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GRADUATE STUDENT MANUAL

2008-2009

Department of Psychology
University of Washington

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

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

       Jeanny Mai   jeanny@u.washington.edu
       Nancy Kenney   nkenney@u.washington.edu

       Representatives of the Graduate Program Action Committee (GPAC):

       Andrew Bock   abock@u.washington.edu
       Melanie Colón   colonm@u.washington.edu

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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 eight Areas: Animal Behavior, Behavioral Neuroscience, Clinical (Adult Clinical), Child Clinical, Cognition and Perception, Developmental, Quantitative and Social Psychology & 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. 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 page 34)

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.

Continuing Research. During the second year, and throughout his/her graduate career, students carry out increasingly independent research with their Advisors. 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 page 19)

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 page 23). Most commonly, the student develops a reading list in consultation with members of the supervisory committee, 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 page 26)

Formation of Reading Committee. When the dissertation is nearly complete, three members of the Supervisory Committee agree to serve as your Reading Committee. The Reading Committee is appointed to read and approve the dissertation. (See page 21)

Final Examination. When the reading committee has read a draft of the entire dissertation and the members of the doctoral supervisory committee agree that the Candidate is prepared to take the Final Examination, all members of the doctoral supervisory committee must sign the Request for Final Examination form. The work is presented to the Supervisory Committee, usually in the form of a colloquium, and a formal dissertation is completed. (See page 26)

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.

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.

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 the Graduate Program Advisor in Guthrie 127 (jeanny@u.washington.edu, 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 page 6, 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 Advisor (jeanny@u.washington.edu, 206-543-9329) for details if you have not received information.

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 First Year Plan). New plans are prepared in May of each year, to discuss the following year (Annual Plan). In subsequent years, review of the year's Plan is part of the planning/evaluation meeting (See the template, page 10).

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 (See page 32).

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, page 33)

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) Representatives (See page 1).

8. **E-Mail.** In order to sign up for a UW e-mail account, go to http://www.washington.edu/computing/uwnetid/. Then select UW NetID and password and follow the online instructions. Send questions to UW Technology Service Center via their Web site (http://www.washington.edu/uwtech/services/) or call 206-221-5000.

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. Advisors and co-advisors are also typically the ones who sign the Master's Warrant (See page 22). Although 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 page 7).

***Graduate Training Committee* – Chaired by Nancy Kenney** (G306, 206-543-2563,

e-mail:nkenney@u.washington.edu)

The Graduate Training Committee (GTC) 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. Address grievances any student may have in regard to training issues or individual treatment within the department.

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

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

Graduate Program Coordinator – Nancy Kenney (G-306, 206-543-2563, nkenney@u.washington.edu)

The Graduate Program Coordinator (GPC) supervises the activities of the Graduate Program Office, is the Chair of the Graduate Training Committee, acts as liaison with the Graduate School, assigns teaching assistants in collaboration with the Graduate Program Advisor 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 on page 44)

Graduate Program Advisor – Jeanny Mai (G-127, 206-543-9329, jeanny@u.washington.edu)

The Graduate Program Advisor (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 Advisor 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. Coordinating TA assignments in collaboration with the GPC and Associate Chair, and handling TA budget questions.

6. Questions concerning University and departmental requirements.

7. Registration problems.

The Graduate Program Advisor 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 and January, 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 Jeanny Mai (jeanny@u.washington.edu) for more information. GPAC Representatives for this year are:

Andrew Bock   abock@u.washington.edu
Melanie Colón   colonm@u.washington.edu

GPAC website: http://depts.washington.edu/gpacpsy/

A. III. REGISTRATION

Choose your courses. Review the course requirements on page 32. A description of Psychology courses is found on the Psychology webpage (http://www.washington.edu/students/crscat/psych.html). 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/.

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, Course Scheduling Coordinator (206-543-1469, 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. Summer quarter On-Leave enrollment is automatic for all graduate students who were either registered or officially On-Leave during the prior Spring Quarter.) 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 <u>before</u> the first day of classes to avoid a late fee. Changes in courses may be made no later than the fifth day of the quarter to avoid a late fee. Registration is done on the web at: http://myuw.washington.edu. If you have questions, call Registration at 206-543-8580.

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. The petition is available online at the Graduate School webpage, http://www.grad.washington.edu/area/petition.html.   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 within the first five days of the quarter to avoid a $25 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. Once the late add fee is in effect, and you need to change your schedule, make all changes in ONE day, so you get charged the late fee once.

If you drop classes or withdraw after the 8th day of the quarter, you will be charged a $20 (late add period fee) and a tuition forfeiture (next section).

Tuition Forfeiture

Tuition forfeitures are fees that are charged when you make changes to your schedule from the 8th through the 30th calendar day of the quarter that result in you dropping from one tuition rate to another, or withdrawing completely from your classes.

http://www.washington.edu/students/sfs/sao/tuition/withdraw.html

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 (suggested guideline of 3hrs/wk = 1 credit). 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 page 27). There is no maximum number of credits for these courses.

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

*If registered during previous academic year (3 quarters)

[+]For Full time Financial Aid you likely need 10 CREDITS per quarter (including summer). Please check with Student Fiscal Services (sfshelp@u.washington.edu, 206-543-4694, or chat with them at: http://www.washington.edu/students/sfs/) for your particular situation: deferred status, satisfactory standing, Stafford Loans. etc.

A. IV. FIRST YEAR CHECKLIST

☐ Arrive in time to attend the Psychology Orientation Seminar and the UW's CIDR 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 Merly Jones, G-126, 206-543-3366, merlej@u.washington.edu

☐ 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

☐ Complete your First Year Planning Template with your advisor (See First Year Planning Section, page 10) 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

☐ 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 Advisor (Jeanny Mai), 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 (See page 10). 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 Advisor (GPA, Jeanny Mai). 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 at the end 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 mid-June.

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 original evaluation will be given to the student, the plans and copies of the evaluation letters 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* (academic résumé). (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 - James Campanelli (G-138) coordinates the use of the department's supply of laboratory animals. (jcampane@u.washington.edu)

Human Participants - The Psychology Subject Pool (PSP) is an administrative mechanism that (a) offers a convenient way for undergraduate students enrolled in psychology courses to gain experience with a broad range of psychological research, and (b) furnishes faculty and graduate students in the Psychology Department with participants for their research projects. The PSP is designed to ensure that consistent and proper procedures are followed by all researchers for the protection of the participants. It is also designed to make participation by the students as easy and educational as possible. Every research study in the PSP must be individually approved by a UW Human Subjects Review Committee, or it must receive administrative approval for Certification of Exemption from the Human Subjects Division. Research sessions are conducted on a daily basis throughout the quarter, including summer quarter. Detailed information regarding the PSP is contained on the PSP homepage of the department website (http://web.psych.washington.edu/subjectpool/).

Psychology Questionnaire Day (Q-Day) is an administrative mechanism (a one-day per quarter event) for efficient collection of large amounts of questionnaire data, and for recruitment of research participants. It involves administration of two types of self-report inventories to students in PSYCH 101 classes (Introduction to Psychology). Research questionnaires are designed to collect data on a variety of theoretically and/or practically-relevant topics. Each research questionnaire is specific to a particular study, and its completion provides data for that study. Screening questionnaires are designed to identify students having particular characteristics (e.g., gender, ethnicity). They are used to recruit students for participation in studies conducted as part of the PSP. Not all PSP studies require preliminary screening of participants; but for those that do, screening questionnaires are administered as a part of Q-Day. Detailed information regarding Q-Day is contained on the Q-Day homepage of the Psychology Department website (http://web.psych.washington.edu/questionnaireday/).

A faculty member (Frank Smoll, Human Subjects Coordinator) is responsible for the operation of the PSP and Q-Day. A psychology graduate student (Ursula Whiteside, Subject Pool Manager) is employed to conduct the day-to-day operations of the PSP. The PSP office is located in Guthrie Hall, room 10D.

Infant and Child Participants - Contact Jennifer McBride at the Communication Studies Participant Pool, partpool@u.washington.edu or 206-616-9081. You will need a faculty sponsor and human subjects approval for your research in order to use the participant pool. You should also talk to your advisor about funding.

3. **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. Fourteen 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 online at least one week in advance via PsyCal, https://web.psych.washington.edu/psycal/
3) If you will not be using the room after you have scheduled it, please cancel the reservation in PsyCal so it can be made available to others.
4) 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.
5) The room is available from 8:00 AM to 7:00 PM, Monday through Friday.
6) You must provide your own software and supplies.
7) When scheduling, please take into account set up and takedown time for your software. Also, please clean the room for the next person.

4. **Equipment.** Small research equipment and audio-visual aids are available by reservation in PsyCal as well. The department orders new equipment on an annual basis. See the Administrator (G-119) for current inventory and future needs. The Office of Technical Services aka "the Shop" (G-28) also has equipment that may be borrowed for experimental research. A faculty member must sponsor equipment requests.

5. **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 (i.e. passed general exam). 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 Advisor 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/ or email them at gfis@u.washington.edu or call at 206-616-3084.

6. **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 Services aka "the Shop" (G-28, 206-543-8281) is responsible for computer maintenance, equipment, and software advice.

Chemistry Library 210E and Johnson Annex 2 – 14 Windows XP workstations in ChemLib's Research Lab. Johnson Annex—Undergraduate lounge with 3 Windows XP workstations and the Graduate Student Lounge (basement) has 5 Windows XP workstations, iMac, HP LaserJet, and InkJet. All of these computers are connected to the Internet and to the departmental network.

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

An additional printer is located in room 119 (Main Office) – Laserjet 2430 connected to 3 Dell systems. We support all computer models, but specialize in Dell. For statistical analysis, we support Systat and SPSS. We recommend SPSS because it is used in the required statistics course sequence.

Extra-Departmental Resources

Center for Social Science Computation and Research (CSSCR)
Phone: 206-543-8110
e-mail: CSSCR@u.washington.edu   web: http://julius.csscr.washington.edu/

Students should familiarize themselves with this resource center. It is located in Condon Hall (6th Floor) and exists to help social scientists with using computers in their research, particularly in the social sciences. 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
Phone: 206-616-8154
e-mail: catalysthelp@u.washington.edu   web: http://catalyst.washington.edu/

Center for Instructional Development and Research (CIDR)
100 Gerberding Hall
Phone: 206-543-6588
e-mail: cidr@u.washington.edu   web: http://depts.washington.edu/cidrweb/

8. **Undergraduate Research Assistants (499s**)   The department requires undergraduate 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. 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 on page 32) 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. 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 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 in your annual evaluation/feedback letter.

2. 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 next 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 mid-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 <u>at least four and not more than seven</u> members. This Committee must be officially formed at least four months prior to the time the request for the General Exam is presented to the Graduate School. It is advisable to have one or more members over the minimum number to assure a necessary quorum for meetings and examinations. The following are considerations for composition of the committee:

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

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

2. *When to Form Your Supervisory Committee*: Your supervisory committee should be formed either at the end of your first year or as early as feasible in your second year in the 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 on page 23.)

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

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

   c) Return the completed 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.

   d) Beginning with committees established in the Autumn 2007 quarter, graduate students and chairs of all newly formed committees are required to sign a form documenting that the student has been advised of human and animal subjects guidelines. Please return the signed form to the Graduate Program Office. The form is available on the Graduate School Forms web page at: http://www.grad.washington.edu/stsv/human-animal-certif.htm

4. *Graduate School Representative (GSR)*: You are expected to find a Graduate School Representative who is from a field other than Psychology and who does not have any conflicts of interest with you or your Chair. Budgetary relationships, personal relationships, primary or joint appointments in common with primary or adjunct appointments or research and/or publication relationships between the GSR

and either the student or the committee chair are examples of possible conflicts of interest. 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 currently a voting committee member**. Please see below for information on locating a GSR.

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

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

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

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

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

6. Meetings with your Supervisory Committee

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

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

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

Finding a GSR (Graduate School Representative)

The GSR (Graduate School Representative) is a required member of your supervisory committee. This person has to be a member of the Graduate Faculty (not all faculty fit this) and they must have an endorsement that allows them to chair a supervisory committee (again not all graduate faculty fit this). This person should have some familiarity with the type of research that you intend to do (although this is not critical). They must be independent of your committee chair, e.g., they cannot have appointments in

the same department as the committee chair and they can't be on the same grants.   The role of the GSR is to assure that the committee holds the student to a high enough standard to maintain the reputation of the University and enforces rules and procedures in a way that is totally fair to the individual student.

The student is responsible for identifying a faculty member who is willing to serve as their GSR. This can be done in a number of ways. One way is to talk with your advisor and other psych department-based committee members and/or to other faculty in your area seeking their suggestions for a good GSR. Talk to students, especially those who are finishing, about who they have as their GSR. Sometimes, though, the people known best in the department are not available for another committee appointment.

The Graduate Faculty Locator is another source of ideas about who to approach for your committee. The Graduate Faculty Locator is found at:

http://www.grad.washington.edu/gradfac/Default.asp

If you are looking for ideas of who you might ask, the "search by Research/Scholarly Interest" is the way to go.   Type in various descriptors that reflect your research focus, e.g., "memory, "nutrition", "adolescence". If no names come up try another topic area. All the people whose names come up in such a search are members of the graduate faculty, but not all have the chair endorsement needed to be a GSR. Only those whose names are followed by an asterisk can serve as your GSR. Once you have possible names, check out their department websites to see what you can learn about their research focus. If they look good, talk to your advisor and psych committee members to see if they know the possible GSR. If all looks good, contact the prospect briefly explaining your research focus and asking if you can meet to discuss the possibility of them joining your committee as GSR.

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 (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 (page 26) 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 on page 10, 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 by the end of the quarter (Friday of Finals Week).

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 notify the Graduate Program Advisor and re-apply on-line during the next quarter.

Requirements for the Master's Degree - http://www.grad.washington.edu/stsv/mastersinfo.htm

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 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 (this is likely your secondary advisor).

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. A $25 binding fee is payable at 129 Schmitz before the thesis is submitted to the Graduate School. 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 page 19). Your entire committee should be given the opportunity to participate in setting both the format and the content of your exam.

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

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

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

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

6. You must schedule the oral part of the examination. Rooms can be scheduled via PsyCal. Then, 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) or online: http://www.grad.washington.edu/forms/genexam.pdf. 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. Email confirmations that do not state date/time/location will not be accepted. **Everyone on your committee must agree that you can schedule your exam, even if a member is not attending.**

    Please do NOT deliver your request to the Graduate School before the GPA has seen it. A warrant is then prepared by the Graduate School and sent to the GPA. Requests to schedule the exam must be received by the Graduate School at least THREE WEEKS before your selected date.

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" page 19) 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 in PsyCal. Give the date and time arranged to the Graduate Program Advisor (Jeanny Mai, G-127) who will help you prepare and send the General Examination application to the Graduate School for official scheduling of the examination.

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

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6. On the day of the oral General Examination, you or your Chairperson should get the warrant from the Graduate Program Advisor (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. Four things are required:

1. A written publication-quality empirical article conducted after beginning graduate school at the University of Washington. The student should have played a key role, both conceptually and analytically, in preparing the study on which the article is based, and the student should be first or sole author. This study 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 submit the article to a peer-reviewed journal for review.

2. A comprehensive written review of the literature on a topic of the student's choosing, based on consultation with the student's advisor and committee. This review would ideally be in the form of a Clinical Psychology Review or Psychological Bulletin article. The paper should be in the 20-50-page range and should include a critical review of the relevant literature, discuss important theoretical and methodological issues in that topic area, and address future directions in which empirical and theoretical development should proceed.

3. A formal research proposal that will be the basis for the doctoral dissertation. The proposal will typically be in the same area as the literature review paper, but it may also be in a different area, reflecting the student's current research interests. In the latter case, the dissertation research proposal should include a review of the relevant literature on the new topic.

4. An oral defense of the literature review paper (Requirement 2) and the dissertation research proposal (Requirement 3), planned in consultation with the chair and other members of the committee. This oral defense before the student's doctoral committee will 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."

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 Advisor (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 page 19)

3. To schedule your Final Examination, arrange a day and time agreeable with your committee members. Reserve a room via PsyCal. 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 Advisor.

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 G-1, 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/00stylman.htm) 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 microfilm publish your dissertation. **You are responsible for the cost**, which includes a $25 binding fee. You must also pay for publishing your abstract (additional $60) or the entire dissertation (additional $60). If you choose to publish the entire dissertation, you may also copyright it for an additional charge ($65). Plan to spend a minimum of $85-150. All fees are subject to change.

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 (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 or by the end of the same quarter in which to submit your dissertation to the Graduate School, whichever is sooner. If you do not submit your dissertation in the same quarter in which you defended it, you must 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, page 28)

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 next page 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 Advisor 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.

ONLINE PETITION TO THE DEAN

http://www.grad.washington.edu/area/petition.html

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 enrollment for a minimum of two credits.

The cost will be around $958 (WA residents) 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 $85 - $150.

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!

Spring Hooding and Commencement Ceremonies, Post-docs, and Jobs

Students who are on internship often wish to participate in our spring hooding ceremony and the Commencement Exercise. Although, according to both APA and University regulations, you cannot formally receive your degree before the internship is completed and the dissertation is turned in to the Graduate School, you can participate in these spring activities if you obtain a letter from your internship director stating that you will successfully complete your internship on (date). It is necessary to turn in the paperwork by the end of spring quarter in order to participate in hooding and commencement activities. At commencement, you will receive an empty diploma cover, and the diploma itself will be conferred after you've completed all requirements.

A related issue occurs when a job or postdoctoral appointment requires that the degree be completed. In such instances, the letter from the internship director, plus one from the Director of Clinical Training stating that you will finish all degree requirements by the closing date of the internship, has been sufficient to start jobs and postdocs that begin before the next formal graduation date. This is another good reason to make every effort to defend your thesis before the internship year ends (and, even better, before it begins).

In either of these instances, please provide three copies of the internship director's letter for (1) the Director of Clinical Training, (2) the Graduate Program Advisor, and (3) your advisor.

These requirements and others, can be found at the Graduate School's Student Services website: http://www.grad.washington.edu/area/currstuds.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 -- Psych 537: Teaching of Psychology -- is offered each year by M. Passer, typically in Spring Quarter. The Graduate School also offers GRDSCH 610: Teaching Mentorship, http://www.grad.washington.edu/courses/grdsch_610.htm)

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 courses you take but do not 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:*** Psych 500 A (1 credit) & ***Psychology Proseminar:*** Psych 500B (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 year students are also required to register for Psych 500B, Proseminar in Psychology their first three academic quarters and recommended thereafter. 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 page 34).

4. ***Seminars and Advanced Seminars*** (including Colloquium): 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 required to register for and attend the Departmental Colloquium (Psych 550A) their first three quarters, and recommended thereafter. In order to receive credit, students will need to complete a brief survey after the talk; forms will be provided at the lecture hall.

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 2008-2009 are shown below

	Area Rep (GTC)	Area Coordinator (Head)
Animal Behavior	Joe Sisneros	Mike Beecher
Adult Clinical	Jane Simoni	Jane Simoni
Behavioral Neuroscience	Jeansok Kim	Ilene Bernstein
Child Clinical	Liliana Lengua	Ted Beauchaine
Cognition and Perception	Ione Fine	Lee Osterhout
Developmental	Jessica Sommerville	Jessica Sommerville (A) Andy Meltzoff (W/Sp)
Social Psychology & Personality	Yuichi Shoda	Yuichi Shoda
Graduate Student Representatives	Renay Cleary, Cara Kiff	

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
506 - 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 (enrollment for 2 Autumn qtrs)
NeuBeh 502   Introduction to Neurobiology: Sensory & Motor Systems

Plus two of the following four courses:
NeuBeh 501   Introduction to Neurobiology: Molecular & Cellular Neurobiology
NeuBeh 503   Cognitive and Integrative Neurobiology
Conj 531   Signaling Mechanisms in Excitable Cells
Conj 532   Signal Transduction from the Cell Membrane to the Nucleus

Plus three additional Psychology courses selected from the following:

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   Clinical Supervision   (2nd year students **must** register for AWSS, total of 8 credits)
Psych 593A*   Clinical Practica and Colloquium*   (for 2nd yr students - 1 - 6 cr/qtr; Colloquium
               attendance reqd)
Psych 593B*   Clinical Practica and Colloquium*   (for 3rd yr and above; 1-6 cr/qtr)
Two Outside Practica (**must** register for Psych 597: Fieldwork in Clinical Psychology)

*Required for all students seeing clients in the clinic.

One treatment seminar:
Psych 543   Advanced Seminar in Child Clinical Psychology: Behavioral Family Therapy (this particular
               course is offered as an example; it is not the only option for this requirement)

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*

<u>Adult Clinical</u>

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

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

3. <u>Area course requirements</u>. 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
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, developmental, individual-difference, affective-cognitive, and social bases of behavior. **Note: One course each in Social, Developmental, 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

Developmental breadth:
513   Core Concepts in Biological Development
514   Core Concepts in Cognitive development
515   Core Concepts in Personality and Social Development

Note. A given course can satisfy only one breadth area.
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

Three courses in Clinical Issues and Methods:
Psych 591   Issues in Clinical Psychology   (register A&W qtrs during 1st 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   Clinical Supervision   (2nd year students **must** register for AWSS, total of 8 credits)
Psych 593A*   Clinical Practicum and Colloquium* (for 2nd yr students - 1-6 cr/qtr; Colloquium attendance reqd)
Psych 593B*   Clinical Practicum and Colloquium* (for 3rd 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/Çomputational courses. In addition to the four courses required by the Department, Developmental students are required to take Psych 529, Advanced Research Methods OR another relevant statistics course (requires approval of your Advisor).

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 Minor (coordinated by Brian Flaherty)

The quantitative minor denotes that a graduate student has fulfilled statistical, methodological and/or mathematical training beyond basic department and area requirements. The quantitative minor allows students to focus on statistical methods, research design and mathematical modeling.

Coursework for the quantitative minor is in addition to Psych 524 & 525 (and their associated labs, 522 & 523) or equivalent courses. In order to be admitted to the Quantitative minor, 524 and 525 must each be passed with a GPA of 3.5 or higher. Please note that labs, software classes or workshops cannot count toward the minor. A total minimum of 20 credits is needed for this minor.

Some areas require an additional quantitative course beyond the department requirements. Courses satisfying an area requirement may also count toward the quantitative minor.

Four additional quantitative courses (for a minimum of 12 credits) are required for the minor. Courses may be selected from a list of approved courses (see link below), or proposed to the quantitative faculty for consideration. Each course must have a passing grade. Record your progress with the "Documentation of Completion of the Quantitative Minor" handout available from the Graduate Program Advisor.

The approved course list is located here:

http://web.psych.washington.edu/areas/quantitative/QuantPsychRecCourses.pdf

Graduate students interested in pursuing the quantitative minor should let the Graduate Program Advisor know.

Diversity Science Specialization

The goal of this specialization is to provide graduate students throughout the Psychology Department with a vehicle through which they can augment their understanding of human behavior through coursework and training that articulates and assesses: (1) the differing perspectives of diverse groups and how these perspectives intersect; (2) the synergistic effects associated with increased recognition and embracing of diversity; (3) the consequences associated with resistance to embracing diversity; and (4) the ways in which psychological theories and services can be developed and applied in ways that usefully and positively impact diverse communities.

We consider human diversity as referring to groups of people who experience themselves as differing on one or more of a variety of dimensions including race, culture, ethnicity, age, gender, sexual orientation, economic class, and disability status. Students who complete the requirements for this specialization are expected to 1) understand how the experiences of diverse populations have been or could be reflected in research relevant to their major area of study and 2) have sufficient understanding of the relationship between diversity and psychological issues that they can readily utilize such information in teaching courses in one or more areas of psychology.

Requirements

1. Successful completion of at least three courses which focus on the relationship between diverse populations and some aspect(s) of psychology.
   a. At least two of these courses must be offered through the psychology department at the 400 or 500 level. Department courses which meet the diversity specialization requirements will be labeled as such by the faculty offering the courses on a quarter by quarter basis.
   b. One of the required courses may be taken outside the Psychology Department. This course can be selected from a pre-approved list of diversity related courses or the student may seek the approval of a Diversity Science faculty member to use an unlisted course to fulfill this requirement.
2. After the completion of required coursework, the student will prepare a capstone paper or presentation demonstrating their expertise and understanding of diversity issues in psychology. This paper may take one of 3 forms:
   a. a critical review of research on diverse populations in their area of scholarly interest OR
   b. a research proposal for or empirical paper reporting original studies assessing the relationship between diverse populations and a psychological phenomenon or issue relevant to the students scholarly interests OR
   c. a prospectus for a course related to diversity science that the student might teach during their career.

The paper will be reviewed and approved by 2 members of the diversity specialization faculty. Each course must have a passing grade. Record your progress with the "Documentation of Completion of the Diversity Science Specialization" handout available from the Graduate Program Advisor.

Graduate students interested in pursuing the diversity science specialization should let the Graduate Program Advisor know.

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.

Sheri J.Y. Mizumori, Chair (G-121, 5-9660)
      e-mail: mizumori@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)

Beth Rutherford, Assistant to the Chair (G-121, 5-8035)
      e-mail: bethr@u.washington.edu
♦ Schedules appointments for the Chair (Sheri Mizumori)
♦ Supervises the Course Scheduling Coordinator
♦ University and Departmental policies
♦ Bearer of a wealth of information on all aspects of the department

Nancy Kenney, Associate Chair & Director of Graduate Training, Graduate Program Coordinator (GPC) (G-306, 3-2563)   Please see page 7.
      e-mail: nkenney@u.washington.edu

Jeanny Mai, Graduate Program Advisor, GPA   (G-127, 3-9329)   Please see page 7.
      e-mail: jeanny@u.washington.edu

Michele Jacobs, Administrator (G-119, 5-2027)
      e-mail: 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
♦ 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
      (If Phil is on vacation, see Susan Carpenter-Brandt)
♦ 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)
♦ Travel - some money for airfare is available for graduate students once per biennium
♦ Assistant to the Administrator: handles immediate problems in her absence

Susan Carpenter-Brandt, Grants Manager (G-137, 6-4574)
    e-mail: sbrandt2@u.washington.edu
♦ Checks budgets on all outgoing proposals, maintains files on all proposals submitted
♦ Information regarding grant proposals re: fringe benefits, indirect costs, proposal application
    materials
♦ Monitors majority of externally and UW funded research grants and contracts
♦ General questions or problems related to grants

Margaret Cheng, Fiscal Specialist (G-132, 6-5275),
    e-mail: marcheng@u.washington.edu

♦ Assistant to Phillip Burger
♦ Questions concerning purchasing supplies/equipment for grant use
♦ Questions on travel covered by grants (if you are employed as an RA on a grant)
♦ Prepares travel paperwork
♦ Handles all purchase order requests, including supply orders
♦ Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be
    reimbursed under Petty Cash. (Margaret Cheng and Mike Hollinger share Petty Cash responsibilities)

Mike Hollinger, Fiscal Specialist (G-130, 3-6121)
    e-mail: mikeph@u.washington.edu
♦ Assistant to Phillip Burger
♦ Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be
    reimbursed under Petty Cash.
♦ Answers questions about how labs should use their petty cash funds
♦ Answers questions about allowability of purchases on grant budgets
♦ Handles all purchase order requests, including supply orders
♦ Backup for preparing travel and reimbursements
♦ Oversees reconciliation and corrections to fiscal transactions on grant budgets
♦ (Margaret Cheng and Mike Hollinger share Petty Cash responsibilities)

Merly 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)

William Kaplan (G-119A, main office, 3-2640)
e-mail: wkaplan@u.washington.edu
- ♦ Questions concerning mail delivery to Guthrie
- ♦ Exam and other class material processing for TAs
- ♦ Office machine servicing (Xerox, Fax)
- ♦ Problems with the copy machines
- ♦ Keys to rooms in Guthrie and Annexes
- ♦ Overnight Express mail service
- ♦ Copy System Administrator: issues copy accounts and updates copy user numbers for access to departmental copy machines
- ♦ Course entry codes for variable credit classes (Ψ600, Ψ700, Ψ800)
- ♦ Equipment Check Out (laptops, cameras, projectors, etc)
- ♦ Facilities issues if Michele Jacobs is unavailable

Betty Johanna, Colloquium Coordinator, Development Assistant, and E-newsletter Editor
(G-136, 6-5274)
bjohanna@u.washington.edu
(If Betty is on vacation, see William Kaplan)

- ♦ Psychology Colloquium Series lectures: scheduling, logistics, publicity. Talk to her if you want to bring a speaker to campus.
- ♦ Advice or help with publicity, catering, room reservations, transportation, etc.
- ♦ Edit and publish in-house e-newsletter. Send items to psynews@u.washington.edu.
- ♦ College of Arts & Sciences Annual Giving Campaign.
- ♦ Process monetary and in-kind donations to the department. (Not grants.)
- ♦ Combined Fund Drive coordinator.
- ♦ Maintains bulletin boards in Guthrie lobby and in hallway outside Guthrie 121.

Kim Arbios, Course Scheduling Coordinator (G-122, 3-1469)
e-mail: karbios@u.washington.edu
- ♦ Text book orders and desk copies
- ♦ Change of grades or removal of incompletes
- ♦ Office hours publication
- ♦ Course Description Editor
- ♦ Grade sheet distribution

Undergraduate Advising Staff (G-114A, 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
- ♦ Statistics tutoring pool
- ♦ Unusual registration problems for undergraduates

Technical Support Services Staff (G-28, Basement, 3-8281)

Doug Kalk, Senior Computer Specialist (G-28, 3-8281)
> e-mail: dougkalk@u.washington.edu
- Computer hardware and software support
- Hardware/software integration

Rich Ball, Senior Computer Specialist (G-28, 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

Jon Hauser, Senior Computer Specialist (G-53, 5-2079)
> e-mail: jhauser@u.washington.edu
- Directs operations in the department's Media Lab (Rm 53), which supports teaching in the department
- Supports 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
- Departmental/Clinical Database/Server Administrator

Ombudspersons: C. Fagan, M. Linehan, S. Buck

Graduate Training Committee:

Nancy Kenney (Chair)	Nancy Kenney (Director of Graduate Training)
Joe Sisneros (Animal Behavior)	Jeansok Kim (Behavioral Neuroscience)
Ron Smith (Adult Clinical)	Liliana Lengua (Child Clinical)
Ione Fine (Cognition & Perception)	Jessica Sommerville (Developmental)
Yuichi Shoda (Social and Personality)	Jeanny Mai (Graduate Program Advisor)

Renay Cleary, Cara Kiff (Student Representatives)

D. II. DIVERSITY STEERING COMMITTEE

Diversity Steering Committee
This 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
Graduate Student contact person: Richard Nobles, rnobles@u.washington.edu
Faculty Advisors: Bill George: bgeorge@u.washington.edu & Jane Simoni, jsimoni@u.washington.edu

Graduate Student contact person: Jennifer Wang, wjen@u.washington.edu
Join their listserv at: https://mailman1.u.washington.edu/mailman/listinfo/psychdiversity

Minority Student Representation

We currently have 30 graduate students from diverse ethnic backgrounds representing 22% of the graduate student population in the Department. Minority students are found in almost all major areas of the department, although they are most numerous in clinical, child clinical, social, and cognitive psychology.

Minority Faculty Representation

Ana Mari Cauce, Ph.D.	John Miyamoto, Ph.D
Sapna Cheryan, Ph.D.	Sheri Mizumori, Ph.D.
Jaime Diaz, Ph.D.	Jaime F. Olavarria, M.D., Ph.D.
William H. George, Ph.D.	Yuichi Shoda, Ph.D.
Jeansok Kim, Ph.D.	Joseph Sisneros, 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. 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/calendar.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.

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

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

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

D. 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, M. Linehan, and S. Buck are the appointed Ombudspersons for 2008-2009.

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 Education and Research Network

(http://depts.washington.edu/hrights/, 425-352-5421) and the Ombudsman for Sexual Harassment (http://www.washington.edu/about/ombudsman/, 206-543-6028). 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 (http://www.washington.edu/provost/ap/osi/, 206-543-6617). 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 IV, Part 9, Chapter 1 (http://www.washington.edu/faculty/facsenate/handbook/Volume4.html) 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

D. VII. Mentoring Resources for Graduate Students

Mentoring focuses on the human relationships, commitments, and resources that help graduate students find success and fulfillment in their academic and professional pursuits. The following websites lists numerous resources for both students and faculty.

Mentoring Resources for Graduate Students and Faculty
http://www.grad.washington.edu/mentoring/

Guidelines for Good Practice in Graduate Education
http://www.grad.washington.edu/area/goodpract/good_pract_2.htm

Center for Instructional Development and Research—Mentoring Resources:
http://depts.washington.edu/cidrweb/resources/mentoringtools.html

Students are also encouraged to meet with the Director of Graduate Training, or the Chair as appropriate, to discuss mentoring as needed.

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 via Catalyst survey. 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 submit the TA request Catalyst survey by the deadline listed when the quarterly request email is sent

4. Based on stated preferences, and funding priorities (see Priorities, page 54), 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, page 52)

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 Catalyst survey 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 Advisor and graduate student volunteers, 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 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 student's 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 (look for salary levels under Appointment Ranks section, page 55). In the latter instance, we appoint the graduate student at the Pre-doctoral 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 (PI) 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 PI 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 Merly 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 keep your mailing information current via MyUW.**

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 mailed to the employee's home address on file.

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 sheets, to balkiness of a sickly computer. Any question concerning your paycheck should be directed to the Payroll Coordinator, Merly 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: 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
Predoctoral Teaching generals Associate I (PDTAI)	Predoctoral Research Associate I (PDRAI)	1st year and up, until you pass
Predoctoral Teaching Associate II (PDTAII)	Predoctoral Research Associate II (PDRAII)	Ph.C. (Candidate) Status i.e., General Exam Passed
Predoctoral Instructor	Predoctoral Researcher	to be determined

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

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 PI 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 TA/RA 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 (TAs) or June 16 - Sept 15 (RAs)

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 2008-2009 is as follows: resident - $3,349/quarter or non-resident - $7,507/quarter. http://www.washington.edu/admin/pb/home/opb-tuition.htm

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. Residence applications and further information are also available at the Residence Classification Office, 264 Schmitz Hall (phone: 206-543-5932).

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 on page 9. 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 the Office of Student Financial Aid and speak with a counselor 543-6101.

Most of the tuition and fees will be automatically paid for any TA or RA 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 Academic Calendar 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 page 14, for more information on funding opportunities.)

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. <u>Research</u>

      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 Jeanny Mai). 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).

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

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 – end of May – 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. <u>Long-term goals</u>

     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. <u>Progress this year</u>

A. <u>Research progress and time line</u>

     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. <u>Coursework/milestones</u>

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

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

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

C. Development of teaching skills

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

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

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

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

D. Development of outside funding?

E. Departmental, University or National service

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

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

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

F. Awards or other special recognition

"Congratulations on ....

****

An annual plan and a draft of an evaluation letter for each of your students should be forwarded to your GTC Area Rep by June 1, 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 Jeanny by mid-June. Jeanny 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 1 – Plans and draft letters due to GTC Rep
Mid-June – Finished Plans and letters due in Jeanny's office (G-127).
July 1 – Finalized letters are distributed to students