

The information in this Manual is designed to be a quick guide to all the information that you ought to know about procedures, policies, 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 Director of Graduate Training or the Graduate Program Advisor.

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

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## Overview of the Psychology Ph.D. program

**1. Goal.** The goal of the Psychology Graduate Program at the University of Washington is to train the next generation of psychologists for excellence in research, teaching and/or clinical practice. Toward that end, graduate students are expected to take some formal course work. More importantly, you will be challenged to acquire and demonstrate mastery of a set of professional skills, including research, reading, writing, and speaking in your professional field.

Our program places an emphasis on self-definition of goals, and the development of individualized graduate programs centered around your goals. The purpose of this overview is to give you a general picture of the events that will constitute your graduate training, and define their general time scale.

**2. Areas and Advisors.** For administrative purposes, the Department is divided into seven Areas: Animal Behavior, Behavioral Neuroscience, Clinical (Adult Clinical), Child Clinical, Cognition and Perception, Developmental, and Social Psychology and Personality. The specifics of graduate training vary somewhat among Areas, particularly between the clinical and non-clinical Areas.

Each student is admitted to the graduate program under the sponsorship of a particular faculty member, who becomes the student's Advisor. A Co-Advisor is also selected for each student. The Advisor and Co-Advisor help the student plan his/her course of study, and guide him/her in all aspects of graduate training. Each student is also assigned to an Area -- typically the Area to which his or her Advisor belongs.

**3. Coursework.** Students in the non-clinical Areas are required to take about 10 courses in the first two years (see Section C below). Students in the clinical Areas take many more courses -- about 20 in the first three years. All students are strongly encouraged to participate in seminars and advanced seminars throughout their graduate careers. (See Section C)

**4. Milestones.** The student progresses through the graduate program by passing a variety of milestones. They are:

**First (or second) Year Research Project.** During the first year, each non-clinical student undertakes a research project under the supervision of his or her Advisor. (Due to their heavy course load, clinical students undertake their first year project in their second year.) The research project includes planning, data collection, data analysis, and presentation of the project at the Research Festival held at the end of Spring quarter, and writing up the project for publication. (See Section XX.)

**Continuing Research.** During the second year, and throughout his/her graduate career, students carries out increasingly independent research with their Advisor. An emphasis on research is a major hallmark of our graduate program.

**Formation of Supervisory Committee.** At the end of the first year or the beginning of the second, each student forms a Supervisory Committee to guide him/her through the remainder of his/her program. (For clinical students, the Committee is formed at the end of the second year). (See Section B. V.)

**General Examination ("Generals").** During the third year, the student takes the General Examination. The purpose of the General Examination is to challenge the student to demonstrate mastery of a body of literature and concepts in his/her field, and a set of professional skills. The format of the General Examination varies among Areas and individual students (see Section B. VII. below). Most commonly, the student develops a reading list, reads a body of literature, writes answers to a set of essay questions based on it, and defends his/her answers in an oral examination.

**Dissertation proposal.** During the fourth year, each student develops a formal research proposal for his/her dissertation work. The format of the dissertation proposal varies among Areas and individual students. The proposal is presented, orally and/or in writing, to the Supervisory Committee for discussion and feedback. (see Section B. VIII.)

**Final examination.** The student carries out the proposed research and writes the dissertation. The work is presented the Supervisory Committee, usually in the form of a colloquium, and a formal dissertation is completed. (See section B. VIII.)

**Clinical training and internship.** This is required for all clinical students. Consult with your faculty advisors, the clinic director, and the director of clinical training about how to prepare for this required clinical training experience.

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The rest of this manual provides more comprehensive descriptions of course work and milestones, including the many rules that apply to them, and some suggestions about how to accomplish them.

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## 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](mailto:dormont@u), 206-543-9329), your advisor, another graduate student, or the Director of Graduate Training, Nancy Kenney.

- 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 500 A, 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.II. 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, some graduate student desk space is available in Johnson Annex (JHA). This space includes equipment for computer use and internet access, a ping-pong table, pool table, and a lounge with a refrigerator and microwave. 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](http://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 Program Action Committee. (See below, Section A.II.)

**Graduate Training Committee – Chaired by [Davida Teller \(G233, 206-543-2654\)](mailto:dteller@u.washington.edu)**  
e-mail: [dteller@u.washington.edu](mailto: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 two graduate students attend 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.

**Director of Graduate Training–Nancy Kenney** (G-306, 206-543-2563, [nkenney@u.washington.edu](mailto:nkenney@u.washington.edu))

The Director of Graduate Training (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 your 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](mailto: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 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](mailto:dormont@u.washington.edu)) for more information. GPAC Representatives for this year are:

Dawn DeGere  
Hilary Mead

[degere@u.washington.edu](mailto:degere@u.washington.edu)  
[mead@u.washington.edu](mailto:mead@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 on the Psychology webpage (<http://web.psych.washington.edu>). 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 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 Kim Arbios (206-543-1469, [karbios@u.washington.edu](mailto:karbios@u.washington.edu)).

**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 7 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 commensurate with 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.

<b>REGISTRATION REQUIREMENTS</b>	<b>Academic Year</b>	<b>Summer Quarter</b>
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.

### 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]

### 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. Research
  - I. Research projects to be initiated?
  - II. Any writing to be done?
  - III. Research presentations planned (e.g., Journal clubs? Research Festival?)
  - IV. Clinical students: What is a realistic research plan, given your heavy course load?
- b. Coursework (Check the time schedule for conflicts)
  - I. Required courses to be taken

II. Other courses/seminars to be taken

c. Development of teaching skills

I. Courses you hope to TA

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

d. Attendance at professional meetings? \$\$\$?

e. Apply for outside funding (grants, fellowships)

**3. Advisor and co-advisor**

- a. Given your goals, are you in the right research group with the right advisor?
- b. If you need to change, how and when could it be done gracefully?
- c. What about your co-advisor? Any change needed?
- d. 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). Nancy Kenney, the Director of Graduate Training, will review the plans for the Graduate Training Committee. Finished plans are due by Friday of the first week of classes (earlier is better).

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## First Year Checklist

- Arrive in time to attend the Psychology Orientation Seminar and the UW TA/RA Conferences **which occur the week prior to regular classes beginning**
- 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 Merle Jones
- Get e-mail account, desk space, SPSS license
- Acquire building keys in the Guthrie front office
- 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 1<sup>st</sup> and 2<sup>nd</sup> 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 Director of Graduate Training (Nancy Kenney), or anyone else you think might be helpful.

## **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 1999 and again in 2003, 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 Director of Graduate Training (GPC, Nancy Kenney) 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 April 1. The student and advisor should meet in early April or May, and the final version of the plan should be in the advisor's hands by about the 3<sup>rd</sup> 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 Nancy Kenney (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. (dmalid@u.washington.edu)

*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 McTaggart (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 DEPARTMENT 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 Frank Smoll. Applications for committee review may be obtained in the Subject Pool office (G-122). Return the exemption application, signed by your faculty sponsor, to Frank Smoll'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 (Michele Jacobs, 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 Michele Jacobs.
- 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 Michele Jacobs 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 Phillip Burger 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 Phillip Burger, 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 Suzzallo Library Reference & Research Services.

**Grants and Funding Information Service (GFIS)**, located in Suzzallo Library, assists UW graduate students in their search for information about financial opportunities available outside the University of Washington. See their website at [www.lib.washington.edu/gfis/](http://www.lib.washington.edu/gfis/) or email them at [gfis@u.washington.edu](mailto:gfis@u.washington.edu) or call at 206-616-3084. Also, they have added a webpage at <http://www.lib.washington.edu/gfis/resources/schoolFAlinks.html> to direct students to available financial aid/funding within their departments.

## 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.

**CHEM LIB and JOHNSON ANNEX** - 2 MacIntosh (G3) computers, 3 computers with Windows, 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.

### **Extrdepartmental Resources**

#### **Center for Social Science Computation and Research (CSSCR)**

Phone: 206-543-8110

e-mail: [CSSCR@u.washington.edu](mailto: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](mailto:catalyst@u.washington.edu)

web: <http://www.catalyst.washington.edu>

#### **Center for Instructional Development and Research (CIDR)**

422 Sieg Hall, 206 543-6588

e-mail: [info@cidr.washington.edu](mailto: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 or check the departmental website under undergraduate studies (<http://web.psych.washington.edu/undergraduate/499.html>).

**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 and again in 2003. 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 minimum 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, 598, 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. A copy of your transcript is received annually in the Graduate Office and is 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 Director of Graduate Training. 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 Director of Graduate Training, 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 Director of Graduate Training ("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 Director of Graduate Training 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 Director of Graduate Training.

## **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, at least three 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:*
- Get an “Application for Ph.D. Supervisory Committee” form from the Graduate Program Office, G-127.
  - 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.
  - 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 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.
- Get a “Request for Supervisory Committee Reconstitution” form from the Graduate Program Office, G-127.
  - Indicate the changes to be made, and your reasons for making these changes.
  - 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.
  - 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
- 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 3<sup>rd</sup> 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. The GSR is not required at this meeting, only at the General and Final Oral examinations.
- 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 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>. You will be notified automatically if you meet the basic Graduate School requirements. If not, you will be notified of any contingencies to be met before a warrant may be issued or the degree is awarded. The printed warrant will be kept in your student file in Guthrie 127 until requested by you or your committee for signatures. 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. The signed warrant must be returned to the Graduate Program Advisor in Guthrie 127.

Your 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 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.
5. A final Master's examination, either oral or written, may be required by your Supervisory Committee.
6. Any additional requirements as set by your advisor, your Supervisory Committee, the Graduate Training Committee, or as stated in your Plan.
7. Completion of all work for the Master's Degree within six years.
8. You must be registered at the University either full- or part-time in the quarter in which you complete the requirements for the degree.
9. 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 3<sup>rd</sup> 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. Arrange a date and time for the exam that is agreeable with all your committee members. The request form is available in the Graduate Program Office (G-127). Present the request for the General Examination, signed by you, your chairperson, and all members of the committee, to the Graduate Program Advisor so that it may be forwarded to the Graduate School at least three weeks before the date of the meeting. A warrant is then prepared by the Graduate School and sent to the GPA.
7. The approved warrant arrives in the Psychology Graduate Program office approximately one week before the General Exam date. Either you or your Supervisory Committee Chair will arrange to obtain the warrant on or before the exam day. The warrant is signed by all committee members present (minimum of four required) at the exam and returned to the Psychology Graduate Program Office.
8. 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.
9. If you do not pass, the exam must be rescheduled.
10. 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. See below.
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 ALL 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.

### **Format of the General Examination**

The format of general exams varies among Areas and among individual students.

**Reading List/Written Exam/Oral Exam:** This is the most common format. If this format is chosen, the student should start by consulting all members of his/her Supervisory Committee about the breadth and depth of the exam, and the range of topics that will be covered. Several months before the exam, a reading list should be prepared, with inputs from the Advisor and all Committee members. When the student feels he/she has sufficient mastery of the subject matter on the reading list, the Advisor requests questions for the written part of the exam from all Committee members. The Advisor compiles the exam and gives it to the student on a pre-specified date, with a pre-specified due date. The student's answers are then distributed to all members of the Committee. If the Committee members agree that the answers are satisfactory, the student schedules the oral portion of the exam. Successful performance at the oral exam completes the General Examination.

**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 "Policy and Style Manual for Theses and Dissertations" ([http://www.grad.washington.edu/stsv/stylman/policy\\_style.pdf](http://www.grad.washington.edu/stsv/stylman/policy_style.pdf)) is available on the Graduate School webpage 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 all time spent on-leave, on internship, etc.
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 violate APA regulations. When it comes time for licensing, you may find yourself ineligible. Please see below for your options to avoid 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**

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 reenrollment for a minimum of two credits, which can now be done on the web through MyUW.

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/area/area\\_stud.htm](http://www.grad.washington.edu/area/area_stud.htm).

**Please remember that in most cases departmental requirements take precedence over the minimal requirements listed by the Graduate School.**

## **B. IX. TEACHING AND RESEARCH EXPERIENCE**

Your graduate experience should involve training in research and in teaching. Adult and Child Clinical students also receive specific training in clinical methods and ethics. It is important to include all of these elements in your training program.

### **Research Training:**

All students are expected to acquire research skills. Your advisor(s) will play a major role in guiding your research training. Talk with your advisor as soon as possible to develop a plan for your first year of research. Students (other than those in the clinical areas) must complete a research project and present it at the departmental Research Festival at the end of their first year of study. Clinical students present their research at the Research Festival at the end of their second year in the program. All research conducted by graduate students must have a faculty sponsor, typically your advisor. Your research training should be an ongoing activity throughout your graduate career.

### **Teaching Training:**

Developing a teaching portfolio reflecting a variety of teaching experiences will be invaluable to those students aiming for positions at institutions that emphasize undergraduate teaching and/or research/teaching based universities. Teaching skills are also beneficial for anyone who plans to present talks at research meetings and/or train graduate students in research. You should plan your teaching training in the same way you plan your research preparation.

Teaching experience is ideally gained by undertaking a progressive series of teaching experiences. The following graduated plan is the ideal:

1. TAing a course without sections, such as Psych101
2. TAing a course with section meetings for which the TA is responsible for facilitating discussions, planning and presenting some course material and/or conducting reviews of lecture material.
3. TAing a course in which the TA gives an extensive lecture to the entire class in addition to the usual responsibilities for section meetings.
4. TAing a course with multiple weekly section meetings developed and conducted by the TA, such as Psych 209
5. TAing a lab course within your area of study. While many of these labs have pre-determined syllabi, the TA has a great deal of freedom in determining how the material is presented and how student progress is assessed.
6. Serving as an independent course instructor. This role can be undertaken as instructor of a course regularly taught within the department or it may involve the development of an entirely new course. Such positions require that a student have successfully passed their General Exam and have previous training in teaching most often gained by classroom experience and in a course in pedagogy. (Such a course is offered within the department each Spring by M. Passer. Dean Feetham of the Graduate School also offers GRDSCH 610: Teaching Mentorship)

Following this ideal plan is not always possible due to scheduling conflicts and funding uncertainties. But it is to your advantage to seek all types of teaching experiences especially those requiring greater involvement and independence.

**Teaching Portfolio:** You should keep careful records of all your teaching experiences noting the tasks you performed for each course. Syllabi for the courses and any course materials you develop (review sheets, exams, etc.) should be included in your portfolio. Student and instructor evaluations of your performance should be sought for each course and included in your portfolio. While this may seem like busy work as you begin the process, the portfolio will serve you well as you apply for jobs and move up the academic ladder.

Syllabi and reading lists of course you take but don't TA should be kept in a separate file. These will be useful if you are ever asked to develop a similar course. Clinical students will need such information if they apply for licensure.

## 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 500 A (1 credit) & **Psychology Colloquium:** Psych 500 B (1 credit)  
First year students are required to take Psych 500A, Psychology Orientation. **This course is held at the end of September, during the week prior to the official start of the academic year.** All first and second year students are strongly encouraged to take Psych 500B, Proseminar in Psychology. **These occur throughout the year at a regularly scheduled time.**
- 2. Statistics and General Methodology:** *During the first year, you must successfully complete (accomplished by achieving a grade of at least 2.7) or place out of two basic statistics courses and two laboratories:*

Psych 522	Laboratory in Statistical Computation I
Psych 523	Laboratory in Statistical Computation II
Psych 524	Introduction to Statistics and Data Analysis
Psych 525	Linear Models and Data Analysis

In addition, students in most Areas are required to take one or more additional courses in statistics, mathematics, or computational science. These courses are specified by the individual Areas (see below).

- 3. Area Course Requirements:** All students are required to take a set of 6 or more courses, as required by the individual Areas (see below). Some of these are specific courses, whereas others are left open. Any courses not pre-specified by the Area should be chosen, in consultation with your Advisor and Co-Advisor, to broaden and deepen your understanding of your chosen research field. These courses can be selected from anywhere on campus, within our outside the Psychology Department.

When appropriate, students are encouraged to use these courses to broaden their perspectives within Psychology by taking Core Concepts courses in Areas outside their own. Suggestions for appropriate out-of-Area Core Concepts courses are made by most of the individual Areas (see below SECTION C. II).

- 4. Seminars and Advanced Seminars:** All students are strongly encouraged to attend a Seminar (Psych 550-558) as specified by their Area, and some areas require attendance (see below). Students are also strongly encouraged to attend the Departmental Colloquium (Psych 550A).
- 5. Substitutions:** In consultation with their Advisors and co-Advisors, students are encouraged to work out a coherent program of coursework that serves their goals. Substitutions for required courses can be requested by including the substitutions and a rationale for them in your Annual Plan. The signed Annual Plan should then be submitted to your Graduate Training Committee Representative for review.

Due to APA accreditation requirements, substitutions are more constrained in Clinical and Child Clinical than in other Areas. Requests for substitutions in these Areas should be vetted with the Director of Clinical Training.

6. **Supervisory Committee.** Your Supervisory Committee will review your coursework at the time of your General Exam, and may recommend or require additional courses.

**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

**\*\*GTC UPDATED, STILL NEED TO VERIFY AREA HEADS-sandi I can't find the list of these- I saw them in your office, but did I get a copy? Sorry if I did. . . \*\***

	<u>Area Rep (GTC)</u>	<u>Area Coordinator (Head)</u>
Animal Behavior	Joe Sisneros	Mike Beecher
Adult Clinical	Jane Simoni	Jane Simoni
Behavioral Neuroscience	Sheri Mizumori	Ilene Bernstein
Child Clinical	Liliana Lengua	Bob McMahon
Cognition and Perception	John Miyamoto	Lee Osterhout
Developmental	Betty Repacholi	Andy Meltzoff
Social Psychology and Personality	Yuichi Shoda	Yuichi Shoda
Graduate Student Representatives	Hilary Mead & Heather Knapp	

## C. II. AREA REQUIREMENTS

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

### Animal Behavior

**For Animal Behavior students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational courses. No fifth quantitative course is required at the present time.

3. Area course requirements. All Animal Behavior students are required to take the following three courses:

Psych 502	Core Concepts in Animal Behavior
Psych 503	Core Concepts in Behavior Genetics
Psych 562	Evolutionary Psychology

**The Area also requires three additional courses**, selected to broaden and deepen your understanding of your research specialty. These courses should be chosen in consultation with your Advisor and Co-Advisor. They can be additional Core Concepts courses in any Area, or other courses chosen from anywhere on campus, within or outside the Psychology Department.

The following Out-of Area Core Concepts courses may be particularly appropriate for Animal Behavior students:

504 - Core Concepts in Behavioral Neuroscience  
505 - Core Concepts in Cognitive Neuroscience  
513 - Core Concepts in Biological Basis of Development

4. Seminars and Advanced Seminars. All Animal Behavior students are required to take at least three quarters of Psych 551, Seminar in Animal Behavior.

All Animal Behavior students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

## **Behavioral Neuroscience (BNS)**

**For BNS students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational course. No fifth quantitative course is required by BNS at the present time.

3. Area course requirements. All BNS students are required to take 8 courses, as follows:

**All three of the following courses:**

Psych 421 Neural Basis of Behavior (if needed for background)  
Psych 504 Core Concepts in Behavioral Neuroscience  
NeuBeh 502 Introduction to Neurobiology

**Plus two of the following three courses:**

NeuBeh 501 Introduction to Neurobiology  
NeuBeh 503 Introduction to Neurobiology  
Conj 531+532 Molecular Basis of Cellular Function

**Plus three additional Psychology courses selected from the following:**

Psych 565 Quantifying Brain Structure

And/or no more than one of the following undergraduate courses:

Psych 423 Sensory Basis of Behavior  
Psych 424 Vision and Its Physiological Basis  
Psych 426 Neurobiology of Learning and Memory  
Psych 427 Behavioral Endocrinology  
Psych 430 Development of Brain Connections

And/or one or more of the following Core Concepts courses:

Psych 502 Core Concepts in Animal Behavior  
Psych 503 Core Concepts in Behavior Genetics  
Psych 506 Core Concepts in Cognitive Neuroscience  
Psych 513 Core Concepts in Biological Basis of Development

4. Seminars and Advanced Seminars. All BNS students are required to take at least three quarters of Psych 552, Seminar in Behavioral Neuroscience: Research Presentations.

***In addition, all BNS students are required to take at least one Advanced Seminar (usually 542, Advances in Behavioral Neuroscience), chosen in consultation with your Advisor and Co-Advisor.***

All BNS students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

## Child Clinical

**For Child Clinical students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational courses. In addition to the four courses required by the Department, Child Clinical students are required to take Psych 529, Advanced Research Methods, and Psych 531, Research Methods in Clinical & Community Psychology.

3. Area course requirements. Child Clinical students are required to take extensive coursework, as follows:

**Four courses in Child Clinical Psychology:**

Psych 571 Child Psychopathology  
Psych 572 Approaches to Child Treatment  
Psych 576/590 Assessment of Intelligence/Practicum in Assessment  
Psych 573 Psychological Assessment of Children

**Four Core Concepts courses:**

Psych 513 Core Concepts in Biological Bases of Development  
Psych 514 Core Concepts in Cognitive and Linguistic Development  
Psych 515 Core Concepts in Personality and Social Development  
Psych 517 Core Concepts in Systems of Psychotherapy

**One course in Minority Mental Health:**

Psych 580 Minority Mental Health

**Three courses in Clinical Issues and Methods:**

Psych 591 Issues in Clinical Psychology  
Psych 587 Clinical Methods: Interviewing  
Psych 588 Clinical Methods: Ethics

**Clinical Practica on a continuing basis:**

Psych 589 Advanced Clinical Practicum (2<sup>nd</sup> year students **must** register for AWSS, total of 8 credits)  
Psych 593A\* Clinical Lectures/Practicum\* (for 2<sup>nd</sup> yr students - 1 - 6 cr/qtr; Colloquium attendance reqd)  
Psych 593B\* Clinical Lectures/Practicum\* (for 3<sup>rd</sup> yr and above; 1-6 cr/qtr)  
One Outside Practicum (**must** register for Psych 597)

\*Required for all students seeing clients in the clinic.

**One treatment seminar:**

Psych 543 Advanced Seminar in Child Clinical Psychology: Behavioral Family Therapy

4. Seminars and Advanced Seminars. First year Child Clinical students are required to take three quarters of Psych 553, Seminar in Child Clinical Psychology, and encouraged to take Psych 550A, Seminar in Psychology (the Departmental Colloquium).

All Child Clinical students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, and participate in courses outside the department, throughout their graduate careers.

**Other Requirements for Child Clinical Students:** *A One-year internship*

## Adult Clinical

**For Adult Clinical students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/mathematics/computational courses. No fifth quantitative course is required at the present time.

3. Area course requirements. Clinical students are required to take extensive coursework, as follows.

### **Five Core Concepts Courses:**

- Psych 517 Core Concepts in Systems of Psychotherapy
- Psych 518 Core Concepts in Behavior Disorders
- Psych 519 Core Concepts in Psychology of Behavior Change
- Psych 511 Core Concepts in Personality (594 may be substituted)
- Psych 515 Core Concepts in Personality and Social Development (571 or 572 may be substituted)

### **Six Additional Out-of-Area Courses:**

Six or more additional courses must be taken from curriculum offerings outside the clinical Area. These courses must meet the APA curriculum guidelines for “breadth of scientific psychology,” covering biological, affective-cognitive, and social aspects of behavior. **Note: One course each in Social, Affective/Cognitive and Biological Psychology is required.** These can be Core Concepts courses, or any other courses with appropriate content. They should be chosen in consultation with your Advisor and Co-Advisor.

Core Concepts courses that can be used to meet the APA breadth requirements are as follows:

Affective-Cognitive breadth:

507 Core Concepts in Cognitive Psychology

Social breadth:

510 Core Concepts in Social Psychology (meets breadth in Social)

Biological breadth:

- 502 Core Concepts in Animal Behavior
- 503 Core Concepts in Behavior Genetics
- 504 Core Concepts in Behavioral Neuroscience
- 506 Core Concepts in Cognitive Neuroscience

The balance of the six-or-more courses is to be determined by mutual agreement between the student and his/her Advisor and Co-advisor. These courses should be selected with an eye toward developing cohesive themes of subspecialty expertise pertinent to the student’s future research and clinical endeavors. Note: Psych 594, 571, and 572 cannot be used as out-of-Area courses.

### **One Course in Minority Mental Health:**

Psych 580 Minority Mental Health **or** other **approved** courses

### **Three courses in Clinical Issues and Methods:**

- Psych 591 Issues in Clinical Psychology (register A&W qtrs during 1<sup>st</sup> year)
- Psych 587 Clinical Methods: Interviewing
- Psych 588 Clinical Methods: Ethics

### **Two Courses in Assessment:**

Psych 586 Clinical Personality Assessment

Plus one of the following three courses:

576 (w/ 590 practicum), 578 (w/ 590 practicum), **or** 579 (Behavioral Assessment)

**Clinical Practica on a continuing basis:**

Psych 589 Advanced Clinical Practicum (2<sup>nd</sup> year students **must** register for AWSS, total of 8 credits)

Psych 593A\* Clinical Lectures/Practicum\* (for 2<sup>nd</sup> yr students - 1 - 6 cr/qtr; Colloquium attendance reqd)

Psych 593B\* Clinical Lectures/Practicum\* (for 3<sup>rd</sup> yr and above; 1-6 cr/qtr)

One Outside Practicum (**must** register for Psych 597)

\*Required for all students seeing clients in the clinic.

4. Seminars and Advanced Seminars. First year Clinical students are required to take three quarters of Psych 550A, Seminar in Psychology (the Departmental Colloquium).

All Clinical students are strongly encouraged to participate in Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

**Other Requirements for Adult Clinical Students:** *A One-year internship*

## Cognition/Perception

**For Cognition/Perception students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational courses. In addition to the four courses required by the department, Cognition/Perception students are required to take one additional quantitative course, within or outside the Department. This course should be selected in consultation with your Advisor and Co-Advisor.

3. Area course requirements. Cognition/Perception students are required to take the three Cognition/Perception Core Concepts courses:

Psych 506	Core Concepts in Cognitive Neuroscience
Psych 507	Core Concepts in Cognitive Psychology
Psych 508	Core Concepts in Perception

**The Area also requires three additional courses**, selected to broaden and deepen your understanding of your research specialty. These courses should be chosen in consultation with your Advisor and Co-Advisor. They can be additional Core Concepts courses in any Area, or other courses chosen from anywhere on campus, within or outside the Psychology Department.

The following out-of Area Core Concepts courses may be particularly appropriate for Cognition/Perception students:

Psych 504	Core Concepts in Behavioral Neuroscience
Psych 510	Core Concepts in Social Psychology
Psych 514	Core Concepts in Cognitive and Linguistic Development
Psych 515	Core Concepts in Personality and Social Development

4. Seminars and Advanced Seminars. First year Cognition/Perception students are required to take three quarters of Psych 555, Seminar in Cognition/Perception.

All Cognition/Perception students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

## Developmental

**For Developmental students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational courses. In addition to the four courses required by the Department, Developmental students are required to take Psych 529, Advanced Research Methods.

3. Area course requirements. Developmental students are required to take the three Developmental Area Core Concepts courses:

Psych 513    Core Concepts in Biological Basis of Development  
Psych 514    Core Concepts in Early Cognitive and Linguistic Development  
Psych 515    Core Concepts in Personality and Social Development

The Area also requires three additional courses, selected to broaden and deepen your understanding of your research specialty. These courses should be chosen in consultation with your Advisor and Co-Advisor. They can be additional Core Concepts courses in any Area, or other courses chosen from anywhere on campus, within or outside the Psychology Department.

The following out-of-Area Core Concepts courses may be particularly appropriate for Developmental students, depending on the student's research specialty:

Psych 503    Core Concepts in Behavior Genetics  
Psych 504    Core Concepts in Behavioral Neuroscience  
Psych 507    Core Concepts in Cognitive Psychology  
Psych 510    Core Concepts in Social Psychology  
Psych 511    Core Concepts in Personality

***In lieu of a Core Concepts course in Child Clinical Psychology, Psych 553, Seminar in Child Clinical Psychology, is also recommended for Developmental graduate students.***

4. Seminars. First year and all Pre-Generals Developmental students are required to take Psych 556, Seminar in Developmental Psychology on a quarterly basis. *Also see the note about Psych 553 above.*

All Developmental students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

## Social/Personality

**For Social/Personality students, Departmental requirements #2, #3, and #4 are augmented as follows:**

2. Statistics/Mathematics/Computational courses. In addition to the four courses required by the Psychology Department, Social/Personality students are required to take one additional quantitative course, within or outside the Department.

3. Area course requirements. Social/Personality students are required to take the two Social/Personality Core Concepts courses:

Psych 510     Core Concepts in Social Psychology  
Psych 511     Core Concepts in Personality

**The Area also requires four additional courses**, selected to broaden and deepen your understanding of your research specialty. These courses should be chosen in consultation with your Advisor and Co-Advisor. They can be additional Core Concepts courses in any Area, or other courses chosen from anywhere on campus, within or outside the Psychology Department.

4. Seminars. Social/Personality students are required to take one departmental Seminar (Psych 550 - 558) every quarter throughout their graduate careers. Psych 557, Seminar in Social/Personality, is required at least once per year.

Students are strongly encouraged to participate in additional Seminars and Advanced Seminars, both within and outside their Area, throughout their graduate careers.

### 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.

#### **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 Director of Graduate Training. 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)**

Although the applied sport psychology program has been eliminated, students admitted to the traditional areas of Adult or Child Clinical may still receive research training and supervision in sport psychology. Students in Social-Personality and Developmental can also receive supervised research training in sport psychology. 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)

### **Psychology of Diversity Group (coordinated by Jane Simoni)**

A student wishing to pursue a concentration in the Psychology of Diversity should contact the faculty listed below for advice on incorporating appropriate courses into his/her program.

Psychology of Diversity Faculty:

Jane Simoni (Coordinator) see Adult Clinical area

Ana Mari Cauce, see Child Clinical area

William George, see Adult Clinical area

Anthony Greenwald, see Cognition and Perception area

Yuichi Shoda, see Social and Personality area

### **Self-Regulation Specialty Group (coordinated by Liliana Lengua)**

Self-regulation is broadly defined as the set of processes involved in an individual's modulation of one's own cognitions, emotions, and behaviors; that is, how people control what they think, feel, and do. This specialty program emphasizes a multidisciplinary approach to the understanding of self-regulation. It offers graduate students training in a range of theoretical and methodological approaches to examining self-regulation through exposure to the research of faculty in several different areas of psychology including clinical, developmental, and social psychology.

Our research includes the following approaches to self-regulation: Executive Function; Appraisals and Attributions; Theory of Mind; Coping Strategies; Temperament; Psychophysiology; Social Cognitive; and Metacognition

A student wishing to pursue a concentration in Self Regulation should contact the faculty listed below for advice on incorporating appropriate courses into his/her program.

Self-Regulation Specialty Group Faculty:

Liliana Lengua (Coordinator), see Child Clinical area

Ted Beauchaine, see Child Clinical area

Stephanie Carlson, see Developmental area

Yuichi Shoda, see Social and Personality area

## 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.

**Ana Mari Cauce**, Chair (G-227, 3-6789)  
e-mail: [cauce@u.washington.edu](mailto:cauce@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](mailto:bethr@u.washington.edu))

**Nancy Kenney**, Associate Chair and Director of Graduate Training, Graduate Program Coordinator (GPC) (G-306, 3-4612) Please see Section A. II.  
e-mail: [nkenney@u.washington.edu](mailto:nkenney@u.washington.edu)

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

**Michele Jacobs**, Administrator (G-119, 3-2027)  
e-mail: [mjacobs@u.washington.edu](mailto:mjacobs@u.washington.edu)  
(If Michele is on vacation, see Phillip Burger)

- ◆ 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, she can usually help

**Phillip Burger**, Associate Administrator (G-129, 3-8879)  
e-mail: [pburger@u.washington.edu](mailto:pburger@u.washington.edu)  
(If Phil is on vacation, see Ozan Mizrakli)

- ◆ 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 her absence
- ◆ Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be reimbursed under Petty Cash. (Phillip Burger and Kim Chen share Petty Cash responsibilities)

**Ozan Mizrakli**, Fiscal Specialist (G-130, 6-4574)

e-mail: mizrakli@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

**Kim Chen**, Fiscal Technician (G-132, 6-5275)

e-mail: kc4@u.washington.edu

- ◆ Assistant to Phillip Burger and Ozan Mizrakli
- ◆ Prepares travel paperwork
- ◆ Handles all purchase order requests, including stores orders
- ◆ Petty Cash Custodian

**Merle Jones**, Payroll Coordinator (G-126, 3-3366)

e-mail: merlej@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

**Beth Rutherford**, Assistant to the Chair (G-121, 5-8035)

e-mail: bethr@u.washington.edu

- ◆ Schedules appointments for the Chairperson (Ana Mari Cauce)
- ◆ Supervises the Curriculum Scheduling Coordinator
- ◆ University and Departmental policies
- ◆ Bearer of a wealth of information on all aspects of the department

**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 ( $\Psi$ 600,  $\Psi$ 700,  $\Psi$ 800)
- ◆ Seminar Description Editor
- ◆ Overnight Express mail service
- ◆ Colloquium advertisements
- ◆ Grade sheet distribution
- ◆ Messenger service (on campus)

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

**Carrie Perrin**, Director, Counseling Services

e-mail: cyoung@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

**John Hauser**, Senior Computer Specialist (G-27, 3-8281)

e-mail: jhauser@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

**Ombudspersons:** C. Fagan, M. Linehan

**Graduate Training Committee:**

Davida Teller (Chair)

Joe Sisneros (Animal Behavior)

Jane Simoni (Adult Clinical)

John Miyamoto (Cognition & Perception)

Yuichi Shoda (Social and Personality)

Nancy Kenney (Director of Graduate Training)

Sheri Mizumori (Behavioral Neuroscience)

Liliana Lengua (Child Clinical)

Betty Repacholi (Developmental)

Sandi Dormont (Graduate Program Assistant)

Heather Knapp and Hilary Mead (Student Representatives)

## 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:

MECA: Multi-Ethnic & Cultural Association (206) 616-1018

E-mail: [meca@u.washington.edu](mailto:meca@u.washington.edu)

Faculty Advisor: Bill George: [bgeorge@u.washington.edu](mailto:bgeorge@u.washington.edu)

Graduate Student contact person: Jean Yi, [jeanyi@u.washington.edu](mailto:jeanyi@u.washington.edu)

There is also a Psychology of Diversity Interest Group

Faculty contact: Jane Simoni, [jsimoni@u.washington.edu](mailto:jsimoni@u.washington.edu)

Graduate Student contact person: Hilary Mead, [mead@u.washington.edu](mailto:mead@u.washington.edu)

Join their listserve at: <https://mailman1.u.washington.edu/mailman/listinfo/psychdiversity>

### Minority Student Representation

We currently have 29 graduate students from diverse ethnic backgrounds representing twenty-one percent of the graduate student population.

**\*\*NEED CURRENT STATS FROM SANDI for 05/06 year\*\***

### Minority Faculty Representation

Ana Mari Cauce, Ph.D.

Jaime Diaz, Ph.D.

William H. George, Ph.D.

Jeansok Kim, Ph.D.

John Miyamoto, Ph.D.

Sheri Mizumori, Ph.D.

Jaime F. Olavarria, M.D., Ph.D.

Joseph Sisneros, Ph.D.

Yuichi Shoda, Ph.D.

Janxin Leu, 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. 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 be returned to the Graduate Office in Guthrie for signing by the Director of Graduate Training, Nancy Kenney. 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/0304cal.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, simply register for courses before the beginning of the quarter in which you wish to return.

<p>YOU MUST EITHER BE <b>REGISTERED</b> OR <b>OFFICIALLY ON-LEAVE</b> EACH ACADEMIC QUARTER.</p>
--

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. V. 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. C. Fagan, and M. Linehan are the appointed Ombudspersons for 2004-2005.

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.

There is also a detailed grievance procedure in your union contract. Please consult with your local representative if the measures above do not result in satisfaction.

## **D. VI. 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 (206-543-6616). 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, and your union contract 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

Many of these procedures are now governed by the union contract between the UW and the graduate students' representative UAW. For details see:

<http://www.washington.edu/admin/hr/laborrel/contracts/uaw/addons/>

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 Director of Graduate Training. 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.

**SUMMER QUARTER WARNING:** 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.

There are only 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. (See also, Summer Employment, Section E.IV.)

## 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 Director of Graduate Training 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 Director of Graduate Training 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.I. c. Teaching Experience Requirement**

Since the Psychology Department has required that students obtain 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.I. 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 Director of Graduate Training 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.I. 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 Merle Jones (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 for those who have direct deposit are available on the UW website at MyUW. 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, Merle Jones (G-126). Emergency checks can be arranged, and in most cases take about a week.

## E. II. c. Appointment Ranks

The University has two main types 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/salaryschedule.htm](http://www.grad.washington.edu/fellow/salaryschedule.htm) for a list of monthly salaries. Below is a summary of our most common appointment ranks.

TAs	RAs	Status
Predocrotal Teaching generals Associate I (PDTAI)	Predocrotal Research  Associate I (PDRAI)	1 <sup>st</sup> year and up, until you pass
Predocrotal Teaching Associate II (PDTAII)	Predocrotal Research Associate II (PDRAII)	Ph.C. (Candidate) Status i.e., General Exam Passed
Predocrotal Instructor	Predocrotal Researcher	to be determined

The Psychology Department petitioned and received permission to pay our students at a higher level than 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.

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.
3. **Union Dues: All TA/RAs are obligated to pay union dues. These are automatically deducted for employees upon written authorization by the individual employee. Recognized payroll deduction authorization cards may be submitted to the Employer's Payroll Office. Importantly, students who are being paid hourly rates rather than RA/TA appointments may be eligible to stop making dues payments, but it is the sole responsibility of the employee to file a written notice with the Employer's Payroll Office and also to file written notice with the Union (Washington Federation of State Employees, 1212 Jefferson Street, Suite 300, Olympia, Washington 98501) thirty (30) calendar days prior to the effective day of the month following the 30-day period above. See the union contract for more details.**

## 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, **not to exceed 220 hours during the pay period hours and excluding the one week of vacation per payroll period as authorized in the union contract.** There is now a provision for vacation which should generally be taken during quarter breaks. This does not carry over into future years.

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, **not to exceed 220 hours and excluding the one week of vacation per payroll period as authorized in the union contract.**

For further information please consult your union contract at  
<http://www.washington.edu/admin/hr/laborrel/contracts/uaw/addons/>

*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 and Winter Quarters, 2005, and Spring Quarter 2006 is as follows: resident - \$2,753 / quarter; non-resident - \$6,436 / quarter.

### 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). Due to restrictions in granting of residency to out of state “students” by the state of Washington, please pay careful attention to the distinction between stating that you reside in Washington solely for school versus with the intent to live in Washington for other purposes.

### **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 the 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 REQUIRED STUDENT FEES 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, Phillip Burger, 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 Director of Graduate Training, Nancy Kenney. 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.

## **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

Signatures 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 ....

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*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 Director of Graduate Training, Nancy Kenney. 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 Nancy'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