

**Saint Louis University
Psychology Department**

GRADUATE PROGRAM IN EXPERIMENTAL PSYCHOLOGY

**COGNITIVE NEUROSCIENCE
DEVELOPMENTAL PSYCHOLOGY
SOCIAL PSYCHOLOGY**

STUDENT HANDBOOK 2021-2022

Revised Summer 2021

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WELCOME

On behalf of the Department of Psychology and the Experimental Psychology Program, we wish to welcome you to graduate study at Saint Louis University. We are pleased, excited, and honored that you chose our graduate program. The goal of our program is to help students become creative, independent, and productive scientists. We hope that you will appreciate that graduate education involves an open and collegial relationship between faculty and students who share responsibility for the learning process.

Our Experimental Program is centered on three core research areas: Cognitive Neuroscience, Developmental Psychology, and Social Psychology.

<https://catalog.slu.edu/colleges-schools/arts-sciences/psychology/experimental-psychology-phd/>

PURPOSE AND USE OF THIS HANDBOOK

Consider this handbook to be a roadmap and a resource guide. The purpose of this handbook is to provide you with program specific information that will guide you throughout the course of your tenure in the program. Much of the information you will need about program requirements and expectations is included in this handbook. This handbook provides a guide of the Experimental Program's, Psychology Department's, and University's requirements for obtaining a master's and a doctoral degree. Students are responsible for understanding and following the policies and procedures delineated in this document. Therefore, it will be helpful to review this handbook throughout the course of your study.

However, you should not consider this handbook as entirely comprehensive of all information you might need as you complete the program. This handbook cannot be a substitute for meetings with your advisor, the Program Director, or with your advising committees. Students should use this handbook as a guide for discussions with their faculty advisor or Program Director.

With time, some requirements and forms may change. Hence, you should consider the material in this handbook as a general guide and a good indicator of procedures. New versions of this handbook may be released in future academic years, as it is updated on a rolling basis.

You are responsible for obtaining the most up to date forms for all milestones, therefore, it is important that you ensure you have current information about degree requirements. It is also important that you review the Graduate Education policies on various degree requirements by reading the [Graduate Catalog](#) as provided by the College of Arts and Sciences and by reviewing materials on the "Information for Current Students" section of the [Graduate Education Website](#).

Questions about policies should be directed to the Program Director, Brenda Kirchhoff, Morrissey Hall Room 2811, brenda.kirchhoff@health.slu.edu, 314-977-4268.

ACCESSING DOCUMENTATION

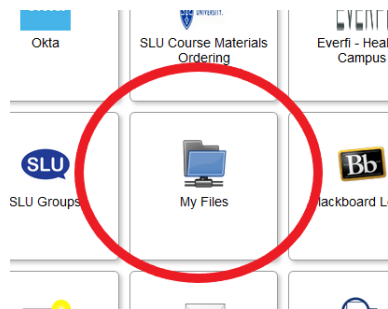
Throughout your tenure at the university, you will be able to access current and updating documentation through the shared network drive belonging to the department. After starting the program you will be granted access to this drive, including any program or lab specific folders which you may require. References to this drive will be made throughout the handbook, and links will be included where appropriate. Instructions for accessing this drive, called the T: drive, are provided below.

HOW TO CONNECT TO THE T-DRIVE THROUGH YOUR BROWSER

Log into your MySLU account and navigate to the tools tab.



Select the “My Files” button located under all tools.



Click the “College of Arts and Sciences” link. Scroll down and Click the “Psychology” link. You will then be directed to the psychology department’s shared drives where you can access departmental wide resources as well as concentration specific resources. You will have access to the program folder, named “Experimental - shared”. There may also be concentration or lab specific folders in this directory available for you to access.

Home » DEP » College of Arts and Sciences » Psychology

Name

- ..
- Clinical - Shared
- Confluence
- Department Share
- Experimental - Cogneuro Shared
- Experimental - Developmental Shared
- Experimental - Shared
- Experimental - Social Shared
- Human Diversity

FACULTY AND STAFF CONTACT INFORMATION

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**** Students should contact the program director, Brenda Kirchhoff, with first priority before contacting individuals outside the department. Forms should also be sent to the program director first, unless specifically noted otherwise. ****

2605 -
 2835 -
 2107 -
 2050 -



MISSION OF THE PROGRAM

MISSION STATEMENT

Our mission is to educate students in the discipline of psychology and its applications.

We accomplish this by integrating empirical science, theory and practice, focused toward understanding the behavior and experiences of individuals and groups, including the family, organizations, and institutions.

We encourage intellectual curiosity, critical thinking and ethical responsibility in our teaching, research, and practice. Our commitment to value-based, holistic education and our enthusiasm for psychology is realized in the products of our research, in our graduates, and in service to others locally, nationally, and globally.

We seek to contribute to the improvement of the human condition and to promote human welfare through understanding past knowledge, discovering new knowledge, and disseminating our knowledge through teaching, publication, and service.

We educate students to be professionals and challenge them to be ethically responsible, to be committed to serving others and to respect human diversity in all its forms.

We seek to sustain ourselves as a community of scholars, in which all are teachers and all are learners, in an environment that fosters scholarly, professional and personal growth.

What this means for you: Through your coursework, research, and collaborations, you will become a well-rounded scholar who can apply their knowledge to research, teaching, and applied settings.

Read the SLU mission statement here: <https://www.slu.edu/about/catholic-jesuit-identity/mission.php>

DIVERSITY AND INCLUSION

The Department of Psychology's Diversity and Inclusion Committee was created with the intention of understanding and appreciating individual differences and human diversity in all its forms, encouraging inclusiveness and respect in the work the department performs. The committee hosts activities and speakers each year with this goal in mind.

The committee was established in 1990 and has since provided support and guidance for the department's inclusion and diversity mission. Faculty members from all programs in the department serve on the committee, either on the consultation or curriculum subcommittees.

<https://www.slu.edu/arts-and-sciences/psychology/index.php>

PHILOSOPHY & GOALS

The Graduate Program in Experimental Psychology at Saint Louis University is designed to educate and train scientists and scholars in Psychological Science. The professional interests of faculty and the resources of Saint Louis University allow students in the Experimental Program to develop expertise in both a broad area of Psychology, as well as in a chosen concentration area in one of the following:

- ☐ Cognitive Neuroscience
 - Memory
 - Cognitive aging
 - Stress
 - Decision-making
- ☐ Developmental Psychology
 - Parent-child interaction
 - Gender cognitions
 - Stereotyping and prejudice
 - Identity
 - Emotion understanding
 - Socio-moral reasoning
- ☐ Social Psychology
 - Close relationships
 - Stereotyping and prejudice
 - Social justice
 - Social psychology of health
 - Racial and social identification
 - Attitudes

EDUCATIONAL GOALS

The goal of the Experimental Psychology Program at Saint Louis University is to educate psychologists who are capable of functioning within a wide range of environments and with diverse populations. Psychology, as the science of behavior, has much to offer business and industry, communities, educational systems, research institutions, and virtually every other realm of human activity. The Experimental Psychology Program at Saint Louis University translates this philosophy into practice by educating students in a variety of theoretical systems and requiring a working knowledge within and between the major subfields of psychology. Graduates are expected to function as competent scholars and scientists developing and using this knowledge base to help solve societal problems.

The program achieves these goals through careful student selection procedures, rigorous academic course work, and intensive research activity conducted with faculty mentors. The course work provides a conceptual, theoretical, empirical, and applicable foundation for careers in academic psychology, or other research settings. Within this framework, an emphasis is placed on the

theoretical underpinnings and methodological strategies relevant to an understanding of persons and systems to provide depth of knowledge. Thus, a student is educated as a broadly-based experimental psychologist first and then develops specialty knowledge in a chosen concentration area of social psychology, developmental psychology, or cognitive neuroscience.

In addition to coursework, students are expected to be engaged in research activities (conceptual or empirical) under faculty supervision every term they are in the program, including summers. The Ph.D. is a research degree, so think of course work as preparation for research - a means to an end, but not the end itself. Each concentration will have different expectations regarding the specific type of research activity in which you are to be involved, but expect to be involved in research at all times while here. Research activities include manuscript writing and submission, data collection and analysis, applying for grant funding, and submitting work to conferences or professional meetings.

EXPECTATIONS OF GRADUATE STUDENTS

WORKING WITH YOUR ADVISOR

Graduate students are assigned to faculty advisors in the program on the basis of a match between the student's and the faculty advisor's interests. It is important to establish research ideas that help both student and advisor reach their individual and collective goals. Noteworthy is that although students are on 11 month contracts during their first three years in the program (further discussed on page 22 Funding and Assistantships), faculty are on 9 month contracts (mid-August through mid-May) unless they have grant summer salary support. It is important to discuss summer research expectations directly with your advisor. Further, there will be times that students' secondary research interests may fall outside of the primary advisors/primary labs expertise. Students are not constrained to work with only their advisors. In fact, as a student you are strongly encouraged to establish professional relationships with more than one faculty member to expand your breadth of knowledge in psychology and professional skills. This includes interdisciplinary work outside of one's specific experimental concentration and work outside of the discipline of psychology. Please familiarize yourself and engage with the various research being conducted in the department. These connections will not only expand your understanding of psychology but create important connections for the future. If you collaborate with multiple faculty on independent projects, it is important and beneficial for everyone to be transparent among all relevant parties in communicating workload and expectations.

All faculty advisors are available to assist graduate students with professional development and training, as well as course enrollment issues. However, it is the responsibility of students to take the initiative and be assertive about establishing meetings with their faculty advisors. It is important that students continually engage with their advisors to establish and evaluate coursework and research expectations. Continue to have discussions on what your role is as a Graduate Assistant and set clear solid boundaries with your advisors. Most importantly, it is always OK to ask for help. Your advisor is your advocate in all things. Faculty, administration, and fellow students are all here to help everyone be successful.

PARTICIPATION IN DEPARTMENTAL AND PROGRAM ACTIVITIES

The Department and the Experimental Program host a number of events, including occasional departmental colloquia, including the Dr. Marjorie Richey Lecture in Social Psychology in the fall, the Department's Diversity and Inclusion Lecture in the spring, and the Psi Chi Great Issues Lecture in the spring, among others. Students are expected to attend these events, as they are designed to enhance professional development. Repeated failure to participate in departmental, program, and concentration events such as these is likely to lead to "inadequate" professional development ratings at annual evaluations. Students are also strongly encouraged to attend all social events (e.g., potlucks, departmental open houses, the annual Severin Awards Banquet, etc.), as such social events provide great opportunities to interact with faculty, alumni, and your peers in an informal setting.

EXPERIMENTAL TEA

"Experimental Tea" (ETea) is a monthly meeting of the Experimental Program students and faculty with various professional development and research topics (e.g., third year student research presentations, student job talks, alumni panels, invited research presentations by non-SLU researchers). ETea is organized by a faculty advisor and student volunteers from each concentration. It typically takes place in mid-afternoon, around 'tea time', thus the name E-tea.

RESEARCH VERTICAL TEAM

Students must also enroll in a 0 credit hour course with their advisor every semester, including the summer, known as the “Research Vertical Team” (RVT). RVT will include meetings of individual lab groups, concentration groups and/or full program groups. Each concentration also holds a regular lunch time meeting series (called a “brown bag” where you are encouraged to bring your lunch) which students are required to attend unless they are teaching a course during the meeting time. Through discussions, presentations and other activities, this team provides opportunities to students for research and other professional development activities during their time in the program. The details of RVT are different for each concentration, and delivery may be significantly different. It is helpful to check with your advisor to ensure you are aware of your concentration’s requirements and meeting schedule.

PROGRESS AND EVALUATION

Each year, students are required to complete a Student Activity Report (below, and located in the Experimental/Shared folder on the t-drive), in which they report on their coursework, research, teaching, professional development, honors/awards, assistantship activities, other sources of funding, and other academic progress. These reports are solicited by the program director in April, and are typically due at the end of April or beginning of May of each year.

The full faculty of the Experimental Psychology Program meet at the end of the Spring semester to discuss the progress of each student in the program. Discussions are based on information provided by the student in the Student Activity Report, and information provided by the mentor, course instructors, and other faculty members who have worked with or supervised the student. Following this meeting, the mentor completes and signs the Experimental Psychology Program Graduate Student Evaluation Form, providing ratings of Inadequate, Adequate, or Exceptional in each of seven domains. Additional comments (or an attached statement) are provided, as needed, including explanations for any “Inadequate” ratings and steps required from a student with such ratings to regain good standing in the program.

The mentor then discusses the completed evaluation form with, and obtains the signature of, each student. Copies of the completed form are returned (electronically) to the program director. The program director then summarizes the results of the evaluations and submits them to the Associate Dean for Graduate Education.

In addition to these annual evaluations of all students, another meeting of the full Experimental Psychology faculty is held between the Fall and Spring semester to discuss all first year graduate students and any other students about whom there are concerns. Although students do not submit an Activity Report prior to this evaluation meeting, mentors do complete an evaluation form and discuss it with the student after the meeting (using the same procedures as for the annual evaluations in May). The forms are signed and submitted to the program director, but the results of the mid-year evaluations are not summarized for the Associate Dean.

Although the main purpose of the evaluations and feedback are to provide the student with information about their standing, and with the opportunity to take corrective action if any problems are noted, repeated inadequate performance or progress in any of these areas is potential grounds for dismissal from the program.

For students entering our program without a master’s degree, the College requires that you complete your master’s degree within 5 years and your Ph.D. within 8 years. For those students entering with a master’s degree, you must complete the Ph.D. degree within 7 years. One-year extensions (with a maximum of 2) are available for exceptional circumstances; however, you must file an application for an extension with Graduate Education (see the Graduate Education website for the most current forms: <http://www.slu.edu/academics/graduate/information-for-current-students.php>). Students on

extension must enroll in at least 1 credit hour per year. Students are not expected to pay for this credit out of pocket, however, and can get tuition credit by request from the program director.

Experimental Psychology
ANNUAL STUDENT ACTIVITY REPORT

Student name: _____

Student advisor: _____

Year entered program: _____

Academic Year for this report: _____

Instructions: This form is designed for several purposes. First, it will provide the faculty with self-report information regarding your activities, progress, and future plans in the program. Second, this form will provide a record of your accomplishments, achievements, and activities in the program for subsequent use in applying for jobs, postdocs, etc. Because the academic year technically begins with the summer term, please include information for last summer (even when not specifically requested in the question), particularly if you did not already include it in last year's activity report. You also may include information about the upcoming summer when available (in fact, certain questions specifically request such information). However, when reporting information for a summer term, please indicate clearly the particular summer to which you are referring.

COURSEWORK

1. *Please list coursework completed/currently enrolled in for this academic year, along with your grades.*

Fall courses	Grade	Spring courses

Summer courses (if any; no need to include thesis/dissertation hours or PSY 5840):

2. *Indicate below any missing grades (NR) or incomplete grades (I) that may be on your record, as well as plans or needs for changing these grades (be sure to check Banner for this information).*

RESEARCH

1. *Describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines for completion of the major components of your thesis or dissertation (e.g., proposal meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense).*

2. *Describe any additional research projects on which you have worked this year. Indicate your contributions to the projects. What is the current status of the research project (i.e., has it led to a manuscript being prepared, submitted, or accepted)?*

3. *List below all presentations at professional meetings and conferences (use APA style) for the current academic year (please include any presentations to occur over the rest of the academic year, including summer—if known).*

4. *List below all manuscripts submitted for publication this academic year, indicating the journal to which it was submitted and the results of editorial review (use APA style).*

5. *List below all articles accepted for publication or published (use APA style) this academic year.*

TEACHING

1. *List any activities related to teaching (e.g., teaching assistant, instructor) during the last academic year. Include the course name, semester taught, enrollment, and your responsibilities.*

2. *Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the SLU Center for Teaching Excellence?*

PROFESSIONAL

1. *List all professional organizations of which you are a student member, including any offices held.*
2. *Describe any professional service and/or leadership positions associated with the university, graduate school, department or program. Indicate your title and dates of service.*
3. *Indicate any other contributions to the profession or community.*

AWARDS, HONORS, ACHIEVEMENTS

1. *List any awards, honors and achievements you have received this academic year.*

ASSISTANTSHIP(S) OR OTHER FUNDING

1. *Were you funded by an internal (i.e., psychology department, experimental program, neuroscience) assistantship this year?*

2. *If so, please briefly describe your duties associated with this assistantship, and indicate whether it was a 20-hour (full RA or GA) or 10-hour (half-GA) position.*

3. *If you did not receive an internal assistantship this year, what other sources of funding did you receive (e.g., assistantship from another department or program, adjunct teaching at SLU or elsewhere, fellowship, faculty grant, student loans)?*

DOCTORAL EXAMS

1. *Did you take your written preliminary exam this academic year? If so, when was it begun (Fall or Spring semester) and what was the date of final passing (if any)?*

2. *Did you complete your doctoral oral exam this academic year? If so, what was the date and outcome?*

For those who will not be in the program next year

1. *Why will you not be in the program next year (e.g., will have received Ph.D., have decided to take a leave of absence or leave program without degree)?*

2. *What position will you hold next year (if known)?*

3. *Please provide as much future contact information as possible (e.g., mailing address, email address, phone number)*

Experimental Psychology Program
GRADUATE STUDENT EVALUATION FORM

Student Name: _____

Date of Evaluation: _____

Based upon the faculty's discussion you were rated in each of the following dimensions.

(Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress;

Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality			
Academic Progress			
Research Quality			
Research Progress			
Professional Skill Acquisition			
Personal and Professional Development			
Fulfillment of Assistantship Duties (if applicable)			

Comments:

Signatures:

Student: _____ Advisor: _____

Date: _____ Date: _____

FUNDING AND ASSISTANTSHIPS

The program has two types of assistantships available: Research Assistantships (RA) and half-time General Assistantships (half-GA). For each type of assistantship, students are assigned as teaching and/or research assistants, as course or lab instructors, or as other types of assistants (e.g., for the SONA subject pool, IRB review, or the undergraduate program), with the specific assignment(s) not tied directly to the type of assistantship received. Students will be assigned one or more faculty supervisors for each assistantship assignment, and are expected to consult with those faculty members on a regular basis to ensure that assistantship expectations are being met. The general contract period, hourly work expectation, and benefits associated with each type of assistantship are described below:

RA: These are 11-month positions that begin on August 1st and end on June 30th for first year students and begin on July 1st and end on May 30th for 2nd-4th year students. Students are expected to work a total of 20 hours per week during this contract period across all assistantship assignments. These positions include 9 hours of tuition for each fall and spring semester, 3 hours of tuition for the following summer, health insurance during the contract period, and a total stipend of \$22,000. Note that a small number of students may have this type of assistantship funded through the undergraduate neuroscience program.

Half-GA: These are 9-month positions that begin in mid-August and end in mid-May (the specific contract dates will be listed on your contract). Students are expected to work a total of 10 hours per week during this contract period across all assistantship assignments. These positions include 6 hours of tuition for each fall and spring semester and a total stipend of \$9,000. Please note that health insurance is NOT included with these half-time assistantships. Hourly SLU positions can't be held at the same time as salaried half-GA positions. It is possible to convert some SLU hourly positions into assistantship positions so that they can be held at the same time as Psychology department half-GA positions. Graduate students cannot work for the university more than a total of 20 hours per week.

Research assistantships will be provided for the first three years of the program and either a research assistantship or a half-GA will be provided for the fourth year of the program. Beyond the third year, students may seek assistantships outside of the Psychology department, scholarships, fellowships, grants, loans, or other paid professional activities for financial support. Students on half-GA assistantships may also be able to receive supplemental funding for teaching additional SLU courses.

Assistantships are also available in other departments across the University. For example, some students have attained placements with the Reinert Center for Transformative Teaching and Learning and the Office of the Vice President for Research. There are also funding opportunities such as scholarships and dissertation fellowships. A listing of graduate assistantships and fellowships across the university can be here: [Graduate Scholarships, Fellowships and Assistantships : SLU](#)

Work Outside of Assistantships: If you decide to seek employment outside of SLU while on a SLU assistantship, you will need to obtain prior approval from the program director and the CAS Associate Dean for Graduate Affairs. Per university policy, graduate students on assistantship cannot work outside of the university in addition to their assistantship without prior approval from **both** the program director and the CAS Associate Dean for Graduate Affairs. Requests are reviewed in light of how outside employment will affect degree progress, the student's career goals, and assistantship responsibilities. The rationale for this policy is that both the Psychology department and the university want to protect students' time to ensure that they are able to be successful in their academic endeavors. Additionally, departmental funding is limited and students working a

substantial number of hours outside of SLU would be utilizing assistantship opportunities that could be given to another student with greater financial need. Policies for working as a GA at SLU are available here: <https://www.slu.edu/academics/graduate/current-students/information-graduate-assistants.php>

If you are **not** on an assistantship, you are able to pursue outside employment as needed. Students should seek positions which will continue to advance their professional development without preventing them from completing the program.

Students should discuss non-SLU employment opportunities with their advisor before committing to them. Advisors can counsel students on how the employment opportunity could benefit or hinder them. Discussing non-SLU employment opportunities with an advisor also ensures that they are aware of their student's workload.

Fellowships at SLU: Saint Louis University's Office of Graduate Education has multiple scholarship, fellowship and assistantship opportunities for new and returning graduate education students. In the Experimental Program, students are occasionally nominated for and awarded the Diversity or Presidential Fellowship awards. Students are encouraged to explore these funding opportunities by visiting [Graduate Scholarships, Fellowships, and Assistantships](#). If you are interested in these opportunities, please discuss them with your faculty advisor.

HEALTH INSURANCE

You may have been offered health coverage as part of your assistantship. This information, as well as the dates of your health coverage, can be found within your individual assistantship agreement. It is the student's responsibility to enroll for health coverage on or shortly after the date of coverage. Importantly, you must be registered for classes before you will be able to enroll in student health coverage. First year students should discuss registration with their advisor and the program director before August 1st.

Note: Assistantships only provide health insurance. Vision and dental insurance are *not* included. However, affordable options may be found through such resources as [The Affordable Care Act marketplace](#).

Currently students are covered by AETNA student health insurance: <https://www.aetnastudenthealth.com/en/school/867936/index.html>. Enrollment instructions and further information can be found on the University Health Plan page or by following this link: <https://www.slu.edu/life-at-slu/student-health/university-health-plan.php>. Students choosing external health insurance coverage, such as through a partner or the marketplace, can choose to waive student insurance.

It is important to remember that you must re-enroll corresponding with each assistantship offer or new contract. For example, if you have been offered a second assistantship, you must re-enroll using the same method that corresponds to the new dates of your assistantship. Additionally, you must be enrolled for classes to enroll for your sponsored health coverage.

Coverage Timelines:

11-Month Assistantships		
Year 1	Aug 1st	June 30th
Year 2 onward	July 1st	May 31st

Due to 11-month assistantship periods, you will experience a one-month gap in sponsored health coverage following your second year in the program. During this gap month, or when your last 11-month assistantship ends, you have the option to purchase University health coverage. Again, refer to the University Health Plan page for further instructions. If you have any questions or need further assistance contact Adrain G Jones with University Health, adriang.jones@health.slu.edu, (314) 977-9897.

Although students on a partial assistantship do not receive university sponsored healthcare, it may be possible to qualify for Medicaid Missouri. Information and eligibility can be found [here](#). Additionally, there may be affordable public options through [the Affordable Care Act Marketplace](#).

RESEARCH

Research is the primary focus of your graduate training. **Students are expected to be actively involved with research and other professionally relevant activities every term they are enrolled in the program. This research should extend beyond the thesis and dissertation.** Research activity under your advisor's guidance can take many forms including collaboration on their ongoing project, planning and implementation of new research studies, engaging in conceptual and theoretical discussion through talks or writing, and so on. **Submission of research for publication, presentation at conferences, and/or practical application is expected.** In addition, some concentrations may expect students to be submitting grant proposals for support of their research activity. The goal of these activities is to help students develop the seven professional skills valued as a **psychological scientist**: (1) communication (writing, listening, reading, speaking), (2) collaboration skills (working well in groups, working sensitively with diverse groups) (3) critical thinking and research skills (applying information to solve problems, gather, organize, summarize, and analyze data, (4) self-management skills, (5) professional skills (acting in a professional manner, managing resources), (6) technological skills (email, computer literacy), and (7) ethical reasoning skills (Appleby, 2016, <https://www.apa.org/ed/precollege/psn/2016/09/skills-employers-value>). Again, students are expected to actively engage in conversations with their advisors to establish research expectations.

You are encouraged to engage in research beyond the components listed above, including collaboration with other labs and disciplines. Further, collaboration is not restricted to our university boundaries. Speak with your advisor and community groups about opportunities outside of SLU. Students are encouraged to take advantage of the vast variety of research opportunities available not only while at SLU but throughout their careers.

TEACHING

While at SLU, graduate students have the opportunity to teach a variety of undergraduate courses. Lisa Willoughby is the current undergraduate coordinator and facilitates teaching opportunities for graduate students in collaboration with the experimental program director. It is important to note that completion of your master's degree is required by the Psychology department to be an instructor of record. It is also recommended that you complete PSY 6000 prior to teaching. PSY 6000 (Teaching of Psychology) includes readings, lectures, and supervised experiences designed to prepare students for teaching psychology at the college level. This class is not offered every year, so it is important that you enroll when it is available.

For students planning to pursue a career with teaching responsibilities, it is important to build and diversify your teaching experience and portfolio while at SLU. Students are encouraged to discuss teaching opportunities with their advisor, and should express their interest in teaching particular courses. Opportunities for teaching assignments (e.g. which courses and sections are available for graduate instructors) are disseminated during each spring semester for the next academic year. Not only do these opportunities afford students a different perspective on their own student experience, but undergraduate student feedback can be extremely helpful in fine-tuning teaching skills for the future. Further, the Reinert Center for Transformative Teaching and Learning offers several courses for building teaching skills, including teaching online. Information on these courses can be accessed at <https://www.slu.edu/ctl/services/for-graduate-students.php>. The Reinert Center also offers

opportunities to build your teaching portfolio and to attain teaching certificates. Information about their certificate programs can be accessed at <https://www.slu.edu/ctl/certificate-program/>

RESOLVING CONFLICTS OR GRIEVANCES

The Experimental Psychology program and its faculty are committed to developing and maintaining a supportive, respectful learning environment. Should conflict arise during your time at SLU, you are encouraged to seek assistance from faculty members or other graduate students. Informally, graduate students are able to speak with any faculty member in the department they feel comfortable with in confidence, even if they are not your direct supervisor.

When meeting with a faculty member, your confidentiality will be respected and maintained as much as possible. Unless you provide explicit consent, your identity will not be disclosed to anyone else - you are in control of what information is disclosed. There are exceptions, however, as all university educators are required by law to act as mandatory reporters, and thus are required to act upon threats of violence or self-harm, or reports of sexual assault.

As part of the program's commitment to a supportive environment, we recognize that complaints of one form or another are not uncommon in university life and it is our intention to establish processes and procedures that provide reasonable and fair resolution to problems. In the event you are dissatisfied with, or have a grievance regarding any policies, personnel, or decisions associated with the program, and you wish to pursue a formal complaint the following procedures should be followed:

1. The student should first bring the matter to the faculty member or person involved.
2. If satisfactory resolution does not occur, the student should bring the matter to their advisor.
3. If the student is dissatisfied with the outcomes of discussion with their advisor, or in the event that the issue involves the student's advisor, the student should seek out the Experimental Psychology Program Director to present their concerns.
4. If the student still does not feel that adequate resolution of the problem has occurred, or if the problem involves the Experimental Psychology Program Director, the student should seek out the Chair of the Department of Psychology.
5. Finally, if still dissatisfied, the student may follow the grievance procedure outlined by the Faculty Council in the Graduate Education Catalog.

This guidance does not preclude the option to speak with other faculty members in confidence who are not your direct advisor or supervisor.

PROBLEMS WITH FUNDING OR BENEFITS

Cathy Donaldson is responsible for initiating assistantships in the Psychology department. Should issues arise with payment, health insurance, or tuition credit, please contact the program director to begin working with Cathy to resolve the issue. In some cases, for issues that concern your employment with the university, graduate students may need to [contact Human Resources](#). HR can assist with issues related to benefits (including health insurance), employment verification, payment, or other employment policies. Before contacting HR the student should attempt to resolve the issue within the department first.

A list of important policies, forms, and resources for working at SLU can be found here: <https://www.slu.edu/human-resources/policies.php>

RESOLVING OTHER CONCERNS

The Dean of Students Office serves as a fair and impartial intermediary, or ombuds, to connect graduate students to resources, explore solutions, and provide appropriate conflict resolution to address non-academic student grievances. The Dean of Students Office is a safe environment for students to share their concerns. This and other, broader University instructions for student complaints can be found here: www.slu.edu/provost/accreditation-compliance/student-complaints.php

RESOURCES FOR STUDENTS

STUDENT HEALTH CENTER

The university student health center is available for students on campus at Marchetti Towers East, 3518 Laclede Ave., 314-977-2323. The student health center on campus is open 8:30am - 5pm Monday thru Friday. They are open, but with limited services, during academic breaks. Campus physicians are available by appointment, but students can also walk in to talk with a nurse.

After hours, student health operates a nurse advice line - you can call 314-977-2323 and press #9 for their assistance. Nurses can give you advice or direct you to an urgent care facility, or they can help set up a telehealth appointment. More information about the student health center can be found on their website: <https://www.slu.edu/life-at-slu/student-health/index.php>

When the student health center is not available, students and their covered dependents are encouraged to seek care at an SSM associated medical facility nearby to ensure full coverage through your student health insurance. Saint Louis University's hospital can be a great resource for medical care, and doctors can be found and appointments can be made using <https://slucare.edu>.

UNIVERSITY COUNSELING CENTER

Counseling services are available to all students at Saint Louis University free of charge, including those in full-time, part-time, graduate, law, and medical programs. The University Counseling Center provides counseling services to SLU students, including individual psychotherapy, case management, outreach and prevention, and educational groups. The Counseling Center is located at 3711 West Pine Mall on the second floor of Wuller Hall.

To talk with the professional staff, make an appointment or ask a question, you can call the center at 314-977-8255 (TALK). There are also resources, including crisis resources, available through the center's website, <https://www.slu.edu/life-at-slu/university-counseling/index.php>.

If you wish to seek an off-campus counselor, the Counseling Center case manager can help to provide a local referral. You can also search for relevant, local treatment providers through the Aetna health insurance member portal. Additionally, the Saint Louis Behavioral Medicine Institute accepts SLU insurance and has offices conveniently located near campus <https://www.slbmi.com/>.

In the T-Drive, there is an excel spreadsheet compiled by the Clinical program which contains a wealth of local mental health resources available to graduate students. There is also the "Mental Health Resources" document in the drive, which is an extensive list of national or wide scale resources in a variety of categories, including national helplines and other general resources.

CAMPUS RECREATION AND WELLNESS

Self-care is a very important part of graduate school. Students are encouraged to take some time to themselves and take advantage of our campus recreation and wellness programs. From club sports to spinning classes, SLU provides quality recreational opportunities that aid and encourage a healthy lifestyle, and contribute to your overall well-being. There are plenty of opportunities to keep active at Saint Louis University. Visit [campus recreation and wellness](#) for more information.

The [Simon Recreation Center](#) offers students many different recreational activities. All Saint Louis University students are automatic members of Simon Recreation Center and have access to all campus recreation facilities. Your SLU ID card is required to access the facilities, which are located close by to Morrissey Hall. If you do not have your card, the facilities may be accessed with any photo ID and your member number. Students can also jog the full-size [outdoor track](#) at the Medical Center or toss a disc with the [Ultimate Frisbee club](#).

EMERGENCY FUNDS FOR STUDENTS

A loan fund provided by the U.S. Steel Foundation may be available to help graduate students meet expenses at the beginning of an academic term, travel to scholarly meetings, or for assistance in emergencies. The maximum amount to be borrowed is \$1,200. If repaid in 90 days, the loan is interest free. These funds are available on a first-come, first-served basis to eligible students. For more information, please contact LaToya Cash for master's students at latoya.cash@slu.edu, or Dr. Christine Harper for doctoral students at christine.harper@slu.edu.

BILLIKEN BOUNTY

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support or visit the Billiken Bounty website (<https://www.slu.edu/student-development/dean-of-students/billiken-bounty.php>). Furthermore, please notify your advisor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

LIBRARY RESOURCES

The Pius XII Memorial Library is located just a few steps from Morrissey Hall. Named after Pope Pius XII and built in 1959, it occupies 215,000 square feet and houses over 1.3 million volumes, including more than 30,000 rare books. During the fall and spring semesters, the library is open 24 hours a day from Sunday through Friday, with abbreviated hours on Saturdays. A student ID is needed to access the library. Pius offers students many resources including study spaces, Academic Tech Commons (ATC), 3D and poster printing, classic catalog books, and MOBIUS. In addition, Pius online SLUth search plus offers many research databases that include print books, ebooks, journal articles, and more. ILLiad interlibrary loan offers students access to materials not available through public databases. For library resources visit [Pius XII Memorial Library : SLU](#)

UNIVERSITY WRITING SERVICES

The University Writing Services can offer individualized feedback on any writing and composition process. They offer assistance with coursework, journal submissions, theses, and dissertations. They work with all SLU departments on both academic and non-academic writing. They can provide useful peer consultation during drafting and revisions for style and mechanics, citations, and more. University Writing Services offers a variety of consultation options to hone skills and assist students in becoming a more confident writer through online video consultations or in person meetings. They also offer regular writing workshops and retreats for graduate students during University breaks that may be of interest to students working on these and dissertations.

Additional information about the University Writing Services can be found [on their website](#), with specific resources for graduate students available at <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/graduate-writing-resources.php>.

THE GRADUATE STUDENT ASSOCIATION (GSA)

The Graduate Student Association (GSA) represents graduate students at Saint Louis University. The GSA is governed by elected officers and its General Assembly consists of one representative from each graduate department.

GSA sponsors the annual Graduate Student Research Symposium which showcases graduate student research in both paper and poster formats. For some issues, such as seeking travel grants or emergency funding, the Graduate Student Association at SLU may be able to assist. Graduate students may apply for GSA awards for conference presentation and attendance, publication assistance, as well as summer research support towards thesis, dissertation, and exam preparation. Information about what assistance and information they provide can be found on their website: <https://gsa.slu.edu/>.

OFFICE OF INTERNATIONAL SERVICES

International Students should familiarize themselves with the [Office of International Services at SLU](#). Important documents and information can be found in their international student portal. The Office of International Services supports the intercultural growth and global perspectives of all members of the University community through international student orientation services, cross-cultural events, global understandings, immigration compliance and international experiences.

CURRICULAR REQUIREMENTS

DOCTOR OF PHILOSOPHY (PH.D.) DEGREE REQUIREMENTS

Students take courses organized into three tiers: (1) Departmental requirements established for all graduate students in psychology; (2) Program core requirements for all Experimental Psychology graduate students; and (3) Concentration core requirements for all students in a given concentration area.

In addition, students complete 3 program elective hours, 6 thesis and 12 dissertation hours, and one 0-credit hour course (each semester, including summers) to reflect their involvement in research.

The total number of hours required for the Experimental Psychology Ph.D. is 59, as outlined below.

Students entering with an accepted Master's from another institution may have already satisfied some of these requirements, including thesis credit hours. For these students the petition for advanced standing completed by the Program Director on the student's behalf before a student's first semester in the program will indicate which courses are transferred. Requests for course exemptions are reviewed on a case-by-case basis in consultation with the program director.

Experimental Program Requirements

1. **Departmental requirements: (14 hours)**
 - a. Methods/stats: 12 hours (PSY 5080, 5790, 6500, and one elective)
 - b. Ethics: 1 hour (PSY 6800)
 - c. Diversity: 1 hour (PSY 6030)
2. **Program Core:** All students in the Experimental Program will be required to take a Program Core, consisting of one 5000-level course from each of the following areas. Each course is a rigorous, entry-level seminar that provides an introduction to the major topics and questions addressed by the discipline **(12 hours)**.
 - a. *Cognitive Psychology*: Satisfied by enrollment in 5120 (Memory and Cognition) —3 hours
 - b. *Developmental Psychology*: Can be satisfied by enrollment in either Cognitive Development (5250) or Social Development (5260) —3 hours
 - c. *Neuroscience*: Satisfied by enrollment in 5130 —3 hours
 - d. *Social Psychology*: Satisfied by enrollment in 5300—3 hours
3. **Concentration core: (12 hours)**. Advanced 5000- or 6000-level coursework in concentration area. For Developmental Psychology students, this coursework must include Psychology 5250 or Psychology 5260 (whichever was not taken to meet the program core requirement) plus three 6000-level developmental seminars (PSY 6290); for Social Psychology and Cognitive Neuroscience students, this coursework must include three 6000-level seminars from the appropriate concentration (i.e., social -- PSY 6390, or cognitive neuroscience -- PSY 6190, respectively) plus one concentration

elective selected from the following: PSY 5250, 5260, 6000, 6190, 6290, 6390, 6490 (Social concentration only), or Fundamentals of Neuropsychology (PSY 5930; Cognitive Neuroscience only).

4. Program electives: 3 hours of additional coursework in the Experimental concentrations and/or the teaching of psychology. This elective course may be selected from the following: PSY 5250, 5260, 6000, 6190, 6290, or 6390.

5. Thesis hours: (6 hours; PSY 5990).

6. Dissertation hours: (12 hours; PSY 6990). Students may begin taking dissertation hours as soon as their Master's degree is complete.

7. Research vertical teams: (PSY 5840; 0 hours). ***Each term (including summer)*** that a student is in the program, the student will actively participate in concentration research teams or professional activity groups (PAGs) that meet on an on-going basis. These may be either individual lab groups, concentration groups, or some combination thereof, as determined by the student's advisor. ***The goal of this activity is to maintain constant involvement in research and other professional-development activities throughout the student's time in the program.***

8. Optional Secondary Concentration: (6 additional hours). In addition to completing the departmental, program, and (primary) concentration requirements, students may also elect to pursue a secondary concentration in one of the three primary concentration areas. Additional course requirements for a secondary concentration vary by concentration, as follows:

Development: PSY 5250 Cognitive Development OR Psy 5260 Social Development (whichever course was not taken to fulfill the program core); PSY 6290 Topics in Developmental Psych (1 Section)

Social: PSY 6390 Topics in Social Psychology (2 sections)

Cognitive Neuroscience: PSY 6190 Topics: Cognitive Neuroscience (2 sections)

For all three secondary concentrations, only one of the extra classes taken to fulfill the secondary concentration course requirements may replace an existing (program or concentration) elective taken as part of the overall degree/primary concentration. As a result, in order to earn a secondary concentration, students will need to take at least one extra course beyond the minimum required for earning only a primary concentration in the program (i.e., for a total of 62 credit hours rather than 59). In addition to these course requirements, at least one faculty member representing the secondary concentration area must serve on the student's doctoral oral examination committee in order to fulfill all secondary concentration requirements.

Note: A student does not need to be enrolled in 9 credit hours each semester to be considered "full-time." Students are considered full-time if they are registered for 6 or more hours of formal coursework, if they are registered for thesis or dissertation hours (5990 or 6990) – even if for 0 hours if the required hours have been completed – or if they hold an appointment as a Fellow, Trainee, or Graduate Assistant. See the [graduate catalog](#) for further information.

A worksheet version of the above course requirements is available on the following page and in the "Experimental - Shared" folder on the T-Drive.

EXPERIMENTAL PROGRAM REQUIREMENTS WORKSHEET

Course Name

Course Number

Semester taken/transferred

Departmental Requirements (14 hours):

Methods/Stats

Quantitative Research Methods	5080	_____
Univariate Statistics	5790	_____
Multivariate Statistics	6500	_____
Elective	_____	_____
Ethics and Professional Issues (1 hour)	6800	_____
Human Diversity (1 hour)	6030	_____

Research Requirements

Thesis Hours (6)	5990	_____
Dissertation Hours (12)	6990	_____
RVT (0, each semester)	5840	_____

NOTE: Once students have completed their required units of 5990 and 6990, they should continue registering for these courses for 0 credit hours until their thesis/dissertation is complete.

Experimental Core Requirements (12 hours; 3 hours per course)

Memory and Cognition	5120	_____
Neuroscience	5130	_____

Development (select one)

Cognitive Development	5250	_____
Social Development	5260	_____

Social Psychology	5300	_____
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Program Electives (3 hours)

3 additional hours from 5250, 5260, 6000, 6190, 6290, or 6390	_____
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Concentration Requirements (12 hours; 3 hours per course) These requirements vary by concentration, as indicated below.

DEVELOPMENTAL:

Whichever not yet completed	5250 OR 5260	_____
Special Topics (3 sections)	6290	_____

SOCIAL:

1 elective from 5250, 5260, 6190, 6290, 6390, and 6490	_____
Special Topics (3 sections)	6390 _____

COGNEURO:

1 elective from 5250, 5260, 6190, 6290, 6390, and 5930	_____
Special Topics (3 sections)	6190 _____

Common Stats/Methods Elective Courses students take:

- PSY 5090: Psychometric Theory
- PSY 6490: Topics in Organizational Psychology: Meta-Analysis
- PSY 6600: Structural Equations Modeling
- SOC 5750: Intermediate Qualitative Analysis: Grounded Theory Method
- SOC 5800: Survey Design and Sampling
- SOC 5850: Policy Evaluation and Needs Assessment
- SOC 6100: Regression Analysis and Nonlinear Modeling

MASTER'S OF SCIENCE (MS) DEGREE REQUIREMENTS

The MS in Experimental Psychology requires a minimum of 30-credit hours of coursework, which constitutes a subset of the courses required for the Ph.D. The MS in Experimental Psychology is not offered as a terminal degree, but is completed as part of the Ph.D. program. Students entering with an accepted Master's from another institution may have already satisfied some of these requirements, including thesis credit hours. For these students the petition for advanced standing completed by the Program Director on the student's behalf before a student's first semester in the program will indicate which courses are transferred.

The specific requirements MS requirements are:

1. 6-credit hours of Research Methodology and Statistics; this requirement must be fulfilled by taking
 - a. PSY-5080: Advanced Quantitative Research Methods (3 credit hours), and
 - b. PSY-5790: Applied Univariate Statistics in Behavioral Science (3 credit hours)
2. 6-credit hours of program core; choose two courses from the following list:
 - a. PSY-5120 (Memory and Cognition)
 - b. PSY-5130 (Neuroscience)
 - c. PSY-5300 (Social Psychology)
 - d. PSY-5250 (Cognitive Development)
 - e. PSY-5260 (Social Development)
3. 12 additional credit hours of psychology coursework, chosen in consultation with an advisor; these courses may be from the program core, concentration core, or program electives.
4. 6-credit hours of thesis research (PSY-5990)
5. Continuous enrollment in PSY-5840 (Experimental Psychology Research; 0-credit hours), including summers.

It is expected that the student will have an approved master's thesis proposal before the beginning of the 2nd year in the program, and that this thesis project will be completed and defended prior to, or early in, the 3rd year in the program.

Students typically finish taking courses their third year in the program. However, tuition credit is included in 4th year assistantships should you want to complete a quantitative or secondary concentration.

(Master's Candidacy Form included at the end of the handbook)

OPTIONAL ADDITIONS TO CURRICULUM

SLU offers graduate students numerous opportunities to gain valuable, marketable skills in addition to completing core program requirements. Program alumni have mentioned that completing additional curriculum set them apart during their job search, as both academic and industry employers value candidates who have unique skills. Additionally, many of the courses required to fulfill additional curriculums count as electives. In many cases, additional curriculum options may be completed during a normal degree time frame with the addition of minimal extra coursework. It is important to speak with your advisor about your future goals to see if any additions to your curriculum could be in your best interest.

This section offers students more information on additional curriculum offerings available at SLU.

SECONDARY CONCENTRATION IN EXPERIMENTAL PSYCHOLOGY

In addition to completing the departmental, program, and (primary) concentration requirements, students may also elect to pursue a secondary concentration in one of the three primary concentration areas. Additional course requirements for a secondary concentration vary by concentration, as follows:

Course	Course Number	Semester taken/transferred
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DEVELOPMENTAL:

Course not completed for core	5250 OR 5260	_____
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1 section of Special Topics	6290	_____
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SOCIAL:

2 sections of Special Topics	6390	_____
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COGNEURO:

2 sections of Special Topics	6190	_____
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For all three secondary concentrations, only one of the extra classes taken to fulfill the secondary concentration course requirements may replace an existing (program or concentration) elective taken as part of the overall degree/primary concentration. As a result, in order to earn a secondary concentration, students will need to take at least one extra course beyond the minimum required for earning only a primary concentration in the program (i.e., for a total of 62 credit hours rather than 59).

In addition to these course requirements, at least one faculty member representing the secondary concentration area must serve on the student's doctoral oral examination committee in order to fulfill all secondary concentration requirements.

SECONDARY CONCENTRATION IN QUANTITATIVE METHODS IN THE BEHAVIORAL SCIENCES

QUANTITATIVE CONCENTRATION OVERVIEW

Students enrolled in any of the three graduate degree programs within the Department of Psychology (Clinical, Experimental, or I/O Psychology) are eligible to earn a secondary concentration entitled “Quantitative Methods in the Behavioral Sciences.” The opportunity to receive advanced quantitative training beyond that required for the Ph.D. is important for students anticipating research-oriented careers and is in keeping with recent recommendations in the APA Monitor, the leading trade publication of the American Psychological Association, that “departments of psychology should work to strengthen their own quantitative infrastructures and to ensure that existing quantitative training programs continue and remain strong” ([Aiken et al, 2008, p. 47](#)).

Courses for the secondary concentration are taught primarily by psychology and sociology faculty members, and include a minimum of 18 credit hours with a grade of B or better, from a list of designated courses (see below). Students also will be required to complete a capstone project in which they apply their knowledge in a professional capacity (e.g., submit a research paper or grant proposal, serve as a statistical consultant, teach a course in research methods and/or statistics, give an oral research presentation at a regional, national, or international conference; see below).

A committee of four faculty members, including at least one person from each graduate program, and at least one person who teaches a secondary concentration course, oversees the secondary concentration, including application, evaluation, and award. Current Committee Membership: Dustin Jundt (I/O; please submit all forms via email and to his departmental mailbox), Kim Powlishta (E), TBD Faculty (C), and Lisa Willoughby (E).

QUANTITATIVE CONCENTRATION REQUIREMENTS

To obtain the secondary concentration in “Quantitative Methods in the Behavioral Sciences,” (referred to as the Quantitative Concentration) students must complete 18 credit hours of 5000- or 6000-level statistics and/or research methodology courses with a grade of B or better to reflect appropriate *mastery* of the material. At least nine of these credit hours must be selected from Tier I (see below), and at least nine of the credit hours must be completed at SLU. All forms and instructions can be found under the Psychology Department Share folder located in the T-Drive.

Acceptable courses for the Quantitative Concentration

Tier I	<ul style="list-style-type: none">● PSY 5080: Advanced Quantitative Research Methods● PSY 5090: Psychometric Theory● PSY 5790: Applied Univariate Statistics in Behavioral Science● PSY 6500: Applied Multivariable and Multivariate Statistics in Behavioral Science● SOC 6100: Regression Analysis and Non-Linear Models
Tier II	<ul style="list-style-type: none">● PSY 6600: Structural Equation Modeling
Tier III	<ul style="list-style-type: none">● SOC 5800: Survey Design and Sampling● SOC 5850: Program Evaluation and Needs Assessment● SOC 6200: Non-parametric Statistical Analysis

Capstone Project

To obtain the secondary concentration, students also must complete a capstone project that requires students to apply their statistical and methodology skills and knowledge in a career-appropriate manner. The capstone project must be conducted

after at least 9 of the required credit hours have been completed. The capstone project cannot be completed through research conducted solely for a class project, your thesis, or your dissertation. Capstone projects must receive Secondary Concentration Committee approval.

Projects should fall into one of the following categories:

1. **Submit an empirical paper** to a peer reviewed journal, either as first author or with a letter from the first author verifying that the student functioned as the primary data analyst for the project. The student's research mentor must provide a letter of support (to the Secondary Concentration Committee), verifying that the paper is of publication quality, prior to submission. The goal of this letter is to ensure that journals are not burdened with low quality papers submitted solely for the purpose of fulfilling the capstone requirement.
2. **Submit a grant application** to an external funding agency (as PI) that includes a power analysis and data analytic plan.
3. **Complete a technical report** (as first or sole author) that demonstrates application of statistical methods.
4. **Complete a practicum experience** that involves application of statistical methods (e.g., a formal position as a statistical consultant).
5. **Receive funding on a grant-supported project** for services as a quantitative data analyst, with substantial contributions to planning the analyses.
6. **Teach a baccalaureate course in statistics and/or quantitative research methods** as the instructor of record (i.e., with full course responsibility -- not a lab instructor or T.A.).
7. **Give an oral presentation** (as the presenting author) at a regional, national, or international conference that includes quantitative data analysis.

Students must provide documentation to the Secondary Concentration Committee that the capstone project has been completed. Students should refer to the Quantitative Concentration instructions on the T-Drive for details on what documentation is required for each of the categories listed above.

ADMISSION TO AND COMPLETION OF THE QUANTITATIVE CONCENTRATION

Students must complete a "Secondary Concentration in Quantitative Methods in the Behavioral Sciences" application form to be admitted to the secondary concentration. The application must be submitted to the Secondary Concentration Committee prior to completing the capstone project (coursework can be completed prior to submitting the application).

If the intended capstone project changes following submission of the application, students must submit a "Revision of Proposed Capstone Project" form to the Secondary Concentration Committee prior to completing the project.

Upon completion of all secondary concentration requirements, students submit a “Completion of Secondary Concentration in Quantitative Methods in the Behavioral Sciences” form to the Secondary Concentration Committee, along with a copy of their transcript and capstone project documentation.

All forms related to the secondary concentration can be found in the “Department Share” folder (“Quantitative Methods Secondary Concentration” sub-folder) on the t-drive.

RESEARCH MINOR OPTION

In addition to other minor options, psychology students have the opportunity to complete a minor in Research Methodology. The graduate minor in research methodology is designed to provide students with a background in advanced statistical analysis and research methods.

The research minor is administered through SLU's Department of Sociology and Anthropology, but the minor is open to all students and can be tailored to meet your experimental concentration needs. To be admitted to the minor program, you must have first completed a general research methodology course (such as PSY 5080) that provides an overview of major forms methodology and design.

You are encouraged to discuss the possibilities of the minor with your advisor before submitting any forms or selecting coursework. Courses taken for the minor are selected by consensus between students and their advisor, and are approved by the graduate director in the Department of Sociology and Anthropology. This list of courses which may be taken to fulfill the minor requirements is available [here](#). Students may petition for the inclusion of additional courses by submitting a copy of the syllabus for such courses. Upon approval, these courses can also be included in the minor. At least 80% of the courses included in the minor must be taken at SLU and all courses must be graded (i.e. no pass/fail or satisfactory/unsatisfactory coursework is accepted).

SLU's graduate minor in research methodology consists of (with prerequisites) five courses: a basic quantitative statistics/analysis course; two advanced quantitative analysis courses; and two advanced research methodology courses.

To add the research methodology minor, contact the coordinator of the graduate research methodology minor (currently Terry Tomazic, Ph.D., Department of Sociology). A petition to amend the graduate program, along with an academic plan for the minor, must be completed and submitted to the program director, Brenda Kirchhoff, who will then forward the form to the associate graduate dean of the college.

Upon completion of the minor requirements, it will be noted as a “Minor in Research Methodology” on your academic transcript.

For more information about the research methodology minor, please contact: Terry Tomazic, Ph.D., Department of Sociology, terry.tomazic@slu.edu, or visit <https://catalog.slu.edu/colleges-schools/arts-sciences/interdisciplinary/research-methodology-graduate-minor/>.

COURSES OUTSIDE OF PSYCHOLOGY AT SLU

As previously mentioned, there are specific classes that are required for graduate students to complete in their specific area of study. However, other departments offer many classes that can be very beneficial for current graduate students - either to fulfill additional concentration or minor requirements, or to prepare for future professional positions. Many sociology and

statistics courses can offer unique perspectives into methodology and analysis. For example, SOC 5800 focuses on survey design and sampling, and STAT 5088 offers graduate students training in Bayesian Statistics.

Although it is true that these courses count toward attainment of various minors, research suggests that taking courses outside of one's comfort zone may offer additional benefits. For example, taking classes may help you avoid burnout, spark interests you have never considered before, and make new professional contacts you might not have otherwise met. Expanding beyond psychology courses may result in interesting collaborations that could lead to presentations and publications. Perhaps most importantly, diversifying your coursework can prepare you for the reality of post-graduate life through building negotiation skills, communication, and job duty diversification. It is especially beneficial in developing skills for communicating your research and information about your area of expertise to non-experts. Students are encouraged to regularly review SLU's graduate course offerings from other departments.

Additionally, there are many opportunities at SLU to receive more short-term or informal training on a variety of topics. Students are encouraged to explore events happening around campus for opportunities to learn new skills outside of psychology. For example, many students enjoy and benefit from the SLU Data Science Seminars (learn more here: <https://slu-dss.github.io/>) or from journal clubs like ReproducibleTea (<https://reproduciblitea.org/>) and Neuro@Noon (<https://www.slu.edu/medicine/medical-education/graduate-programs/pharmacology-physiology/news/neuro-at-noon.php>).

COURSES AT OTHER UNIVERSITIES IN ST. LOUIS

Saint Louis University also participates in a tuition exchange program with other universities located in St. Louis. This program enables enrollment in 1-2 graduate courses offered at the University of Missouri-St. Louis (UMSL) or at Washington University in St. Louis (WashU), which are both located close to SLU.

You can take courses at these institutions using SLU tuition credits from your assistantship with approval from the Dean of the College of Arts and Sciences' office. Grades obtained in these courses are applied directly to your SLU transcript and included in your GPA.

Please consult with the program director about taking courses outside SLU prior to enrollment to ensure courses count toward degree requirements and enable the department to attain appropriate enrollment requirements for SLU courses.

These institutions may offer unique opportunities to train in methodology and statistics, or to gain first hand experience with equipment not available at SLU, such as MRIs. These institutions may also offer courses of particular relevance to your personal research area. Additionally, taking inter-university courses provides many of the same benefits described above for courses taken outside of the department.

Students are encouraged to check the WashU and UMSL graduate course offerings regularly to identify opportunities ([WashU courses -https://courses.wustl.edu/Semester/Listing.aspx](https://courses.wustl.edu/Semester/Listing.aspx), [UMSL courses - https://bulletin.umsl.edu/artsandsciences/psychology/#programstext](https://bulletin.umsl.edu/artsandsciences/psychology/#programstext)).

Students interested in enrolling in a course at another institution should consult with their advisor, get email permission from the CAS Associate Dean for Graduate Affairs, and then complete the Inter-University Registration Form (https://www.slu.edu/registrar/pdfs/inter_university_registration.pdf). To get approval, students must indicate how taking the course will benefit them and demonstrate that the course contains key content not available at SLU.

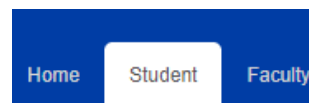
HOW TO REGISTER FOR CLASSES

Students are required to complete registration for courses each semester prior to the beginning of classes. This includes mandatory courses and “non-class” courses, such as RVT. As a reminder, you must sign up for 0 credit hours of PSY 5840 in your advisor’s section *every semester including during the summer*.

You may find it helpful to maintain a spreadsheet or other document which lists the courses which you plan to take and when you plan to take them. Prior to registering, we suggest that you look up the course offerings for the semester, taking note of their course numbers.

Follow these steps to register for courses.

1. Log in to myslu.slu.edu
2. Under the “Student” tab, select “Look Up Classes”
3. Select an upcoming term for which you will need to enroll in courses. Both past and future semesters will be available to search. You can use this tool to determine what will be offered, as well as when things are usually offered (such as every spring, or once every other fall).
4. Now select the Subject for your course. Most of these will be Psychology, but you may also look for Statistics, Sociology, or even Outcomes Research. Once you select a subject, click “Course Search”
5. Graduate student courses are level 5000 and above. From the list, identify a course of interest, and select “View Sections”



5840

Exp Psychology Res Vert Team

[View Sections](#)

6. For multi-section courses, such as 5840, select the relevant section (tied to your advisor or program) and check the box to the far left. You can then choose to directly “Register” for the course, or to add it to your “worksheet”. The worksheet will contain only the course number tied to the course and section.

Sections Found																			
Psychology																			
Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Cap	Act	Rem	WL Cap	WL Act	WL Rem	XL Cap	XL Act	XL Rem	Instructor
																			Date (MM/DD)
<input type="checkbox"/>	18331	PSY	6000	01	FR	3.000	Teaching of Psychology	MW	01:10 pm-02:25 pm	15	4	11	0	0	0	0	0	0	Janet Kuebli (P)
																			08/25-12/17
																			MOR 2716
Register Add to WorkSheet New Search																			

This window will show important information about the course, such as the instructor, class time and location, credit hours, and seats available. The hyperlinked CRN provides additional details.

7. Alternatively, if you already have the course number, you can register using the “Add or Drop Classes” function on the

student tab.

8. Select the term for which you need to register (e.g. “Spring 20XX”). The current, and next two semesters will be listed for possible enrollment. Be cautious about checking semesters ahead, as course offerings may not yet be finalized.

9. You will be brought to the “Current Schedule” screen, where you can see what classes you have already registered for and how many credits you are taking. At the bottom, you can enter course numbers and select “Submit Changes” to register for additional courses.

Registration Tools

 [Registration Status](#)

 [Look Up Classes](#)

 [Add or Drop Classes](#)

 [Change Class Options](#)

Current Schedule

Status	Action	CRN	Subj	Crse	Sec	Level	Cred	Grade Mode	Title
Registered on May 04, 2021	<input type="button" value="None"/>	11508	PSY	5840	11	Post-Baccalaureate / Graduate	0.000	Standard Letter with IP	Experimental Psychology Research Vertical Team
Registered on May 16, 2021	<input type="button" value="None"/>	18330	PSY	5930	01	Post-Baccalaureate / Graduate	3.000	Standard Letter	Special Topics: Fundamentals Neuropsychology
Registered on May 22, 2021	<input type="button" value="None"/>	18333	PSY	6490	02	Post-Baccalaureate / Graduate	3.000	Standard Letter	Topics in Organizational Psychology: Meta-Analysis

Total Credit Hours: 6.000
 Billing Hours: 6.000
 Minimum Hours: 0.000
 Maximum Hours: 999999.999
 Date: Jul 29, 2021 04:04 pm

Add Classes Worksheet

CRNs

10. In some cases, such as thesis hours, or Ethics or Human Diversity courses, you may need to change the number of credits you register for. When this is possible, the number of hours will be hyperlinked (as RVT is above).

To alter the number of credits you enroll for, select this hyperlink, insert the appropriate number of credits, and hit submit.

11. Some courses, such as thesis and dissertation hours, electives, or RVT, will require your advisor or the instructor to grant you permission to register ahead of time. In these cases, be sure to contact the relevant person to request permission.

Experimental Psychology Research Vertical Team

Course: 11508 PSY 5840 11

Credit Hours (0.000 to 6.000):

Grade Mode: Standard Letter with IP

Course Level: Post-Baccalaureate / Graduate

OTHER REQUIREMENTS AND GUIDELINES

Throughout the program, in addition to general coursework, there are several milestone requirements students must fulfill.

The two major milestones you are required to complete during your time in the program are your Master's Thesis and your Doctoral Dissertation. The Thesis and Dissertation will both involve proposal meetings during which you will present your proposed research to your committees. Following the completion of the approved research, you will then defend your Thesis and Dissertation. Theses, unless previously completed at another institution prior to admission, are typically completed at the end of the second year or during the third year. Dissertations are typically defended at the conclusion of a student's time at SLU, most often at the end of year 5.

After completing your Master's degree (either by finishing your thesis, or by entering the program with a completed master's), you will be required to complete your Preliminary Exam. After completion of the Preliminary Exam, typically the following semester, students will then complete their Doctoral Oral Exams. After passing the Doctoral Oral Exams, students become Doctoral Candidates and can begin working on their dissertation research.



The following sections detail each of the major milestone requirements.

GUIDELINES FOR THESIS AND DISSERTATION PROPOSAL MEETINGS

Although a “proposal meeting” is not a formal university requirement, having such a meeting is a requirement of the Experimental Psychology Graduate Program for both the master's thesis and doctoral dissertation. This meeting allows the student and their thesis/dissertation committee members to discuss the proposal, resolve areas of disagreement, and ensure that all committee members have approved the study before it goes forward.

Some rules, guidelines, and answers to questions that often come up when planning and conducting a proposal meeting are presented below:

1. Thesis and dissertation proposals typically consist of introduction, method, and proposed analyses sections, with a cover page, and references. It may sometimes also include an abstract and/or an implications/discussion section (consult with your mentor). Although the format generally follows that of a published empirical article (written in the future tense and without results), the introduction should be somewhat broader, demonstrating the student's general mastery of the research area as well as setting up the proposed study. Students should consult with their mentors about the expected breadth of the proposal introduction.
2. Questions often arise about whether students can or should meet with members of the thesis or dissertation committee (besides the mentor) prior to the proposal meeting. Such meetings are allowed, and in some cases even encouraged, but are not required. If/when they occur, these meetings should be conducted with the knowledge of the mentor. No final decisions should be made from these meetings without further discussion with the mentor.
3. Submitting IRB protocols for the thesis or dissertation study prior to approval of the proposal by the committee is strongly discouraged. An exception may be made in the case of pilot data or other preliminary research needed for proposing the primary study. In rare cases where a protocol is submitted prior to the proposal meeting, approval by the IRB does not guarantee approval by the thesis or dissertation committee.

4. Data collection for the thesis or dissertation should not commence prior to the proposal meeting outside of pilot data or preliminary project. The use of archival data, which is allowed but not encouraged, is an exception and must be approved by the committee on a case by case basis. When proposing the use of archival data, students must clearly indicate the application and source of such data. Students should provide committee members with information about potentially relevant variables available in the archival data set that are not already part of the existing proposal, so that the committee knows what changes or additions to the proposed study are possible.
5. Students should distribute their proposal to committee members at least two weeks prior to the proposal meeting (unless otherwise negotiated with individual committee members). Proposal meetings (unlike defenses) do not need to be scheduled through the university.
6. Students are responsible for coordinating with committee members to schedule the proposal meeting and for booking a meeting room. Proposal meetings typically last up to 90 minutes, so the room should be reserved for at least this long.
7. Meetings generally begin with a 10-20 minute formal presentation by the student. The use of visual aids (e.g., PowerPoint) is encouraged but not required (students should consult with their mentors for lab- or concentration-specific expectations). The formal presentation is followed by questions and discussion designed to be primarily constructive rather than evaluative in nature. The main goal is to ensure all committee members are satisfied with the study design, and that the study and the student are ready to move forward.
8. Students are asked not to provide food or beverages for the committee during the meeting.
9. Students generally remain in the room and participate in all discussions during the proposal meeting (unlike the thesis or dissertation defense, where the committee typically deliberates in the absence of the student at the end of the session).
10. If changes to the proposal are requested by the committee, members may or may not ask to review the proposal again. It is the mentor's responsibility to determine if committee members want to approve the revised proposal prior to data collection.
11. If changes to the study happen (or are anticipated) after the proposal is approved, students (with the mentor's approval) should email the entire committee to verify that the changes are acceptable before proceeding with the study.

GUIDELINES FOR THESIS AND DISSERTATION DEFENSES

Some rules, guidelines, and answers to questions that often come up when planning and conducting theses or dissertation defenses are presented below:

1. For Master's students, please see the "[Thesis Master's Candidacy Procedures](#)" for detailed information about procedures you must complete prior to receiving your Master's degree. For Ph.D. students, analogous information may be found [here](#), "[Process for Ph.D. students](#)". A calendar also is provided for each semester on the [Graduate Education website](#) listing deadlines by which various steps must be completed in order to defend/graduate in a given semester.
2. Both Master's and Ph.D. students need to complete the "[Application for Degree](#)" on Banner by the due date indicated on Graduate Education's calendar of deadlines.
3. Both thesis and dissertation defenses need to be "scheduled" through graduate education. That is, once the student has found a date and time that is acceptable to all committee members and has reserved a room for the defense, they must provide this information to the university using the appropriate forms.

At the Ph.D. level, the "[Notification of Readiness for the Public Oral Presentation of the Ph.D. Dissertation](#)" form must be submitted at least three weeks before the scheduled defense date. Completion of this form ensures that the defense is advertised in Newslink (as required) and that ballots are sent to the mentor in time for the defense.

For the Master's thesis, completing the Application for Degree signals to the Master's Candidacy Advisor to send a Degree Audit form to the student's SLU email address. Returning this form (on which the scheduled defense date is reported) and the [Thesis Proposal/Prospectus form](#) by the appropriate date prompts the Candidacy Advisor to send the thesis defense ballots to the mentor prior to the defense.

Keep in mind that a student ordinarily may not circulate the Master's thesis among the committee (in anticipation of the thesis defense) during the summer months. Likewise, a student should not expect conferral of a research Master's degree during or at the end of the Summer Sessions. Exceptions may be granted on an individual basis, but only with prior approval of the student's committee.

4. Once scheduled, students are expected to submit the thesis or dissertation document to committee members at least two weeks prior to the defense (electronically and/or in hard copy, as requested by each committee member).

Students should provide an Olson Ballot (with the top portion completed) and an unsealed white envelope (with the words "Olson Ballot" and the student's name written on the front) to each committee member at the time the thesis/dissertation document is distributed so that the ballots may be completed as the document is read. Students also are advised to bring extra ballots to the defense (to be given to the mentor) in case any committee members have misplaced theirs. Completed ballots will be sealed and either collected by the mentor or submitted directly to Beth Masters at the conclusion of the defense. Blank Olson Ballots may be found in the Experimental – Shared folder on the t-drive (or from Beth Masters).

5. Students are responsible for scheduling a meeting room for the thesis or dissertation defense. To ensure sufficient time for all components of the defense, reserving a 2 hour block of time is recommended for a dissertation defense and at least 90 minutes (but preferably 2 hours) for a thesis defense.
6. Students are asked not to provide food or beverages for the committee during the defense.

7. For the dissertation, Graduate Education requires that this presentation and defense be open to the public, with all dissertation defenses advertised to the university community through Newslink. In our program, thesis presentations also are open to the public. However, because they are not advertised by the university, the student and mentor may decide whether or not to extend invitations to individuals who are not members of the thesis committee.
8. Defenses begin with a formal presentation by the student (typically 20-30 minutes long for the Master's thesis and 30-45 minutes long for the dissertation), in which the student presents the study and its findings clearly to an educated audience.
9. Following the presentation, members of the audience are invited to ask questions, with the time allotted for public questioning not to exceed 15 minutes. The audience then is dismissed so that the committee can continue to question the student in private. During this latter period, the student is expected to defend the thesis/dissertation to the satisfaction of the specialists on the committee. Finally, the student is asked to leave the room. According to program procedures, each committee member then votes privately regarding both the defense performance and the thesis/dissertation document (details are provided in the "Experimental Psychology Internal 'Secret Ballot' Procedure" document, available on the t-drive) prior to discussion by the committee.
10. When the committee is done discussing the thesis/dissertation document, the defense, and their individual votes regarding each (pass vs. fail), the student is asked to return to the room, where these results are conveyed informally (formal notification will come from Graduate Education).
11. According to Graduate Education policy, a majority vote of "pass" is required to pass both the written or oral portions of the dissertation defense; all three members of the committee must concur for the written version of the thesis document to be considered acceptable. According to program policy, a majority vote determines the result of the oral portion of the Master's thesis defense. If the committee has voted "pass" but requested changes to the thesis or dissertation document, the ballots for that document will be held by the committee chairperson until all changes have been made (and approved by the committee, if applicable). If changes to the thesis/dissertation are requested by the committee, members may or may not ask to review the document again after the changes have been made. It is the mentor's responsibility to find out whether individual committee members want to review and approve the revised thesis or dissertation prior to final submission and to communicate the required changes to the student following the defense.

PETITION FOR READINESS TO DEFEND THE DISSERTATION

Saint Louis University

Notification for Readiness for the Public Oral Presentation
of the Ph.D. Dissertation

To the Major Field: This form must be completed and forwarded, together with the required items detailed on page 2, emailed to the Doctoral Candidacy Advisor, at least **two weeks** before the date of the public, oral presentation of the dissertation (**please note that in the spring semester this form is typically due in February instead of two weeks prior to the defense**).

Candidate's Name: _____

Candidate's Major Field: _____

Dissertation Committee Members: _____
(Chairperson)

Title of the Dissertation: _____

Date of the Oral Presentation: _____

(Start) Time of the Presentation: _____

Location of the Presentation: _____

Date: _____ Signed: _____

(Dissertation-Committee Chairperson)

Note: Copies of this form are available from the Doctoral Candidacy Advisor or may be downloaded from the Graduate Education Webpage (www.slu.edu/graduate).

(Please refer to Page 2 of this form for additional instructions.)

Notification of Readiness

Page 2

The Dissertation-Committee Chairperson is responsible for transmitting this form to the Doctoral Candidacy Advisor. The following items may accompany this form or may be sent concurrently by the Candidate to the Doctoral Candidacy Advisor:

1) A list of those individuals the major field desires to receive invitations to this specific presentation. Note, though, that the University community will be informed of the day and date, the location, and the start-time of the presentation, initially one week in advance, via Newslink. (The electronic-mail addresses of persons external to the University to be invited should be provided. Any invitations that must be sent by U.S. Mail are the responsibilities of the major field.)

2) A copy of each of the advanced drafts of the abstract and dissertation to the Doctoral Candidacy Advisor for style and format evaluation if not already delivered. (If during the spring semester, the copy of the dissertation for style and format review must be submitted by the date specified in the spring semester calendar of deadlines, typically early March.)

The dissertation chairperson should note:

The two (2) copies of the *final version* of the dissertation and four (4) copies of the abstract, printed on minimally 20-pound, acid-free paper, are to be submitted with the sealed ballots subsequent to - **when the dissertation is fully approved by the committee-members, but not necessarily immediately after** - the public oral presentation. These copies must reach the Doctoral Candidacy Advisor by the deadline, ordinarily early May, in the spring semester calendar of deadlines.

OLSON AWARDS RATINGS BALLOT

Instructions: Please complete both sides of this form. When you are finished, enclose your ballot in a sealed envelope and return to the chairperson of the student's thesis or dissertation committee.

Date of Oral Defense _____

Circle one: Thesis Dissertation

Student's Name: _____

Title: _____

	Poor		Superior		
I. Introduction					
1. Originality of the Problem	1	2	3	4	5
2. Importance and significance of the Problem	1	2	3	4	5
II. Literature Review					
1. History of the Problem	1	2	3	4	5
2. Theoretical formulations relation to the Problem	1	2	3	4	5
3. Critical review of the literature	1	2	3	4	5
4. Clarity of conceptual hypotheses and problem statement	1	2	3	4	5
III. Method					
1. Clarity of research design	1	2	3	4	5
2. Originality including justification for departures from or agreement with traditional research design	1	2	3	4	5
3. Appropriateness of methods used (operationalization of variables, sample, research setting, timeline, attention to ethical research practices etc.)	1	2	3	4	5
IV. Results					

1. Appropriateness of statistics employed	1	2	3	4	5
2. Adequacy of statistical analyses	1	2	3	4	5
3. Clarity of results presentation	1	2	3	4	5
V. Discussion					
1. Interpretation of statistical results	1	2	3	4	5
2. Description of how results fit with other research findings	1	2	3	4	5
3. Consideration of study limitations, alternative explanations and identification of improvements in design	1	2	3	4	5
4. Extent to which the research makes a contribution to the empirical literature	1	2	3	4	5
VI. Formal					
1. Overall clarity of ideas expressed	1	2	3	4	5
2. Synthesis, organization, and integration of material	1	2	3	4	5
3. Sources adequate, current and/or primary	1	2	3	4	5
4. Overall exposition (conformity to APA style, sufficient conciseness of expression, spelling, grammar, punctuation, etc.)	1	2	3	4	5
TOTAL (100 points)					

WRITTEN PRELIMINARY EXAM

****Updated Aug 2021 -- this section is subject to additional revisions by faculty. Students should consult the program director to determine the current policy prior to beginning their exam.****

FUNCTION/PURPOSE

The purpose of the written preliminary qualifying exam, taken after the Master's thesis work has been completed and accepted (typically during the 3rd year of the program), is to demonstrate competency in three primary areas:

1. Comprehensive knowledge of declared concentration area (Cognitive Neuroscience, Developmental Psychology, or Social Psychology)
2. Fluency in program core areas of Developmental Psychology, Social Psychology, Cognitive Psychology, and Neuroscience, as relevant
3. The ability to critically evaluate a core knowledge base

FORMAT

The required format for the preliminary exam is a critical review paper, of publishable quality, like those seen in *Psychological Bulletin* or *Psychological Review*. That is, the exam's content should reflect more than a simple descriptive literature review; it should present a reasoned point of view, propose a model, attempt to resolve a theoretical dispute, provide a unique integration of material, etc. In doing so, the paper must address the following issues, in a meaningful way:

1. Comprehensive knowledge of a chosen area of concentration, as reflected in choice of paper topic.
2. Research methodology; when relevant, this should include discussion of specific ethical issues tied to chosen topic.
3. Diversity of perspectives, including discussion of alternative approaches to the problem being addressed; when relevant, this discussion can include the discussion of issues regarding human diversity.
4. Discussion of issues from outside area of concentration that have relevancy to review paper topic.
5. Historical context of problem area addressed in review paper.

EXAM COMMITTEE

The exam committee is composed of 3 faculty members within the Experimental Program - 2 of which must come from the student's concentration area. Exceptions for faculty members outside the program to serve on this committee may be granted through petition in writing from the student and his/her advisor to the Experimental Program Director.

TIME FRAME AND GUIDELINES

Preliminary exams generally are to be taken in the 3rd year. The first step is to develop a Preliminary Exam Proposal, including a narrative overview/summary of the goals of the paper, followed by an annotated outline describing the major topics to be

covered and how they address the criteria listed above, with estimated page numbers and sample references for each major section. Students should work with their mentor in developing this proposal, which typically is between 3 and 7 pages in length. The completed proposal should be submitted to the Preliminary Exam Committee at least one week before a scheduled meeting of the student and committee to discuss the proposal. The student should bring a copy of the Preliminary Exam Agreement/Outcome form to the proposal meeting (provided below and in the Experimental-shared folder of the T-Drive). The committee may request changes to the proposal before approving it. Because it may be difficult to find times when the entire committee is available, students are advised to begin scheduling this meeting well in advance. The exam is due no later than 8 weeks following the approval date. Failure to turn in a completed exam by this date will result in a grade of “reject” (described below). Exceptions to this timeline may be made under extreme circumstances. The entire committee must agree in writing to any alterations in the timeline.

Committee members must submit their evaluation feedback to the exam committee chair no later than 6 weeks after receiving the initial submission from a student. The exam committee chair must then send the initial committee feedback to the student within one week. Students are allowed 4 weeks from the actual date that they receive the faculty evaluation to complete revisions for an exam receiving an “accepted pending minor revisions” or “revise and resubmit” evaluation. Students will be notified of the final evaluation of the exam within 2 weeks of the committee’s receipt of the revised exam unless it is submitted during the summer.

Preliminary exams can be taken during the fall, spring, or summer semesters. However, exams taken during the spring must be timed so that students will receive faculty evaluation for initial or revised submissions no later than the date of spring commencement, which coincides with faculty contract end dates. Faculty are unavailable to read initial or revised preliminary exams from mid-May until mid-August when they are off contract. Preliminary Exam Proposal meetings can be held during the summer with the written permission of all three faculty members on the committee. Initial preliminary exams that are submitted during the summer will be reviewed by faculty during the first seven weeks of the fall semester. Preliminary exam revisions that are submitted during the summer will be reviewed by faculty during the first two weeks of the fall semester.

PRELIMINARY EXAM EVALUATION

Preliminary exams may be given one of four grades. These are described below. Members of the preliminary exam committee will convey their general feedback regarding the preliminary exam in writing to the chair of the committee no later than the deadlines agreed to between the student and their committee. The chair will then convey this information in writing to the student, along with the committee’s grade of the exam (reached by consensus). The student will then be responsible for meeting with the individual committee members to obtain clarification and specifics regarding their feedback. The grades are:

1. *Accepted, no revisions required.*
2. *Accepted pending minor revisions.* Revisions must be completed within 4 weeks of notification of the grade.
3. *Revise and resubmit exam.* Only one revision is allowed in order to become accepted, and should be completed within 4 weeks of notification of the grade, or an alternative time frame as determined by the preliminary exam committee.
4. *Rejected.* A new preliminary exam may be attempted in the semester following that in which the first preliminary exam was attempted, but only one more attempt is allowed. If this second exam also receives a grade of *reject*, then the student will no longer be allowed to continue in the program.

Upon successful completion of the written preliminary exam, a completed Preliminary Exam Agreement/Outcome form should be submitted to the Program Director. At this point the student should begin preparation for the oral

qualifying exam. **Check the Graduate Education website for appropriate forms and guidelines related to the Doctoral Oral exam.**

OTHER PRELIMINARY EXAM RULES AND POLICIES

1. Because this is an exam, no feedback or discussions concerning exam-related material (i.e., no external help) are allowed once the exam has begun, whether from committee members, peers, or other outside sources (e.g., the writing center). Although the student may seek general assistance during the exam period with skills that may be useful for the exam (e.g., general writing skills), there should be no feedback given on drafts of the exam itself or on content directly related to the exam.
2. The main text (not including the abstract, tables, figures, and references) of written preliminary exams should be approximately 40-50 pages. The main text of the first submission cannot exceed 50 pages (APA format). The main text of revised preliminary exams can be longer than 50 pages, but additional content should be no longer than is necessary to satisfactorily address faculty feedback on the initial submission.

EXPERIMENTAL PSYCHOLOGY DOCTORAL PRELIMINARY EXAM
AGREEMENT/OUTCOME

1. Student name: _____

2. Title of proposed written preliminary exam:

3. Committee:

Chair: _____

Reader 1: _____

Reader 2: _____

4. Proposal meeting date: _____

5. Proposal approval date: _____

6. Completed exam due to committee on: _____
[note: this date should be 8 weeks from proposal approval date]

7. Feedback from committee chair to student due on: _____

8. Committee Evaluation:

☐ Accepted—No revision required

☐ Accepted pending minor revisions (Due Date: _____ (4 wks. from receipt of feedback)

Satisfactory revision received? ☐ Yes ☐ No (note: evaluation due 2 wks from receipt of revision)

☐ Revise and resubmit (Due Date: _____ (4 wks. from receipt of feedback)

Revision evaluation: ☐ Accepted ☐ Rejected (note: evaluation due 2 wks from receipt of revision)

☐ Rejected (Student may attempt another prelim next semester)

☐ Rejected (Second attempt; no further attempts allowed)

9. Written preliminary exam results: ☐ pass ☐ fail

committee signatures

Note: Students should complete sections 1-4 above and bring to the proposal meeting. The committee chair will complete sections 4-7 when the proposal is approved and section 8 when evaluation of exam/revision is complete. Once a final decision is made on the exam/revision, section 9 should be completed and signed by all committee members. The committee chair will then submit the form to the Experimental Psychology Program Director, who will place the original in the student's departmental file.

DOCTORAL ORAL QUALIFYING EXAM

The Graduate Education office requires that all students in a doctoral program take an oral qualifying exam prior to the formalized research-phase of their doctoral study. This exam is intended to evaluate broad knowledge of the field, and to serve as an assessment of the student's ability to integrate knowledge across the discipline. Applied to the Graduate Program in Experimental Psychology, the purpose of the oral exam is for the student to provide evidence to the faculty that they are competent both in general knowledge of psychology, and in his/her area of expertise. As such, the oral exam specifically will assess the following competencies:

1. Knowledge of key fundamental concepts in general psychology
2. The ability to integrate knowledge from diverse areas within psychology
3. The ability to express expert knowledge within chosen concentration area

ORAL EXAM COMMITTEE

The oral exam committee is composed of at least 4 faculty members, at least two from within and at least one from outside of the student's concentration area, approved by the department chair. The Chairperson of this committee is the student's major advisor.

SCHEDULING THE EXAM

See the Graduate Education web page for the appropriate forms used to schedule the doctoral oral exam. These forms must be on file in the Graduate Education Doctoral Candidacy Advisor's office at least 2 weeks prior to the scheduled exam date. Once these forms are on file, ballots (see below) will be sent by the Doctoral Candidacy Advisor's office to the committee chairperson, who will bring the ballots to the examination.

ORAL EXAM FORMAT

The specific content of the oral exam, as enumerated above, will be assessed through a professional conversational format, rather than a strict interrogatory format. Students begin the conversation with a 10-15 minute overview of their research interests (e.g., what have you done, where are you now, and where do you see your research interests going in the future?), without audio/visual materials. This overview is meant to serve as the springboard from which the committee can begin to ask questions to assess the student's breadth and depth of knowledge within psychology, so it is not meant to be the sole focus of the exam. Students should not bring their own notes to the exam. It is the Chairperson's responsibility to make sure that a fair amount of time and attention is devoted to assessment of both the student's general and expert knowledge within psychology. It is also the Chairperson's responsibility to make sure that all committee members have the opportunity to ask questions of the student, but it is not necessary that each committee member be given a designated turn for a designated amount of time. The specific format should be agreed upon by the committee

prior to the exam, but it is typically structured to reflect the types of interactions one may have during an individual academic job interview, where the student/applicant is first asked to “tell me about yourself”, and then addresses questions from individuals representing diverse perspectives. ***The duration of the exam is at least 60 minutes and is not to exceed 90 minutes.***

ORAL EXAM EVALUATION

At the end of the examination, the student is dismissed and the members of the examination committee independently complete confidential ballots evaluating the student’s performance. After the ballots are sealed, the committee discusses the results so that they can be communicated informally to the student. The sealed ballots are then delivered to the Associate Vice President for Graduate Education in care of the Doctoral Candidacy Advisor. The Associate Vice President for Graduate Education formally communicates the outcome of the examination in writing to the student.

According to university policy, “a student receiving two or more unfavorable evaluations fails the examination. Upon authorization of the Associate Vice President for Graduate Education, the oral examination may repeat once. Ordinarily, the second attempt should not be scheduled within the same academic term as the first. The committee that administered the first exam will also administer the second examination under ordinary circumstances. The major-field chairperson will submit a written request for a second examination to the Associate Vice President for Graduate Education well in advance of the desired date of that exam. Should the outcome of the second examination be unsatisfactory, a third exam is rarely approved, and is considered by the Associate Vice President for Graduate Education upon the unanimous recommendation of the examining committee.”

TIPS FOR PREPARING FOR AND TAKING THE DOCTORAL ORAL EXAM

1. The exam is modeled after an academic job interview, where you are often asked to “tell me about yourself” or discuss your research with individuals who may represent diverse areas of psychology. As such, it is a test of whether you can engage in professional conversations with people from various sub-disciplines of psychology. The goal is to show that you can “think on your feet” as a professional. You may not know “the answer” but, of more importance in evaluating your exam performance is whether you can reason professionally (i.e., in a theory-based or evidence-based manner).
2. To prepare for the exam there is not a set list of facts you should learn or articles you should read. You may want to review notes or readings from courses you’ve taken across the various concentrations in our program (cognitive neuroscience, developmental, social), thinking about how that coursework or those topics may relate to your own area of research interest and expertise (as reflected in your thesis, preliminary exam topic, and/or dissertation plans). Think particularly about the areas of expertise represented in your committee and what sorts of questions committee members may have, given their differing backgrounds. Think about how questions may reflect the various elements of your preliminary exam (ethics, diversity, history, methodology) or might arise from your thesis topic/results or your dissertation topic/proposal. You may want to check with individual

committee members about whether they'd like to meet with you before the exam, but such a meeting is not required.

3. Because the exam is designed to assess both general and expert knowledge within psychology, you should be able to do more than discuss your own area of expertise. You should be able to display comprehensive knowledge of your own concentration area, including (among other things) major theories and names of theorists associated with them. You should be familiar with the sorts of information that would appear in an introductory text for your concentration, whether or not it reflects your own specific area of research expertise. You also should be able to relate your own research expertise to other areas of psychology (i.e., to integrate ideas across concentrations) or to areas outside of the program or department if relevant.

4. Other pointers:
- a. If you don't understand a question, ask for clarification.
 - b. It is fine to pause and think things through before answering a question.
 - c. Please do not provide food or beverages for the committee.

DOCTORAL ORAL EXAMINATION FORM

This form must be completed and sent via email to the Doctoral Candidacy Advisor AT LEAST TWO WEEKS PRIOR TO THE EXAMINATION.

STUDENTS NAME: _____

SLU ID: _____ TELEPHONE: _____

EMAIL: _____

ADDRESS: _____

(City)

(State)

(Zip Code)

DATE OF EXAM: _____

DAY OF EXAM: _____

TIME OF EXAM: _____

CHAIRPERSON OF EXAM COMMITTEE: _____

COMMITTEE MEMBERS: _____

Date student passed preliminary written exam: _____

Major field program director/ chairperson: _____
(signature)

Date sent to Graduate Education: _____

MASTER'S CANDIDACY CHECKOUT PROCEDURES

1. APPLYING TO GRADUATE

a) Complete the Application for Degree through Banner Self Service, by the due date listed on Graduate Education's Calendar of Deadlines.

b) The Degree Audit form is then sent to you via your SLU email from the Master's Candidacy Advisor. Your Degree Audit form is used as a tool to communicate to you and your departmental advisor the remaining requirements for your degree completion.

2. Preparing for Oral Exams

a) Complete the Degree Audit form by:

i. Verify your degree program listed and required courses, as outlined by the Graduate Education Catalog, and make any corrections necessary. Include any course substitution or waivers in the appropriate section.

ii. List your committee members for your final oral examination (if requested).

iii. Sign the form.

iv. Obtain the signatures of your departmental advisor and the program director. The program director will send the form to the CAS Associate Dean for Graduate Education, April Trees.

b) Complete the Thesis Proposal/Prospectus Form which can be found on Graduate Education's website at

http://www.slu.edu/academics/graduate/pdfs/form_masters_thesis_proposal-fillable.pdf.

i. Complete the requested information on the Thesis Proposal form.

ii. Sign all applicable sections of the form and obtain the signatures of your mentor, the readers, and your program director to indicate their approval.

c) Return the completed Degree Audit and the Thesis Proposal/Prospectus to the Master's Candidacy Advisor by the due date listed on Graduate Education's Calendar of Deadlines.

d) If you are planning to defend your thesis during the summer months, you must have written permission of your mentor, committee members and departmental chairperson.

3. Completing the Oral Exam and the Remaining Requirements

a) The Master's Candidacy Advisor sends the Oral and Thesis Results forms to the committee chairperson for your oral exam.

b) Your oral exam is completed no later than the deadline listed in the Calendar of Deadlines and the committee chairperson delivers the report to the candidacy advisor.

c) The Office of Graduate Education formally notifies you of the results of the examination.

d) Complete the Online Master's Exit Questionnaire which will be sent to you at the end of the semester by email.

4. Thesis

a) Make an appointment with the Master's Candidacy Advisor for a format review. Appointments are set for one hour.

i. The Format Guide for the writing of your thesis is available on Graduate Education's website.

ii. At time of format review, your thesis should be complete, defended and already reviewed by your mentor and all committee members. The deadline for submission is stated in the Calendar of Deadlines.

b) The final thesis is submitted to ProQuest electronically after the candidacy advisor, the mentor and readers approve the thesis. (Further instructions for ProQuest submission will be given during format review appointment)

c) All remaining requirements that had been listed on your Degree Audit form and initial email must be completed in order for your degree to be conferred by the conferral date for that semester.

NOTE: Check the SLU Graduate Education website at

<https://www.slu.edu/academics/graduate/index.php> to make sure these procedures are still current at the time you need them.

As of 07/2021, the Candidacy Advisor for Master's students is Latoya Cash, DuBourg Hall, Room 420C, latoya.cash@slu.edu, 314-977-2245. Latoya Cash is responsible for advising master's students in the final semester of completing their degree. She ensures that all policies and procedures have been enforced, students have completed their requirements for degree conferral, understand the graduate process, and have been treated fairly under University policy.

PROCESS FOR COMPLETING A PH.D. AT SAINT LOUIS UNIVERSITY

1. Pass the Written Examination

- When the written preliminary exam has been passed, the major field department chairperson notifies the Doctoral Candidacy Advisor through the Doctoral Oral Examination Form.

2. Pass the Oral Examination

- The Doctoral Oral Examination Form found on the Graduate Education website (<http://www.slu.edu/graduateeducation>) is filed by the department and proposes the student's committee, consisting of five members of the Graduate Faculty, to conduct and evaluate the oral examination, and includes the date and time of the examination. This form is signed by the program director and then is forwarded by the program director to the CAS Associate Dean for Graduate Education, April Trees.
- The department includes in this notice any graduate courses from other institutions included toward the student's Ph.D. through the Evaluation of Advanced Standing form (below).
- This notice must be received in the candidacy advisor's office via email (DuBourg Hall, room 420D) AT LEAST TEN (10) BUSINESS DAYS BEFORE THE ORAL EXAMINATION.
- The Doctoral Candidacy Advisor prepares a Degree Audit Form for the student and advisor which will include a list of any requirements not met. The Degree Audit Form is sent to the student and to the Doctoral Oral committee chair.
- The Doctoral Candidacy Advisor prepares the Result Form which is sent only to the Doctoral Oral committee chair to report the committee's decision.
 - If the committee's decision is Passing or Passing with Distinction, the student is notified of the results and is automatically advanced to doctoral candidate status.
 - If the committee's decision is Unfavorable the student is notified of the results and a new Oral Exam will be scheduled at an appropriate time. The oral exam committee will include an outside committee member (a SLU faculty member from another program) in order to assure that policies and procedures are appropriately followed.
- If the decision is Passing or Passing with Distinction, the student is notified of the results and is automatically advanced to doctoral candidate status
- If the committee's decision is Unfavorable the student is notified of the results and a third exam is rarely approved.
- The oral examination must never take place before the Degree Audit Form is initiated by the doctoral candidacy advisor.

3. Complete the Degree Audit Form

- The Degree Audit Form lists any requirements not met and has space for the student or advisor to list any course substitutions, waivers, or exceptions.

- Completing the expected graduation date: if this date does not fall within the “Time to complete degree requirements” on the Degree Audit Form, extension(s) will be required. Refer to extension of time information found in the Graduation Requirements section of the *Graduate Catalog*.

- There also is a space for the student to list the proposed dissertation committee chairperson and members.

- *Forming a Doctoral Committee.* The dissertation/project committee consists of at least three members, all of whom are members of the Graduate Faculty of Saint Louis University, and who are familiar with the topic of the dissertation/project. The chair of the committee must be a member of the student’s major department. The membership of this committee may or may not overlap the membership of the student’s preliminary examination committee.

- Listing the dissertation title. This will be the proposed title for the dissertation and can change as work on your dissertation progresses.

- The Degree Audit Form is not to be submitted for signatures and approvals until all sections can be completed.

4. **Apply to Graduate and have Degree Awarded**

- Instructions for the online Application for Degree through Banner Self-Service are found on the **Graduate Education** website under the links for **Current Students** and then **Doctoral Students**. Students should complete this online application at the beginning of the semester in which the student is preparing to complete all of the degree requirements, including the dissertation defense, all coursework, practica, internships, the format review, and submission of the dissertation to ProQuest/UMI for electronic archiving.

5. **Prepare for Dissertation Public Oral Defense and the Format Review**

- When the doctoral candidate, the dissertation chairperson and the readers agree that the dissertation is in its final form and ready to be defended, the doctoral candidate prepares the dissertation according to the most recent [*Formatting Guide*](#) (found on the link for Current Students). There is a Format Checklist found at the end of the *Guide* to be used as a final review.

- Students are strongly encouraged to utilize this formatting guide while writing their dissertation to avoid needing reformatting at this stage.

- The Ph.D. degree candidate is required to defend the dissertation in a public forum. The date, time, and location of the presentation are determined by the candidate’s doctoral committee and the doctoral candidate. The candidate and committee chair must submit the “Notification of Readiness for the Public Oral Defense” form, signed by the Dissertation Chairperson, to the candidacy advisor **at least two weeks** in advance of the oral defense date.

- The Doctoral Candidacy Advisor will prepare two Result Forms. One is for the defense of the written dissertation and the other is for the written dissertation itself.

- If the committee’s decision is Passing or Passing with Distinction for the defense, the committee chairperson can notify the student of the result and the student contacts the candidacy advisor to arrange an appointment for the format review. The format review is by appointment only and is to be scheduled for a date and time after the defense and after all required corrections are made to the dissertation.

- The completed Result Forms are sent to the doctoral candidacy advisor to convey the result of the defense and acceptance of the dissertation (the Result Form for the written dissertation can be delayed until the dissertation is considered acceptable by the committee).

■ If the committee's decision is Unfavorable for the defense, the student is notified of the results immediately and a new defense will be scheduled at an appropriate time. A new Notification of Readiness is prepared and will include an outside committee member (a SLU faculty member from another program). This additional committee member will be added to the committee in order to assure that policies and procedures are appropriately followed. The Doctoral Candidacy Advisor will prepare the Result Form for the second dissertation defense.

● If at the second defense, the committee's decision is Passing or Passing with Distinction for the defense and the dissertation, the committee chairperson can notify the student of the result and the student contacts the candidacy advisor to arrange an appointment for the format review. The format review is by appointment only and is to be scheduled for a date and time after the defense and after all required corrections are made to the dissertation.

● The Result Forms are sent to the doctoral candidacy advisor to convey the result of the defense and acceptance of the dissertation (the Result Form for the dissertation can be delayed until the dissertation is considered acceptable by the committee).

● If at the second defense, the committee's decision is Unfavorable for the defense, the student is notified immediately and will need to discuss with committee chair and graduate program director the option of defending a third time.

6. **Electronic Dissertation Submission and Final Requirements**

● The format review appointment is held after the defense of the dissertation and all changes are made to the dissertation that were required by the committee.

● After the format review appointment and after any additional corrections are made for formatting, the student will need to convert the document to a PDF file prior to submitting the document to ProQuest/UMI. ProQuest digitally archives the dissertation and publishes the abstract via Dissertation Abstracts International.

● Submitting the dissertation to ProQuest/UMI is required before the degree can be awarded. Complete instructions will be given on the submission process at the format review appointment.

7. **Doctoral Degree Conferral**

● The degree is awarded by the Office of the Registrar after all requirements have been met (all grades are posted, the dissertation is accepted on ProQuest, and Result Forms are received by the candidacy advisor), and only with the appropriate official conferral date. The degree is not awarded with the date that a student defends his/her dissertation or has met all requirements.

Please check the Graduate Education website for the current forms and procedures when you reach this phase in the program at <https://www.slu.edu/academics/graduate/current-students/forms-petition.php>.

As of 7/2021, the Doctoral Candidacy Advisor is **Christine Harper**, Ph.D., Doctoral Candidacy Specialist, DuBourg Hall, Room 420D, christine.harper@slu.edu, 314-977-2243. Christine Harper is responsible for advising doctoral students in completing the final stages of their degree. She ensures that all policies and procedures are followed and that students have

completed their requirements for degree conferral, understand the graduate process, and have been treated fairly according to University policy.

<https://www.slu.edu/academics/graduate/current-students/forms-petitions/phd-student-process.pdf>

SAMPLE FORMS

Below are copies of relevant program forms for your use and reference. Please ensure that any forms you complete are being sent to the appropriate person. All forms must first be sent to the program director (Brenda Kirchhoff) for their signature, who will then forward the forms to the CAS Associate Dean for Graduate Education (April Trees) for their signature. Forms signed by the CAS Associate Dean for Graduate Education will then automatically be forwarded on to the appropriate university contact for processing (e.g., the registrar, the master's candidacy advisor, the doctoral candidacy advisor, etc.).

PETITION FOR ADVANCED STANDING IN A DOCTORAL PROGRAM

INSTRUCTIONS: This petition is used to list completed, advanced coursework applicable to the current doctoral program that was (1) credited to a degree program at another university or (2) completed at Saint Louis University prior to readmission. Courses completed in a master's degree earned at another university will not appear on the SLU permanent record as "transfer credit."

This petition may not be used to document credit for graduate coursework completed in a non-degree program. Use the petition for "Transfer of Credit" instead.

Fill in the information below and check the boxes as appropriate. Space is provided on the reverse side of the form for detailing individual, advanced courses that the current program deems acceptable toward the partial fulfillment of doctoral-degree requirements. If an entire master's degree program is deemed acceptable, then indicate this below. **An unofficial copy of transcripts documenting coursework and grades earned must be attached to this petition.** Forward the completed form to the appropriate Dean/Director of your College/School/Center.

Please Print: _____
(Last Name, First Name, Middle Initial) (Banner ID)

Local Address: _____
(Street, Apt) (City) (State) (Zip Code)

E-mail Address: _____ Local Phone No. _____

Academic term of student's admission to Classified (degree-seeking) status: _____

Student's time-period-to-degree expires _____

Select ONE of the following options:

☐ Check here if entire master's degree program from _____ is acceptable toward partial fulfillment of doctoral-degree requirements. Note that 80% of coursework (exclusive of dissertation research hours) for the degree must be completed in residence, irrespective of credits accepted toward advanced standing.

☐ Check here if only some of the advanced work previously completed is acceptable toward partial fulfillment of doctoral-degree requirements. List specific courses and SLU equivalents (if any) on the reverse side of this form.

Saint Louis University

Graduate Education

Student's Name _____
(Banner ID)

Enter below specific coursework completed in the prior graduate program that is acceptable for advanced standing toward the SLU doctoral program. Include SLU equivalent, if any; use '5ELEC' or '6ELEC' for electives.

<i>Course Identifier</i>	<i>Semester Hours</i>	<i>University Where Taken</i>	<i>SLU Course Equivalent</i>

Signed: _____ Date: _____
 (Graduate Program Coordinator or Dept. Chair)

Signed: _____ Date: _____
 (Associate Dean or Director)

Comments of the Dean/Director: _____

Copies sent to ___ Student ___ Department ___ Office of Graduate Education on _____ (Date)

PETITION FOR AN EXTENSION OF THE TIME PERIOD TO COMPLETE DEGREE REQUIREMENTS

INSTRUCTIONS TO STUDENT: 1) Complete the first portion of the form; enter your name, student ID number, telephone no., mailing address, and e-mail address in the space designated; then date and sign the form. 2) Attach to this form a letter detailing your request and providing your rationale for approval. 3) Also attach, or include within the letter, an envisioned detailed time-table (schedule) for the completion of remaining degree requirements. Extensions approved are ordinarily granted for a maximum of one calendar year. 4) Your petition with attachment(s) must be routed to your academic advisor, your department chairperson (or program director), the Dean/Director/Designee of your College/School/Center, and finally to the Candidacy Advisor, DuBourg Hall, room 420B, for review and consideration by the Associate Provost – Graduate Education. You, the student, are responsible for this routing.

I, _____, petition to extend my time-period to complete degree requirements.
(Student: Print/Type your name)

Student's Signature: _____ Date: _____

Banner ID: _____ Day Phone #: _____ Email: _____

Local Address: _____
(Street, Apt #) (City) (State) (Zip Code)

Degree Sought: _____ Current Major: _____

I recommend ☐ approval ☐ denial Print / Type Full Name: _____

_____ of this petition. Signed: _____ Date: _____
(Advisor)

I recommend ☐ approval ☐ denial Print / Type Full Name: _____

_____ of this petition. Signed: _____ Date: _____
(Chairperson/Director)

I recommend ☐ approval ☐ denial Print / Type Full Name: _____

_____ of this petition. Signed: _____ Date: _____
_____ (Dean/Director/Designee of School/College Center)

Remarks and/or Special Conditions of the Major Field: _____

Petition is ☐ approved ☐ denied Signed: _____ Date: _____

(Associate Provost - Graduate Education)

Remarks/Conditions of Extension:

Copies sent to ☐ Student ☐ Advisor ☐ Chairperson/ Director ☐ Dean/ Director/ Designee on
_____ (Date)

CHECKOUT LIST

For Experimental Psychology Graduate Students

Name: _____

- ☐ 1. Contact the Experimental Psychology Program Director three weeks prior to leaving the program to set up an appointment for checkout. Appointment date should be at least 1 week prior to departure.

Date: _____

Note: ideally you will have discussed items 3 and 4 with your advisor and obtained your advisor's signature below prior to meeting with the program director. Make sure that/to:

- ☐ 2. Transcript is up to date.
- ☐ 3. Delete personal files from U and T Drives; delete data files from T drive only after consulting with advisor.
- ☐ 4. After consultation with advisor, remove personal research data from office/lab space.
- ☐ 5. Pay any outstanding copy charges.
- ☐ 6. Turn in all keys belonging to Saint Louis University to Beth in Room 2508.
- ☐ 7. Return books to faculty.
- ☐ 8. Return books to library.
- ☐ 9. Remove personal belongings (food, papers, etc.) from office/lab spaces.
- ☐ 10. Complete contact information below.

New work location (if known): _____

Type of position (circle one): Faculty post-doc other _____

Official Dissertation Title: _____

Dissertation Advisor: _____

Effective Date of address change: _____

Home Address: _____

Telephone Number: _____

e-mail: _____

Work address and phone number (if known): _____

Signatures:

Student

Advisor

Experimental Program Director