ΨΨ   GRADUATE STUDENT MANUAL   ΨΨ

Department of Psychology
University of Washington
2002 - 2003

The information in this Manual is designed to be a quick guide to all the information that you ought to know about procedures, polices, and miscellany of the Psychology Department and the UW Graduate School. Any University, Graduate School, and Departmental policies not included here have not, by that omission, ceased to exist. Consult the UW General Catalog for University rules and procedures for graduate requirements. Keep this guide as a reference throughout your program. You may receive revisions that should be added to this packet. If you think there is misleading or missing information, please make this known to the Graduate Program Coordinator or Assistant.

This revised version of the Manual is the product of a major cooperative effort among graduate students, staff, and faculty and was completed in September 2001. Thanks are due to the following people:

        Graduate Students: The Graduate Program Action Committee (GPAC), especially
                        Sharon Ashman
                        Patty Bardina
                        Katja Borchert
                        Kathy Cook
                        Garth Fowler
                        Ursula Hildebrandt
                        Jacquie Pickrell
                        Dan Yoshimoto

        Staff: Sandi Dormont, Graduate Program Assistant

        Faculty: Frank Smoll, Professor Psychology
                    Davida Teller, Professor Psychology

This Manual is revised annually. Suggestions are welcome. Please send your suggestions to:

        Sandi Dormont   dormont@u.washington.edu
        Frank Smoll   smoll@u.washington.edu

TABLE OF CONTENTS

A. Basic Information for First Year Students

A. I. FIRST YEAR GRADUATE STUDENTS

Welcome to the Psychology Department! This manual was written in an effort to guide you through your graduate program. Please read through the manual to get a clear picture of the procedures involved in completing the program. The first year of graduate school can be a difficult time. Many faculty members, advanced graduate students, and staff members are committed to helping new graduate students in their transition to graduate school. Please make use of these resources when the need arises. If you have questions not included in the manual, please contact Sandi Dormont in Guthrie 127 (dormont@u, 206-543-9329), your advisor, another graduate student, or the Graduate Program Coordinator, Frank Smoll.

1. **Faculty Advisors.** You will have been assigned an advisor or advisors in your major area who will assist you with planning your program for the first year. Your advisor(s) will also supervise your research during the first year. Although many students continue with this advisor past their first year and/or make this person the chair of their Supervisory Committee, this is not required. You should feel free to pursue work with another faculty member if that should better fit your educational needs. (See Section A. II. Graduate Program Advising).

2. **Orientation Week.** First year graduate students are expected to attend an orientation seminar during the week prior to the start of classes, Autumn Quarter. Normally, first year students are asked to register for this credit seminar, Psych 560 O, when registering for Autumn Quarter classes. Contact the Psychology Graduate Program Assistant at 206-543-9329 for details if you have not received information in the mail.

3. **First Year Plan.** Early in Autumn quarter of the first year (preferably during Orientation Week), new students are to schedule a planning meeting with their advisor(s). After the meeting, the student is asked to prepare a written version of his/her goals, coursework, research, etc., for the upcoming year (the Plan). New plans are prepared in May of each year. In subsequent years, review of the year's Plan is part of the planning/evaluation meeting. See the template at the end of this section (A).

4. **Course Requirements.** You should begin fulfilling departmental course requirements during the first year. In particular, you must complete courses to satisfy the statistics requirement by the end of the second year. You must also take part in Orientation Week and attend the Psychology Colloquium. Check with your area about specific requirements and see Section C.III. below.

5. **First Year Research Project.** All first year students are required to conduct research during the year. This activity culminates in a formal presentation of your work at the annual Psychology Department Research Festival, held at the end of Spring Quarter. Clinical students present at the end of their second year in the program. All other students present at the end of their first year.

6. **Annual Evaluations.** You will be evaluated at the end of each year by the faculty in your major area. The evaluation will be based on your accomplishments during the prior year and the Annual Plan for the coming year and will be reviewed by the Area and by the Graduate Training Committee. A letter providing feedback from the evaluation and any appropriate recommendations will be sent to you from your advisor(s). For more detailed feedback, you should talk with your advisor and/or the Area Representative on the Graduate Training Committee. (See Area Rep list in the course section (C) later in this manual.)

7. **Office Space.** Many students will have office space available through their advisors. If you do not, or would like to have space in the Psychology Building (Guthrie Hall), graduate student desk space is available in the Pit (G-10). There is also a room for computer use and internet access, and a lounge with a refrigerator and microwave in the Pit. Students are responsible for space assignments and upkeep in this area. Contact your Graduate Program Action Committee (GPAC).

8. **E-Mail.** In order to sign up for a UW e-mail account, go to www.washington.edu/ computing/uwnetid. Then select UW net id and password and follow the online instructions. If you have any questions, contact the computer center at Suzzalo (206-543-9158) or Odegaard (206-616-7173) libraries.

A. II. GRADUATE PROGRAM ADVISING

Advisors/Co-Advisors

Advisors work to help students with their goals and with their research. They also usually serve as the chair of the student's Supervisory Committee. Co-advisors are assigned to students to provide students with additional support. Students should feel free to approach their advisors and co-advisors with questions or concerns regarding their program. Though the advisors and co-advisors are assigned to students for the first year of the program, students may change these assignments. It is recommended that students who would like to change advisors or co-advisors discuss this possibility with their advisor or co-advisor. For a student perspective, consult with other graduate students, and/or the Psychology Graduate Student Action Committee. (See below, Section A.II.)

Graduate Training Committee **– Chaired by Davida Teller** (G233, 206-543-2654)
e-mail:dteller@u.washington.edu)

The Graduate Training Committee is an appointed committee of the faculty. Faculty members of the Committee represent each of the sub-areas within the Psychology Department, and a graduate student attends the meetings to provide student input. The functions of the Committee are to:

1. Consider graduate training issues that relate to the entire department in order to make recommendations for departmental action. This would include such topics as departmental course requirements, research requirements, timing of general exams, etc.

2. Review and take action on requests from students for special considerations (e.g., waiver of requirements). See Petitions in section D.

3. Address grievances any student may have in regard to training issues or individual treatment within the department.

4. In collaboration with the Areas, review the progress of individual graduate students, recommend disciplinary actions when necessary (rare).

5. Keep abreast of changes in Graduate School policies in order to interpret them to students and faculty.

Graduate Program Coordinator - Frank Smoll (G-219, 206-543-4612, smoll@u.washington.edu)

The Graduate Program Coordinator (GPC) supervises the activities of the Graduate Program Office, is a member of the Graduate Training Committee, acts as liaison with the Graduate School, assigns teaching assistants in collaboration with the Graduate Program Assistant and the Associate Chair, and provides individual counseling and troubleshooting to graduate students. Academic advising, in general, is provided by you own advisor, though the GPC may be more knowledgeable and up-to-date on some policies and requirements. If in doubt, see the GPC, who can refer you to a more appropriate person, if necessary. (Also see the 'Whom to See' list in Section D.)

Graduate Program Assistant - Sandi Dormont (G-127, 206-543-9329, dormont@u.washington.edu)

The Graduate Program Assistant (GPA) may be the most important of all these sources, as she is knowledgeable about the Graduate School and the University, and knows the procedures that you must follow along the way toward your degree.

Graduate Program Assistant activities of importance to you include:

1. Keeping an updated record of your student status, Supervisory Committee members, etc. Also, if given some idea of your time schedule for completing requirements, she can remind you of procedural details you must attend to.

2. Making official requests to the Graduate School for Supervisory Committee formation and changes.

3. Scheduling General and Final Examinations with the Graduate School.

4. Preparing and distributing General Exam / Final Exam warrants. (The term 'warrant' refers to the document signed by the supervisory committee stating that the student has passed the Master's, General or Final Exam.)

5. Handling appointment petitions to register for less than 10 credit hours for a quarter, or to receive more than 50% funding for a quarter.

6. Coordinating TA assignments in collaboration with the GPC and Associate Chair, and handling TA budget questions.

7. Questions concerning University and departmental requirements.

8. Registration problems.

The Graduate Program Assistant also has many other responsibilities, including the time-consuming job of graduate admissions. So please be considerate of her time, especially in the months of December, January and February, when the input from graduate school applicants peaks.

Psychology Graduate Program Action Committee (GPAC)

Founded in 1998, this committee represents all graduate students in the Psychology Department and serves as a liaison between students, faculty, and administration. **Membership is open to all psychology graduate students.** Students are invited to participate in this committee and are welcome to attend any meetings, to ask questions, or to raise issues pertaining to the Psychology Department. Contact Sandi Dormont (dormont@u.washington.edu) for more information. Students currently active in the committee include:

Sharon Ashman	sashman@u.washington.edu	Heather Knapp	hknapp@u.washington.edu
Jennifer Bennett	jennbenn@u.washington.edu	Kristin Lindgren	kpl9716@u.washington.edu
Raphael Bernier	rab2@u.washington.edu	Dorothy Mandell	dmandell@u.washington.edu
Katja Borchert	katjab@u.washington.edu	Jacquie Pickrell	jpick@u.washington.edu
Robin Chamoy	chamoy@u.washington.edu	Mandy Steiman	msteiman@u.washington.edu
Amy Guthormsen	aguthorm@u.washington.edu	Reo Wexner	rwexner@u.washington.edu
Erin Harley	eharley@u.washington.edu	Leona Zamora	lzamora@u.washington.edu
Ursula Hildebrandt	ursulac@u.washington.edu	Iris Zemach	ikz@u.washington.edu

A. III. REGISTRATION

Choose your courses. Review the course requirements in Section C of this manual. A description of Psychology courses is found in the "Revised Curriculum" (copies available in G-119 information rack). In consultation with your advisor, make your Annual Plan and decide which courses to take. Also talk with other students or the instructor of the course.

Look up courses in the Time Schedule. Once you have decided upon the classes you want to take, look in the "Time Schedule" for the appropriate quarter to find out the days and times when these classes meet. The UW Time Schedule can be found on the UW website http://www.washington.edu/students/ timeschd/. The Psychology Department also prints its own time schedule each quarter (available in G-119A.) However, the most up-to-date changes can usually be found on the webpage.

Entry Codes. You should make note of the classes that need a "course entry code" or a "course permission card." The course entry code numbers are usually available from the instructor. If the course has variable credits, such as Psych 600, 700, or 800, the entry code numbers should be available in the Graduate Program Office or at the main office of Guthrie (G-119A.) Course permission cards can be picked up at the main office. They need to be signed by the instructor of the course (or your advisor for independent research) and then exchanged for the course entry code number. If problems with entry codes occur during registration, you should contact the instructor or Jackie Molenda (206-543-1469, jmolenda@u).

During the academic year you must be registered for courses or petition for on-leave status. Failure to do so will result in being dropped from the University. (Exception: You do not need to go on-leave or register for Summer Quarter only.) If you have a teaching or research assistantship, please see the section of this manual entitled "Number of Credits" on the following page.

Registration

Registration must be done before the first day of classes to avoid a late fee. Changes in courses may be made no later than the Friday of the first week of classes to avoid a late fee. Registration is done on the web at: http://myuw.washington.edu. If you have questions, call Registration at 206-543-5927.

Important: Keep a file for yourself of all the courses you take, *including* seminars and independent studies. In this file enclose reading lists, syllabi, instructor name(s), and the quarter and year each course was taken. This file will be invaluable to you later; e.g., when you apply for licensing or teaching positions.

10 Year Limit: The count of years in the program begins during the Autumn Quarter following the student's admission. Quarters on leave or assigned off campus count as if the student has been in residence, i.e., "the clock keeps ticking." Quarters in clinical internships also count in the determination of the student's number of years in the program. In the unlikely event it becomes necessary to complete your program in more than ten years, you must submit a petition to the Dean of the Graduate School for permission to extend the 10-year limit. Forms for this are available in the Graduate Program Office (G-127). A common goal is to finish the program in 5 to 6 years.

Dropping and Adding Courses

If you need to drop or add a course, be certain to do this no later than the Friday of the first week of the quarter to avoid a $20 late registration fee. Dropping and adding courses may be done on the web at: http://myuw.washington.edu, or in person at Schmitz Hall. If you are changing classes in person at Schmitz Hall, you may be required to present an add/drop card, signed by the instructor(s). These cards are available from the Psychology Main Office, G-119A. If you add or drop classes after the first week of the quarter, take your add/drop card and $20 to Schmitz Hall. You should note, that you are permitted **only ONE** drop after the second week of the quarter, per academic year – choose wisely!

Number of Credits

TAs and RAs must register for a minimum of 10 credit hours for each quarter of their appointment. (2 credits for Summer Quarter.) These credits can include credit for Psych 600 (Independent Study/Research), Psych 700 (Master's Thesis), or Psych 800 (Doctoral Dissertation) with the number of credit hours appropriate to your time commitment to your research and individual study. Since you are virtually always conducting a program of independent study and research, you will generally register for several credits in one or more of these courses each quarter.

The tuition charge is the same for 7-18 credit hours. You will be charged additional tuition for credits in excess of 18. A minimum of 9 credits in Psych 700 is needed for the Master's degree. A minimum of 27 credits over at least 3 quarters in Psych 800 is needed for the Doctoral Degree (see Section B. VIII). There is no maximum number of credits for these courses.

REGISTRATION REQUIREMENTS	Academic Year	Summer Quarter
Full time Status	10-18	10-18
Minimum Credits Required	2	0*
Minimum Credits to maintain TA/RA	10	2
Minimum Credits to maintain Financial Aid**	10	0* or 10

    *   If registered during previous academic year (3 quarters)

Note: For Full time Financial Aid you need 10 CREDITS per quarter (including summer.) Please check with Student Financial Aid (Janet Cantelon, Assistant Director - 206-685-1371) for your particular situation: deferred status, satisfactory standing, Stafford Loans. etc.

A. IV. TEMPLATE FOR FIRST YEAR PLANNING MEETING

The purpose of this template is to help new graduate students and their advisors prepare for a discussion of the student's plans for the first year. Be sure to schedule the meeting as soon as possible. Use this template to provoke your thinking, and jot down notes before the meeting. This is also the time to check in with your co-advisor and get his/her thoughts on your plan. A good time to do this is after talking with your advisor but before finalizing the written version of the plan. The final written version is due on Friday of the first week of classes.

1. **Long-term goals**

   a. Where do your interests lie within Psychology? (Be as specific as you can.)

   b. What are your goals for the coming 10 year period (e.g., after graduate school, do you want to teach? Do research? Work in industry? Postdoc? Other? Undecided, keep XX range of options open?)

   c. What new skills/knowledge are most needed to take you toward your goals. Which of them can you acquire this year, and how?

2. **Plans for the coming year**

   a. <u>Research</u>

      Research projects to be initiated?

      Any writing to be done?

      Research presentations planned (e.g., Journal clubs? Research Festival?)

      Clinical students: What is a realistic research plan, given your heavy course load?

   b. <u>Coursework (Check the time schedule for conflicts)</u>

      Required courses to be taken

      Other courses/seminars to be taken

   c. <u>Development of teaching skills</u>

      Courses you hope to TA

      Other teaching practice (e.g., Journal club presentations? Other?)

   d. <u>Attendance at professional meetings? $$$?</u>

3. Advisor and co-advisor

Given your goals, are you in the right research group with the right advisor?

If you need to change, how and when could it be done gracefully?

What about your co-advisor? Any change needed?

Will any faculty sabbaticals/leaves interfere with your plans?

4. Writing up your first year plan

After you have talked to you advisor, check in with your co-advisor for additional suggestions. Then draft a first year plan (say, 1-2 pages in length). Include spaces for three signatures (yours, your advisor's, and your co-advisor's), as shown below. Give the draft to your advisor for comments. When the plan is finished, get the three signatures. Make four copies, for yourself, your advisor, your co-advisor, and the Graduate Training Committee (give this one to Sandi Dormont). Frank Smoll, the Graduate Program Coordinator, will review the plans for the Graduate Training Committee. Finished plans are due by Friday of the first week of classes (earlier is better).

* * * * * * * * * * * * * * * * * * *

Template for signatures:

_____
[Type your name under this line]

_____ , Advisor
[Type your advisor's name under this line]

_____ , Co-Advisor
[Type your co-advisor's name under this line]

B. PROGRESSING THROUGH THE PROGRAM

B. I. ANNUAL PLAN

All graduate students and their advisors are expected to participate in an annual planning and evaluation process. In the spring of 1999, the faculty approved changes in the course requirements for our new graduate program. We also adopted a new Planning/Evaluation process. We are currently implementing the new planning process, which will undergo revision and improvement as needed.

First Year Plan. Each new graduate student should study the planning template at the end of the previous section (A. IV.) He/she should meet with his/her advisor(s) prior to the beginning of Autumn Quarter, and begin developing a plan for the first year of study. After the meeting, the student should prepare a draft of his/her first year plan, including goals, coursework, research, etc., for the upcoming year. The student and the advisor(s) should complete and sign the first year plan by the end of the first week of classes, and forward it to the Graduate Program Assistant (GPA, Sandi Dormont). She will forward the plan to the Graduate Program Coordinator (GPC, Frank Smoll) for review from a graduate school perspective and thereafter place it in the student's file.

Annual Plan. Annual plans are prepared in May of each year. Templates will be distributed as a reminder around May 1. The student and advisor should meet in early May, and the final version of the plan should be in the advisor's hands by about the 3rd week of May. The student's co-advisor and/or committee should be involved as appropriate. The advisor will then draft a feedback/evaluation letter to the student, and forward both the plan and the draft evaluation letter to the Graduate Training Committee (GTC) Area Rep by about June 1.

Evaluation/Feedback Letters. Areas will meet and review the plans and letters at the end of Spring Quarter. Other Area faculty members will suggest additions or modifications to the letter. Letters should be signed by the advisor and the GTC Area Rep, and sent to students directly by the Area. Students should receive their evaluation letters by about July 1.

Copies of the plans and letters will also be forwarded to Frank Smoll (GPC), who will review them from a Graduate School Perspective. Problem cases will be considered by the Graduate Training Committee (GTC) at its meeting early in Summer Quarter. If needed, an additional letter advising the student of official actions by the GTC or the Graduate School will be sent to the student from the GTC. After review by the GTC, the plans and evaluations will be placed in the student's file.

Templates setting forth the topics that need to be covered for both the student plan and the faculty evaluation letter can be found at the back of this manual. Copies are also available from the Graduate Program Office, G-127. Topics include items such as goals, accomplishments, progress, development of skills in teaching and research, coursework, service, presentations, awards, and preparation of a *curriculum vitae* (resumé). (See appendices.)

B. II. CONDUCTING A RESEARCH PROJECT

1. **General Considerations.** All students are expected to acquire research skills. All research must have a faculty sponsor, typically the student's advisor. A student's research experience begins in the first year of graduate school and should be an ongoing activity throughout his/her graduate career.

2. **Acquisition of Research Participants (Subjects)**

    Animal Research - Dean Malidore (CHL-112) coordinates the use of the department's supply of laboratory animals. Limited animal research is also possible in connection with the Woodland Park Zoo (see Joan Lockard, G-317, for information).

    Human Participants - The department maintains a pool of human research participants each quarter in connection with various introductory classes. Frank Smoll (G-219) coordinates the use of these human research participants. Before each quarter begins, graduate students and faculty submit a request to the Subject Pool office for human research participants for that quarter. The Subject Pool Manager's office is located in G-122.

    Infant and Child Participants - Contact Bonnie McTaggert (bmctag@u.washington.edu) in Speech and Hearing Sciences for information. You should also talk to your advisor about funding for the infant and child pool.

    Human research participants are also obtained by survey methods, such as mailing and telephoning. ALL RESEARCH WITH HUMAN PARTICIPANTS MUST BE APPROVED BY THE DEPARMENT OR BY THE UNIVERSITY HUMAN SUBJECTS REVIEW COMMITTEE. (see below)

3. **Human Subjects Review Committee.**

    Departmental Requirements. All research using human participants must be reviewed and considered qualified for "certification of exemption" by the Department review committee chaired by Miriam Bassok. Applications for committee review may be obtained in the Subject Pool office (G-122). Return the exemption application, signed by your faculty sponsor, to Miriam Bassok's mailbox. Please allow at least one week for processing of the application.

    UW Requirements. Projects not exempted by the Department require review by the University Human Subjects Review Committee. Instructions and guidelines for applying to the University committee are found in the boxes located just outside the Subject Pool office (G-122) and on the UW website. Please allow about 2 months for processing.

4. **Research Space.** The Department Chair and Assistant Chair(s) coordinate space for animal research. The research space reserved by the Psychology Department for group studies with human participants (large groups up to 15) is G-184. Contact the Administrator (Paul Bernard, G-119) for more information and/or to make reservations for this research space. Also contact your advisor for further options.

    A departmental lab for running human subjects utilizing computers is located in the Chemistry Library building, Room 210E. 9 to 10 PCs allow experimenters to run multiple subjects at one time. Some rules governing the use of the computer lab include:

    1) The room is for use by faculty, graduate students, or personnel under their direct supervision.
    2) The room must be scheduled at least one week in advance by contacting Paul Bernard.
    3) Schedules will be posted each Monday for two weeks. One schedule will be for the current week and one for the following week.
    4) If you will not be using the room after you have scheduled it, please notify Paul Bernard so it can be made available to others.

5) The room should be scheduled in 30-minute increments. Please keep scheduling requests to 2 hours per day per person, or 10 hours per week. We will always attempt to accommodate requests for more time. Schedule only the time you know you will use.
6) The room is available from 8:00 AM to 7:00 PM, Monday through Friday.
7) If need be, two experimenters can share the room since it is divided into two sections. Please work with each other to make sure this is possible without disturbing each other's projects.
8) You must provide your own software and supplies.
9) When scheduling, please take into account set up and takedown time for your software. Also, please clean the room for the next person.

5. **Equipment.** Small research equipment and audio-visual aids are available by contacting the Media Lab (G-53) or Rich Ball in the shop (G-26). The department orders new equipment on an annual basis. See the Administrator (G-119) for current inventory and future needs. The Office of Technical Support Services (G-26) also has equipment that may be borrowed for experimental research. A faculty member must sponsor equipment requests.

6. **Financial Support for Research.** The department generally cannot provide funds for student research projects. Clerical support such as typing questionnaires and manuscripts or Xeroxing for unfunded projects is not available. You may apply for funds for equipment, supplies, subject payment, etc., for your dissertation. To be eligible, you must have reached Ph.C. status. This fund is not available for travel expenses. Application forms can be picked up from Michele Jacobs and submitted to the Chair of the department.

  If you are a research assistant on a grant, all grant-related work must be billed to the budget number on the grant. If your research is not funded by a faculty grant, you may write your own grant under sponsorship of a faculty member. For information on grants being offered, watch the Department Newsletter for agency requests for proposals, check the bulleting board outside the Graduate Program Office, see Michele Jacobs, or discuss the possibility with your advisor. Graduate fellowships for research are also available. For information on such opportunities, watch the Newsletter, contact the Graduate Program Assistant in G-127, or visit the Grants and Funding Information Service (GFIS) office located in Suzallo Library Reference & Research Services. The GFIS office has a computer system to locate fellowships in specific areas. (See information on-line at: http://www.lib.washington. edu/gfis)

7. **Computer Facilities**

  Psychology Department Resources

  Each graduate student has a faculty advisor and/or faculty person with whom he/she is doing research. The computer facilities of the faculty advisor/research colleague are generally shared with his/her graduate students.

  Intradepartmental Resources (Guthrie)
  The Office of Technical Support Services (G-28, 206-543-8281) is responsible for computer maintenance, equipment, and software advice.

  Room 10 (Pit) - 2 MacIntosh (G3) computers, 3 computers with Windows 98, a Postscript laser printer for the MacIntosh and one for Windows, plus a color inkjet printer for Windows. All of these computers are connected to the Internet and to the departmental network.

  Room 53 (Media Lab) – 2 PCs and 2 MacIntosh computers with a b/w laser and a color printer. There is an array of web/image editing and presentation software available to graduate TA's and all faculty.

Additional printers are located in room 119 (Main Office) – HP6 Laserjet connected to both a MacIntosh, and a Dell. For practical reasons, for now and the foreseeable future, the Department is supporting only Macs, IBM and compatibles. The department has standardized on Microsoft Word for word processing software for the Mac's and PCs. We offer Lotus 123 and MS Excel for spreadsheets, and MS Access for database software. For statistical analysis, we support Systat and SPSS. We recommend SPSS because it is used in the required statistics course sequence.

Extradepartmental Resources

Center for Social Science Computation and Research (CSSCR)
Phone: 206-543-8110
e-mail: CSSCR@u.washington.edu   web: http://julius.csscr.washington.edu/
Students should familiarize themselves with this upper campus "computer center." It is located in Savery Hall and exists to help social scientists with using computers in their research. The Center has a large number of terminals and printers, as well as microcomputer teaching classrooms. The Center offers basic courses free of charge in computing, e.g., SPSS X, MS Windows, etc. Consultants are available to assist you. Normally a Psychology graduate student serves as one of the consultants. The Center also has a special facility for graduate students equipped with high-powered computers and statistical packages, such as SAS, M-Plus, etc.   The Psychology Department is part of this center. Please use it!

Center for Teaching, Learning, & Technology (Catalyst)
Odegaard Undergraduate Library (OUGL) room 230, 206-616-8154
e-mail: catalyst@u.washington.edu   web: http://www.catalyst.washington.edu

Center for Instructional Development and Research (CIDR)
396 Bagley Hall, 206 543-6588
e-mail: info@cidr.washington.edu   web: http://depts.washington.edu/cidrweb/

8.   **Undergraduate Research Assistants (499s**)   The department requires Bachelor of Science, Psychology Majors to have some type of field or research experience. Undergraduate research assistants enroll in Psych 499 under the sponsorship of a faculty member. Often undergraduates help or work with graduate students. The Psychology Undergraduate Advising Office (G-114) manages the recruitment of undergraduate students for 499. Contact the Psychology Undergraduate Advising Office for further information.

Concluding Comments.   Conducting good research requires substantial planning and ongoing administration. Your advisor and those listed above are available to aid you in your research endeavors. Research skills will play an important part in your graduate career, so get started early, plan well, and don't hesitate to ask for help.

B. III. TAKING COURSES

1. *Philosophy.* The Graduate Program was revised in 1999. The new program features individualized programs centered around preparing you to meet your own self-defined goals. In keeping with this intention, **your individual coursework should be chosen carefully as part of the annual planning process**. You will need to invest some time in searching out the optimal set of courses to meet your goals. Lists of courses taught in our Department are available in the undergraduate advisory office and at the back of this manual. Your advisor and advanced graduate students will be good sources of suggestions, especially for courses outside the Department.

> Graduate School is not like undergraduate school in the sense that there is no set program to be completed. You should not be thinking "What do I need to do to pass this course?" but rather "What do I need to do to prepare myself in the best possible way for my career?"

2. *Required courses.* The Department and the Areas have adopted some minimal course requirements for graduate students (described in detail in Section C below.) In the non-clinical areas a total of about 10 courses is required (depending upon how you count). In the clinical areas a greater number of courses is required, and learning to do psychological testing and psychotherapy are additional goals.

   Most of your required coursework should be completed in your first two years of graduate study (three years for students in the clinical areas), before you take your General Exam.

3. *Role of the Supervisory Committee.* Your Supervisory Committee will review your coursework in relation to your goals, and may also suggest or require additional coursework. This is one of the reasons that it is to your advantage to form your Supervisory Committee as early as feasible in your second year.

4. *Seminars.* As you progress through graduate school, seminars requiring your active participation should replace lecture-type courses. At more advanced levels of graduate study, there is a temptation for students to narrow their focus to the topics studied in their advisors' labs. To counteract this tendency, we strongly urge advanced graduate students to continue to take a couple of advanced seminars each year in a broader range of topics. Lists of Departmental seminars are available quarterly. Seminars outside the Department will also be very valuable, but must be sleuthed out on your own.

B. IV. GRADING AND EVALUATIONS

Grades

1. All courses fulfilling departmental requirements (300, 400, and 500 level courses only) must be taken for a grade unless the course as a whole is offered on a Credit/No Credit basis. As stated by the Graduate School, a grade of 2.7 is the minimal satisfactory grade for a course to fulfill departmental requirements. In order to earn a graduate degree, you will need at least 18 graded credits (with grades above 2.7) and a minimum grade point average of 3.0.

2. Some courses will be offered as Credit/No Credit and designated as such in the University Time Schedule. These courses cannot be counted toward the 18 graded credits required for the completion of a graduate degree.

3. You may opt to take courses other than those fulfilling departmental requirements on a Credit/No Credit basis. You must make that designation when you register for the course. The instructor must give you a numerical grade that will be changed by the Registrar's Office for transcript purposes. Again, these credits will not be counted in the 18 graded credits required for graduation.

5. Two sections of each independent study/research course (498, 499, 597, 599, 600, 700 & 800) are offered; section "A" for graded credit, section "B" for Credit/No Credit. You should discuss which section to take with the person sponsoring your work. Grades in these courses are not considered in calculating your grade point average.

    600 is for independent research and should be used mainly during the first year.
    700 is for the Master's degree (9 credits required) – thesis required
    800 is for the Dissertation (27 credits required) and should be used as soon as your committee is formed and/or you have begun your own independent research

5. An "N" grade is given in independent study/research courses when a project continues over several quarters and will not be graded until its completion. You must maintain continuous registration in that course until a grade is given, and you must be consistent in registering for either the graded or the Credit/No Credit section.

Evaluation Procedures

1. Your most important evaluations will be provided by your advisor and by your annual evaluation / feedback letter.

2. Grade reports are received each quarter in the Graduate Office and are made a part of each student's file. If your quarterly or cumulative grade point average drops below 3.0, your name will appear on the "Low Scholarship List" sent by the Dean of the Graduate School to the Graduate Program Coordinator. The progress of those students will then be reviewed by the Graduate Training Committee at their next meeting (usually the 2nd week of the following quarter), and one of the five possible actions listed in Section 3 below may be taken.

3. In the unlikely event that your progress is less than satisfactory in any area of your program, you will receive feedback from the Graduate Program Coordinator, and in some cases, from the Dean of the

Graduate School. There are five ways in which unsatisfactory progress can be communicated to a student. They are, in increasing order of seriousness:

1) a verbal warning from the student's advisor(s),

2) a written warning from the Graduate Program Coordinator ("Internal Watch list/Safety net"),

3) a change in the student's status to "Warn," (external/Graduate School)

4) a change in the student's status to "Probation," or   (external/Graduate School)

5) a change in the student's status to "Final Probation." (external/Graduate School)

Procedures 1 and 2 are essentially "internal" warnings within the department, whereas procedures 3, 4, and 5 are actions taken by the Dean of the Graduate School.

"Probation" or "Final Probation" status results in a notation on your transcript and in a letter being sent to you by the Dean. Students in each of the three "external" categories (3, 4, and 5) will be informed in a letter from the Graduate Program Coordinator of the steps they must take to return their standing to that of a student in good standing. A student is not usually dropped from the University unless he/she has spent at least one quarter in the status of "Final Probation." Students in Probation or Final Probation status are less likely to receive assignments as teaching assistants (see "Policies for the Assignment of Teaching Assistants" in this manual).

4. At the request of any faculty member, Supervisory Committee, or individual student for him- or herself, the Graduate Training Committee will review the academic status of any graduate student and will make any appropriate recommendations.

5. You should receive your annual evaluation in the early summer. Should you have questions about your evaluation, see your advisor or the Graduate Training Coordinator.

B. V. SUPERVISORY COMMITTEE

Your Supervisory Committee's roles are to guide you in the preparation of your graduate program, to conduct your General Examination, and to conduct your Final Examination.

1. *Composition of the Supervisory Committee*: You must set up a Supervisory Committee consisting of at least four and not more than seven members. This Committee must be officially formed at least four months prior to the time the warrant for the General Exam is presented to the Graduate School. It is advisable to have one or more members over the minimum number to assure a necessary quorum for meetings and examinations. The following are considerations for composition of the committee:

   a) Members of the committee must be members of the appointed Graduate Faculty. One or two members may be appointed who are not on the Graduate Faculty, if the majority of the members are Psychology Graduate Faculty members, and if a CV is provided to the Graduate Program Advisor for the non-Graduate Faculty member. Not every faculty member is a member of the Graduate Faculty, although most are. Some new assistant professors, lecturers, and research associates are not. If in doubt, ask the person you are considering having your committee, check with the Psychology Graduate Program Office, or call the Graduate School's Student Services Office at 206-543-8720. You may also check the following website: http://www.grad.washington.edu/gradfac/

b) A majority of your members must be from your major area, e.g., Clinical, Behavioral Neuroscience, etc. Normally, <u>at least three</u> of your members are core faculty in the Psychology Department, but members of other departments are also eligible.

2. *When to Form Your Supervisory Committee*: Your supervisory committee should be formed either at the end of your first year or as early as feasible in your second year in the UW Ph.D. program. It is advisable to form this committee early so that your committee members can have a voice in the curriculum you follow in preparation for your General Examination (see "General Examination" section in this manual.)

3. *Procedures for the Formation of Your Supervisory Committee*:
   a) Get an "Application for Ph.D. Supervisory Committee" form from the Graduate Program Office, G-127.

   b) Discuss your committee with each potential member and get a signature on the form for each member who is willing to serve on the committee. An e-mail concurrence may be attached to the request form in lieu of a signature.

   c) Return the form to the Graduate Program Office. The suggested Committee will be submitted to the Graduate School for approval. An e-mail notice of the formation of your committee will be sent to all members once the approval process is complete.

4. *Graduate School Representative (GSR)*: The Graduate School will appoint a Graduate School Representative who is from a field other than Psychology. The GSR represents the broad concerns of the Graduate School. The role of the GSR includes monitoring the conduct of the student's exams, resolving conflicts, and facilitating communications between committee members and the student. The GSR is charged with the additional responsibility of reporting directly to the Dean of the Graduate School on the content and quality of the General and Final Examinations. The main function of the GSR is to ensure that the process allows for fairness to all parties. **The GSR is a non-voting committee member**.

5. *Changing (Reconstituting) Your Committee*: Within reason, it is possible to change the members of your committee. For example, if your dissertation focus has changed, a different committee member may be more appropriate. The Graduate School will not honor requests to change the GSR if the reason for the change is a scheduling difficulty. If you and your advisor decide that a change is needed, follow the steps outlined below.

   a) Get a "Request for Supervisory Committee Reconstitution" form from the Graduate Program Office, G-127.

   b) Indicate the changes to be made, and your reasons for making these changes.

   c) Get the signatures of any members who are being added to, or removed from, the committee. An e-mail concurrence may be attached to the request form in lieu of a signature.

   d) Return the form to the Graduate Program Office. The suggested changes will be submitted to the Graduate School for approval. Approval of changes will be sent by e-mail to all committee members.

6. Meetings with your Supervisory Committee

   a) As early in your second year as feasible, you should meet with your Supervisory Committee to plan the course work, reading, and other activity you will undertake in preparation for your General Examination, which is normally taken during the 3rd year.

b) The committee (a minimum of 4, including the chair, the GSR, and any two other members of your supervisory committee) will meet for the oral portion of your General Examination.

c) Normally, a meeting is held to approve your dissertation proposal.

d) The committee (a minimum of 4, including the chair, the GSR, and any two other members of your supervisory committee) will meet for your Final Examination, during which you will defend your dissertation.

e) Other meetings may be scheduled as you, and the chair of your committee deem necessary.

f) The GSR does not need to be present at routine supervisory meetings (e.g., to plan a course of study). The GSR is required to be present at the General Exam and at the oral defense of the Dissertation (Final Exam).

READING COMMITTEE

The Reading Committee is a separate subset of your Supervisory Committee and must be appointed separately. You should form your Reading Committee when you are close to defending your dissertation. The purpose of this committee is to read the dissertation and agree that you are ready to defend it in an oral examination. Choose any three members of your supervisory committee (not including the Graduate School Representative) who will agree to be on the committee. They will read the various drafts of your dissertation, make comments and suggestions for improvement, and finally sign the request to schedule the final exam along with all the other members of your committee. See the section on Final Examination for details on forming this committee.

B. VI. MASTER'S DEGREE

The Psychology Department has an approved, *thesis only,* Master's Degree option that can be completed along the way toward the Ph.D. and is not a requirement of the Department. You may, however, set a requirement to include a master's degree in your Plan (see Annual Plan in Section A. IV, or appendices).

There is no non-thesis Master's Degree available to graduate students in the Psychology Department.

In the first two weeks of the quarter in which you expect to complete a Master's degree, you must submit an application to the Graduate School on-line at the following address: http://www.grad.washington.edu/stsv/mastapp.htm. If approved, your application will be forwarded to the Graduate Program Office in Psychology approximately the 5th week of the quarter. It will be filed in your student file until requested by you or your committee for signature. Any two members of your supervisory committee, or your advisor and one other graduate faculty member, are required to sign the warrant for your Master's Degree. Your approved application is good for one quarter only. If you do not submit your thesis for the Master's degree by the last day of the approved quarter, you must re-apply.

Requirements for the Master's Degree

1. A minimum of 36 credits, 9 of which must be thesis credits.

2. At least 18 of the 36 credits must be numbered 500 or above; at least 9 must be for course work, 9 must be for thesis (700).

3. Numerical grades in at least 18 credits of work at 300, 400, and 500 level courses at the UW, with a minimum grade point average of 3.0.

4. A minimum of 30 credits must be earned at the University of Washington.

5. A thesis approved by your "Supervisory Committee", which consists of at least two members of the Psychology faculty. This is not necessarily the officially appointed Supervisory Committee discussed earlier. If you have not yet formed your official Supervisory Committee it is necessary only to have your advisor and one other Graduate Faculty member from the Psychology Department sign the warrant for your Master's Thesis.

6. A final Master's examination, either oral or written, may be required by your Supervisory Committee.

7. Any additional requirements as set by your advisor, your Supervisory Committee, the Graduate Training Committee, or as stated in your Plan.

8. Completion of all work for the Master's Degree within six years.

9. You must be registered at the University either full- or part-time in the quarter in which you complete the requirements for the degree.

10. Your signed warrant and completed thesis must be accepted by the Graduate School by the last day of the quarter in order for you to receive your degree that quarter. You are then eligible to participate in UW graduation ceremonies if you so desire.

B. VII. GENERAL EXAM

1. The General Exam is a requirement of the Graduate School. The General Catalog states that you should take your General Exam when your background of study and preparation is sufficient to justify undertaking the examination. Although there may be more than one part to the examination, the only requirement from the Graduate School is an oral examination attended by at least four members of your committee, including the Chair and the GSR (see Section B. V. 4.). Your entire committee should be given the opportunity to participate in setting both the format and the content of your exam.

2. You must have completed two years of graduate study and be well along in your course requirements before you take the General Examination. The Graduate School requires that all coursework, including departmental requirements, be completed at this time. Exceptions may be granted with the signed approval of your advisor.

3. You must have formed a Supervisory Committee at least four months prior to taking your exam.

4. You must be registered at the UW for a minimum of 2 credits for the quarter in which you complete the General Examination.

5. You should plan to take the General Exam as early as feasible in the 3rd year of study. Any student who has not passed the General Examination prior to the beginning of the fourth year of study may be recommended for Probation. If you have not passed the General Examination by the beginning of the third quarter of your fourth year, you may be recommended for Final Probation. (Exception: Students in the Clinical areas will have a nine-month extension of these deadlines.)

6. You must schedule the oral part of the examination and present the request for the General Examination, signed by you, your chairperson, and all members of the committee, to the Graduate School at least three weeks before the date of the meeting. The Graduate Program Assistant (G-127) will prepare the request for scheduling the exam. Arrange a date and time for the exam that is agreeable with all your committee members. Give this information to the Graduate Program Assistant at least 21 days before the exam date. A warrant is prepared by the Graduate School and sent to the GPA. The warrant may be picked up by the advisor or designee on exam day.

7. Upon satisfactory completion of the General Examination, the warrant will be signed by the Supervisory Committee, returned to the Graduate Program Office, and filed with the Graduate School. If this is filed by the last day of the quarter you will be designated as a doctoral Candidate (Ph.C.) for that quarter. Otherwise you become a Candidate at the end of the following quarter.

8. If you do not pass, the exam must be rescheduled.

9. The General Examination and Final Examination may not be taken in the same quarter. You may take the General Examination one quarter and take the Final Exam the next.

Summary of Procedures for the General Examination

1. Form your Supervisory Committee, preferably during Autumn Quarter of your second year of study at the UW. (See "Supervisory Committee" Section B. V.) Meet with your Supervisory Committee as early as feasible in your second year to plan the curriculum that will prepare you for your examination and to plan the format of the exam. The Graduate School requires at least four months between the time your committee is officially appointed by the Graduate School and the date of your oral General Examination.

2. General Exams take several forms. For example, a take-home essay exam or the preparation of a paper may precede the oral exam. Plan the format with your advisor and Supervisory Committee.

3. Fulfill all requirements that precede the scheduling of an oral General Examination. Complete the coursework questionnaire, obtained from the Graduate Program Office (G-127), showing that you have met all course requirements or, with your advisor's approval, will soon do so. Return this form to the Graduate Program Office **before** you request the scheduling of your exam.

4. After the preliminary stages have been completed satisfactorily, arrange a date and time for the oral exam that is agreeable with all your committee members. Reserve the date and time and a room with William Kaplan in the Psychology Departmental Office. Give the date and time arranged to the Graduate Program Assistant (Sandi Dormont, G-127) who will help you prepare and send the General Examination application to the Graduate School for official scheduling of the examination.

---

5. THE GENERAL EXAMINATION REQUEST MUST BE SIGNED BY YOU AND <u>ALL</u> YOUR COMMITTEE MEMBERS, AND RECEIVED AT THE GRADUATE SCHOOL AT LEAST 21 CALENDAR DAYS BEFORE THE EXAM DATE.
Plan ahead accordingly.

---

6. On the day of the oral General Examination, you or your Chairperson should get the warrant from the Graduate Program Assistant (G-127) to take to the meeting, if the warrant has not already been placed in your Supervisory Chair's mailbox. After your Supervisory Committee has signed it, return the warrant to the Guthrie 127.

7. Optional: If you'd like to receive a diploma of your doctoral candidacy (Ph.C.) then complete the postcard application for the Candidate's Certificate (attached to the warrant and also available from the Graduate Program Office) and mail to the Registrar, 207 Schmitz Hall, Box 355850.

Clinical General Exam Requirements

The Clinical and Child Clinical Areas have a fixed format and content for the general exam. Three things are required:

1. A written publication-quality empirical article conducted since beginning graduate school at the University of Washington on which the student has played a key role, both conceptually and analytically. This will usually be the student's second year project. However, in cases where the second year project is not publication worthy, another piece of work can be used to meet this requirement. The requirement is that students will have to actually send the article out to a peer-reviewed journal.

2. A comprehensive written review of the literature on a topic relevant to clinical psychology of the student's choosing. This can either be presented as a Psychological Bulletin type paper or in the form of a dissertation proposal.

3. An oral defense of the literature review/dissertation proposal. This oral defense will usually include both a presentation by the student and a period of questioning from the committee.

B. VIII. DISSERTATION AND FINAL EXAMINATION

The dissertation and defense of it, in the Final Examination, are the final requirements for the Doctoral Degree. These requirements are undertaken after you have received Candidate status, i.e., passed your oral General Examination at least one quarter previously. The dissertation should demonstrate "original and independent investigation and achievement [and]... should reflect not only mastery of research techniques, but also ability to select an important problem for investigation." From Graduate School Manual, p.46).

1. You must register and receive credit for a minimum of 27 credits of dissertation research (800) distributed over a minimum of three quarters. At least one of these quarters should be after you have passed your General Examination. Your Final Exam cannot take place in the same quarter as your General Exam.

2. As you near completion of your dissertation, obtain the signatures of three members of your Supervisory Committee whom you would like to be on your **Reading Committee**. Get the necessary form from the Graduate Program Assistant (G-127) and return the signed form to her. An official request will be prepared and sent to the Graduate School for approval. The Graduate School will then appoint an official Reading Committee. This should be done before you schedule your Final Examination. (See also Section B. V.)

3. To schedule your Final Examination, arrange a day and time agreeable with your committee members. Reserve a room via William Kaplan (Main Office). A minimum of 4 members, one of whom is the Graduate School Representative (GSR), and one of whom is the chair, must be present at the examination.

4. Obtain a "Request for Scheduling the Final Examination" form from the Graduate Program Office (G-127). ALL members of your Supervisory Committee including your Supervisory Chair must sign this after they have read a draft of your dissertation. Return the form to the Psychology Graduate Program Office. The scheduling request is then submitted to the Graduate School by the GPA *at least 21 calendar days* before the proposed examination date.

5. When the Graduate School Student Services Division approves the request, a Final Examination Warrant will be sent to the Psychology Graduate Program Assistant.

6. The approved warrant arrives in the Psychology Graduate Program office approximately one week before the Final Exam date. Either you or your Supervisory Committee Chair will arrange to obtain the warrant on or before the final exam day. The final warrant is signed by all committee members present (minimum of four required) at the exam and returned to the Psychology Graduate Program Office.

7. The signed Final Examination Warrant indicating satisfactory performance on your exam and two final copies of your approved dissertation must be accepted by the Graduate School's Student Services Division, Communications Bldg, within 60 calendar days of the defense or you must re-defend. You must be registered at least part-time for the quarter in which you submit your dissertation. If the dissertation is turned in after the quarter ends, you must register for the following quarter. The Graduate School strictly enforces the deadline for dissertation submission and the enrollment requirement.

8. The Graduate School requires that the University publish your dissertation in adherence with strict formatting guidelines. A document entitled "Requirements for the Preparation of Theses and Dissertations" is available from the Graduate School and must be followed to the letter. Failure to meet the formatting requirements may mean retyping portions of the dissertation. If you wait until the last minute to have this checked, you may have to enroll for another quarter just to turn in your dissertation! Don't let this happen to you.

9. The Graduate School also requires that the University publish your dissertation. **You are responsible for the cost**, which includes a $25 binding fee. You must also pay for publishing your abstract (additional $50) or the entire dissertation (additional $52). If you choose to publish the entire dissertation, you may also copyright it for an additional charge. Plan to spend a minimum of $75-100.

Requirements for Doctoral Degree which must be met before a Final Examination will be scheduled

1. Completion of all required courses of the Psychology Department including statistics, Within-Area and Outside-of-Area requirements, plus any additional requirements imposed by your area or supervisory committee.

2. Presentation of 90 credits, at least 60 of which must be taken at the University of Washington.

    At least half of your program must be in courses 500 or above.

3. You must have at least 18 graded credits of course work (300, 400, or 500 level courses only) at the UW which averaged to at least 3.0

4. Creditable passage of the General Examination at least one quarter before the Final Examination.

5. Minimum of 27 dissertation credits (800), taken over a period of at least three quarters, at least one of which follows the General Examination.

6. The Final Examination must be successfully completed, and the dissertation accepted by the Graduate School.

7. Completion of all work for the doctoral degree within ten years. This includes work transferred from other institutions, as well as all time spent on-leave, e.g., on internship.

8. You must be registered at the University either full- or part-time (minimum 2 credit hours) during the quarter in which you take your Final Examination. You have 60 days from the date of your Final Examination in which to submit your dissertation to the Graduate School. However, if you do not submit your dissertation in the same quarter in which you defended it, you must also be registered for the quarter in which you do submit your dissertation to the Graduate School. (Exception for Clinical Students only – see Final Exam before Internship below)

Clinical Students: The APA requires a PRE-DOCTORAL INTERNSHIP for a clinical degree. If your Ph.D. is conferred *prior* to completion of internship, that would go against APA regulations. When it comes time for licensing, you may find yourself ineligible. Please see below for your options in this situation.

FINAL EXAM (Dissertation Defense) BEFORE OR DURING INTERNSHIP OPTION

If you take your final exam (defend your dissertation) before you go on internship, you have only one choice for turning in the final draft to the Graduate School:

You must submit a Petition to the Dean to extend the deadline for submitting your dissertation beyond the 60 days allowed. This petition must include a timetable for completion of the internship and submittal of the dissertation. Then you, your advisor, or a trusted friend holds everything – dissertation and signed warrant – until the final quarter of your internship, or the following quarter. Once your internship has been successfully completed, you should get a letter from your internship supervisor stating that this is the case and send copies to both the Clinical Director and the Graduate Program Assistant in the Psychology Department. You then return, submit the paperwork to the Graduate School, and get your degree. (Or have that trusted friend submit the paperwork for you in your absence.) Registration is NOT necessary.

FINAL EXAM (Dissertation Defense) AFTER INTERNSHIP OPTION

Returning Student Reenrollment Form:
If you **do not** take your final exam (defend your dissertation) before you go on internship, you must be registered for a minimum of two credits in the quarter in which the degree is conferred (i.e., the internship is demonstrated to have been successfully completed, and the dissertation is submitted to the Graduate School). This requires the Returning Students Reenrollment Form to be returned to Schmitz Registration Office well in advance of the final quarter.

July 1	for Autumn Quarter
November 1	for Winter Quarter
February 1	for Spring Quarter
June 1	for Summer Quarter

The cost will be around $600 for the minimum two credits.

IMPORTANT
You should also be aware that there are other fees involved in submitting the dissertation including copying, microfilming, and copyrighting costs, so plan on an extra $75 - $100.

Also note that the degree is awarded at the END of the quarter in which it is earned. This becomes crucial when you have a job that begins in September and requires the Ph.D., but your degree is not effective until December!

These requirements and others, can be found at the Graduate School's Student Services website: http://www.grad.washington.edu/stsv/stsvindex.htm**.   Please   remember   that   in   most   cases departmental requirements take precedence over the minimal requirements listed by the Graduate School.**

C. AREAS OF STUDY AND AREA COURSE REQUIREMENTS

C. I. DEPARTMENTAL REQUIREMENTS

The Department of Psychology has course requirements for all graduate students. They are:

1. Orientation Week. Psych 560 O (2 credits)

2. Psychology Colloquium. Psych 560 Z (1 credit)

3. Statistics and General Methodology: *During the first year*, you must successfully complete or place out of Psych 513 and 514, and the SPSS computer labs, Psych 500 and 501.

(“Successful completion” is accomplished by achieving a grade of at least 2.7).

4. *Within-Area Requirements*: 3 or more courses as stipulated by the Area and individual advisors. See individual descriptions below (Section C.II.)

5. *Outside-of-Area Requirements*: 3 or more courses either stipulated by the Area or determined by mutual agreement between the student and co-advisors or supervisory committee.

Substitutions: Potential substitutions should be discussed with your advisor and Area Head or Area Representative (see list below). Such substitutions should be made a part of your Annual Plan.

***Additional Course Requirements*: Beyond these Departmental requirements, your Area, advisor, and Supervisory Committee will recommend or require additional coursework designed with your stated goals in mind.**

All required course work in these areas should be taken for a grade, unless the course itself is offered only on a credit/no credit (CR/NC) basis. **As stated by the Graduate School, at least half of your program must be in courses 500 or above.**

Area Representatives - Graduate Training Committee (GTC) members
The Area/Program Representatives and Area Heads for 2002-2003 are shown below

	Area Rep (GTC)	Area Coordinator (Head)
Animal Behavior	Jim Ha	Mike Beecher
Adult Clinical	Ron Smith	Bill George
Behavioral Neuroscience	Sheri Mizumori	Ilene Bernstein
Child Clinical	Ted Beauchaine	Geri Dawson
Cognition and Perception	Miriam Bassok	Beth Kerr
Developmental	Stephanie Carlson	Andy Meltzoff
Social Psychology and Personality	Jane Richards	Yuichi Shoda & Ron Smith

C. II. AREA REQUIREMENTS

In addition to the Departmental course requirements, the Areas may add requirements. Following are the current requirements by Area.

Animal Behavior

Within-Area Requirements: a minimum of three courses chosen in consultation with advisors.

Outside-of-Area Requirements: no stipulations

Other Requirements: none

Advice for students from other Areas:

Psych 400	Learning	(5)
Psych 408	Mechanisms of Animal Behavior	(4)
Psych 409	Sociobiology	(5)
Psych 412	Behavioral Genetics	(4)
Psych 416	Animal Communication	(5)
Psych 417	Human Behavior as Natural Science	(5)
Psych 418	Primate Social Behavior	(5)
Psych 419	Behavioral Studies of Zoo Animals	(5-10)
Psych 542	Seminar in Animal Behavior	(2)

Comparable courses in other departments are also recommended. Consult with the area representative.

Behavioral Neuroscience

Within-Area Requirements: Students are required to take 3 courses from the following list:

Psych 421	Neural Basis of Behavior	(5)
Psych 423	Sensory Basis of Behavior	(5)
Psych 424	Vision and Its Physiological Basis	(5)
Psych 426	Neurobiology of Learning and Memory	(4)
Psych 427	Behavioral Endocrinology	(5)
Psych 430	Development of Brain Connections	(4)
Psych 431	Neural Basis of Behavior	(5)
Psych 433	Regulatory Behavior	(4)
Psych 504	Biological Basis of Development	(4)
Psych 565	Quantifying Brain Structure	(3)

The individual's advisor and the area representative to the Graduate Training Committee must approve any substitution for these courses.

Outside-of-Area Requirements:

NeuBeh 502	Introduction to Neurobiology	(4)

and two other courses from:

NeuBeh 501	Introduction to Neurobiology	(3)
NeuBeh 503	Introduction to Neurobiology	(4)
Conjoint 501	Molecular Basis of Cell Function	(3)

Or other courses approved by the student's supervisory committee. If the supervisory committee is not yet formed, advisor and co-advisor can suggest and approve other courses to fulfill this requirement.

Other Requirements:

Participation in at least one regular, weekly area seminar or journal club. For particular quarters, the student's advisor may waive this requirement to facilitate research or other student activities.
The Supervisory Committee may require additional courses, either within-area or out-of-area.

Advice for students from other Areas:

Psych 421	Neural Basis of Behavior	(5)
Psych 422	Physiological Psychology	(5)
Psych 423	Sensory Basis of Behavior	(5)
Psych 424	Vision and Its Physiological Basis	(5)
Psych 427	Behavioral Endocrinology	(5)

Clinical and Child Clinical Areas

Within Area Requirements:

Psych 591	Issues in Clinical	(2 Total)
Psych 538	Systems of Psychotherapy	(3)
Psych 587	Clinical Methods: Interviewing	(2)
Psych 588	Clinical Methods: Ethics	(2)
Psych 593	Clinical Colloquia / Practicum*	(1-6 cr/qtr) Variable credit
Psych 580	Minority Mental Health	(3) (or other approved Community or Psychology courses)
Psych 589 A/B	Advanced Clinical Practicum	(8 Total)

Required for all students seeing clients in the clinic.

Additional Requirements for "Adult" Clinical Students

Psych 596	Psychology of Behavior Change	(5)
Psych 594*	Advanced Personality Theory	(5)
or Psych 511	Personality	(3)
Psych 595	Behavior Disorders	(5)

☑ *Plus* One of the following Child-Related Courses: 506, 571, 572

☑ *Plus* One Course in Assessment (e.g., 535/590, 586, 525/590)

☑ *Plus* One Course Each in Social, Cognitive, and Behavioral Neuroscience (Physiology)

☑ *Plus* a Practicum

*Psychology 594 cannot be used to fulfil outside-of-area requirements. Psych 511 can.

Additional Requirements for Students in Child Clinical Track

Psych 517	Advanced Research Methods	(5)
Psych 571	Child Psychopathology	(5)
Psych 572	Approaches to Child Treatment	(4)
Psych 525/590	Assess of Intelligence/Practicum in Psych Assess	(7 total)
Psych 526	Psychological Assessment of Children	(5)
Psych 560	Child Clinical Research Seminar	(6 Total)
Psych 583	Research Methods in Clinical & Community Psychol	(4)

☑ *Plus* One Treatment Seminar   2-5 credits each

☑ *Plus* Two Practica

Outside-of-Area Requirements:

The Director of the Clinical Training Program has no official say over what is required or offered in other areas in the Psychology Department. In general, courses used to fulfill within-area requirements may not also be used to fulfill outside-of-area requirements. Nor may courses used to fulfill outside-of-area requirements also be used to fulfill within-area requirements. In addition, courses taken at previous institutions toward another degree (e.g., a Master's degree) may not be used toward fulfilling course requirements for the Ph.D. at the University of Washington.

For **Adult Clinical** students, six or more courses must be taken from curriculum offerings outside of the clinical area. Three of these courses must meet the APA curriculum guidelines for "breadth of scientific psychology;" therefore students must complete one course each covering biological, affective-cognitive, and social aspects of behavior. The balance of the six-or-more courses is to be determined by mutual agreement between the student and co-advisors or supervisory committee. These courses should be selected with an eye toward developing cohesive themes of subspecialty expertise pertinent to the student's research and clinical endeavors.

For **Child Clinical** students, the outside-of-area coursework consists of the three core developmental courses listed below, which also serve to meet the aforementioned APA guidelines for one course each in social, cognitive, and physiological (Behavioral Neuroscience) psychology.

Psych 504	Biological Basis of Development	(4)
Psych 505	Early Cognitive and Linguistic Development	(4)
Psych 506	Personality and Social Development	(4)

Note that one 400-level course on the same topic may be substituted for the 500-level developmental courses.

Other Requirements:

Required Minimum Number of Credits in Dissertation Research: 27

A one-year internship (as specified in the "Clinical & Child Clinical Psychology Program Training Manual")

Advice for students from other Areas:

Adult Track Courses
Psych 489	Clinical Psychology	(3)
Psych 538	Systems of Psychotherapy	(3)
Psych 594	Advanced Personality Theory	(5)
Psych 595	Behavior Disorders	(5)
Psych 596	Psychology of Behavior Change	(5)

Child Track Courses
Psych 525	Assessment of Intelligence	(5)
Psych 526	Psychological Assessment of Children	(5)
Psych 571	Child Psychopathology	(5)
Psych 572	Approaches to Child Treatment	(4)
Psych 583	Research Methods in Clinical & Community Psych	(4)

Cognition and Perception

Within-Area Requirements:　　At least three courses within the Cognition and Perception Area as follows:

　　At least one course from the C list.
　　At least one from the P list.
　　Substitutions for these courses must be approved by the individual's advisor and the Area Representative to the Graduate Training Committee.

Cognition (C) List

Psych 428	Human Motor Control	(5)
Psych 447	Psychol of Language II	(4)
Psych 460	Cog Neuropsych	(4)
Psych 462	Human Memory	(5)
Psych 465	Intelligence	(5)
Psych 466	Judgmt & Decision Mak	(5)
Psych 467	Eyewitness Testimony	(3)
Psych 469	Psychol of Reasoning	(4)
Psych 471	Applied Cognition	(4-5)
Psych 523	Cognition	(5)
Psych 524	Cog Approach Memory	(3)
Psych 521	Higher-Order Cognition	(3)

Perception (P) List

Psych 424	Vision & Its Physiol Basis	(5)
Psych 441	Perceptual Processes	(5)
Psych 432	Visual Perception	(4)
Psych 522	Cognitive Perception	(3)

Outside-of-Area Requirements:

Students are required to take no fewer than three classes outside of the area. It is expected that students will select courses that contribute to their particular interests and goals.
In addition, participation in journal clubs and 500-level seminars is expected.

Other Requirements:

♦ Psych 541-----Seminar in Cognitive Processes---3 qtrs. Minimum
♦ 1st year students must submit a written version of their First Year Project to their advisors by Fall quarter of their 2nd year.
♦ Every cognition/perception major is required to write at least one paper per year on a cognition or perception topic, and give at least one public presentation per year of research ideas and/or results.

Recommendations: Students should attempt to think through their individual educational and career goals. Working with their primary and secondary advisors, students should select courses and research projects that advance the pursuit of these goals.

Advice for students from other Areas: Other courses taught by members of the Cognitive Area (e.g., Psychology/Law; Intelligence) may also be acceptable. See Area Representative.

Psych 424	Vision and Its Physiological Basis	(5)
Psych 428	Human Motor Control and Learning	(5)
Psych 441	Perceptual Processes	(5)
Psych 447	Psychology of Language II	(4)
Psych 460	Cognitive Neuropsychology	(4)
Psych 462	Human Memory	(5)
Psych 466	Psychology of Judgment and Decisions	(5)
Psych 469	Psychology of Reasoning	(4)
Psych 522	Cognitive Perception	(3)
Psych 523	Cognition	(5)
Psych 524	Cognitive Approaches to Human Memory	(3)

Developmental

Within-Area Requirements:

Psych 504	Biological Basis of Development	(4)
Psych 505	Early Cognitive and Linguistic Development	(4)
Psych 506	Personality and Social Development	(4)
Psych 517	Advanced Research Methods	(5)
or Psych 519	Statistical Methods in Longitudinal Research	(3)

Outside-of-Area Requirements: A minimum of three Seminars or advanced specialty courses in other topics as determined by the student and his or her advisors.

Other Requirements:

Psych 560   Developmental Seminar   3 quarters minimum
Methodology exam
Additional graduate seminars or advanced specialty courses in developmental topics as determined by the student and his or her advisors.

Advice for students from other Areas:

Psych 437/560	Motor Development/Advanced Motor Development	(4)
or Psych 436	Developmental Aspects of Sport Competition	(4)
Psych 504	Biological Basis of Development	(4)
Psych 505	Early Cognitive and Linguistic Development	(4)
or Psych 414	Cognitive Development	(5)
Psych 506	Personality and Social Development	(4)
or Psych 415	Personality Development of the Child	(5)

Social Psychology and Personality

Within-Area Requirements:

Psych 445	Theories of Social Psychology	(5)	(A)
Psych 511	Advanced Personality	(3)	(W)
Psych 508	Research Methods in Social Psychology	(4)	(Sp)

Outside-of-Area Requirements: A minimum of three Seminars or advanced specialty courses in other topics as determined by the student and his or her advisors.

Other Requirements: Students will select further courses that contribute to their particular interests and goals. Participation in journal clubs and informal seminars is expected. There is also a strong expectation to obtain relevant methodological and quantitative training. Specifics will be determined on a case-by-case basis through consultation with advisors.

Advice for students from other Areas:

Psych 445	Theories of Social Psychology	(5)
Psych 452	Psychology of the Self-Concept	(4)
Psych 454	Personality & Social Influence	(4)
Psych 508	Research Methods in Social Psychology	(4-8)
Psych 511	Advanced Personality	(3)
Psych 560	Proseminar in Social Psychology	(4)

C. III. OTHER SPECIALTY PROGRAMS

In some cases, concentrations of work have been developed outside of the Department's Area structure. Three current specialty programs are listed below. Consult the coordinator if you are interested in these programs.

Community Psychology (coordinated by Ana Mari Cauce)

A student wishing to pursue a concentration in Community Psychology should incorporate the following courses into his/her program.

Psych 574	Community Psychology	(4)
or Psych 560	Community Psychology	
(only one of the above may be taken, not both)		
Psych 560	Program Evaluation	
Psych 580	Minority Mental Health	(3)

Courses taken in other departments, including American Ethnic Studies, Sociology, Women's Studies, Psychiatry and Behavioral Sciences, PSN, Epidemiology, Health Services, and Social Work have also been approved. For a complete listing of suggested courses see the Graduate Program Assistant (G-127).

Quantitative (coordinated by John Miyamoto)

A student wishing to pursue a concentration in Quantitative Psychology should incorporate several of the following courses into his/her program.

Psych 502	Mathematical Modeling for Psychol & the Neurosciences	(3)
Psych 508	Research Methods in Social Psychology	(4)
Psych 515	Multivariate Statistics	(4)
Psych 518	Single Subject Design and Research	(3)
Psych 519	Statistical Methods in Longitudinal Research	(3)
Psych 552	Seminar in Quantitative Techniques	(2)
Psych 565	Quantifying Brain Structure	(3)
Psych 583	Research Methods in Clinical & Community Psychology	(4)

Courses from other departments may be used to satisfy this concentration with approval of the Quantitative Area Representative and/or the Graduate Program Coordinator. A more extensive list of suggested course is available in the Graduate Program Office in Guthrie. The courses selected must be rigorous and contain substantial mathematical, statistical, or computational content. You are encouraged to examine the course offerings in Psychology and other departments such as Statistics, Educational Psychology, Biostatistics, Computer Science, Mathematics, and Applied Mathematics.

Sport Psychology (coordinated by Frank Smoll and Ron Smith)

A student wishing to pursue a concentration in Sport Psychology should incorporate several of the following courses into his/her program.

Psych 426	Neurobiology of Learning and Memory	(4)
Psych 428	Human Motor Control and Learning	(5)
Psych 436	Developmental Aspects of Sport Competition	(4)
Psych 437	Motor Development	(4)
Psych 438	Social Psychology of Sport	(4)
Psych 545	Seminar in Motor Control	(4)
Psych 560	Seminar in Motor Development	(4)
Psych 560	Seminar in Sport Psychology Research	(variable credits)
Psych 560	Sport Psychology Practicum	(variable credits)

D. POLICIES AND PROCEDURES

D. I. WHOM TO SEE FOR WHAT YOU NEED

During your graduate career you will occasionally have the need to draw upon the services and facilities offered by the Psychology Department. The faculty and other graduate students usually help you discover the ins and outs of locating these potential services. The following list of the staff and their responsibilities is included to give you an idea of whom to talk to as your needs as a graduate student change and develop.

Steven Buck, Acting Chair (G-227, 3-6789)
> e-mail: sbuck@u.washington.edu

♦ For problems not solvable, or solved by anyone else.
♦ Schedule an appointment through Beth Rutherford (G-121, 5-8035, bethr@u.washington.edu)

Frank Smoll, Graduate Program Coordinator, GPC   (G-219, 3-4612)   Please see Section A. II.
> e-mail: smoll@u.washington.edu

Sandi Dormont, Graduate Program Assistant, GPA   (G-127, 3-9329)   Please see Section A. II.
> e-mail: dormont@u.washington.edu

Paul Bernard, Administrator (G-119, 3-2077)
> e-mail: pbernard@u.washington.edu
> (If Paul is on vacation, see Michele Jacobs)

♦ Maintenance or repairs needed in Guthrie Hall and the Annexes
♦ Security problems in Guthrie Hall and the Annexes
♦ Questions concerning space allocations (academic, research, and operations)
♦ Liaison with Personnel Office
♦ Telecommunications/Ethernet questions
♦ Issues building permits
♦ Mailing Services barcode coordinator.
♦ If you can't find someone to answer your questions, he can usually help

Michele Jacobs, Associate Administrator (G-129, 5-2027)
> e-mail: mjacobs@u.washington.edu
> (If Michele is on vacation, see Paul Bernard)

♦ Monitors state funded budgets and does projections
♦ Maintains detailed files on departmental expenditures
♦ Monitors Fellowship Awards, Endowment accounts and departmental gift accounts. Answers questions concerning institutional allowance funds (i.e., small amounts of money for dissertation research)
♦ Checks budgets on all outgoing proposals, maintains files on all proposals submitted
♦ Information regarding grant proposals re: fringe benefits, indirect costs, proposal application materials
♦ Travel - some money for airfare is available for graduate students once per biennium
♦ Assistant to the Administrator: handles immediate problems in his absence
♦ Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be reimbursed under Petty Cash. (Michele Jacobs and Margaret Chung share Petty Cash responsibilities)

Phillip Burger, Fiscal Specialist (G-130, 3-8879)
        e-mail: pburger@u.washington.edu
♦   Monitors majority of externally and UW funded research grants and contracts
♦   Questions concerning purchasing supplies/equipment for grant use
♦   Questions on travel covered by grants (if you are employed as an RA on a grant)
♦   General questions or problems related to grants

Margaret Chung, Fiscal Technician (G-132, 6-5275)
        e-mail: marchung@u.washington.edu
♦   Assistant to Michele Jacobs and Phillip Burger
♦   Prepares travel paperwork
♦   Handles all purchase order requests, including stores orders
♦   Petty Cash Custodian

Brian Culver, Payroll Coordinator (G-126, 3-3366)
        e-mail: culver@u.washington.edu
♦   Prepares payroll forms and has a complete listing of your departmental employment and
        service records
♦   Answers questions concerning payroll checks for TAs and RAs
♦   Supervises distribution of payroll checks
♦   Reference Station (University policies and procedures)
♦   Copy System Administrator: issues copy accounts, including personal accounts, and updates copy
    user numbers for access to departmental copy machines
♦   Submits Graduate Student Insurance forms

Beth Rutherford, Assistant to the Chair (G-121, 5-8035)
        e-mail: bethr@u.washington.edu
♦   Schedules appointments for the Chairperson (Steven Buck)
♦   University and Departmental policies

William Kaplan (G-119A, main office, 3-2640)
        e-mail: wkaplan@u.washington.edu
♦   Questions concerning mail delivery to Guthrie
♦   Editor of weekly department Newsletter
♦   Exam and other class material processing for TAs
♦   Has "Reprint Request" cards
♦   Office machine scheduling (Zenith, Mac, Xerox)
♦   Keys to rooms in Guthrie
♦   To reserve rooms 57, 211, and 315 in Guthrie, or rooms in other buildings
♦   Problems with the copy machines
♦   Text book orders and desk copies
♦   Change of grades or removal of incompletes
♦   Office hours publication
♦   Course entry codes for variable credit classes (Ψ600, Ψ700, Ψ800)
♦   Seminar Description Editor
♦   Overnight Express mail service
♦   Colloquium advertisements
♦   Grade sheet distribution
♦   Messenger service (on campus)

Undergraduate Advising Staff (G-114B, 3-2698)

      Jody Burns, Director, Counseling Services
              e-mail: davisj@u.washington.edu

♦ Recruit potential undergraduate research assistants
♦ Advise undergraduate Psychology majors
♦ Undergraduate academic policies
♦ Tutor training and recruitment
♦ Student ratings of courses, professors, and TAs
♦ Evening Degree advising
♦ Statistics tutoring pool
♦ Unusual registration problems for undergraduates

Technical Support Services Staff (G-29, Basement, 3-8281)

      Rich Ball, Senior Computer Specialist (G-26, 3-8281)
              e-mail: richb@u.washington.edu

♦ Computer hardware and software support
♦ Departmental equipment checkout and return
♦ Departmental shipping and receiving
♦ Questions concerning A/V and other equipment owned by the department
♦ Departmental equipment inventory

      Doug Kalk, Ph.D. Senior Computer Specialist (G-27, 3-8281)
              e-mail: dougkalk@u.washington.edu

♦ Computer hardware and software support
♦ Hardware/software integration

      Aaron Sumner, Senior Computer Specialist (G-27, 3-8281)
              e-mail: sumner@u.washington.edu

♦ Directs operations in the department's Media Lab (Rm 53), which supports teaching in the department
♦ Coordinates checkout of departmental laptops & other presentation equipment
♦ Provides instruction in presentation, multimedia, and web editing software
♦ System administrator and Consultant for Rat Lab (Rm 51), Human Performance Lab (Rm 55), and Presentation & Lecture Lab (Rm 57)
♦ Assists with first year presentations
♦ Departmental consultant for web-related issues
♦ Departmental Webmaster

      Dean Malidore (ChemLib 27, 3-4410)
              e-mail: dmalid@u.washington.edu

♦ Runs and coordinates the vivarium (where research animals are kept)

Ombudspersons: I. Bernstein, C. Fagan, M. Linehan, A. Marlatt

Graduate Training Committee:

Davida Teller (Chair)	Frank Smoll (Graduate Program Coordinator)
Jim Ha (Animal Behavior)	Sheri Mizumori (Behavioral Neuroscience)
Ron Smith (Adult Clinical)	Ted Beauchaine (Child Clinical)
Miriam Bassok (Cognition & Perception)	Stephanie Carlson (Developmental)
Jane Richards (Social and Personality)	Sandi Dormont (Graduate Program Assistant)

              Drew Kutscher (Student Representative)

D. II.   MINORITY CONCERNS COMMITTEE

Minority Concerns Committee
This student-organized group is composed of graduate students and faculty of all racial and ethnic backgrounds from the Department of Psychology who wish to provide a supportive network for ethnic minority students and their allies.   The members work to promote awareness of and scientific understanding of culture and ethnicity in psychology and advocate for cultural diversity in the training and teaching of psychology. If you are interested in speaking with a minority student from the Psychology Department, you may contact:

Kari Stephens or Vivian Zayas, Graduate Student Representatives
Multi-Ethnic & Cultural Association (206) 616-1018
E-mail: meca@u.washington.edu

Minority Student Representation
We currently have 29 graduate students from diverse ethnic backgrounds representing twenty percent of the graduate student population.

Minority Faculty Representation

Ana Mari Cauce, Ph.D.	Sheri Mizumori, Ph.D.
Jaime Diaz, Ph.D.	Jaime F. Olavarria, M.D., Ph.D.
William H. George, Ph.D.	Yuichi Shoda, Ph.D.
John Miyamoto, Ph.D.	

D. III. CHANGING AREAS

Occasionally, after some time in our graduate program, a student decides that he or she wishes to transfer to another Area or program within the Department of Psychology. Transfers into the Clinical Area are discouraged and virtually impossible. In any case, such a transfer requires an application process and is subject to the following conditions:

1. The student finds a new faculty advisor within the Area or program to which he or she wishes to transfer. This faculty member must be willing to serve as the student's advisor and to supervise the student's research in the new Area or program.

2. If the student requesting the transfer was admitted to the department with a promise of financial support and is within the first four years of graduate training, *the Area to which the student is transferring* assumes responsibility for providing TA or RA support through the remainder of the student's first four years in the department. However, it is assumed that the transfer is in the student's best interest, and the Department as a whole can be asked to assist in solving a support problem if it arises.

3. The faculty of the Area or program into which the student wishes to transfer approve the transfer. In most cases, applications for such transfers will be considered by the faculty of an Area or program during January of each year, in the same meetings in which preliminary discussions of admissions for the following year are held. Financial support for the transferring student becomes part of the admissions plan for the Area.

    A student who wishes to make such a transfer should apply no later than January 1 to the new Area or program. Applications received after that date will not normally be acted upon until January of the following year.

D. IV. PETITION TO THE GRADUATE TRAINING COMMITTEE

This section is most like to apply only to students who entered prior to Fall, 1999.

Petition forms are available from the Graduate Program Office (G-127.) The petition form is to be used to request anything that differs from the standard requirements of the Department of Psychology. (This is not the same as the Petition to the Dean of the Graduate School which requests changes in requirements of the Graduate School.) After discussing your request with your advisor(s) or major area representative, you must present the petition to the Graduate Training Committee (GTC). Your advisor's signature is required on the petition. (See appendices.)

The GTC meets during the first or second week of each quarter. Petitions must be turned in to the Graduate Program Office by the following dates.

Academic Year deadline: First class day of the quarter
Summer deadline: Monday of the last week of Spring Quarter

In evaluating petitions, the GTC applies the following criteria/guidelines:

1. Relevance to the student's educational and career goals.

2. Clarity of the request.

3. Brevity or succinctness.

4. Courses that are used to fulfill requirements must be taught by credentialed academic faculty.

5. If a petition is resubmitted, copies of all previous materials relating to the petition must be included; forms, documents, correspondences, etc.

D. V. ON-LEAVE STATUS

Each quarter (except summer) you must either register for classes or petition for on-leave status. On-leave petition cards may be obtained from the Graduate Program Office, Guthrie 127. Your advisor must approve the on-leave request unless it is for going on internship. The on-leave petition must by returned to the Graduate Office in Guthrie for signing by the Graduate Program Coordinator, Frank Smoll. You then submit the card together with the $35 fee to the Registration Office, 225 Schmitz Hall, by the 5th calendar day of the quarter in which you begin your leave period. If you have already registered for that quarter, you must officially withdraw at 225 Schmitz to avoid liability for tuition and fees. You cannot go on leave for that quarter unless you withdraw prior to the first day of the quarter. See http://www.washington.edu/students/reg/03cal.html for more details or call 206-543-4000.

Procedure for re-enrollment

UPON EXPIRATION OF YOUR LEAVE period, you may either petition to extend your leave or, if you wish to enroll, you must file a "Returning Student Reenrollment Application" at 225 Schmitz Hall or through the UW website http://www.washington.edu/students/reg/returning.html. This application must be submitted by the deadline listed below in order to ensure your re-enrollment.

Application deadlines are:

July 1	for Autumn Qtr
November 1	for Winter Qtr
February 1	for Spring Qtr
June 1	for Summer Qtr

YOU MUST EITHER BE   **REGISTERED**   OR   **OFFICIALLY ON-LEAVE**
EACH ACADEMIC QUARTER.

Failure to register or extend your leave of absence will result in dropping you from University enrollment. You must then re-apply to the Graduate School and submit a $50 application fee before the application deadline. Moreover, readmission is not automatic, but must be approved.

If you were registered or officially on-leave during the 3 previous academic quarters, then you need not register or go on-leave for summer quarter. (If you were on-leave the previous summer and all 3 academic quarters as well, then you DO need to register or extend your on-leave status.) However, it is recommended that you notify the Registration Office of your status.

D. VI. GRIEVANCE PROCEDURE

The Psychology Department is committed to supporting graduate students and working to resolve any problems and/or conflicts that may arise. Students are encouraged to address situations proactively. It is recommended that you attempt to resolve any problems or conflicts informally. At this level, the subject remains confidential.

Depending upon the nature of your concern, the appropriate avenue for addressing the situation may vary. Within the department it may be best to confer with your advisor(s) first. If this is not appropriate, or you do not reach a satisfactory resolution, see your Area Representative, your Area Coordinator (Area Head) or the Graduate Training Coordinator, and finally, the Department Chair. At any time, you may also contact the Departmental Ombudspersons for advice. I. Bernstein, C. Fagan, M. Linehan, and A. Marlatt are the appointed Ombudspersons for 2002-2003.

If necessary, however, a formal complaint may be made in writing. Once a statement is put in writing it becomes part of the record and at that point is available to anyone with an interest in the subject, including those involved in the situation. This can be done either within or outside the department.

If you fail to resolve the difficulties within the department, there are avenues available to you outside the department as well; for example, the Human Rights Office (206-543-7217) and the Ombudsman for Sexual Harassment (206-543-0283). Consult with these outside offices after you have failed to resolve your difficulties within the department.

D. VII. UNIVERSITY POLICY REGARDING SCHOLARLY INTEGRITY

Because of the importance of issues of scholarly or scientific misconduct to the operations of the University and because significant expertise is required to address such issues, the University has established an Office of Scholarly Integrity (OSI) under the Vice Provost and Dean of the Graduate School (206-543-9054). This Office assumes primary responsibility for investigating and resolving allegations of scientific and scholarly misconduct by its faculty, staff, and students. Please refer to Executive Order #61 and to the University Handbook, Volume II, Section 25-51 for further information.

Inappropriate activities include:
      Intentional misrepresentation of credentials
      Falsification of data
      Plagiarism
      Abuse of confidentiality
      Deliberate violation of regulations applicable to research
      Other practices that seriously deviate from those commonly accepted by the scientific community
         in proposing, carrying out, or reporting results

E. FUNDING AND MONEY MATTERS

E. I. TA and RA Policy

a. TA Assignment Procedures

1. In the fall of each year, the Psychology Department surveys the courses to be taught in the following year and the grants pending and makes an estimate of the number of TA and RA slots likely to be available. This estimate is used, in conjunction with commitments already made to continuing students, in deciding how many new graduate students will be accepted for the following year. Definite offers of support are not made to new students until the funds for each position are assured.

2. Each quarter, all current graduate students and faculty are asked to state preferences for funding and assistance for the following quarter. Preferences for Autumn Quarter are collected during Summer Quarter. New first year students serving as TAs are automatically assigned a course.

3. Make sure to return the TA request form by the deadline listed when the quarterly request forms are distributed.

4. Based on stated preferences, and funding priorities (see Priorities section below), formal appointment offers are made for both TA and RA positions just prior to the beginning of the quarter for which they are effective. It is not possible to make these any further in advance primarily due to the uncertainty of course registration and research funds.

5. *Students on Probation*   If a student is on External Warn, Probation, or Final Probation status with the Graduate School, he or she cannot be a candidate for a TA Fellow or Lead TA position. If a student is on internal warn status, he or she can only be appointed to the Lead TA or TA Fellow positions after consultation with, and approval of, the student's advisor(s) and the Graduate Program Coordinator. After each meeting of the Graduate Training Committee (GTC), the faculty member in charge of recruiting and assigning the Lead TA and TA Fellow positions will be informed about students who are currently not in good standing (or are in questionable standing) in our program.

6. **SUMMER QUARTER WARNING**:   There are only about one-fourth as many Teaching Assistantships available during Summer Quarter as there are during each of the three quarters of the academic year. This does not include several courses taught entirely by senior graduate students. Hence, we can NOT give TAs to all those graduate students who request them for Summer Quarter. You should consult your advisor and the faculty member who heads your area for other possible sources of Summer Quarter financial support.

    Graduate students who rely on TAs should, from the beginning of the year, work on alternative sources of summer support. If, for example, you are offered a Research Assistantship that supports you in some but not all of the four quarters, if possible, try to arrange for the RAship during summer quarter as one of those quarters. You might also investigate the possibility of obtaining graduate work/study eligibility and applying those funds to summer quarter positions. (See also, Summer Employment, Section E.IV.)

    The promise of support given to incoming students is for the regular academic year. Summer Quarter operates on a separate budget and is outside of this promise. Therefore, most students have to look elsewhere for summer support. It follows that the TA priority system, being based on the promise of a support letter, does NOT apply to Summer Quarter. The most important criteria in selecting for summer TAs are, competence, instructor preference, and student preference.

E. I. b.. TA Assignment Priorities

Teaching Assistantship assignments are made near the end of the quarter prior to the actual appointment. This process requires students to complete a form on which they specify their requests for TA positions for the following quarter. TAs are then assigned courses by the Graduate Program Coordinator in collaboration with the Graduate Program Assistant and the Associate Chair, according to the following criteria: a) the student's qualifications to teach the course, b) the student's priority ranking (see below), c) the preferences of the instructor (from among qualified potential TAs) and of the graduate students (from among available courses), and d) the student's demonstrated teaching ability. The overriding consideration in assigning TAs is the quality and enhancement of instruction.

The following priority system is applied in the TA assignment process:

Priority I   First-year students who were given an explicit promise of support during that year as an inducement to enter the program. These students are top priority for TAs only in the Autumn, Winter, and Spring Quarters of their first year. In Summer Quarter, they are on a par with students in priority levels II and III. Only Priority I students are guaranteed a TAship during the academic year.

Priority II   Second-, Third-, and Fourth-year students who were admitted with explicit promises of support or, who were later placed at this priority level by the faculty in their area or program, and who are not on Probation or Final Probation with the Graduate School.

                    In some cases, Priority III students may be given preference over Priority II students in making TA assignments, e.g., courses requiring special knowledge or skills such as statistics or clinical seminars.

Priority III   Students who were admitted with no promise of support, students beyond their 4th year of study, and students on Probation or Final Probation.

An internal action, i.e., department watch or warn status, does not affect a students' priority level.

As far as possible, student and instructor requests for positions will be matched within the guidelines shown above. Instructors and students are given up to six choices of requests for appointments. If the first choice request is not possible, attempt is made to provide the second or third choice. As instructors are held responsible for the conduct of courses, every effort is made to provide them with the personnel they request. Any student who is assigned to a class that he or she did not request can contact the Graduate Program Coordinator to discuss the assignment or request a review of the assignment.

TA Evaluations and Priorities for Future TA Assignments: As the assignment of TAs is primarily to provide undergraduate teaching services, formal evaluation of students in terms of their competence as TAs will be considered in the making of future assignments. All TAs teaching quiz sections **must** be evaluated by the students in their classes. In addition, instructors will be requested to evaluate their TAs each quarter. Evaluations, along with formal letters of appointment for each TA, will be placed in a separate folder for each student and will be made available for review upon request.

E.l. c.   Teaching Experience Requirement

Since the Psychology Department has required that students get teaching experience if they wish recommendations for teaching jobs, students requesting TA positions who have not previously held such a position will have some priority over students who have been teaching regularly. This, of course, will be weighed with other factors, including the needs of the course in question.

Evening and summer appointments are of two general kinds: assistant to the instructor of the course in large classes or laboratories; or instructor of the course. In the former case, we restrict the level to the payroll rate determined by the student's progress in the program (see salary levels below). In the latter instance, we appoint the graduate student at the Predoctoral Teaching Associate II regardless of program status. For budgetary reasons, we are limited to a very small number of such positions to cover both kinds of appointments.

E.l. d. Research Assistantships

If a student is requested by the Principal Investigator and wishes to accept the appointment, that student will be awarded the RA position. This is done because PIs are responsible for the conduct of the research. If the PI does not have a particular request, students are sent by the Graduate Program Coordinator to interview for the position, based on the same priorities that are stated for assigning Teaching Assistantships.

The RAs' responsibilities are to the principal investigator and the respective research project providing the salary (which may or may not coincide with the student's own personal research interests). **These appointments should never be confused with fellowships which allow the student research freedom**.

E.l. e. Fellowships and Traineeships

Clinical Psychology traineeships typically are given to first year students to help them handle a heavy first year course load. Other fellowships and traineeships which may be under Departmental control are awarded by the Chair, after consultation with appropriate faculty and as dictated by the conditions of the fellowship in question.

Graduate students are encouraged to apply for any other advertised fellowship or traineeships for which they are eligible. Watch the Departmental newsletter, or your e-mail, for announcements of awards, internships, etc., being offered by other agencies. See information on-line at:
http://www.lib.washington.edu/gfis

In many instances, all or part of the student's tuition and fees are paid by the fellowship or training grant. *Questions concerning payment of tuition should be clarified before the onset of the appointment.*

E. II. PAYROLL PROCEDURES

E. II. a. Payroll

Assignments to TA positions are made on a quarterly basis only. After the TA or RA assignment has been made and the level established, employment forms are prepared by Brian Culver (G-126). The payroll form (Personnel Action Form, PAF) must be completed for all employees. Students for whom this is a new appointment must complete and sign the Employee Personnel Data / Campus Contact Data Form, a W-4 form, a Conviction / Criminal History form, and INS form I-9 (Employment Eligibility Verification).

Income Tax Information. You will receive a W-2 form (statement of income and taxes withheld) in January following the calendar year worked. If you were on the payroll during the months of November or December, your W-2 will be distributed to your mailbox in Guthrie. If you are off the payroll during the last couple months of the calendar year through the time that the W-2's are issued, then your W-2 would be sent to your permanent address. **Please be sure to inform the payroll coordinator of any address changes.**

E. II. b. Paydays and Paychecks

Paychecks for salaried, monthly, and hourly appointees (TAs, RAs, Fellows, Trainees) are issued on the 10th and 25th of each month. Time sheets for hourly employees are to be submitted on the 11th day of the month, with payday following on the 25th; and on the 26th of the month, with payday following on the 10th of the next month. Checks are picked up by the "home department," reviewed for accuracy and completeness, and are usually available in the Psychology Department by 11:00 a.m. on the respective payday. Confirmation slips for those who have direct deposit are put in the employee's mailbox. Actual paychecks are **never left in open mailboxes** but must be picked up and signed for by the individual recipients in the main Psychology office (G-119).

Each employee has a "home department" where the individual's composite check, money from all sources and issued each payroll, is sent. Sometimes things go awry and expected paychecks are missing or incorrect. Reasons range from late submission of payroll papers or time cards, to balkiness of a sickly computer. Any question concerning your paycheck should be directed to the Payroll Coordinator, Brian Culver (G-126). Emergency checks can be arranged, and in most cases take about a week.

E. II. c. Appointment Ranks

The University has several ranks of pay scales for TAs and RAs. They can be found in the general catalog under the graduate school appointment section or see: www.grad.washington.edu/fellow/salary schedule.htm for a list of monthly salaries. Below is a summary of our most common appointment ranks.

TAs	RAs	Status
Teaching Assistant (TA)	Research Assistant (RA)	First Year Students
Predoctoral Teaching Associate I (PDTAI)	Predoctoral Research Associate I (PDRAI)	Second Year and Above
Predoctoral Teaching Associate II (PDTAII)	Predoctoral Research Associate II (PDRAII)	Ph.C. (Candidate) Status i.e., General Exam Passed
Predoctoral Instructor	Predoctoral Researcher	to be determined

The Psychology Department petitioned and received permission to pay our students at a higher level that that of other departments on campus. This is called the variable rate scale and can be found at: http://www.grad.washington.edu/fellow/salaryschedule.htm. As a result, we now have only two (higher) pay levels. The first level will be paid to all students until such time as they pass their general exam. The second level will be paid to all students who have successfully passed the general exam to attain Ph.C. status. We will, however, continue to keep track of the levels above for accounting purposes.

Your salary level as an RA is determined by the Principal Investigator (PI) of the grant budget funding your RAship. Factors affecting your salary level include your graduate student classification (see TA appointment ranks above), your duties on the project, and the amount of money available in the grant. Usually, faculty project directors budget sufficient funds to provide for the higher pay levels. You cannot, however, be paid more than your level justifies; you could be paid less. Discuss your salary level with the Principal Investigator of the grant.

The funding level at which you are hired at the beginning of the quarter is in effect for the entire quarter of your appointment. If you become eligible for the second pay level during the quarter, you will not be promoted to the higher salary until the next quarter you hold a TA/RA appointment.

E. II. d. Standard Deductions from TA/RA Paychecks

1. Federal Withholding Tax on salary

2. "Medical Aid" (state accident/health insurance termed "Workingman's Compensation" to provide for on-the-job injuries.) This deduction is quite small so it is the least painful of these deductions. In cases of injury during the period of your service appointment, contact the Administrator (G-119), who has the appropriate claim forms.

E. II. e. Standard Appointment Periods

1. Teaching assistantships, as stated earlier, are made on a quarterly basis only, and have arbitrary payroll dates which do not coincide with the actual instructional period of the quarter. These payroll periods are as follows:

Autumn	Sept. 16 - Dec. 15 (3 months)
Winter	Dec. 16 - Mar. 15 (3 months)
Spring	Mar. 16 - June 15 (3 months)
Summer	June 16 - Aug. 15 (2 months only)

The TA's responsibility is to the course and the instructor to whom he/she is assigned for the entire quarter which the above appointment periods represent. **There is no paid vacation.** In other words, there is *no pay* for the period from August 15 - September 15.

2. Research assistantships can be for any period, but usually follow the quarterly dates as in the TA appointments. The standard practice is to make RA appointments for full or half months, although there is no regulation prohibiting the appointment for irregular periods, in which cases payment is computed on a daily basis from the monthly rate. However, the RA, unlike the TA, is expected to be on duty during the actual period of the appointment and, as is the case with TA's, **there is no paid vacation period.**

    Qualifying for a Tuition Waiver: During Autumn, Winter, and Spring Quarters (the academic year) both RAs and TAs must be employed full time (20 hours per week) and be on the active payroll for at least five of the six pay periods in order to qualify for a tuition waiver. You must also be registered for a minimum of 10 credits per quarter to qualify – see below.

E. III. TUITION AND RESIDENCY

E. III. a. Tuition
Full-time graduate tuition effective Autumn Quarter, 2002, is as follows: resident - $2,146/quarter; non-resident - $5,175/quarter. Winter and Spring Quarters will be $2,181 and $5,210 respectively.

E. III. b. Residency

If you are currently a non-resident who expects to be eligible for resident status after living here for at least one year, *please apply for residency during Spring Quarter of your first year*. This is essential for students appointed as teaching or research assistants during their graduate training. Each year the Department is allocated a limited number of non-resident tuition waivers, almost half of which go to first-year students. If the number of non-resident students with TA/RA support exceeds the number of waivers allotted, some graduate students will be required to pay full non-resident tuition.

To obtain resident status, you must submit a formal application. This process takes time and should be started early. The application is available on-line at http://depts.washington.edu/registra/forms. Many criteria must be met (such as registering to vote, obtaining a Washington State driver's license and registering your car.) A list of all the documents needed is available at: the following website: http://www.washington.edu/students/reg/residency.html#q1. Residence applications and further information are also available at the Residence Classification Office, 320 Schmitz Hall (phone: 206-543-4188).

E. III. c. Payment of Tuition and Fees

One of the eligibility requirements for holding TA/RA positions is full-time registration of a minimum of 10 graduate credits per quarter. Exception: For Summer Quarter only, the minimum is 2 graduate credits. See: Registration Requirements chart in section A. If you have a student loan you may be required to register for the full 10 credits during the Summer Quarter as well. If you are unsure, please check with Student Financial Aid (Janet Cantelon, Assistant Director, 206-685-1371).

Most of your tuition and fees will be automatically paid for any RA or TA who is appointed to a 50% or greater position (i.e., 20 hours or more per week). However, you will receive a bill for certain fees that must be paid by Friday of the third week of the quarter. Failure to pay these fees by the deadline will result in an additional "late payment fee" being assessed to your account. See the UW Time Schedule or the General Catalog for deadlines and rates.

EVEN IF YOUR TUITION BILL IS INCORRECT, BE SURE TO PAY THE $156 STUDENT FEE PRIOR TO THE DUE DATE.

E. IV. SUMMER EMPLOYMENT AND SUPPLEMENTAL INCOME

E. IV. a. Summer Employment

The number of summer TA positions available is nearly one fourth of those available during the academic year. It is, therefore, important for graduate students to plan ahead for alternative funding in the form of RA, fellowship, or traineeship appointments, and even to prepare small research grant applications to such on-campus facilities as the Alcohol and Drug Abuse Institute, the Graduate School Research Fund, etc., by contacting their faculty advisors, training grant directors, and, in the case of grant applications, Michele Jacobs, the Associate Administrator. (See also Section B.II. 6, for more information on funding opportunities.)

E. IV. b. Appointments in Excess of 50%

All graduate student service appointments are normally limited to 20 hours per week (50% time). This includes hourly supplementation and other forms of University employment when performed in addition to a regular graduate student service appointment. Equated with these half-time appointments are fellowships and traineeships. A petition to the Graduate School must be completed and signed for all cases of employment or appointment which exceed the specified 50% (or its equivalent). Petitions for appointments in excess of 50%, including TAs, RAs, GSAs, will be approved only in special circumstances. The justification should include a description of work to be performed and the reason for a work assignment (either hourly or monthly) in excess of 50%. All petitions must be signed by the Graduate Program Coordinator, Frank Smoll. No petitions are required for fellowship supplements to the appointments. Contact the Graduate Program Assistant (G-127) who has the appropriate forms and processes these petitions.

First Year Checklist

☐ Arrive in time to attend Orientation Seminar

☐ Prior to the beginning of classes, meet with your advisor to go over course requirements, research plan, and TA/RA assignment

☐ Get Washington State driver's license

☐ Complete payroll, insurance, and tax paperwork with Brian Culver

☐ Get e-mail account, desk space, SPSS license

☐ Acquire building keys

☐ Pay student fees before the due date during the first month of the quarter

☐ Talk with more advanced students to get their tips on the program

☐ Write your Annual Plan with your advisor (see Annual Plan Section B.I.) Turn in the final version to your advisor by the end of the first week of classes

☐ Register for classes before the first day of classes, including:
    ☐ Orientation seminar, statistics sequence, Colloquium Series
    ☐ Masters credits during your 1st and 2nd year if you choose to get a Master's degree (see Section B.VI.)

☐ Keep a file for yourself of all the courses you take, *including* seminars and independent studies. In this file enclose reading lists, syllabi, instructor name(s), and the quarter and year each course was taken. This file will be invaluable to you later, e.g. when you apply for licensing or a teaching position.

☐ Prepare for the first/second year project

☐ Plan for summer funding

☐ Review this manual for information that might be helpful

☐ Get to know the cafes on and off campus

☐ If any concerns arise, don't be shy. Talk to your advisor, co-advisor, another student, the lead TA, the Psychology Graduate Student Action Committee, the Graduate Program Assistant (Sandi Dormont), the Graduate Program Coordinator (Frank Smoll), or anyone else you think might be helpful.

Template for annual planning/evaluation meeting

The purpose of this template is to help graduate students and advisors prepare for their annual planning/evaluation meeting. We suggest that the student use this template to jot down notes before the meeting. Not all parts of the template will be relevant for all students -- just use the parts that are relevant for you.

University of Washington
Department of Psychology
Student Name typed here: _____(signature here)_____   Date: _____
Advisor Name typed here: _____(signature here)_____   Date: _____
Co-Advisor Name typed here: _____(signature here)_____   Date: _____

1. **Long-term goals**

A. What are the student's goals for the coming 5-10 year period (e.g. do you want to teach? What range of courses? Do research? A postdoc? On what topics? Work in industry? Other? Undecided, keep XX range of options open?)

B. Prepare an updated CV (curriculum vitae). Include courses taken, courses TA'd or taught, service, awards, publications, etc. Advanced students might also develop a statement of research and teaching interests.

C. What new skills/accomplishments/knowledge are most needed to take you toward your goals? How can they be acquired/worked on this year?

2. **Accomplishments during the past year - (*Comparison to last year's Plan can be very instructive!*)**

A. Research
   Research projects planned/underway/completed

   Writing underway/completed/submitted/accepted for publication

   Research presentations (e.g. Research Festival; journal clubs; colloquia; national meetings)

B. Coursework/milestones
   Required courses taken

   Other courses/seminars taken

   Milestones (e.g. Committee formed; required coursework completed; Generals scheduled/taken; dissertation proposal accepted; dissertation completed)

C. Development of teaching skills
   Courses TA'd

   Courses taught

   Other teaching practice (e.g. journal club presentations, guest lectures, etc.)

D. Departmental, University, Community, or National service

E. Awards

3. Plans for the coming year

    A. Research
        Research projects to be initiated/completed

        Writing to be initiated/completed

        Research presentations planned (e.g. colloquia; talks at national meetings)

    B. Coursework/milestones
        Required courses to be taken

        Other courses/seminars to be taken

        Milestones and dates (e.g. form Committee; complete required coursework; take Generals; develop dissertation proposal; complete dissertation)

    C. Application for outside funding? (see attached list)

    D. Development of teaching skills
        Courses you hope to TA

        Courses you hope to teach

        Other teaching practice (e.g. journal club presentations, guest lectures, etc.)

    E. Departmental, University or National service (optional, but start thinking about this)

4. Advisor/co-advisor/committee

Given your goals, are you in the right research group with the right advisor?
If you need to change, how and when could it be done gracefully?

(Before you have a Committee) What about your co-advisor? Any change needed?

(When you have a Committee): Is your Committee still functional given your goals? Any changes needed?

Will any faculty sabbaticals/leaves interfere with your time plan?

5. Writing up the annual plan

After consultation with your advisor and co-advisor, you should write up your annual plan. You should review it with your advisor and co-advisor, and come to agreement on a final draft. The final draft should be signed by all three of you. It needs to go forward with your advisor's draft of your feedback/evaluation letter, in time to be reviewed by the Area in early June. So please get it to your Advisor by May 23.

Summary:
Deadline – May 23 – Annual Plan to Advisor
Signaures required on Annual Plan – THREE

Template for faculty feedback/evaluation letter

The purpose of this template is to assist faculty members in preparing annual evaluation letters for graduate students. The template should be used selectively -- Not all topics need to be included for every student every year. Please ignore anything irrelevant.

University of Washington
Department of Psychology
Student Name typed here: _____   Date: _____
Advisor Name typed here: _____(signature here)_____   Date: _____
Co-Advisor Name typed here: _____(signature here)_____   Date: _____

1. **Long-term goals**

What are the student's goals? Has his/her activity served his/her goals well? What new skills are most needed to move toward these goals?

e.g. "We understand that your career goal is to teach and do research in a University Psychology department. If this is so, you will need to fill in a broader background in Psychology, and gain some teaching experience....

"We understand that your career goal is to gain a position at a major neurobiology research institute. If this is so, you will need to fill in a broader range of neurobiological techniques....a lab rotation with XX is recommended....

"We understand that your goal is to return to your position at Microsoft full time. Given this goal, you might want to expand your knowledge of XX, and/or develop a minor in the Business School....

2. **Progress this year**

A. Research progress and time line

What has the student accomplished?   Is it more or less than what was expected? If less, what obstacles were overcome or continue to stand in the way? How will these be addressed in the future? Do his/her accomplishments serve his/her goals? Be sure to emphasize positive accomplishments.

e.g. "We are pleased to hear that your first year project will result in a first-authored publication, and we encourage you to write it up and submit it in a timely fashion....

"We are pleased that you made a presentation at XX meeting, and that it was well received. We are also very pleased to know that one of your papers has been accepted by XX journal. These are noteworthy accomplishments, and you are rapidly building the kind of *vita* that should stand you in good stead for the academic job market....

"Over the last year we understand that your research has gone more slowly than expected because of problems with XX. We are optimistic that your new subject recruitment strategy will lead to more rapid progress. We understand that you now hope to complete data collection by XX and that you are planning to defend in June....

B. Coursework/milestones

Is required coursework on track? Is the student taking/participating in additional seminars/coursework that will serve his/her goals? What departmental/grad school milestones have been accomplished?

e.g. "We are pleased to see that you have completed all of your required courses, and have continued your training in statistical and quantitative methods consistent with your goal of research in social psychology....

"We note that last year we asked you to form your Committee, and that you have not done so. For this reason we are asking the Graduate Training Committee to review your record for possible disciplinary action.... Please form your committee immediately...."

C. Development of teaching skills

Is the student getting sufficient teaching training/experience to fulfill his/her goals?

"Congratulations on the quality of your TA performance.... The faculty who have worked with you appreciate the extra time that you give to students having a difficult time with the material.... The lecture you gave in XX course was absolutely first rate...."

"We note that you have been working as an RA the last three years and have not yet attained any significant teaching experience. This seems fine given your goal of being employed in industry, but be aware that you are limiting your future choices...."

"We suggest that you attend the four sessions for first-time TAs conducted by the lead TA, and the class on Teaching Psychology offered by Dr. Mike Passer and the lead TA in Spring quarter...."

D. Development of outside funding?

E. Departmental, University or National service

Does it make sense for this student to work on a service record?

e.g. "Thank you very much for serving on the Clinical Search Committee this year. You might wish to add this service to your service record on your *vita*...."

"Considering your goal to teach and do research in a major Psychology department, you might wish to begin to build up a record of departmental, university, or community service...."

F. Awards or other special recognition

"Congratulations on ....

****

An annual plan and a draft of an evaluation letter for each of your students should be forwarded to your GTC Area Rep by June 2, for discussion at the final Area meeting in the spring. Feedback and suggestions from other Area faculty should be incorporated into your letter. The final letter should be signed by both the advisor and the Area Graduate Training Committee member, and forwarded to Sandi Dormont by June 13. Sandi does not type the final letters. She only distributes them to the students.

The plans and letters will be reviewed by the Graduate Program Coordinator, Frank Smoll. Any cases in which the student is judged not to be making sufficient progress, or in which other serious concerns are expressed, should be called to Frank's attention, and will be reviewed by the GTC at its June meeting.

Summary:
June 2 – Plans and draft letters due to GTC Rep
June 13 – Finished Plans and letters due in Sandi's office

Psychology Department PETITION to the Graduate Training Committee

Due: 1st Day of Autumn, Winter or Spring Quarter

Date: _____

To: <u>Graduate Training Committee</u>

From: _____ Area: _____

        e-mail _____ Phone: _____

What are you requesting:

Explain briefly the reasons for your request, and give sufficient information to provide an appropriate basis for review and recommendation by the Graduate Training Committee (GTC). This description should clearly justify the request being made. If necessary, include a time line for completion of tasks. If course substitutions are requested, please provide a short description including number of credits, instructor, and syllabus whenever possible. Additional sheets may be attached if necessary.

Graduate Student Signature _____ Date _____

Approved by: _____ Date _____
        (Signature of Advisor/Supervisory Committee Chair)

Action and comments: ☐ Recommended ☐ Not Recommended

Petitions to the Graduate Training Committee

Petition forms are available at the Graduate Program Office. The petition form is to be used to request anything which differs from the standard requirements of the Department of Psychology. (This petition is not the same as the Petition to the Dean of the Graduate School which requests changes in requirements of the Graduate School.) After discussing your request with your advisor or major area representative, you must present the petition to the Graduate Training Committee (GTC).

The information required on the petition form may include the following:

➢   a list and brief description of the course(s) to be taken to fulfill a departmental or area requirement; the number of credits for each course and the instructor (if known);

➢   an explanation of how the request fits into your entire program (i.e., how it would add to your training) and how it is related to your career goals:

➢   a time-line for completion of tasks involved in the request,

➢   other relevant information.

Deadlines:

The GTC meets during the first or second week of Autumn, Winter, and Spring Quarters. Petitions must be turned in to the Graduate Program Office by the following dates.

Academic Year deadline: first class day of the quarter.

Summer deadline: Monday of the last week of Spring Quarter.

In evaluating petitions, the GTC applies the following criteria/guidelines:

1.   Relevance to the student's educational and career goals.

2.   Clarity of the request.

3.   Brevity or succinctness.

4.   Courses that are used to fulfill requirements must be taught by credentialed academic faculty.

5.   If a petition is resubmitted, copies of all previous materials relating to the petition must be included (forms, documents, correspondences, etc.).