

DOCTORAL GRADUATE STUDENT HANDBOOK

*Rice University
Department of
Psychological
Sciences*

Rice University
The Department of Psychological Sciences
Doctoral Graduate Program

Department Chair
Eduardo Salas, Ph.D.
eduardo.salas@rice.edu

Director of Graduate Studies
Fred Oswald, Ph.D.
foswald@rice.edu

2021-2022 Graduate Studies Committee
Christopher Fagundes, Ph.D.
Mikki Hebl, Ph.D.
Randi Martin, Ph.D.

Website: <https://psychology.rice.edu>

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

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

Program Structure

Graduate Program Management

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

Research Interest Groups (RIGs)

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

- Cognitive & Affective Neuroscience
 - Health Psychology & Behavioral Medicine Research
 - Human-Computer Interaction & Human Factors
 - Industrial-Organizational Psychology
 - Psychometrics & Quantitative Psychology*
- (* secondary RIG only—must already be part of one of the other four RIGs)

Advisors

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

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

You may change advisors, as long as you have the permission of the new advisor and the Department Chair. No special permission is required to change RIGs, but you should keep in mind that you will need to fulfill all the degree requirements of your new RIG. **It is your responsibility to keep the Graduate Administrator informed of any advisor and/or RIG changes and to get the appropriate forms when the time comes to petition for candidacy.**

Academic Requirements

Course Requirements

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

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

General Requirements

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

1. Weekly graduate seminars:
 - PSYC 529 – Cognitive Research Seminar, “Cog Tea”
 - PSYC 531 – HF/HCI Research Seminar
 - PSYC 532 – Health Research Seminar, “Health Tea”
 - PSYC 533 – I-O Psychology Research Seminar, “I-O Brown Bag”

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

2. Research Courses:

- PSYC 571 – First-Year Project
- PSYC 572 – Second-Year Project
- PSYC 573 – Non-Thesis Graduate Research
- PSYC 700 – Thesis Research
- PSYC 800 – Dissertation Research

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

First Year

Coursework

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

First-Year Project

All first-year students must engage in a first-year project that is outlined, developed, and executed with continuous support and feedback from your advisor. Students who enter into the graduate program with a “relevant Master’s” as described below must still submit a first-year project. By the last day of finals of the fall semester, you should have completed and submitted the project output to your advisor. Usually that project is a paper containing a literature review, proposed research, and a description of any research accomplished to that point, but it can be some variation of this general description that is discussed with and approved by your advisor.

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

First-Year Progress Reports

All first-year students will provide a brief written progress report at the end of both the fall and the spring semesters, summarizing what they have accomplished during the respective semester. Please see the [Forms](#) page on the Psychological Sciences website to find the Progress Report form, or you can contact the Graduate Administrator for a blank copy. Students should submit

two copies, one in PDF format to the Graduate Administrator and the other to your advisor in his/her preferred format (hard copy or PDF), by 5:00 p.m. on the last day of classes. This is a hard deadline (no extensions), and also note that this deadline is **earlier** than the deadline for the first-year project.

Second Year

Coursework

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

Second-Year Project

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

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

Forming Your Master's Committee

You will assemble a Master's committee composed of your advisor and two other faculty members from the department. You need to establish your Master's thesis committee members before April 15 of your second year of graduate study, so you should contact potential committee members well before that date (replacements can be made after that date, as needed and negotiated). The main functions of your committee will be to guide you through your Master's-level research and to ensure that your thesis meets the standard for the M.A. degree. At a minimum, you will meet with your committee at your proposal meeting and for your thesis defense; but it also can be helpful to meet with your committee members for their input on your proposal. Once your research proposal is approved, if circumstances require that your thesis research deviates meaningfully from the proposed research, then you must schedule another meeting to get those changes approved. In some cases, the committee may agree that it is sufficient to communicate individually with each member of your committee about the proposed changes, but that should be agreed upon as a group.

Second-Year Progress Reports

All second-year students will provide a brief written progress report at the end of the spring semester, summarizing what they have accomplished during the respective fall and spring semesters. Please see the [Forms](#) page on the Psychological Sciences website to find the Progress Report form, or you can contact the Graduate Administrator for a blank copy. Students should submit two copies, one in PDF format to the Graduate Administrator and the other to your advisor in his/her preferred format (hard copy or PDF), by 5:00 p.m. on the last day of classes.

This is a hard deadline (no extensions), and also note that this deadline is **earlier** than the deadline for the second-year project.

After the Second Year

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

Progress Reports beyond Year Two

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

Master's Degree

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

Master's Candidacy

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

Master's Candidacy Paperwork

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

1. Master's Candidacy Petition Form
2. Master's Completion of Requirements Form
3. RIG-Specific Course Checklist Form

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

Present the petition form, “Completion of Requirements” form, and the RIG-specific checklist form to the department’s Director of Graduate Studies or the Department Chair, who will sign the petition form. Then submit everything to your Graduate Administrator, who will sign the form, prepare a copy of your transcript, and submit the completed paperwork electronically to the Office of Graduate and Postdoctoral Studies.

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

Master’s Proposal

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

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

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

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

Master's Defense

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

The oral examination **must be advertised through the GPS Office at least one week ahead of time; if you fail to do so, you will not be permitted to proceed with the defense as scheduled.**

To advertise your defense, complete and submit the form at <https://events.rice.edu/rgs/>, which will post to the Graduate Studies calendar. The Office of Graduate and Postdoctoral Studies will email your Graduate Administrator, who will then send out an announcement to the department.

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

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

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

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

Doctoral Degree

Doctoral Candidacy

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

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

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

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

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

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

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

Doctoral Candidacy Paperwork

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

1. Doctoral Candidacy Petition Form
2. Doctoral Completion of Requirements Form
3. RIG-Specific Course Checklist Form

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

Present the petition form, “Completion of Requirements” form, and the RIG-specific checklist form to the department’s Director of Graduate Studies or the Department Chair, who will sign the petition form. Then submit everything to your Graduate Administrator, who will sign the form, prepare a copy of your transcript, and submit the completed paperwork electronically to the Office of Graduate and Postdoctoral Studies.

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

Doctoral Proposal

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

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

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

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

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

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

Clear dissertation proposals greatly help in leading to clear advice and decisions on them. If you ever feel that your committee's instructions are unclear or ambiguous, or that different members are making different or conflicting demands, it is **your responsibility** to obtain clarification as soon as possible. It is also your prerogative to call a committee meeting any time, if you want full assurance that the matter is resolved. Students should not accept verbal understandings or proposal changes with individual committee members (or they do so at their own risk); even when there is goodwill among committee members, memories can falter, the committee composition can change, etc.; therefore, the best procedure is to put all changes of plans in writing and supply them to your committee members.

Once your research is complete, you begin the process of writing and rewriting your dissertation. This revision process often requires several iterations before your advisor judges that the document is ready to distribute to the committee for the final dissertation defense. Please discuss

with your advisor your dissertation goals and timeline, the latter of which should incorporate reasonable time for multiple iterations on your dissertation document. It is generally not acceptable to demand immediate input (or no input at all).

Doctoral Defense

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

The oral examination **must be advertised through the GPS Office at least two weeks ahead of time; if you fail to do so, you will not be permitted to proceed with the defense as scheduled.**

To advertise your defense, complete and submit the form at <https://events.rice.edu/rgs/>, which will post to the Graduate Studies calendar. The Office of Graduate and Postdoctoral Studies will email your Graduate Administrator, who will then send out an announcement to the department.

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

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

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

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

Academic Progress and Expectations

Expectations

The graduate program is a full-time program that provides students with strong training in the conduct of psychological research. Students are therefore expected to spend a large portion of their graduate years actively engaged in the research process (e.g., reading the relevant literature;

collecting, analyzing, and interpreting data; writing up research projects; and working with their advisor, their lab, and other research collaborators) and in research products (publications, conference and workshop presentations), whether or not they plan to pursue a research career.

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

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

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

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

Evaluations

All first-year students are reviewed after the fall and spring semesters at a departmental faculty meeting. At the end of the year for all graduate students, students receive an evaluation letter from the Director of Graduate Studies, which reflects on the discussion at the faculty meeting, particularly the evaluation from the student's advisor. First-year graduate students also receive a similar letter of evaluation after their first fall semester, receiving that letter sometime in the early spring semester after the faculty meet to discuss first-year student progress. Students who are not in good standing will also receive a letter of evaluation and progress each semester.

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

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

Petitions and Appeals

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

Academic Requirements and Regulations

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

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

Academic Decisions

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

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

Student Wellbeing

Financial Support

Most graduate students in the Psychological Sciences Department receive financial support from the program, in the form of fellowships, grant support, university support, and tuition waivers. Continuation of that support is critically dependent upon satisfactory performance, reasonable progress toward your degree, and the availability of funds. The department's policies on reduction or termination of financial support are consistent with the university's policies, which can be found in the General Announcements (<https://ga.rice.edu/graduate-students/academic-policies-procedures/regulations-procedures-all-degrees/>).

Graduate Travel

The Department of Psychological Sciences will provide up to \$400 per academic year for a graduate student to travel to a conference(s) if you are first author on a poster or a paper presentation, or have some other significant involvement in the conference, such as chairing a session. If you are presenting at a conference outside of the U.S., you can request up to \$600 per year.

Complete and submit the Travel Request Form for your travel request before your travel. This form can be found on the [Forms](#) page of the Psychological Sciences website, or you can ask your Graduate Administrator. Although the department maximum is \$400 per year (or \$600 for international trips), additional funding may be available to you – check with your advisor. These funds can be used for any travel expenses/registration and can be used for more than one trip in a fiscal year (7/1 - 6/30) up to the max of \$400/\$600 total. Attach a copy of the letter inviting your conference participation or a copy of the program showing your involvement to this request. Turn this form in to the Graduate Administrator before your travel begins.

You will need to submit your travel receipts for reimbursement through the iO system as soon as you return from your trip. The department cannot reimburse any expenses prior to the completion of your travel, including hotel deposits or conference registrations. If advance expenses cause a problem, reach out to the Graduate Administrator to see if there are any options.

Mentorship

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

Title IX

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

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

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

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

Grievances and Problem Resolution

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

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

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

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

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

Appendix

Course Requirements by RIG

Cognitive & Affective Neuroscience

Master's Course Requirements

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

Core Courses (all required)

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

Weekly Research Seminar (choose based on track)

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

Neuroscience Core Courses (2 required)

1. PSYC 575/NEUR 501 – Advanced Cognitive Neuroscience: Attention and Perception
2. PSYC 576/NEUR 502 – Advanced Cognitive Neuroscience: Higher Cognitive Functions
3. PSYC 586 – Social and Affective Neuroscience
4. PSYC 587 – Functional Human Neuroanatomy

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

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

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

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

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

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

Doctoral Course Requirements

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

Core Courses (all required)

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

Weekly Research Seminar (choose based on track)

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

Neuroscience Core Courses (2 required)

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

***Cognitive Track* Core Courses (2 required)**

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

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

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

Electives (2 required)

1. PSYC 511 – History and Systems of Psychology
2. PSYC 522 – Information Processing and Attention
3. PSYC 524 – Memory
4. PSYC 525 – Psycholinguistics
5. PSYC 527 – Reasoning, Decision Making, Problem Solving
6. PSYC 543 – Computational Modeling of Cognitive Processes
7. PSYC 546 – Psychoneuroimmunology
8. PSYC 547 – Foundations of Health Psychology
9. PSYC 550 – Foundations of Social Psychology

10. PSYC 574/NEUR 508 – Introduction to Cognitive Neuroscience
11. PSYC 575/NEUR 501 – Advanced Cognitive Neuroscience: Attention & Perception
12. PSYC 576/NEUR 502 – Advanced Cognitive Neuroscience: Higher Cognitive Functions
13. PSYC 586 – Social & Affective Neuroscience
14. PSYC 578 – Methods and Theory in Cognitive Neuroscience
15. PSYC 580 – Developmental Cognitive Neuroscience
16. PSYC 581 – Vision Science
17. PSYC 590 – Advanced Topics in Neuroscience (may be taken once)
18. PSYC 620 – Topics in Cognitive Psychology (may be taken once)
19. PSYC 621 – Topics in Memory (may be taken once)
20. PSYC 622 – Topics in Psycholinguistics (may be taken once)
21. PSYC 665 – Seminar in Genes and Cognition
22. PSYC 681 – Perceptual Organization
23. NEUR 430 – Fundamentals of Human Neuroimaging
24. NEUR 505 – Optical Imaging
25. BIOE 592 – Sensory Neuroengineering
26. BIOE 685 – Fundamentals of Medical Imaging

Health Psychology & Behavioral Medicine Research Master's Course Requirements

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 546 – Psychoneuroimmunology **OR**
PSYC 586 – Social & Affective Neuroscience
5. PSYC 547 – Foundations of Health Psychology
6. PSYC 550 – Foundations of Social Psychology
7. PSYC 660 – Professional Issues

Weekly Research Seminar

1. PSYC 532 – Weekly Health Research Seminar – every semester

Doctoral Course Requirements

Core Courses (all required)

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

4. PSYC 546 – Psychoneuroimmunology
5. PSYC 547 – Foundations of Health Psychology
6. PSYC 549 – Psychopathology, Development, and Aging
6. PSYC 550 – Foundations of Social Psychology
7. PSYC 586 – Social & Affective Neuroscience
8. PSYC 660 – Professional Issues

Weekly Research Seminar

1. PSYC 532 – Weekly Health Research Seminar – every semester

Statistical Courses (choose 1)

1. PSYC 507 – Research Methods
2. PSYC 601 – Multivariate Statistics
3. PSYC 602 – Psychometrics

Elective Courses (choose 3)

1. PSYC 511 – History and Systems of Psychology
2. PSYC 546 – Psychoneuroimmunology
3. PSYC 586 – Social & Affective Neuroscience
4. PSYC 630 – Advanced Topics in I-O Psychology
5. PSYC 631 – Foundations of Individual Differences
6. PSYC 636 – Organizational Psychology
7. PSYC 651 – Topics in Social Psychology

Human-Computer Interaction & Human Factors

Master’s Course Requirements

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 540 – Foundations of Human Factors/Engineering Psychology
5. PSYC 541 – Human-Computer Interaction
6. PSYC 609 – Methods in Human-Computer Interaction

Weekly Research Seminar

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

Course Requirements for Provisional Admission to Master's Candidacy:

1. PSYC 502 and PSYC 503
2. Two of the additional core courses listed above

Doctoral Course Requirements

Core Courses (all required)

1. PSYC 502 – Advanced Psychological Statistics I
2. PSYC 503 – Advanced Psychological Statistics II
3. PSYC 520 – Foundations of Cognitive Psychology
4. PSYC 540 – Foundations of Human Factors/Engineering Psychology
5. PSYC 541 – Human-Computer Interaction
6. PSYC 609 – Methods in Human-Computer Interaction
7. PSYC 660 – Professional Issues

Weekly Research Seminar

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

Five of the following courses

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

Industrial-Organizational Psychology

Master's Course Requirements

Core Courses (all required)

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

Weekly Research Seminar

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

Additional Courses (choose 1)

1. PSYC 507 – Research Methods
2. PSYC 602 – Psychometrics
3. Other approved methodology course

Doctoral Course Requirements

Core Courses (all required)

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

Weekly Research Seminar

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

Three of the following courses

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

Two of the following courses

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

Three additional courses for breadth and depth

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

Psychometrics & Quantitative Psychology

Q: Who is the target audience for this Major Concentration?

A: ALL Psychological Sciences Ph.D. students.

Graduate students who are currently involved in any of the RIGs within the department have the opportunity to add a secondary major concentration in Psychometrics & Quantitative Psychology. Students in this RIG obtain specialized skills related to the substantive

development; statistical modeling and analysis; and resulting interpretation of psychological measures, experiments, and interventions.

Please note: Students must be affiliated with the Cognitive & Affective Neuroscience RIG, the Health Psychology & Behavioral Medicine Research RIG, the Human-Computer Interaction & Human Factors RIG, or the Industrial-Organizational Psychology RIG **in addition to** the Psychometrics & Quantitative Psychology RIG.

Secondary Major Concentration

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

Core courses (all required)

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

Plus three other approved psychometrics and quantitative methods courses:

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