changed. This policy will serve as a guideline to monitor the productive use of AI and to prevent the stifling of student creativity, motivation, and critical thinking skills. In all academic realms, but especially in fields such as psychology, honesty and academic integrity is crucial to maintain the trustworthiness of research findings, ensure the validity of psychological and interventions, maintain a culture of ethical behavior, and uphold the credibility of the University. Also, it is crucial to note that AI technology is programmed by humans and responses can be inaccurate and/or biased. All responsibility for accuracy of assignments, presentations, or publications falls to the person or people submitting them.

Examples of Potentially Productive Uses of AI

- Simplifying text: Improving the clarity and readability of written work to better understand said text and concepts and provide real-world examples
- Correcting formatting: Checking formatting of text, citations, and references according to academic standards
- Brainstorming: Refining a research question, essay topic, or presentation idea
- Studying: Quizzing yourself on a topic or generating examples of concepts from course material to prepare for a lecture, an exam, or a presentation
- Outlining: Drafting an outline to help organize thoughts and structure writing or presentation
- Grammar and style checks: Correcting grammatical errors and highlight writing style errors
- Writing professional communications: Revising emails, memos, or other professional communications for word choice, tone, etc.
- Creating presentations: Generating or adapting images for use on slides and changing written notes into brief bullets
- Practicing professional conversation: Doing a mock interview for a position or answering AI-generated questions as if in a class presentation or discussion
- Roleplaying therapy: Practicing therapy skills with AI as client
- Analysis and planning: Generating steps to a complicated task, organizing tasks into a workable order, or making a schedule from a list of events

Note that these uses of AI are only acceptable if the product is not submitted for a graded assignment.

Examples of Unproductive Uses of AI

- Completing entire assignments or passages: Submitting AI-generated sentences, paragraphs, or entire assignments for grading or publication

- Information retrieval: Finding statistics, research articles, or other data. Remember most AI is **generative** and can easily produce “hallucinations” of articles or fabricate research findings
- Critical thinking tasks: Producing material that will be used to assess students’ personal analysis, synthesis, or evaluation of materials
- Impersonation: Composing responses in classroom discussions, group collaborations, or online forums as if written from the point of view of the student

Note that these uses of AI are considered academic dishonesty unless explicitly included as part of the instructions for the assignment.

Responsibilities, Detection, and Enforcement

It is best practice for students to disclose if AI was used in an assignment or other submission. **Instructors are encouraged to modify assignment instructions to include a mandatory textbox and checkbox where students can declare any AI assistance.**

This practice ensures that students are prompted to disclose AI usage before submission:

- No AI assistance used
- Some AI assistance used
 - Specify what tool and how (E.g., “ChatGPT used for refining language in mock research question”): _____

The University uses Turnitin, a tool for detecting plagiarism, via Moodle which now includes a mechanism allowing identification of AI-generated content in student assignments. While useful, this mechanism for flagging potentially AI-generated text is not always 100% accurate. False positives may occur, where human-written content is mistakenly flagged, as well as false negatives, where AI-generated content goes undetected. Given these limitations, should a suspicious portion of an assignment be flagged as AI-generated, professors will inquire or meet with the student to better understand the nature of the flagged content. This conversation will provide an opportunity for the student to clarify their use of AI tools, explain their writing process, and demonstrate their understanding of the material, ensuring a fair assessment of student work while upholding academic integrity.

Misuse of AI will be considered academic dishonesty and will be treated consistently with departmental and universal policies. If there is any confusion regarding appropriate use of AI, ask your professor and resort to the above guidelines. It is up to the professor if there is to be or not to be AI assistance used for a specific graded assignment. Should you have any further concerns, email Graduate Coordinator or the Department Head.

This AI policy draws inspiration from the AI technology and policy frameworks established by the following institutions:

- Virginia Tech: <https://tlos.vt.edu/resources/generative-ai.html>
- University of Washington: <https://teaching.washington.edu/course-design/ai/sample-ai-syllabus-statements/>
- Chapman University: <https://libguides.chapman.edu/AI/policies>
- Vanderbilt University: <https://as.vanderbilt.edu/gci-ai/syllabus-ai-policies/>
- Northern Illinois University: <https://www.niu.edu/citl/resources/guides/class-policies-for-ai-tools.shtml>

PAYING FOR YOUR TRAINING

Paying Tuition

The current graduate school tuition and fees as well as important payment, disbursement, and tax information are posted through the [Office of the Bursar](#), which is also called the Student Cashiers Center, and is located in the Student Union. Fees are typically due about 8 or 9 business days before the semester begins. The schedules of students with unpaid tuition and fees will be purged after the deadline, which can complicate scheduling.

Even if you were not awarded an Assistantship in the Psychology Department, nearly every academic and administrative department on campus uses Graduate Assistants, and will often consider high- performing Graduate Students from the Psychology Department. Be sure to have a graduate assistantship application on file if you are seeking a position and to regularly check the Career Services website, the Graduate School Facebook, and your school email. These positions are highly competitive and often filled very quickly.

The graduate school offers a [Cheat Sheet](#) on paying for graduate school, which reviews the process of building a financial package, along with different options for payment, including scholarships and grants, loans, assistantships and fellowships, and employer funding.

Paying for Printing

The [SGA](#) provides a supplemental fund voucher program for graduate students who deplete their PaperCut account. Student [PaperCut](#) accounts keep track of printing allowances for each semester. Once a graduate student reaches \$0.00, they can apply for a voucher that will add more \$10.00 (100 pages of printing) to their account. Each student is allowed a maximum of 2 vouchers per semester. There are only 50 vouchers available for each semester, and they are awarded on a first-come, first-serve basis.

Additionally, graduate students in the Psychology department have access to a printer in the graduate student lounge. This printer is meant for short documents that are fewer than 10 pages. Documents that are more than 10 pages, such as articles, research materials, etc., should be emailed to the administrative assistant, Ms. Lori Jean, for printing.

Attaining Full-Text Articles

While the UL Library subscribes to a number of databases, graduate student and faculty researchers often find themselves searching online for articles not available in the database. Often these articles are available directly from publishers for prohibitive rates (e.g., \$30-50). Graduate students who find themselves in this position can avoid paying for articles by searching for the article on the authors' webpages or even contacting the primary author directly by email. If this approach is unsuccessful, the vast majority of articles can be secured in electronic format through [Interlibrary Loan](#) for a fee of \$2 per article.

Paying for Research Equipment and Travel

The [GSO](#) provides funding to graduate students to help defray the cost of attending conferences and purchasing research equipment and supplies. The GSO also provides one-time grants for

purchasing thesis, dissertation, or project supplies. Applications for funding can be secured from the Psychology Department GSO Representative, [Taylor Roussel](#).

The Psychology department also provides travel funding to graduate students who are presenting research at conferences. Students can receive up to \$300 (subject to change) and can request funding once per fiscal year. Applications for funding must be initiated before travel takes place, and should be submitted in advance to increase likelihood of approval. Students interested in applying for departmental travel funds should contact Dr. Amy Brown for instructions.

The SGA will fund conference registration expenses up to \$200 total for students attending a conference independently (i.e., not with a specific student group), and up to \$800 total (\$90 per person) for students attending with a group. Application for SGA funding is available online [here](#).

Reduced Rates at Conferences and Workshops

Most professional conferences and training workshops offer not only a student rate, but also an opportunity for students to volunteer at the event in exchange for an additional discount. Even if this is not stipulated on registration materials, interested students should contact the organizers directly to request if volunteers are needed. In some cases, even contacting a speaker directly to ask to assist is appropriate.

Paying for Speaker Visits

The [SGA Lyceum Fund](#) is supported by student fees, the purpose of which are to make available moneys to be used in acquisition of classroom-type, academic speakers. Graduate students interested in applying for lyceum funds to secure a speaker should consult with the graduate coordinator or other experienced faculty to secure an impactful speaker and develop a competitive application.

Paying for Technology

The SGA's [Student Technology Enhancement Program \(STEP\)](#) Council provides grants every semester to departments wishing to enhance technology with a broad and direct impact on improving the education of students. Psychology graduate students often benefit directly from STEP funding and can be involved with faculty in the writing of a STEP Grant Proposal. Students wishing to prepare a STEP Grant Proposal should consult with the graduate coordinator who can assist them in evaluating their idea and securing faculty support.

Other Educational Expenses

In addition to conference funding, the SGA hears requests for financial assistance from any student group with a plan or project that broadly and directly impacts the UL Academic community. The student group can be, but does not have to be, an official student organization, and has, at times, included graduate students. Graduate Students are encouraged to think creatively about how they might make use of the funds SGA has available to enhance their training. Students considering asking SGA for funds should consult with the graduate coordinator who can assist them in evaluating their idea, and formulating an appropriate request.

APPENDIX A: Curriculum Progress Tracking Form

Student ULID: Student Name: Advisor Name: Committee: 1. 2. 3.	Catalog: 2014-2015 Undergraduate and Graduate Academic Catalog Program: Psychology, M.S. Minimum Credits Required: 38			
Course Prerequisites Students who enter the program are normally expected to have completed at least 18 semester hours in psychology, which must include at least one course each in general psychology, statistics, experimental psychology, human development, and physiological psychology.				
Course Requirements The course requirements for the Master of Science degree in Psychology are 38 graduate credit hours.				
Course Name	Credit(s).	Term(s) Taken (Semester, Year)	Credit	Grade
Students must complete 20 graduate credit hours from the following core courses:				
PSYC 510 – Ethical and Professional Standards in Psychology	3 Credit(s).	,	3	
PSYC 511 - Conceptual and Philosophical Issues in Psychology	3 Credit(s).	,	3	
PSYC 513 - Quantitative Models in Psychology	3 Credit(s).	,	3	
PSYC 515 - Advanced Psychological Research Design	3 Credit(s).	,	3	
PSYC 597 - Directed Research in Psychology <i>Usually, one (1) credit of PSYC 597 is taken in each of the first two semesters. Credits / Units: 2</i>	1 of 2 Credit(s).	, ,	1 1	
PSYC 599 - Thesis Research and Thesis <i>May be satisfied by taking 3 credits each semester for two semesters or 6 credits in one semester.</i>	6 Credit(s).	, , ,		
Students must complete 9 graduate credit hours from the following extended core courses. Student must take three of the following four course options:				

PSYC 425(G) - Principles of Physiological Psychology <i>or</i> PSYC 426(G) - Principles of Behavioral Neuroscience Course: ,,	3 Credit(s).	,	3 3	
PSYC 512 - Advanced Cognitive Psychology	3 Credit(s).	,	3	
PSYC 534 - Advanced Developmental Psychology	3 Credit(s).	,	3	
PSYC 538 - Advanced Social Psychology	3 Credit(s).	,	3	
Students must also complete 9 graduate credit hours of elective courses. Electives can include an additional extended core course or any three of the following:				
PSYC 516 - Attention, Learning, and Memory	3 Credit(s).	,	3	
PSYC 517 - Advanced Theories of Personality	3 Credit(s).	,	3	
PSYC 530 - Cognitive Behavioral Therapy	3 Credit(s).	,	3	
PSYC 533 - Advanced Psychopathology	3 Credit(s).	,	3	
PSYC 535 - Introduction to Psychotherapy	3 Credit(s).	,	3	
PSYC 536 - Psychological Assessment	3 Credit(s).	,	3	
PSYC 590 - Seminar in Psychology Course: Course: Course:	3 Credit(s).	,, ,, ,	3 3 3	
PSYC 594 - Pre-Practicum	1 Credit(s).	,	1	
PSYC 595 - Field Practicum Site: Site: Site:	1-4 Credit(s).	,, ,, ,		
Students holding a teaching assistantship are required to register for an additional 1 credit course each semester, PSYC 591.		,, ,, ,, ,	1 1 1 1	

Additional Requirements (Mark Date Completed)**Master's Candidacy:****Comprehensive Exam Passed:****Thesis Proposed:****Thesis Defended:****Graduation Application:****Notes:**

APPENDIX C: Admissions Rubric (To be updated)

	Weakness 0	Evidence Lacking 1	Acceptable 2	Remarkable 3	Exceptional 4
Academic Skills	Evidence available indicates clear weakness in the academic skills necessary to perform satisfactorily in graduate coursework, thesis research, and/or other scholarly activities.	There is not sufficient evidence of the academic skills necessary to perform satisfactorily in graduate coursework, thesis research, and/or other scholarly activities.	Evidence available indicates the academic skills necessary to perform satisfactorily in graduate coursework, thesis research, and other scholarly activities.	Evidence available indicates the academic skills necessary to perform remarkably in graduate coursework, thesis research, and other scholarly activities.	Evidence available indicates the academic skills necessary to perform remarkably in graduate coursework, thesis research, and other scholarly activities.
Does the available evidence indicate the academic skills (e.g., time and priority management, studying and integration techniques, active reading comprehension, active aural comprehension and note-taking, test-taking, basic verbal and quantitative fluency) necessary to perform satisfactorily in graduate coursework, thesis research, and/or other scholarly activities (e.g., conference presentations, guest lecturing, leadership and administrative service, etc.)					
Indicators: GPA, transcript review, letters of recommendation, personal statement.					

Graduate School Preparation	Evidence available indicates clear weakness in preparation for research-focused graduate training.	There is not sufficient evidence of adequate preparation for research-focused graduate training.	Evidence available indicates adequate preparation for research-focused graduate training.	Evidence available indicates remarkable preparation for research-focused graduate training.	Evidence available indicates remarkable preparation for research-focused graduate training.
Does the available evidence suggest adequate preparation for research-focused graduate training (e.g., advanced and research-relevant coursework, honors coursework, undergraduate research at various levels such as research design, data collection, analysis, dissemination, etc., discussion-based or student-led seminars, independent studies, student grants or funding programs with scholarly deliverables)?					
Indicators: GPA, transcript review, CV, personal statement, letters of recommendation, interview					
Departmental Fit for Student Objectives	Evidence available indicates that our department does not possess the resources to support student progress toward self-identified objectives and goals	There is not sufficient evidence to suggest that our department possesses the resources to support student progress toward self-identified objectives and goals	Evidence available indicates that the department possesses adequate resources to support student progress toward self-identified objectives and goals	Evidence available indicates that the department possesses remarkable resources to support student progress toward self-identified objectives and goals	Evidence available indicates that the department possesses exceptional resources to support student progress toward self-identified objectives and goals

Does the available evidence suggest that our department possesses the resources (e.g., faculty interest and expertise, equipment and technology) to support student progress toward self-identified objectives and goals (e.g., research interests, career intentions, etc.)?					
Indicators: personal statement, interview, letters of recommendation, CV					
Work Ethic	Evidence available indicates clear weakness in the work ethic necessary to complete graduate training through to the doctoral level.	There is not sufficient evidence to indicate the work ethic necessary to complete graduate training through to the doctoral level.	Evidence available indicates adequate work ethic that can be shaped as they move toward doctoral level training.	Evidence available indicates remarkable work ethic that will only grow with progress toward doctoral level training.	Evidence available indicates exceptional work ethic that will serve well with progress toward doctoral level training
Does the available evidence indicate the work ethic (e.g., integrity, honesty, persistence, discipline, conscientiousness, responsiveness to feedback) necessary to complete graduate training through to the doctoral level?					
Indicators: letters of recommendation, interview, personal statement					

Oral Communication and Teamworking Skills	Evidence available indicates clear weakness in oral communication and teamworking skills.	Evidence available indicates clear weakness in oral communication and teamworking skills.	Evidence available indicates adequate oral communication and teamworking skills.	Evidence available indicates remarkable oral communication and teamworking skills.	Evidence available indicates exceptional oral communication and teamworking skills.
Does the available evidence indicate oral communication and teamworking skills (e.g., interpersonal boundaries, respect, listening, conflict resolution, decision making, organization and planning, reliability) that will position the student to contribute meaningfully to their course meetings, to provide accessible and engaging lectures and presentations, to participate meaningfully in their research labs, and to contribute to the department, university, scholarly organizations, and community as a whole?					
Indicators: letters of recommendation, interview, group interview, personal statement, CV					
Written Communication	Evidence available indicates clear weakness in written communication	There is not sufficient evidence to indicate necessary written communication skills.	Evidence available indicates adequate written communication skills.	Evidence available indicates adequate written communication skills.	Evidence available indicates exceptional written communication skills.
Does the available evidence indicate written communication skills necessary to perform satisfactorily in graduate coursework, thesis research, and/or other scholarly activities (e.g., conference presentations, guest lecturing, leadership and administrative service, etc.)?					
Indicators: writing sample, personal statement, transcript review, CV, letters of recommendation					

Commitment to respectful engagement with others	Evidence available indicates clear weakness in sensitivity or commitment to respectful engagement with individuals from varied backgrounds or experiences.	Evidence available indicates clear weakness in sensitivity or commitment to respectful engagement with individuals from varied backgrounds or experiences.	Evidence available indicates adequate sensitivity and commitment to respectful engagement with individuals from varied backgrounds or experiences.	Evidence available indicates remarkable sensitivity and commitment to respectful engagement with individuals from varied backgrounds or experiences.	Evidence available indicates remarkable sensitivity and commitment to respectful engagement with individuals from varied backgrounds or experiences.
Does the available evidence indicate sensitivity and commitment to respectful engagement with individuals from varied backgrounds or experiences?					
Indicators: personal statement, CV, letters of recommendation, interview					
Subjective Perception of Potential for Success*	Interviewer perceives serious problems with the student's potential for success in our program.	Interviewer perceives some substantive weaknesses with respect to the student's potential for success in our program.	Interviewer perceives the student's potential for success in our program as adequate, with only minor weaknesses noted.	Interviewer perceives the student's potential for success in our program as remarkable, with few, if any, weaknesses noted.	Interviewer perceives the student's potential for success in our program as exceptional, with no weaknesses worth noting.
How does the interviewer perceive the student's overall potential for success in our program					
Indicators: interview (and interview ratings), UL faculty letters*					

*Available for post-interview ratings only

APPENDIX D: Recommended Text for Graduate School

Publication Manual of the American Psychological Association (7th edition)

Although an optional purchase in PSYC-597 (Directed Research in Psychology), a physical copy of this manual is encouraged for easy referencing when writing thesis documents and papers for classes.

A Field Guide to Grad School: Uncovering the Hidden Curriculum

A handbook to the unwritten and often unspoken knowledge and skills you need to succeed in grad school. This may be particularly useful for first generation students to navigate the complexities of graduate studies.

Signature Page

I have read and understood the descriptions, policies, and requirements detailed in the *UL Lafayette Psychology Department Graduate Handbook, 11th Edition 2025-2026*.

Name

Date