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GRADUATE STUDENT MANUAL

2019-2020

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@uw.edu
Sapna Cheryan	scheryan@uw.edu

Representative of the Graduate Program Action Committee (GPAC):

Melissa Gasser	mlgasser@uw.edu
Jessica Glazier	jglazier@uw.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, Adult Clinical, Child Clinical, Cognition & 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 (and sometimes a tertiary advisor) is 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 or two -- typically the Area(s) to which his or her Advisor(s) belongs.

3. Coursework (revised Autumn 2015). 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 37 for Department and Area requirements)

4. Milestones (revised Autumn 2014). All graduate students are to meet all of the following milestones. The timing of the milestones indicates the preferred rate of passage through the program. However, research-specific constraints as well as individual factors such as health issues, family responsibilities, or need to modify academic training for excellence in an area of study may require that some students achieve certain milestones later (or earlier) than indicated here. Students may first petition their advisory team/Supervisory committee and then submit the petition to the Graduate Training Committee (GTC) for approval of a delay in achieving one or more milestone. When delays occur without prior approval, students will receive a warning from GTC as outlined in the section on Evaluation.

First Year Clinical

A. During their first year in the program all students in the clinical program will complete a formal research proposal that will be evaluated by their primary and secondary advisors. This proposal typically defines the research they will complete during their second year in the program. Proposals are due June 1. In addition to the formal submission process in the clinic training manual, students must also turn in a copy of their writing assignment to Jeanny for their permanent record at the start of Fall quarter.

First Year (Second year Clinical)

A. Students must present their first (second)-year research project at the Spring quarter Research Festival, which takes place the Wednesday after Memorial Day Weekend.

B. Students must complete a writing project by the first day of Fall Quarter. The project must be evaluated by primary and secondary advisors no later than the end of the 1st week of fall quarter of the

student's second (third) year of training so that satisfactory/not satisfactory completion can be reported to GTC at Fall meeting (occurs within week 2 of Fall quarter). Students must also turn in a copy of their writing assignment to Jeanny for their permanent record at the start of Fall quarter.

I. Clinical students will prepare a research article or Master's thesis based on their research project. For students in other department training programs, possible writing projects are to be agreed upon by the student and primary and secondary advisors. The project may take one of the following forms:
> a. a write up of the 1st/2nd year project
> b. a grant or fellowship proposal
> c. proposal for research project
> d. comprehensive literature review
> e. journal manuscript
> f. a rigorous and detailed methods section

II. The project must be evaluated by primary and secondary advisors no later than the end of the 1st week of fall quarter of the student's second (third) year of training so that satisfactory/not satisfactory completion can be reported to GTC at Fall meeting (occurs within week 2 of Fall quarter). Students must also turn in a copy of their writing assignment to Jeanny for their permanent record at the start of Fall quarter.

Second Year (Third Year Clinical)

A. Students must complete a writing project during their second year of study. This is due by the first day of Fall quarter in their third year of training. For students in clinical training this project is the research article/Master's thesis described above.

I. For students outside of clinical, while this project cannot be the exact draft used as the first year writing requirement, this project may be an *extension* of the 1st year project into a more comprehensive research paper or journal manuscript or it may be a new project taking one of the following forms (as agreed by the student and her/his primary and secondary advisors).:
> a. a research paper/manuscript
> b. Master's thesis submitted to completion
> c. proposal for research project
> d. comprehensive literature review
> e. grant/fellowship proposal
> f. preliminary dissertation proposal

II. The writing project will be evaluated by primary and secondary advisors no later than the end of the 1st week of fall quarter so that satisfactory/not satisfactory completion can be reported to GTC at its Fall meeting (occurs within week 2 of Fall quarter). Students must also turn in a copy of their writing assignment to Jeanny for their permanent record at the start of Fall quarter.

Third Year (Fourth Year Clinical)

A. Students must formally establish their Supervisory Committees (See page 21) by the end of Winter quarter of their 3rd(4th for clinical) year of study. This includes selecting members and submitting the required signatures to the Graduate Program Advisor (Jeanny Mai).

B. Students must complete both the WRITTEN and the ORAL portion of the General Examination by the first day of Fall Quarter of their 4th(5th for clinical) year of study. (See page 26)

Fourth Year (Fifth Year Clinical)

A. If not done as part of the General Examination, students must present their dissertation proposals to their Supervisory Committee members no later than the first day of Fall Quarter of their 4th/5th year of study.

      I. Dissertation proposals may be written and/or oral.

      II. Whether as part of the General Examination or in a separate meeting, students must defend their dissertation proposals to their Supervisory Committees no later than the first day of Fall Quarter of their 5th(6th clinical) year of training.

    III. The proposal must be evaluated by the primary and secondary advisors no later than the end of the 1st week of fall quarter so that satisfactory/not satisfactory completion can be reported to GTC at its Fall meeting (occurs within week 2 of Fall quarter).

Dissertation Defense

A. Students are expected to publicly defend their dissertation (See page 29) and complete our graduate training program (not including the required APA-accredited internship for clinical students) no later than the end of their 6th/7th year of training. The Reading Committee (See page 23) must be formed at least one full quarter before the defense and receive a full draft of the dissertation 6 weeks in advance of the defense date.

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

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

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 is both an exciting and sometimes challenging 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@uw.edu, 206-543-9329), your advisors, another graduate student, or the Director of Graduate Training, Sapna Cheryan.

1. **Faculty Advisors.** You will have been assigned two (primary and secondary) or more advisors in the Department 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 7, 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. Please register for orientation credit, under Psych 500 A.

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 which due to Jeanny within the first week of class (the First Year Plan, see page 71 for template). The First Year Plan evolves into the Annual Plan (see page 74) and is updated every spring quarter as part of the Annual Review Process.

4. **Course Requirements.** You should begin fulfilling departmental course requirements during the first year. In particular, you must complete the first two statistics courses in your first year. Check with your area about specific requirements and refer to your First Year Plan (See page 71).

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 your Annual Plan which is prepared in May of each year to discuss the following year. (See the template, page 74). 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 GTC Representative. (See Area Rep list, page 38)

7. **Office Space.** Many students will have office space available through their advisors. If you do not, or would like to have space, some limited graduate student desk space is available in Guthrie Hall Contact your Graduate Program Action Committee (GPAC) Representatives (See page 9) to request a desk space. There is a graduate student computer lab in the first floor core of Guthrie Hall (G-161) with 3 computers and 2 printers. Contact William Kaplan, the Office Manager (G-119B) to check out a key.

8. **E-Mail.** In order to sign up for a UW e-mail account, go to https://uwnetid.washington.edu/newid/. Then follow the online instructions. Send questions to UW Technology Service Center via their Web site (http://itconnect.uw.edu/help/) 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 24). Although the advisors and co-advisors are assigned to students for the first year of the program, students may change these assignments over the course of the graduate program. 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 GPAC (See   page 9).

Graduate Training Committee **– Chaired by Sapna Cheryan** (G236, 206-543-5688,
e-mail: scheryan@uw.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.

5. Think about the future of graduate training in regards to societal changes in job prospects, funding, etc.

Graduate Program Coordinator – Sapna Cheryan (G-236, 206-543-5688, scheryan@uw.edu)

The Graduate Program Coordinator (GPC) supervises the activities of the Graduate Program Office, is the Chair of the GTC, is an Associate Chair for the department, acts as liaison with the Graduate School, assigns teaching assistants in collaboration with the Graduate Program Advisor, 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 50)

Graduate Program Advisor – Jeanny Mai (G-127, 206-543-9329, jeanny@uw.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 / Reading Committee formation and changes.
3.   Scheduling General and Final Examinations with the Graduate School.
4.   Preparing and distributing Master's / 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, handling TA budget questions, entering TA payroll appointments.
6.   Questions concerning University and departmental requirements for grad student program, progress toward degree.
7.   Registration problems.
8.   Entering scholarships or fellowship awards, requesting non-resident tuition waivers from the Graduate school.
9.   Organizing department events, such as Recruitment Day, Welcome Party, Research Festival and Hooding.
10.   Graduate student travel support (Bolles, Fujita and Wagner) and dissertation (Bolles) support requests.
11.   Manages internal fellowship funding allocations.

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 during winter quarter.

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.

GPAC Representative for this year is:

Melissa Gasser	mlgasser@uw.edu
Jessica Glazier	jglazier@uw.edu
GPAC website:	https://catalyst.uw.edu/workspace/gpacpsy/5179/23487

Graduate & Professional Student Senate (GPSS)

The Graduate and Professional Student Senate (GPSS) is the official student government representing the 15,000 graduate and professional students at the University of Washington. GPSS provides and advocates for the tools needed to enhance personal and professional development, and safeguards the interests of the students it represents.

GPSS actively supports graduate and professional students and builds community among them with regular communications and opportunities for involvement as well as social events throughout the year. GPSS represents students to the University and the Legislature, funds graduate programming, and hosts regular social events.

Each year, senators are elected to serve on the GPSS Executive Committee. The Executive Committee is responsible for a multitude of various issues related to GPSS and the Senate. Specific tasks include addressing the issues and concerns identified by the Senate, review and recommend an annual budget to the Senate for the following fiscal year, annually approves funding guidelines and criteria to be used by the Financial and Budget Committee, and much more.

GPSS Representative for this year is:

Diana Kwon	dmkwon@uw.edu
Terrence Pope	tjpope@uw.edu
GPSS website:	http://depts.washington.edu/gpss/

A. III. REGISTRATION

Choose your courses. Review the course requirements on page 37 and your First Year Plan. A description of Psychology courses is found on the Psychology webpage (http://www.washington.edu/students/crscat/psych.html). In consultation with your advisor, decide which courses to take in your first year (from the First Year Plan) and beyond (First Year Plan evolves into the Annual Plan). Also talk with other students or the instructor of the courses.

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, Kim Arbios, Course Scheduling Coordinator (206-543-1469, karbios@uw.edu), or Jeanny.

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. Summer quarter On-Leave status is automatic/free 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 or on financial aid, please see the section of this manual entitled "Number of Credits" on page 12.

Registration

Registration must be done <u>before</u> the first day of class to avoid a late first time registration fee ($25). Changes in courses may be made no later than the fifth day of the quarter to avoid a change of registration fee ($20), use of your one annual drop, and possible tuition forfeiture. Registration is done on the web at: http://my.uw.edu/.   If you have questions, please email the Registration Office (regoff@uw.edu) or call (206) 543-8580, Monday through Friday, 8:00 a.m. to 5:00 p.m., and a staff member will gladly assist you. Please include your student number when you contact the Registration Office for any reason.

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 10 years, this situation will be discussed by GTC and if approved, Jeanny will submit a petition to the Dean of the Graduate School for permission to extend the 10-year limit but there is still a possibility it will not be approved. Therefore we strongly recommend, if at all possible, to complete the program in under 10 years. The program is designed to be finished in 5 to 6 years.

Dropping and Adding Courses

If you need to drop or add a course, be certain to do this within the first seven calendar days of the quarter to avoid a $20 change of registration fee or possible tuition forfeiture. Once the change of registration fee is in effect, and you need to change your schedule, make all changes in ONE day, so you get charged once.

If you drop classes after the 8th day of the quarter, you will be charged a $20 (change of registration fee) and 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.

https://finance.uw.edu/sfs/tuition/forfeiture-refund

You should note, that you are permitted **only ONE** drop after the second week of the quarter (the "annual drop"), 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 unless on an hourly RA pay schedule for Summer in which case you will not register at all in summer). 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 (See page 24). A minimum of 27 credits over at least 3 quarters in Psych 800 is needed for the Doctoral Degree (See page 29). There is no maximum number of credits for these courses, which can be earned over multiple quarters, but students cannot register for more than 10 credits of Psych 800 per quarter.

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	5-10	variable[+]

*If registered during previous academic year (Autumn, Winter, Spring)

[+]For Full time Financial Aid (i.e. student loans) you likely need anywhere between 5-10 credits every quarter (including summer). Please check with Student Fiscal Services (sfshelp@uw.edu, 206-543-4694, or chat with them at: http://finance.uw.edu/sfs/home) for your particular situation.

A. IV. FIRST YEAR CHECKLIST

☐ Attend the Psychology Orientation and the UW's Center for Teaching and Learning (CTL) TA/International TA/RA Conferences which occur the week before school starts

☐ 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 (http://www.dol.wa.gov/)

☐ Complete payroll, insurance, and tax paperwork with our Payroll Coordinator, G-131, 206-543-3366, psypay@uw.edu

☐ Get e-mail account, office space, etc

☐ Acquire building keys in the Guthrie front office

☐ Pay student fees/tuition before the due date by the 3rd Friday of the quarter

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

☐ Complete your First Year Plan with your advisor (See First Year Planning Section, page 6 and page 71 for Template) 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

☐ Think about summer funding

☐ Review this manual for information that might be helpful

☐ If any concerns arise, don't be shy. Talk to your advisor, co-advisor, another student, the lead TA, the GPAC reps, the Graduate Program Advisor (Jeanny Mai), the Director of Graduate Training (Sapna Cheryan), 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, 2003, and 2015, the faculty approved changes in the course requirements for our graduate program. The Planning/Evaluation undergoes revision and improvement as needed.

First Year Plan. Each new graduate student should study the planning template (See page 71). They should meet with their 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 their 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, Sapna Cheryan) for review from a Graduate Program perspective and thereafter place it in the student's file.

Annual Plan. Annual plans are prepared in May of each year. Templates (See page 74) will be distributed via email 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 given to Jeanny for distribution. Students should receive their evaluation letters by about July 1.

Copies of the plans and letters will also be forwarded to Sapna Cheryan (GPC), who will review them from a Graduate Program 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. 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 page 74)

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 their graduate career. Over the course of graduate school, many students have a chance to work with multiple faculty members, most often their primary and secondary advisors.

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

    Animal Research - The Office of Animal Welfare (OAW) is the key administrative unit responsible for implementing federal and non-federal requirements for use of vertebrate animals in research and teaching. http://depts.washington.edu/uwhsa/units/office-of-animal-welfare/ Please check with your faculty advisor before contacting OAW.

    Human Participants - The Psychology Research Pool (PRP) 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 PRP 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 PRP must be individually approved by a UW IRB Committee, or it must receive administrative approval for exempt status from the Human Subjects Division. Research sessions are conducted on a daily basis throughout the quarter, including summer quarter. Detailed information regarding the PRP is contained on the PRP homepage of the department website (https://psych.uw.edu/research/resources/prp).

    A faculty member (Andrea Stocco, PRP Coordinator) is responsible for the operation of the PRP. A psychology graduate student as Research Pool Manager is employed to conduct the day-to-day operations of the PRP. The PRP office is located in Guthrie Hall, room 232, email psypool@uw.edu, 206-543-9652.

    Infant and Child Participants - Contact Ellen Levi at the Communication Studies Participant Pool, partpool@uw.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. Check out their website: https://studies.uw.edu/information-researchers

3. **Research Space.** The Department Chair and Administrator coordinate space for animal research. Human subjects research is typically conducted in your advisor's lab space. 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://depts.washington.edu/psych/department/
    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 as-needed basis. See William Kaplan, the Office Manager (G-119B), 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.** The department has limited funding for student research projects. 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). The Bolles Dissertation Fellowship award can only be used to assist your research and cannot be spent on travel expenses. Bolles application forms are available from Jeanny Mai.

   Department-supported student travel is available annually (as of 2017-2018 academic year) for a student who is presenting at a conference. For the 2018-2019 fiscal year, the travel allocation is $500 domestic ($600 international) and can cover conference fees, ground transportation, and accommodations, in addition to airfare, train, etc. New for 2018-2019, first year students who do not yet have their own research to present at a conference, may apply for travel funds to a major conference in their field. All non-first years must present in order to receive funding. Travel forms are available from Jeanny Mai.

   The Department has a few awards that provide tuition waivers, stipend, and health insurance. Most of these awards can only be redeemed in Summer quarter and at 2cr (Alcor and Psychology Department Scholars). The Hunt fellowship can be redeemed in either an academic or summer quarter. Please watch the listserv for the call for applications from Jeanny in the winter/spring quarters. Typically these awards will be awarded to students who are a little more advanced in the program, but not always.

   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, see Jeneil Lagasse, discuss the possibility with your advisor, or visit the Grants and Funding Information Service (GFIS) office located in Allen Library South, Ground Floor, Research Commons, Consultation Studio. Common student grants that include stipends are the Graduate Research Fellowship Program from the National Science Foundation and the National Research Service Award from the National Institutes of Health.

   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 http://www.lib.washington.edu/commons/services/gfis or email them at gfis@uw.edu.

6. **Computer Facilities**

   Psychology Department Resources

   Each graduate student has a faculty advisor and/or faculty person with whom they are doing research. The computer facilities of the faculty advisor/research colleague are generally shared with their 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. We support all computer models, but specialize in Dell. For statistical analysis, we support Systat and SPSS and the program R is freely available online. Currently the statistical program R is used for the required statistics courses.

Graduate Student Computer lab
There is a computer lab in the first floor core of Guthrie Hall (G-161) with 3 computers and 2 printers for use by grad students. Contact William Kaplan, the Office Manager (G-119B) to check out a key. There are also a few adjacent offices available for students who do not have space in a lab. Contact your GPAC representative to request a desk space.

Chemistry Library 210E– 14 Windows XP workstations in ChemLib's Research Lab. All of these computers are connected to the Internet and to the departmental network.

7. **Extra-Departmental Resources**

Center for Social Science Computation and Research (CSSCR)
Savery Hall, Room 110
Phone: 206-543-8110
e-mail: CSSCR@uw.edu   web: http://depts.washington.edu/csscr/

Students should familiarize themselves with this resource center. It is located in Savery Hall 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!**

Learning Technologies Help Desks (Canvas, Catalyst)
Odegaard Undergraduate Library, 2nd Floor, M-F 8a-5p
Phone: 206-221-5000
e-mail: help@uw.edu   web: http://itconnect.uw.edu/learn/tools/

Center for Teaching and Learning (CTL)
100 Gerberding Hall
Phone: 206-543-6588
e-mail: theCTL@uw.edu   web: http://www.washington.edu/teaching/

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, Research opportunities: https://psych.uw.edu/undergraduate/psych-499

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 program features individualized programs centered around preparing you to meet your own self-defined goals. In keeping with this intention, **your individual coursework will 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 in our program. In the non-clinical programs we have simplified the requirements, allowing students to select the most applicable courses to meet these requirements. We encourage you to spend time before each fall to discuss courses that look useful for the upcoming year. 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 37). 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 objectives.

   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. (See page 26)

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. (See page 21)

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 require all graduate students to take at least one Advances or Core course outside their primary area. We also encourage students to go to other areas' brown bags or take additional out-of-area courses. 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 (primarily 500 level courses, sometimes 400 level courses will count) must be taken for a grade unless the course as a whole is only 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. These Credit/No Credit courses are not counted in 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 Satisfactory/Not Satisfactory basis. You must make that designation when you register for the course. The instructor must give you a numerical grade (2.7 and higher for an S) 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 or your required courses.

5. Two sections of each independent study/research course (598, 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, but per department recommendation, sign up for 700 instead
    700 is for the Master's degree (9 credits required) – thesis required if you earn the MS
    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

6. 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. An "N" is considered a passing grade if you have financial aid.

7. An "X" grade appears on a student's transcript when the instructor has either not yet submitted a grade for a particular course or has marked the column "No Grade Now." X grades remain on a student's record until a grade is submitted. "X" grades do not affect the GPA, but "X" grades do affect student status and eligibility for some types of financial aid. As a result, please review your transcript each quarter to ensure you receive credit/grades for all your coursework.

8. Specifically for Clinical students: Clinical students who register for PSYCLN 574-578 which are DSK independent study courses, please only register for the course once you have completed the readings rather than registering for it multiple quarters.

9. A grade of Incomplete ("I") may be recorded if a student has been in attendance and done satisfactory work within 2wks of the end of the quarter and provided documentation to the instructor that the work cannot be completed due to circumstances beyond the student's control. Graduate students who have an incomplete are required to complete the work and have the incomplete converted to a grade/credit in one quarter after the course. Delays in converting incompletes to grades/credit will be considered during the annual review process and in the course of making funding decisions. According to the Graduate School (https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/), an incomplete that is not converted to grade/credit will remain as a permanent part of the student's record.

10. You may hear people say "grades in graduate school don't matter." What they mean by that is you don't want to spend so much time on your classes that it crowds out research productivity. If you find yourself spending much more time on a class than your peers, discuss strategies with your advisor or instructor on how to read or complete assignments more quickly and how to prioritize coursework with other duties. On the other hand, funders (e.g., Ford, NSF) use transcripts to evaluate whom to fund. In addition, your behaviors in your classes do matter. Skipping class, not turning in assignments or turning multiple assignments in late, and not being respectful of your classmates or the instructor are generally seen as unfavorable behaviors. These behaviors may be especially important to avoid or explain when you are taking classes with people you have formed relationships with and hope to get letters of recommendation from later or whom might be called by future employers as references.

Evaluation Procedures

1. Your most important evaluations will be provided by your advisor in your annual evaluation 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 (within the first two weeks of the same quarter), and one of the four possible actions listed next may be taken. In addition, the Graduate Training Committee discusses students who score below a 3.0 in department statistics courses to discuss methods of support to the students and assure that students have the quantitative skills to complete their research.

3. In the unlikely event that your progress is less than satisfactory in any area of your program, or if you are delayed on a milestone, you will receive feedback from the Director of Graduate Training, and in some cases, from the Dean of the Graduate School. There are four ways in which unsatisfactory progress can be communicated to a student. They are, in increasing order of seriousness:

    a) an email from the Director of Graduate Training (this level of warning is discussed by the Graduate Training Committee and student's advisors)

    b) a formal letter from the Director of Graduate Training (termed the "Internal Watch list/Safety net"; this level of warning is discussed by GTC and the student's advisors),

    c) a change in the student's status to "Probation," or (in addition to departmental discussion (GTC, advisors), this level of warning involves the Graduate School)

    d) a change in the student's status to "Final Probation." (in addition to departmental discussion (GTC, advisors), this level of warning involves the Graduate School)

    "Probation" or "Final Probation" status results in a notation on your unofficial transcript and in a letter being sent to you by the Dean. At each level, students will be told what steps must be taken to return to good standing in the program. A student is not usually dropped from the University unless they have spent at least one quarter in the status of "Final Probation." Students on Probation or Final Probation status are less likely to receive assignments as teaching assistants (see "TA Assignment Procedures" on page 62) and are not eligible for department fellowships.

4. At the request of any faculty member, Supervisory Committee, or individual student, 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 oral 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 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 at 206-685-2630. You may also check the following website: https://grad.uw.edu/for-faculty-and-staff/graduate-faculty-locator/

    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. Also, we recommend, but do not require, that one committee member be from another area of psychology.

2. *When to Form Your Supervisory Committee*: Your supervisory committee should be formed by the end of Winter quarter of your 3rd/4th year of study. It is advisable to form this committee early as all of your committee members must approve the curriculum you follow in preparation for your General Examination (see "General Examination" section on page 26.)

3. *Procedures for the Formation of Your Supervisory Committee*:
    a) Get the "Application for Ph.D. Supervisory Committee" from the Graduate Program Office, by emailing Jeanny (jeanny@uw.edu).

    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. Clinical students will also need the Director of Clinical Training (Currently Jane Simoni, jsimoni@uw.edu) to approve the committee before forwarding it onto Jeanny.

    c) Return the completed form with signatures or emails to the Psychology Graduate Program Office. After the Graduate Program Advisor evaluates the representation on your proposed committee, an official request will be prepared and sent to the Graduate School. You will receive an email confirmation when this has been completed.

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 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 page 23 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) Email Jeanny and ask for a "Request for Supervisory Committee Reconstitution" form.

   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 completed form with signatures or emails to the Graduate Program Office. After Jeanny evaluates the change(s) proposed, an official request will be prepared and submitted to the Graduate School.

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 (both written and oral), which is normally taken during the 3rd year.

   b) The committee (a minimum of 4—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 oral General Exam and at the oral defense of the Dissertation (Final Exam).

   d) The committee (a minimum of 4—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 oral General Exam and at the oral defense of the Dissertation (Final Exam) and must sign the warrant along with the other members of the committee.

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 have this) and they must have an endorsement that allows them to chair a supervisory committee (not all Graduate Faculty members have 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 Psychology 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:

https://grad.uw.edu/for-faculty-and-staff/graduate-faculty-locator/

If you are looking for ideas of who you might ask, search by specialization(s). 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 psychology 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 subset of your Supervisory Committee and must be appointed separately.

You should form your Reading Committee when you are close to defending your dissertation, at least one quarter prior to your defense. The purpose of this committee is to read the dissertation and agree that you are ready to defend it in an oral (Final) examination. Choose any three members of your supervisory committee (including the Graduate School Representative) who will agree to be on the committee. If two members of the reading committee are spouses/partnered (chair/member or member/member), then the student must add an additional member to their reading committee, for a total of a 4-person reading committee. They will read the various drafts of your dissertation, make comments and suggestions for improvement, and sign the Doctoral Dissertation Supervisory Committee Approval Form (located on the Electronic Thesis/Dissertation page: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/etd-formatting-guidelines/). Your entire supervisory committee must give approval to schedule the Final Examination and sign the exam warrant after your defense. See the section on Final Examination (page 29) 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 (although some Areas may list this as an area requirement). You may, however, set a requirement to include a Master's degree in your Plan (see Annual Plan on page 14, or its template on page 74).

In the quarter in which you expect to complete a Master's degree, you must submit a Master's request to the Graduate School on-line at the following address: http://www.grad.washington.edu/for-students-and-post-docs/mygrad-program/.   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 warrant will be emailed to you by Jeanny. The Graduate School has its own form, which is the Master's Supervisory Committee Approval form (located on the Electronic Thesis/Dissertation (ETD) page: (http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) Any two members of your supervisory committee, or your advisor and one other Graduate Faculty member, are required to sign the warrant and the approval form for your Master's Degree. The signed warrant must be returned to the Graduate Program Advisor in Guthrie 127, while the approval form is uploaded to the Graduate School's Electronic Thesis/Dissertation page (http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) both by the end of the quarter (Friday of Finals Week). Only real/ink signatures are accepted on either document.

Your Master's request 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://grad.uw.edu/policies-procedures/masters-degree-policies/masters-degree-requirements/

1. Total credits required for the degree program must be completed

    *   All courses numbered 400-799 that are numerically graded 2.7 and above, or have a grade of Satisfactory or Credit ('S' or 'CR') count toward the credit total. 499 courses are not counted in the credit total.
    *   Courses graded less than 2.7 do not count towards the credit total.
    *   At least 18 credits must be in courses numbered 500 and above.
    *   18 credits must be numerically graded in department approved 400-level courses accepted as part of the major and in 500-level courses. This excludes 499 and transfer credits.
    *   No more than 6 graduate level quarter credits can be transferred from other academic institutions to count toward the credit total.
    *   No more than 12 UW Graduate Non-matriculated credits can be applied to the credit total.
    *   No more than 12 credits derived from any combination of UW Graduate Non-matriculated credits and transfer credits can be applied to the credit total.
    *   If a student repeats a non-repeatable class, only one set of credits counts toward the credit total.

2. A minimum cumulative GPA (grade point average) of 3.00 is required for a graduate degree at the University

3. The Master's Degree Request must be filed according to posted quarterly dates and deadlines (http://grad.uw.edu/for-students-and-post-docs/degree-requirements/dates-and-deadlines/).

4. Must complete all degree requirements within six years

   - The timeframe/clock begins on the first day of the quarter that the Graduate Student uses a course to satisfy degree requirements when they are coded as either a Graduate Non-Matriculated student (Department Code with class 6) or as a Graduate Student (Department code with class 8) in the department to which they are admitted.
   - UW Graduate Non-matriculated credits used towards the total credit total are counted in the six years.
   - Quarters spent On-Leave and out of status are counted in the six years.

5. Must maintain registration through the end of the quarter in which the degree is conferred or, if eligible, pay the Graduate Registration Waiver Fee within 14 days following the last day of the quarter in which all degree requirements were met.

6. Thesis track students are required to complete a minimum of 9 thesis credits in their credit total.

7. Thesis Track students are required to submit their acceptably formatted thesis online via the UW Electronic Thesis/Dissertation (ETD) (http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) by 11:59 p.m. PST on the last day of the quarter (Friday of Finals Week).

8. Your signed warrant and signed Master's Supervisory Committee Approval Form (located on the Electronic Thesis/Dissertation page: (http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) must be submitted to Jeanny (signed warrant) and the Graduate School (upload signed approval form to ETD) by 3:30 p.m. PST on the last day of the quarter (Friday of Finals Week) in order for you to receive your degree within the same quarter. You are then eligible to participate in UW graduation ceremonies if you so desire. The Psychology Department does not hold a separate program for Master's recipients.

11. **There are no required fees**. You have the option to register your copyright via ProQuest for a fee. Speak with the Scholarly Publishing Outreach Librarian for assistance: http://guides.lib.uw.edu/research/etds

12. If the thesis is submitted online after the quarter ends, you must register for the following quarter or utilize the Registration Fee Waiver option (pay $250 instead of registering—this is usually the option for a student who is in their last quarter), which allows you up to 14 days after the last day of the quarter to submit your thesis (http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-registration-waiver-fee/) for an M.S. conferred the following quarter. Please talk with Jeanny before choosing this option. The Graduate School strictly enforces the deadline for dissertation submission and the enrollment requirement.

13. View complete Final Submission Instructions including Electronic Thesis/Dissertation (ETD) online: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/

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 (See page 27), 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 21). 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 non-clinical student who has not passed the General Examination prior to the beginning of the fourth year of study (or 5th yr for clinical) 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.

6. You must schedule the oral part of the examination. Arrange a date and time for the exam that is agreeable with all your committee members and schedule the room via PsyCal. Forward these confirmation emails to Jeanny. Submit your request online: http://grad.uw.edu/for-students-and-post-docs/mygrad-program/. She must have every committee member's acknowledgement that your exam is occurring before she will approve your general exam request. Please submit your request at least three weeks before your intended date. 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.**

7. The exam warrant is available via pdf which Jeanny will then email to you. On exam day, print and take it to your exam. The warrant is signed by all committee members present (minimum of four required) at the exam upon satisfactory completion and returned to the Psychology Graduate Program Office.

8. The Graduate Program Office will submit the outcome to 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 (that is, if you complete your exam during a school break, your Ph.C. will be awarded at the end of the following quarter). **You will be eligible for your Level 2 raise once the Graduate School awards your Ph.C. status.** Keep this in mind as you schedule and complete your exam.

9. If you do not pass, the exam must be rescheduled after a period of study. Two retakes are allowed at the recommendation of the committee to the Dean of the Graduate School.

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.

Format of the General Examination (as of Spring 2016)

There are three components of the Psychology Department General Exam. Two written requirements (a Depth Requirement, a Breadth Requirement) and an oral exam.

Depth Requirement

- Review Paper (typically at least 20 pages of review plus references, abstract, and title page)
- NRSA full application (not just 6 page research plan)
- Another major grant application (not an NSF grad fellowship)
- Written exam covering depth reading list that is completed over 3 day period (can be combined with breadth exam to become one larger exam over 5-7 day period)

Breadth Requirement
- Written exam covering breadth reading list that is completed over a 3 day period
- Can be combined with depth exam to become one larger exam over 5-7 day period

Oral Exam
- 1-3 weeks after Breadth and Depth Requirements are complete.
- In-person meeting in which committee asks questions covered by reading list, following up on written products produced by students for the Breadth and Depth requirements.

Students must pass each of the three components to move on to candidacy status and to receive Level 2 TA/RA Pay in subsequent quarters. Passing each component requires a majority of the committee to approve (e.g., 3 of 4 members inclusive of the GSR). If a component is not passed, the student must complete that component again. All three components should be complete by the first week of Fall Quarter of a student's fourth year, except by permission from the GTC (requested by the faculty advisors and student), or the student will be placed on the departmental warning list.

Full Details:
1. In the student's second year they should form the Supervisory Committee and inform the Graduate Program Advisor.
2. No later than 2 quarters before the anticipated oral exam, the committee should meet with the student to determine the exam format and topics for reading list. The Graduate School Representative (GSR) should be notified of such a meeting but their attendance/participation is not required during these planning meetings (attendance by GSR is up to the GSR). The GSR should, however, know what the consensus of the exam format will be before the oral general exam
3. By start of the second quarter before the exam, the reading list must be finalized by the committee and student. The list should have 35-55 items on it, aiming for the lower end if more books or monographs are included and the longer end if the list is primarily journal articles. Half of the readings should be in the student's depth area (e.g., spatial reasoning) and half should be in the student's breadth area (e.g., cognitive psychology).
4. Beginning at least 2 quarters before the oral exam, the student should be reading and beginning their paper or grant if those options are selected. Importantly, faculty may NOT provide any feedback on written products nor may they disclose or allude to the questions on the exam in advance of the exam. If paper/grant will be submitted to a journal or funding agency, faculty feedback on the written document must occur after the oral exam. Therefore, only the first draft of the document is written prior to the oral exam that addresses it. If there is an extenuating circumstance that requires a faculty member to give feedback earlier on a grant or paper, then the committee can opt to split the oral into two different oral meetings, one for the depth (that is 1-3 weeks after that is turned in with no feedback in between) and one for the breadth (that is 1-3 weeks after that is turned in with no feedback in between). In that rare instance where there are two oral meetings, the date of the second will be the officially recognized oral defense date (for the Graduate School paperwork). Importantly, "No Feedback" means that faculty cannot provide edits

or suggestions for improvement. Faculty *may* highlight problem areas that may be helpful for the student to reflect on before the oral (e.g., "We will probably ask more about Question 2" or "think more about the connection between your proposed studies and the research question") but faculty may not suggest solutions to those problem areas before the oral. The reason for the "no feedback" rule is that the exam is an opportunity to assess where students are in their learning, not how well they respond to feedback.

   a. If a paper or grant proposal is selected for the depth requirement, the written exam should cover only the breadth-relevant material from the reading list. Students should have 3 days to complete the written exam in this case.
   b. If an exam is selected for both the breadth and depth requirements, students can be provided as one comprehensive written exam, however, the committee must cover questions for both sets of readings and the resulting exam is expected to be twice as comprehensive as an exam for a student who opted to complete a paper for the depth component. In line with the longer exam, the student should be given twice as long to complete the exam (i.e., 6 days). Alternatively, if the committee and student prefer, the two components can be given as two distinct exams, each covering only breadth or only depth and each for 3 days.
   c. This timeline assures that the committee has 1-3 weeks to review both the breadth and depth requirements and prepare for the oral exam.
   d. The GSR should receive the above items, as courtesy, however it is up to the individual GSR as to the extent of their participation. Some GSRs only participate by attending the oral general exam, while others may want to do more. The GSR is a voting member of the committee and should be kept updated on the general exam process as a whole. A group email with student and Supervisory Committee during this process will suffice.

5. The final requirement is the oral exam. This component is required by the Graduate School and must be scheduled with the Graduate Program Advisor at least three weeks in advance so that a General Examination warrant can be issued. At that meeting, the committee will ask questions that follow from the student's depth and breadth written products and/or exams. Following the questioning period, the warrant will be signed by all attending committee members and should be returned to the Graduate Program Advisor immediately.

6. This full process should be complete by the end of the summer after a student's 3rd year. Note that if a student completes the oral exam during the summer quarter, the student must be enrolled and tuition must be paid for summer quarter. If the oral exam is completed in the period between the end of the summer quarter and the start of the fall quarter, the student must be registered (and tuition paid) the following fall. If a student completes their oral exam during this "down period", the student will not have "candidate status" awarded until the last day of autumn quarter and will therefore not receive a Level 2 TA/RA rate until Winter quarter (students who complete oral exams in spring receive a pay raise and "candidate status" in summer, those who complete oral exams in summer quarter receive a pay raise and "candidate status" in the fall). If a student wants to complete the oral general exam after the first day of fall quarter of the student's 4th year, they must formally petition their advisors and then the GTC.

Clinical General Exam Requirements: The Clinical and Child Clinical Areas have a fixed format and content for the general exam. Four things are required (taken from the current Clinic Training Manual):

In order to successfully pass generals 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 choice, based on consultation with the student's advisor and committee. The form and nature of the review should be agreed upon before the student begins work so that shared expectations are clear. The general exam review paper would ideally be in the form of a Clinical Psychology Review or Psychological Bulletin article. The paper should be in the 30-50-page range and should include a thorough and critical review of the relevant literature. It should discuss important theoretical and methodological issues in the topic area and address future directions in which empirical and theoretical development should proceed. Expository methods could include qualitative analysis of the extant literature and/or, if desired, a meta-analysis of the body of relevant empirical results that also addresses the elements described above.

3.   A formal written 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. This review need not be as comprehensive as the literature review in (Requirement 2), but it needs to be at least at the level of a literature review for a major journal article or NRSA/NSF proposal and demonstrate that you know the background literature. A first draft of the proposal should be distributed to the committee at least three weeks prior to the examination date to ensure the opportunity to incorporate feedback into the final proposal.

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.

Protocol for papers to your committee: Check with your committee members to see if they would like a hard copy of general exam materials and dissertations. Some may be satisfied with an electronic version, whereas others would rather not have to print large documents or would prefer a hard copy to write on. You should also submit a copy of your vita to your committee members.

B. VIII. DISSERTATION AND FINAL EXAMINATION

The dissertation and defense of it, in the Final Examination, are the final requirements for the Doctoral Degree. You must have achieved Candidate status, i.e., passed your oral General Examination, at least one quarter prior to the Final Examination. 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 complete a minimum of 27 credits of dissertation research (800) distributed over a minimum of three quarters. No more than 10 credits of 800 are allowed per quarter. 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/emails of three members of your Supervisory Committee whom you would like to be on your Reading Committee. Request the necessary form for establishing a reading committee from the Graduate Program Advisor (G-127) and return the completed form with approvals to her. An official request will be submitted to the Graduate School for approval. The Graduate School will then confirm the Reading Committee by sending an email. Please form your Reading Committee at least one quarter prior to your final examination (defense).

3. After a complete draft of your dissertation has been prepared and reviewed by your Supervisory Committee Chair, you should submit the complete draft to your Reading Committee Members. This is to occur no later than six weeks prior to the expected final examination (defense) date. It is reasonable to provide all other members with a copy at this time as well. Reading Committee members are expected to

thoroughly read the dissertation and provide the student with clear feedback on the quality of the work within two weeks of receipt of the paper.

4. If all members of the Reading Committee agree that the dissertation is of sufficiently high quality to advance to the defense, the student will proceed to schedule the defense.

5. To schedule your Final Examination, arrange a day and time agreeable with your entire supervisory committee (not just the Reading committee, but everyone). A minimum of 4 members of your committee—one Graduate School Representative (GSR), one chair, and 2 members must be present at the examination. Forward these confirmation emails to Jeanny.

6. Reserve one of the larger conference rooms via PsyCal. If none of these rooms are available, see Kim Arbios (G137) for assistance in locating and securing a room that can handle approximately 30 attendees for your defense. Information on day, time, student name, dissertation title, and a current photo, etc. will be provided to Jeanny Mai who will assure that advertising posters are created and posted and the information is provided to all faculty and students by email. The presentation will also appear on the department calendar.

7. Submit your request online: https://grad.uw.edu/for-students-and-post-docs/mygrad-program/. Jeanny must have every committee member's acknowledgement that your exam is occurring before she will approve your final exam request. Please submit your request at least three weeks before your intended date. (NOTE: This timeframe differs slightly for Spring quarter exams due to the Commencement Program's advance printing deadline.) Email confirmations that do not state date/time/location will not be accepted. Everyone on your supervisory (not just reading) committee must agree that you can schedule your exam, even if a member is not attending.

8. All dissertation presentations (the start of the defense) will be open to the public. All department faculty and graduate students will be encouraged to attend.

9. Dissertation presentations will be 30-45 minutes in length followed by a 5-10 minute period when questions from the public are invited. Presentations should be pitched to communicate with the general department (more like job talks) and not simply specialists in the field or committee members who have guided the research. Committee Members should limit questions at this time to points of clarification. In the odd case in which a member of public raises an inappropriate issue in this question period, it will be the responsibility of the committee chair to deflect such questions.

10. Faculty and students other than the supervisory committee and the candidate will leave after the public presentation. Traditional scrutiny of the candidate through questioning by the Supervisory Committee will take place during the hour following the presentation.

11. Candidates should be encouraged to refrain from bringing refreshments to their defense.   The supervisory committee chair should provide a reception for successful candidates after the defense is completed. All department faculty and graduate students as well as friends and relatives of the candidate should be invited to these receptions.   Faculty and graduate students should make it part of our department culture to attend as many of these defenses and reception as possible.

12. The exam warrant is available via pdf which Jeanny will then email to you. On exam day, print and take it to your exam. The warrant is signed by all committee members present (minimum of four required) at the exam upon satisfactory completion and returned to the Psychology Graduate Program Office. You should also bring 1 print-out of the "Doctoral Dissertation Supervisory Committee Approval Form" (located on the Electronic Thesis/Dissertation page: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) to get signed by your reading committee in original ink signatures as well.

You will then upload the signed approval form and the Survey of Earned Doctorates (https://sed-ncses.org/login.aspx) certificate of completion to ETD by 11:59 p.m. PST on the last day of the quarter (Friday of Finals Week). See below for Final Submission instructions.

13. Submit your dissertation online through the UW Electronic Thesis/Dissertation (ETD) Administrator Site (http://www.etdadmin.com/washington), by 11:59 p.m. PST on the last day of the quarter (the Friday of Finals Week) within the quarter that you defended or by the Friday of Finals Week in the quarter immediately following (See page 32 for the Department's Policy on Dissertation Submission).

You must be registered at least part-time for the quarter in which you defend and the quarter in which you submit your dissertation (if they are happening in separate quarters). If the dissertation is submitted online after the quarter ends, you must register for the following quarter or utilize the Registration Fee Waiver option, which allows you up to 14 days after the last day of the quarter, to submit your dissertation (http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-registration-waiver-fee/) for a Ph.D. conferred the following quarter. Please talk with Jeanny before choosing this option. The Graduate School strictly enforces the deadline for dissertation submission and the enrollment requirement.

Requirements for Doctoral Degree which must be met <u>before</u> a Final Examination will be scheduled
https://grad.uw.edu/policies-procedures/doctoral-degree-policies/doctoral-degree-requirements/

1. Completion of a program of study and research as planned by the graduate program coordinator in the student's major department or college and the Supervisory Committee. At least 18 credits of course work at the 500 level and above must be completed prior to scheduling the General Examination.

2. Presentation of 90 credits, 60 of which must be taken at the University of Washington. With the approval of the degree-granting unit, an appropriate master's degree from an accredited institution may substitute for 30 credits of enrollment.

3. Numerical grades must be received in at least 18 quarter credits of course work taken at the UW prior to scheduling the General Examination. The Graduate School accepts numerical grades in department approved 400-level courses accepted as part of the major and in 500-level courses. This excludes 499 credits. A minimum cumulative GPA of 3.0 is required for a graduate degree at the University.

4. Creditable passage of the General Examination. Registration as a graduate student is required the quarter the exam is taken and candidacy is conferred.

5. Preparation of and acceptance by the Dean of the Graduate School of a dissertation that is a significant contribution to knowledge and clearly indicates training in research. Credit for the dissertation ordinarily should be at least one-third of the total credit. The Candidate must register for a minimum of 27 credits of dissertation over a period of at least three quarters. At least one quarter must come after the student passes the General Examination. With the exception of summer quarter, students are limited to a maximum of 10 credits per quarter of dissertation (800).

6. Creditable passage of a Final Examination, which is usually devoted to the defense of the dissertation and the field with which it is concerned. The General and Final Examinations cannot be scheduled during the same quarter. Registration as a graduate student is required the quarter the exam is taken and the degree is conferred.

7. Completion of all work for the doctoral degree within ten years. This includes quarters spent On-Leave or out of status as well as applicable work from the master's degree from the UW or a master's degree from another institution, if applied toward one year of resident study.

8. Registration maintained as a full- or part-time graduate student at the University for the quarter in which the degree is conferred (see detailed information under Final Quarter Registration). (Exception for Clinical Students only – see Final Exam before Internship, page 33)

9. A student must satisfy the requirements that are in force at the time the degree is to be awarded.

Submission of Dissertation to the Graduate School after Defense

In most cases, the student will submit their dissertation, Survey of Earned Doctorates (https://sed-ncses.org/login.aspx) certificate of completion, and signed "Doctoral Dissertation Supervisory Committee Approval Form" (located on the Electronic Thesis/Dissertation page: http://grad.uw.edu/for-students-and-post-docs/thesisdissertation/) to receive their Ph.D. in the same quarter. If that is not possible, the student must submit their dissertation, Survey of Earned Doctorates (https://sed-ncses.org/login.aspx) certificate of completion, and approval form to the Graduate School no later than the last day of the quarter following the quarter in which they defend.

Examples:
*   Student's final examination is during Winter Quarter, the dissertation would be submitted to the Graduate School by the last day of Winter Quarter (Friday of Finals week) but no later than last day of Spring Quarter (Friday of Finals week) of the same academic year. The approval form and the Survey of Earned Doctorates (https://sed-ncses.org/login.aspx) certificate of completion is due by 11:59 p.m. PST on the last day of the quarter (Friday of Finals Week) for either Winter or Spring, depending on the student's timeline.

*   Student's final examination is during Spring Quarter, the dissertation would be submitted to the Graduate School by the last day of Spring Quarter (Friday of Finals week) but no later than last day of Autumn Quarter (Friday of Finals week) of the same academic year. The approval form and the Survey of Earned Doctorates (https://sed-ncses.org/login.aspx) certificate of completion is due by 11:59 p.m. PST on the last day of the quarter (Friday of Finals Week) for either Spring or Autumn, depending on the student's timeline. Whether the submission will be in Summer or Autumn quarter will be determined in consultation with the Supervisory Committee.

Please Note: a student must be registered for the quarter in which they defend AND for the quarter in which they submit their dissertation and approval form/SED certificate to the Graduate School.   The only exception is when the student opts to pay a late fee and submits their dissertation and approval form to the Graduate School within 14 days from the end of the quarter in which they successfully defended the dissertation. Otherwise, if registering for an additional full quarter, the student would need to know how to fund themselves if department funding (TA) is not available.

The date of degree award will be the quarter the dissertation and approval form/SED certificate is submitted to the Graduate School, not the quarter of the defense.

Clinical Students: The APA requires a DOCTORAL LEVEL 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. The next few sections are meant for you!

FINAL EXAM (Dissertation Defense) BEFORE OR DURING the beginning of 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:

The Graduate Program Advisor submits a Petition to the Dean to graduate without being registered on your behalf. The petition will include your timetable for completion of the internship and submission of the dissertation. You will apply for on-leave status (Autumn, Winter, Spring only. Summer quarter is free/automatic) to complete your internship. During internship, the Graduate Program Advisor holds your signed approval form and signed warrant until the final quarter of your internship, or the one after that. Once your internship has been successfully completed, you should get a statement (e-mail or letter) from your internship supervisor, stating that this is the case and have copies sent directly to both the Director of Clinical Training and the Graduate Program Advisor in the Psychology Department. You then coordinate with the Graduate Program Advisor on the final submission of your paperwork to the Graduate School within the appropriate quarter, and get your degree. Registration when you submit your dissertation is NOT necessary once your petition has been approved.

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 you defend and when the dissertation is submitted, if these two events happen in separate quarters. Register for your final quarter(s) at the minimum of 2 credits in order to return to student status. The per-credit cost will be based on the prevailing resident or non-resident tuition figure and will be your responsibility to cover (unless your advisor has funds and the two of you arranged this in advance).

The cost will be around $1679.00 (WA residents) or $2874.00 (non-WA residents) for the minimum two credits. The Psychology Department is unable to provide tuition assistance.

IMPORTANT

The soonest you can receive your degree is when you complete your 12-mo internship commitment, your final defense, and dissertation submission process and where everything falls in the Academic Calendar. Then the degree is conferred at the END of the quarter. 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! As soon as you have been placed, find out the END of your internship so you can start planning ahead.

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 June 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 or e-mail 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 at the end of the quarter in which you complete all requirements. Thus, if your internship ends after the last day of Summer quarter, the degree will be formally conferred at the end of Fall quarter, but you can still do Spring hooding. Please note that because the internship is an integral part of the degree, clinical students are not allowed to participate in hooding or Commencement prior to beginning their internship even if they have already defended their dissertation.

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 UW 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 dissertation 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 or e-mail certification for (1) the Director of Clinical Training, (2) the Graduate Program Advisor, and (3) your advisor.

A statement concerning where and when you completed your internship will be added to your final post-graduation UW transcript. This will be helpful when you apply for licensure. Please let the Director of Clinical Training know the specific date your internship will end.

These requirements and others, can be found at the Graduate School's Student Services website:
http://grad.uw.edu/for-students-and-post-docs/

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 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:
A teaching portfolio that reflects 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 Psych 101.

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, have previous training in teaching most often gained by classroom experience, a course in pedagogy (Such a course -- Psych 537: Teaching of Psychology -- is offered every other year by Michael Passer, typically in Spring Quarter. The Graduate School also offers GRDSCH 610: Teaching Mentorship), and a submitted application. Twice a year, the call for applications to independently teach will be sent to the listserv. Teaching applications are submitted to Jeanny, who will then provide them to GTC.

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 500A (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 academic quarter (autumn).

2. *Department Colloquium:* First-year students are required to register for and attend the Departmental Colloquium (Psych 550A) their first three quarters. Attendance at the colloquium is strongly recommended thereafter. In order to receive credit, students will need to complete a brief survey after the talk; forms will be provided at class.

3. *Statistics and General Methodology*: *During the first year*, students must successfully complete (accomplished by achieving a grade of at least 2.7) or place out of (and replace with higher level courses) 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, ALL students are required to take at least one additional course in quantitative methods (statistics, mathematics, or computational science) OR in a methodology directly relevant to their area of focus.

4. *Dissertation Credits*: Psych 800 – **27** Minimum.

C II. PROGRAM REQUIREMENTS FOR NON-CLINICAL STUDENTS (as of Autumn 2015)

Students pursuing clinical training should see specific course requirements for Adult and Child Clinical Training on pages 39 to 42 of this manual (or their full Clinical Psychology Program Training Manual).

1. *Minimal Training Plan Requirements* (building on your First Year Plan):
   I. One quantitative methods/statistics course beyond those indicated in #3 above OR one methodology course directly relevant to the student's research focus.
   II. Three 500-level Core Concepts Courses.
   III. Three advances or focused training courses that provide specialized training in a research focus.
   IV. Three quarters of seminars, brown bags or journal clubs. It is strongly recommended that plans require quarterly attendance at such meetings throughout the student's training.

   • Courses required may be taken outside the Department of Psychology but students are strongly urged to utilize department-based options when available.

   • All course work in these areas should be taken for a numerical 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.**

2. Role of the Supervisory Committee in your Training. Although your original First Year Plan is approved by your Primary and Secondary Advisors, the plans will be annually updated, expanded upon, and reviewed as part of the Annual Review Process. Once your Supervisory Committee is established, they should also review your Plan. Your Supervisory Committee may recommend or require additional courses prior to completion of your General Examination.

Area Representatives - Graduate Training Committee 2019-2020

	Area Rep (GTC)	Area Coordinator (Head)
Animal Behavior	Renee Ha	Michael Beecher
Adult Clinical	Mary Larimer	Mary Larimer
Behavioral Neuroscience	Ellen Covey	Ellen Covey
Child Clinical	Wendy Stone	Kevin King
Cognition and Perception	Susan Joslyn	Chantel Prat
Developmental	Betty Repacholi	Betty Repacholi
Social Psychology & Personality	Sapna Cheryan	Tony Greenwald
Quantitative	--	Brian Flaherty

Graduate Student Representatives: Kelly Chang (2018-2020) & Suzanne Lewis (2019-2021)

C. III. ADULT AND CHILD CLINICAL AREA REQUIREMENTS

Taken from the current Clinical Psychology Program Training Manual. Please view the Clinical Psychology Program Training Manual for more details.

Quick Listing of All Required Courses for Clinical Psychology

PSYCH 500 A 1 credit   Psychology Orientation   (register 1st quarter only)
PSYCH 500 B Total of 1 credit   Proseminar   (register Autumn quarter during 1st year)
PSYCH 550 A Total of 3 credits   Psychology Colloquium (register AWS qtrs during 1st year)
PSYCLN 501   Total of 2 credits   Issues in Clinical Psychology   (register A&W qtrs during 1st year)
PSYCH 524   4 credits   Intro to Stats. & Data Analysis (**must** register also for lab: Psych 522)
PSYCH 522   2 credits   Lab. in Statistical Computation I (required for those taking   Psych 524)
PSYCH 525   4 credits   Linear Models & Data Analysis   (**must** register also for lab: Psych 523)
PSYCH 523   2 credits   Lab. in Statistical Computation II (required for those taking   Psych 525)
PSYCLN 510   4 credits   Research Methods in Clinical and Community Psychology
PSYCLN 517   5 credits   Core Concepts in Systems of Psychotherapy
PSYCH 560   2-30 credits total   Research Strategies (lab-based research seminar; sign up whenever
                                        offered by your advisor and you are participating in lab meetings)
PSYCLN 560   3 credits   Minority Mental Health
PSYCLN 524   3 credits   Clinical Personality Assessment
PSYCLN 581   2 credits   Clinical Methods: Interview
PSYCLN 582   2 credits   Clinical Methods: Ethics
PSYCLN 591   2 credits   Consultation and Supervision Practicum
PSYCLN 583   Total of 8 credits   *Clinical Supervision*   (2nd year students must register for AWSS)
PSYCLN 580A Var. credit (1-6 cr/qtr) Clinical *Practica*/Colloquium** (A - 2nd yr students – Coll. attend. req'd)
PSYCLN 580B Var. credit (1-6 cr/qtr) Clinical *Practica*/Colloquium**   (B - 3rd yr and above)

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

APA-Required Discipline-Specific Knowledge Requirements
As an APA-accredited program, we adhere to mandated requirements for demonstrated breadth of knowledge (discipline-specific knowledge or DSK) outside of the clinical specialty**. Specifically, students must complete coursework in the following discipline-specific areas: (1) biological aspects of behavior; (2) cognitive aspects of behavior; (3) social aspects of behavior; (4) human development; (5) affective aspects of behavior; and (6) history and systems of psychology, plus an advanced integrative course that combines two or more DSK areas. In some cases, an integrative course can satisfy two or more DSK areas if all components are assessed separately.** Courses offered within the clinical area do *not* satisfy these requirements. For example, a course in child psychopathology will not satisfy the developmental DSK requirement, nor will a course in cognitive therapy satisfy the cognitive requirement. These DSK requirements can be satisfied with a major out-of-area course (i.e., a *Core Concepts in* ...or *Advances in* ...course; e.g., social aspects of behavior can be satisfied with PSYCH 510, Core Concepts in Social Psychology. Currently, the history and systems requirement is satisfied by a special nonclinical module in Issues in Clinical Psychology (PSYCLN 501), since the department does not offer a course on that topic.

In accordance with Graduate School regulations, DSK requirements can also be satisfied by completion of a relevant 400-level course, provided that a grade of 3.0 or above is received. This should be done in consultation with your advisor, and the course instructor should be advised that you are taking the course for graduate credit. The instructor may elect to add to the course requirements of undergraduates taking the course.

Highly specific courses (e.g., courses in psychopharmacology or fMRI techniques for "biological bases") do not meet the APA "broad and general" DSK course requirement. Likewise, seminars do not satisfy this

requirement. Non-clinical courses in other departments may sometimes satisfy a DSK requirement. If in doubt, consult with the Director of Clinical Training.

Finally, two of the DSK course requirements (or more by petition) can be satisfied by means of independent study courses that are available every quarter. These courses include PSYCLN 574 (affective aspects of behavior), PSYCLN 575 (biological aspects), PSYCLN 576 (cognitive aspects), and PSYCLN 577 (developmental aspects). You sign up for these 5-credit courses with your advisor. The syllabi and linked readings are found on our Google drive:

https://drive.google.com/drive/folders/1zaIEmb6eQcSbjizgH0XavDA4MvSxTp3-?usp=sharing

Additional Requirements for General ("Adult") Track Students
PSYCH 511   3 credits   Core Concepts in Personality
PSYCLN 530 5 credits   Behavior Disorders
plus……
One of the following Child Track courses.
                              PSYCLN 531, Developmental Psychopathology <u>or</u>
                              PSYCLN 541, Approaches to Child Treatment

           (Note: These cannot be used as an out-of-area (developmental) DSK course.)

Two courses in Assessment (but all three of the courses listed below are recommended for coverage of personality, cognitive, and behavioral assessment):
        PSYCLN 524, Clinical Personality Assessment (required)
        and *a choice of***:**
        PSYCLN 521, Assessment of Intelligence w/ PSYCLN 525 practicum; or PSYCLN 522, Psychological Assessment of Children w/ PSYCLN 525 practicum;

Please note that training in cognitive assessment is required as a basis for neuropsychological assessment training, certain outside practica, and internship assignments. Ideally, students in our program will have training in personality, cognitive, and behavioral assessment.

Additional Requirements for Child Track Students
PSYCLN 573 6 total   Seminar in Child Clinical Psychology   (required AWS qtrs for 1st & 2nd year)
PSYCLN 531 5 credits   Developmental Psychopathology
PSYCLN 541 4 credits   Approaches to Child Treatment
PSYCLN 521 5 credits   Assessment of Intelligence (**must** register for PSYCLN 525 also)
PSYCLN 525 2 credits   Practicum in Psych. Assessment
PSYCLN 522 5 credits   Psychological Assessment of Children (with PSYCLN 525)
plus……

At least one treatment seminar.
One additional quantitative methods course.

Practicum Requirements

Practicum placements may occur either within the department (internal practica taught by clinical faculty) or outside the department (external practica). In addition to internal (PSYCLN 525) practica, at least one external practicum is required for students in the General ("Adult") Track (must register for PSYCLN 585 credit). Two practica, ideally one assessment-based and one treatment-based, (either internal or external), are required for child track students. See Appendix C for complete registration information.

Out-of-Area Requirements

The Director of Clinical Training has no official say over what is required or offered in other areas in the Psychology Department. In general, courses used to fulfill within-area requirements may not also be used to fulfill out-of-area requirements. In addition, non-clinical courses taken at previous institutions toward another degree (e.g., a master's degree) may not be used toward fulfilling course requirements for the Ph.D. at the University of Washington unless approved by the head of the area in question based on the syllabus from the course in question. Any approvals will not lead to a reduction in total required courses, however, as an elective course will need to be taken instead.

For General ("Adult") clinical students, six or more courses must be taken from curriculum offerings outside the clinical area. These courses must meet the APA curriculum guidelines for "discipline-specific knowledge." Therefore, students must complete one "broad and general" course each covering biological, cognitive, affective, developmental, and social aspects of behavior, plus at least one course in psychological measurement (see next section). The balance of the six-or-more courses is to be determined by mutual agreement between the student and co-advisors or supervisory committee. These courses should be selected with an eye toward developing cohesive themes of subspecialty expertise pertinent to the student's future research and clinical endeavors.

All students…

Domain-Specific and Profession-Wide Competency and Curricular Elements

According to current regulations of the APA Commission on Accreditation, students in accredited programs must develop and demonstrate doctoral-level competency in the following domains of knowledge and behavior:

Discipline-Specific Knowledge
1. History and systems of psychology
2. Affective aspects of behavior
3. Biological aspects of behavior
4. Cognitive aspects of behavior
5. Developmental aspects of behavior
6. Social aspects of behavior
7. Advanced integrative knowledge combining the above areas

Profession-Wide Competencies
8. Research methodology
9. Techniques of data analysis
10. Theories and techniques of assessment and diagnosis
11. Theories and methods of intervention
12. Professional values, attitudes, and behaviors
13. Communication and interpersonal skills
14. Ethical and legal standards
15. Theories and methods of supervision
16. Theories and methods of consultation and interprofessional collaboration
17. Individual and cultural diversity (e.g., personality, ethnic, cultural, gender-related, etc.) relevant to all of the areas above

As a program, we are expected to provide coursework and other modes of training in all of the above areas, and to foster "attitudes essential to lifelong learning, scholarly inquiry, and professional problem solving." (Colloquia and seminars are one vehicle for the latter.)

Licensure considerations. State licensing boards expect your transcript to reflect formal coursework in all of the above areas. Our clinical curriculum covers all of the topics relevant to the clinical and professional domains. Areas (1) through (7) are the "Discipline-Specific Knowledge" areas that are satisfied by coursework in other areas of the department (History and Systems being covered in Psych 591/ PSYCLN 501) and should be taken very seriously if you expect to get licensed in some states. As noted elsewhere, graduate "Core Concepts" and comprehensive "Advances in…" courses offered by other areas of the department will pass muster, as will the PSYCLN independent studies DSK courses, but highly specific courses (e.g., courses in psychopharmacology or fMRI techniques for "biological bases") do not meet either APA or most licensing board requirements. Licensure applicants in some states have been asked to provide copies of the course syllabi in areas where there are questions, so by all means save hard and/or electronic copies of every course syllabus you ever receive, even in your clinical courses. One issue we sometimes have to deal with is designated "semester hour" requirements in certain states, which can cause problems because of our quarter system. You'll need to demonstrate that your course is as comprehensive as a semester course (they are, of course, and in a shorter time span, which is why you're always feeling overwhelmed), and you'll need your syllabus for this as well.

Finally, in addition to keeping an electronic or hard copy of every course syllabus as you go through the program, it is strongly recommended that when you graduate you deposit all relevant materials (syllabi, transcript, etc.) with the Association of State and Provincial Licensing Board's Credentials Bank. For a modest fee, this will keep everything you need for licensure in any state or province available to be forwarded to the particular licensing board. The web address is <https://www.asppb.net/page/TheBank>.

Other Requirements:

Psych 800 – **27** Minimum Required Credits in Dissertation Research

A one-year APA-accredited APPIC doctoral-level internship or its equivalent. An unaccredited internship (rarely requested and definitely not recommended) must be approved by the clinical area faculty.

Note: A master's thesis is not required, but virtually all students submit the required write-up of the second-year research project and submit it to the Graduate School to satisfy this requirement for the master's degree. We strongly recommend this course of action so that, in the event that unexpected events should prevent you from completing the doctoral program, you will have the master's degree. The masters is also desirable for some sources of employment outside the department even while you're working toward the doctorate.

C. IV. OTHER SPECIALTY PROGRAMS

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

Quantitative Minor (coordinated by Brian Flaherty)

The quantitative minor denotes that a graduate student has fulfilled statistical, mathematical, computational, and/or other research methods training beyond basic department and area requirements. The following steps are required to obtain the minor.

1. Complete PSYCH 524 and 525 (or equivalent) with at least a 3.5 GPA
2. Formulate a plan of study with advisor(s)
3. Obtain final approval of plan
4. Complete plan and final documentation

Plan of study

Before taking courses for the minor, formulate a plan of study. Your plan should be tailored to your research interests, as well as meet the requirements for the minor (see below). It should explain how your proposed coursework and any independent work advances your research interests.

Discuss this plan with your advisor and/or your area's quantitative point person. (The list of area quantitative point people is at the bottom.) Once your plan is finalized, forward it to Brian Flaherty for approval by the department quantitative committee. Upon final approval, the plan should be filed with the Department's Graduate Program Advisor.

NOTE: Generally, the plan of study should be completed and approved prior to taking any courses toward the minor.

Course requirements

Coursework for the quantitative minor is in addition to Psych 524 & 525 (and their associated labs, 522 & 523) or equivalent courses required of all students. In order to be admitted to the Quantitative minor, 524 and 525 must each be passed with a grade of 3.5 or higher.

Four additional quantitative courses (for a minimum of 12 credits) are required for the minor. To count toward the minor, a course must be rigorous and include assessment of student learning. The student must attain a basic level of competence in the technique(s) presented. Merely knowing how to run software for the method is not enough. For this reason, CR/NC courses, labs, software classes, and workshops do not count toward the minor.

Many graduate students will probably be well served by the courses already approved for the minor in Psychology, CSSS or elsewhere on campus. Other students may wish or need to go farther afield. If a class is not currently on the list of approved classes, a student may petition inclusion of a specific course. Do this by providing a syllabus, any additional information necessary to assess if the course meets the rigor and student assessment criteria, and a brief rationale for the inclusion of the course. Petitions for course substitution should be submitted to Brian Flaherty.

All four additional quantitative classes must be passed with a minimum grade of 3.3.

Optional paper

In place of one of the four additional courses, a student can choose to write a quantitative research paper or substantive research paper employing sophisticated quantitative techniques. Pedagogically, the goal of the paper is for the student to demonstrate competence in one or more quantitative methods they have learned. This paper will be read and evaluated by two members of the department quantitative committee. Once approved, the paper should be submitted for a conference presentation and/or publication. When a student opts to write such a paper, the minimum number of additional course credits (over and above Psych 522, 523, 524, and 525) required for the minor is reduced to nine.

Final documentation

Once completed, record your work for the minor on the "Documentation of Completion of the Quantitative Minor" form available from the Graduate Program Advisor and on the webpage describing the Quantitative minor (link below).

This information and the minor application can be found here:
https://psych.uw.edu/graduate/areas/quantitative-minor

The current list of courses automatically applicable to the minor is here:
https://psych.uw.edu/graduate/areas/quantitative-minor/courses

"Documentation of Completion of the Quantitative Minor" form:
https://depts.washington.edu/psych/files/areas/quant_minor/form.pdf

Data Science Options (coordinated by Ione Fine)

The Data Science options provide students an introduction to the world of data science, giving them the skills to understand a variety of techniques and tools. The goal of this option is to educate all students in the foundations of data science, so they may apply those methods and techniques in current research. There are two options, the Data Science Option (DSO) and the Advanced Data Science Option (ADSO). If you have questions about the DSO/ADSO or getting into classes, please speak with Ione Fine (ionefine@uw.edu).

Students

Eligible students for the DSO and ADSO include all full time Ph.D. students in the Psychology program in good standing who have completed the first year statistics requirements and who have permission of their advisors. Please complete the DSO/ADSO form, have your advisor and co-advisor sign it, and return it to Jeanny by the time you complete your first DSO/ADSO course. If your advisor will not approve your request to do the DSO/ADSO, a student can write a letter of appeal to the GTC.

In cases where a graduate student does not graduate but instead leaves only after completing the master's part of the graduate program, the student will retain the "Data Science option" or "Advanced Data Science option" recognition on their transcript if the student finishes all the requirements of the option before leaving the graduate program.

The Data Science Option (DSO)

The Psych DSO is designed for students with little or no background in data science, computer science or coding. The total credit requirement is 6-8 credits in courses (2 courses @ 3-4 credits each) and 2 seminar credits (plus the usual Psych 522-525 sequence). Note that one of the data science courses may count as your third required quantitative course for the Psychology Ph.D. if approved by the Psychology quant area, resulting in only one "extra" course (and 2 quarters of seminar) beyond the usual Psychology quantitative requirements.

The "third" course can also count toward a Quant minor but all other classes must be unique if a student opts for the DSO and Quant minor.

The requirements for the Psych DSO are as follows (the most up to date description of current classes for the DSO is here http://escience.washington.edu/education/phd/data-science-graduate-option/ :

1. Courses from two out of three of the following areas:

    1. **Software development for data science**

        ▪ HIGHLY RECOMMENDED:

            ▪ Software Development for Data Scientists (CSE 583)

            ▪ Software Engineering for Molecular Data Scientists (ChemE 546)

    2. **Statistics and machine learning**

        ▪ HIGHLY RECOMMENDED:

            ▪ Introduction to Machine Learning (CSE 416/STAT416)

        ▪ ALTERNATIVE:

            ▪ Nonparametric regression and classification (STAT 527)

        ▪ ADVANCED OPTION:

- Machine Learning: (CSE 546 or STAT 535) also serves for the "Advanced Data Science Option"

- Introduction to Mathematical Statistics (STAT 509) and Statistical Inference (STAT 512-513) also serves for the "Advanced Data Science Option"

3. **Data management and data visualization**

- HIGHLY RECOMMENDED:

  - Introduction to Database Systems (CSE 414)

  - Information for Visualization (HCDE 411/511)

- ADVANCED OPTION:

  - Principles of DBMS (CSE 544) also serves for the "Advanced Data Science Option"

  - Data Visualization (CSE 512) also serves for the "Advanced Data Science Option"

2. 2 quarters of the eScience Community Seminar (http://escience.washington.edu/get-involved/escience-community-seminar/)

3. Fulfillment of the Psychology Department Statistics and General Methodology requirements. These are currently the following (students must achieve a 2.7 or above on each). Psych 522, Psych 523, Psych 524, Psych 525 (If a student places out of one or more of these, they must take a higher-level course in its place and it cannot count as another of the DSO courses). In addition all students must take one more advanced Stats or Methods course. As described above this advanced course may be also count towards the Data Science Option (i.e., a maximum of 1 course can count under I and III, provided this course is approved by both the Quant Faculty Committee and the Data Science committee as being eligible).

Advanced Data Science Option (ADSO)

The proposed "Advanced Data Science" option aims to educate the next generation of thought leaders who will both build and apply new methods for data science. This option will help to educate and recognize PhD students whose thesis work focuses specifically on building and using advanced data science tools. The goal of this option is to provide advanced education to the students who will push the state-of-the-art in data science methods in the domain of Psychology.

The ADSO is designed for students with a significant CS background. It is strongly recommended that you look carefully at class syllabi before requesting the ASDO option.

The total credit requirement is 10-12 credits in courses (3 courses @ 3-4 credits each) and 4 seminar credits (plus the usual Psych 522-525 sequence). Note that one of the data science courses may count as your third required quantitative course for the Psychology Ph.D. if approved by the Psychology quant area, resulting in only two "extra" courses (and 4 quarters of seminar) beyond the usual Psychology quantitative requirements. The course that counts as the third quant course for the Psych Ph.D. can also count toward a Quant minor however all other courses need to be unique for the ADSO and Quant Minor.

The requirements for the Psych ADSO are as follows:

1. Three out of the following four courses:

   o Principles of DBMS: CSE 544.

   o Machine Learning or Statistical Learning, CSE 546 or STAT 535.

- o Data Visualization: CSE 512.

- o Introduction to Mathematical Statistics or Statistical Inference: STAT 509 or STAT 512-513.

2. 4 quarters of the eScience Community Seminar (http://escience.washington.edu/get-involved/escience-community-seminar/)

3. Fulfillment of the Psychology Department Statistics and General Methodology requirements. These are currently the following (students must achieve a 2.7 or above on each). Psych 522, Psych 523, Psych 524, Psych 525 (If a student places out of one or more of these, they must take a higher level course in its place and it cannot count as another of the DSO courses). In addition all students must take one more advanced Stats or Methods course and this advanced course may meet the Data Science Option requirement listed above. That is, in total, a maximum of 1 course can count under I and III, but this course must be approved by the Quant Faculty Committee.

DSO/ADSO Website

https://psych.uw.edu/graduate/areas/data-science-options

Declaration of DSO/ADSO Form

https://psych.uw.edu/storage/graduate/as%20of%20Autumn%202018%20-%20Data%20Science%20Option%20Declaration%20Form.pdf

Diversity Science Specialization

A comprehensive understanding of human behavior requires examination of the meaningful differences between and among people across the diversity of human experience. These differences are often rooted in current and historical experiences of oppression and prejudice that have disproportionately devalued people of different identities including, but not exclusive to, races, cultures, ethnicities, sexual orientations, genders, gender-identifications, abilities, and socioeconomic statuses. The goal of the Diversity Science Specialization is to inform our understanding of human behavior and develop competency in the following areas:

1. The unique and intersecting psychologies and perspectives of underrepresented groups.
2. Psychological processes that contribute to the development of identity and bias.
3. Exploring, identifying, and questioning biases within our own research and the field at large.
4. The development of psychological services and empirical investigations that are applicable to and implementable in marginalized communities.

Students who complete the requirements for this specialization are expected to understand the above four competencies and apply them to their field of study.

Requirements

1. Successful completion of at least three courses which focus on the relationship between marginalized populations and some aspect(s) of psychology.
   a. At least two of these courses must be offered through the psychology department. Courses must be at the 400 or 500 level or above. A representative list of department courses which meet the Diversity Science Specialization requirements are posted on this website, and faculty will consider whether any additional courses meet the requirements on a case-by-case basis.
   b. One of the required courses may be taken outside the Psychology Department. This course can be selected from a pre-approved list (see 'Courses' link below) or the student may seek the approval of the Diversity Science Specialization committee to use an unlisted course to fulfill this requirement.
   c. All students working towards the Diversity Science Specialization must enroll in at least one quarter of the Diversity Science Brown Bag (Psych 557), usually offered during winter term.
2. After the completion of required coursework, the student will prepare a capstone paper or presentation demonstrating their expertise and understanding of at least one of the four core competencies of the Diversity Science Specialization. This paper may take one of three forms:
   a. A critical review of research relevant to one or more of the four core competencies in their area of scholarly interest OR
   b. A research proposal or empirical paper reporting an original study on a topic relevant to one of the four core competencies of the specialization OR
   c. A prospectus for a course focusing on a topic related to one or more of the core competencies that the student might teach during their career.

The paper will be reviewed and approved by 2 members of the Diversity Science Specialization faculty and 2 student members of the Diversity Steering Committee.

This information and the specialization application can be found here:

https://psych.uw.edu/graduate/areas/diversity-science

Extra Courses required for the specialization certificate

https://depts.washington.edu/psych/files/diversity/DiversityScienceCertificate.pdf

Application

Once you have completed the requirements and wish to apply for the Diversity Science Specialization, please take the following steps:

1. Complete the form "Documentation of Completion of the Diversity Science Specialization" https://depts.washington.edu/psych/files/diversity/DiversitySpecialization.pdf
2. Finalize your capstone paper if it is not already complete.
3. Write a brief cover letter in email form to the DSC co-chairs (currently Terrence Pope and Noah Triplett) that explains your rationale for why your capstone paper fulfills the goals of the diversity science specialization (above). Attach the "Documentation…." form (Step 1) and your capstone paper (Step 2).
4. The DSC co-chairs will assign and forward your application to 2 DSC faculty members and 2 DSC student members. (If there is any reason that you would not want your application reviewed by a specific faculty or student member, please let the co-chairs know in a separate email.) The appointed review committee will email among themselves approve or make recommendations as to how to improve your capstone paper.
5. You will receive the review committee's decision in an email. If the committee approved your capstone paper and coursework, Jeanny Mai will also be CC'ed on the email. Because Jeanny will have your entire application as well as the email endorsement of the DSC review committee, she will be able to grant you the Diversity Science Specialization at the end of the quarter in which you receive your decision. It is your responsibility to follow up with Jeanny if you do not hear from her after you receive your decision.

If you are interested in completing the Diversity Science Specialization, or have any questions, contact: psychdsc@uw.edu

D. POLICIES AND PROCEDURES

D. I. WHOM TO SEE FOR WHAT YOU NEED

During your graduate career you will often 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.

Cheryl R. Kaiser, Chair (G-121, 685-9660)
>   e-mail: ckaiser@uw.edu
- For problems not solvable, or solved by anyone else.
- Schedule an appointment through Joanne Edwards (G-121, 5-8035, joannee@uw.edu)

Joanne Edwards, Assistant to the Chair (G-121, 685-8035)
>   e-mail: joannee@uw.edu
>   (if Joanne is on vacation, see Michele Jacobs)
- Schedules appointments for the Chair (Cheryl Kaiser)
- Consults on University and Departmental policies regarding faculty
- Coordinates faculty searches
- Handles all aspects of new faculty/post doc/clinical/visiting faculty appointments, from advertising, visa requests (if necessary), compilation of required documents, to processing the payroll actions
- Coordinates faculty reappointment, promotion and tenure reviews
- Coordinates faculty merit reviews
- Coordinates faculty professional, sick leave and family leave
- Bearer of a wealth of information on all aspects of the department

Sapna Cheryan, Associate Chair & Director of Graduate Training, Graduate Program Coordinator (GPC) (G-236, 543-5688)   Please see page 7.
>   e-mail: scheryan@uw.edu

Jeanny Mai, Graduate Program Advisor, GPA   (G-127, 543-9329)   Please see page 8.
>   e-mail: jeanny@uw.edu
>   (if Jeanny is on vacation, see Michele Jacobs or Sapna Cheryan)

Michele Jacobs, Administrator (G-119, 685-2027)
>   e-mail: mjacobs@uw.edu
>   (If Michele is on vacation, see Jeneil Lagasse for admin assistance and William Kaplan for facilities assistance)
- Liaison with Human Resources Office
- Coordinates new permanent staff hires/reclassifications/layoff
- Handles staff personnel issues/policy questions
- Supervises payroll functions, academic support staff, and computer support staff
- Assists faculty with cost share questions regarding faculty effort
- Approves TRANSPASU forms
- Faculty Effort coordinator—Cost share and effort report access
- Manages renovation/remodel projects for Guthrie Hall and other Psychology space
- Schedules major maintenance or repairs needed in Guthrie Hall and other Psychology space
- Security consultation in Guthrie Hall and other Psychology space
- Oversees space allocations (academic, research, and operations) in Psychology assigned space
- Handles requests for phone install and repair
- Questions regarding Records Retention schedules (document retention/archiving)

Jeneil Lagasse, Associate Administrator (G-129, 543-8879)

e-mail: jeneil@uw.edu

(If Jeneil is on vacation, see Gail Colfax for grant assistance and Michele Jacobs for admin assistance)

- ♦ Advises faculty/staff on current UW and State administrative and fiscal policies and procedures
- ♦ Fiscal oversight of department, state and RCR budgets. Provides projections for departmental budget and expenditures on state and RCR budgets.
- ♦ Prepares and maintains faculty release/recapture plan
- ♦ Handles policy questions for externally and UW funded research grants and contracts, fiscal reporting and expenditures
- ♦ Approves grant proposals/RRF applications
- ♦ Issues personal services contracts and large purchase orders (equipment)
- ♦ Loads monthly expenditure data from UW financial system into department's database. Creates PDF files of budget reports used for printing and distribution to PIs. Distributes quarterly budget reports for grants/gifts/departmental funding.
- ♦ Authorizes access to UW Administrative Systems and systems requiring Astra authorization (Financial Desktop, eProcurement, Equipment Insurance)
- ♦ Processes travel requests for faculty from department funding sources
- ♦ Assists with personal services contracts and large purchase orders (equipment)
- ♦ Supervises department grant management and fiscal operations staff
- ♦ Reviews and authorizes CTA expenditures
- ♦ Reviews and authorizes Procard new and renewal applications; and temporary limit increases
- ♦ Provides quarterly Grad Operating Fee instructions to Grad Program Advisor for NRSA students
- ♦ Authorizes SAGE and eRA Commons access for faculty and grant proposal preparers
- ♦ Assistant to the Administrator: handles immediate administrative problems in her absence

Joanne Edwards, Assistant to the Chair (G-121, 685-8035)
e-mail: joannee@uw.edu
(if Joanne is on vacation, see Michele Jacobs)

- ♦ Schedules appointments for the Chair (Cheryl Kaiser)
- ♦ Consults on University and Departmental policies regarding faculty
- ♦ Coordinates faculty searches
- ♦ Handles all aspects of new faculty/post doc/clinical/visiting faculty appointments, from advertising, visa requests (if necessary), compilation of required documents, to processing the payroll actions
- ♦ Coordinates faculty reappointment, promotion and tenure reviews
- ♦ Coordinates faculty merit reviews
- ♦ Coordinates faculty professional, sick leave and family leave
- ♦ Bearer of a wealth of information on all aspects of the department

William Kaplan, Office Manager, (G-119B, main office, 543-2640)
e-mail: wkaplan@uw.edu
(if William is on vacation, see Michele Jacobs)

- ♦ Provides keys and access codes to rooms/secure areas in Guthrie Hall and all other Psychology space
- ♦ Submits requests for maintenance or repairs needed in Guthrie Hall and other Psychology space
- ♦ Security issues/consultation in Guthrie Hall and other Psychology space
- ♦ Issues Building Use Permits for after-hours use of buildings (for grads, hourly and volunteers)
- ♦ Copy System Administrator: issues copy accounts and updates copy user numbers for access to departmental copy machines
- ♦ Equipment check out (laptops, cameras, projectors, etc)—see PsyCal to reserve equipment
- ♦ Mailboxes and questions concerning mail delivery to Guthrie Hall
- ♦ Exam and other class material processing for TAs and lecturers
- ♦ Office machine servicing (Xerox, Fax)
- ♦ Problems with the copy machines

- ♦ Coordinates shredding services for confidential documents per retention schedules
- ♦ Overnight express mail service questions
- ♦ Course entry codes for independent study (496,498,499,596,598,599,600,700,800)
- ♦ Issues Parking Validation Coupons for department guests
- ♦ Issues UWATS codes for departmental budgets
- ♦ Maintains bulletin boards in Guthrie lobby and in hallway outside Guthrie 121

Grant/Fiscal Support

Gail Colfax, Grants Administrator, Budget Fiscal Analyst Lead (G-134, 543-6121),
     e-mail: gharrell@uw.edu,
     (if Gail is on vacation, see Thao Truong)
- ♦ Maintains information for preparation of grant proposals re: fringe benefits, indirect costs, proposal application materials
- ♦ Assists grad students on NRSA/external fellowship funding requests
- ♦ Coordinates receipt of grants, advance budget requests, no-cost extensions, closeouts
- ♦ Works with OSP, GCA and external sponsors to facilitate post award grant management
- ♦ Administers outgoing subcontracts on Psychology grants
- ♦ General compliance questions or problems related to grants/external funding
- ♦ Answers questions about allowability of purchases on grant budgets
- ♦ Post-Award management: Monitors externally funded budgets for compliance, allowability, and discrepancies; assists PI with projecting expenditures to prevent deficit spending
- ♦ Oversees budget reconciliation and corrections to fiscal transactions on externally funded grants
- ♦ Assists faculty with annual grant progress reports—NIH/eSNAP
- ♦ Checks budgets/formatting/submission requirements on all outgoing non-competing and foundation proposals, maintains files on proposals submitted
- ♦ Answers questions about how labs should use their petty cash accounts, performs annual revolving fund verifications

Thao Truong, Budget Fiscal Analyst (G-134, 616-4574)
     e-mail: truongtt@uw.edu
     (if Thao is on vacation, see Gail Colfax)
- ♦ Checks budgets/formatting/submission requirements on all outgoing new and competing proposals, maintains files on proposals submitted
- ♦ Helps develop detail budgets for PIs and new investigators for grant submissions
- ♦ Assists faculty with annual grant progress reports—NIH/eSNAP
- ♦ Monitors subcontract invoices, works with PI on review and approval
- ♦ Post-Award management: meet with PIs to review current budget status and future projections discussions
- ♦ Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be reimbursed under Petty Cash.
- ♦ Backup for purchase order requests/procard purchases for labs
- ♦ Backup reviewer for procard transactions
- ♦ Backup Travel reservations for guests, grad students and faculty who don't have a Travel Visa Card
- ♦ Reconcile monthly transactions on main department budgets (RCR, State), reviews/corrects state and RCR project code reporting. Assist with preparing budget reports.

Tu Tong, Fiscal Specialist (G-130, 616-5275)
     e-mail: tongt2@uw.edu
     (if Tu is on vacation, see Gail Colfax or Jeneil Lagasse)
- ♦ Monitors/reconciles internally funded (RRF, ADAI, Bridge funds) budgets, Fellowship Awards, Endowment accounts and departmental gift accounts
- ♦ Monitors/reconciles Bolles Fellowship award expenses

- Reconciles externally funded budgets
- Prepares travel reimbursement paperwork
- Questions on travel covered by grants
- Questions concerning purchasing supplies/equipment for grant use
- Handles purchase order requests/procard purchases for grants, internal, fellowship, gift and state funds
- Reconciles Procard accounts for all department Procard holders
- Orders supplies for department and office supply orders for research labs
- Maintains detailed budget files on expenditures
- Petty Cash Custodian: handles Petty Cash reimbursements: advises whether purchases may be reimbursed under Petty Cash.
- Oversees cash deposits and coordination with Bank Reconciliation

Jennifer Trygstad, Fiscal Specialist (G-122, 616-5385)
> Email: trygstad@uw.edu
> (backup to Tu Tong)

- Prepares travel reimbursement and general reimbursement submissions
- Orders supplies for department and office supply orders for research labs
- Reconciles Procard accounts for all department Procard holders
- Reconciles state and RCR project code reporting
- Petty Cash subject payment advances and closeouts.
- Manages cash deposits and coordination with Bank Reconciliation

Melissa Harrell, Payroll Coordinator (G-131, 543-3366)
> e-mail: psypay@uw.edu
> (if Melissa is on vacation, see Michele Jacobs)

- Processes payroll appointments and payroll changes for new and existing employees and maintains a complete file of departmental employment and service records
- Provides orientation to new employees regarding departmental processes and policies, benefits, and union membership
- Processes corrections to payroll errors (OSETs), overpayments, retroactive payments
- Enters and coordinates temporary hourly hires in Workday
- Provides training as needed on the UW HR/Payroll system Workday for employees, supervisors and approvers
- Answers time and absence questions for affected employees
- Coordinates background checks for student hourly and volunteers
- Distributes and monitors return of Grant and Contract Certification Reports (GCCRs)
- Answers questions concerning payroll checks
- Requests emergency payroll checks and manages annual distribution of W-2s

Development

Mercedes Luna, Advancement & Outreach officer (G-135, 616-5274)
> e-mail: mluna@uw.edu
> (If Mercedes is on vacation, see Dana Arnim or Michele Jacobs)

- Oversees alumni and donor relations, gift stewardship, annual giving campaign and department fund-raising activities
- Coordinates alumni and donor engagement events
- Liaison between department and UW/College advancement staff
- Point of contact for all development related business. Coordinate monetary and in-kind donations to the department. Receives/receipts monetary and in-kind donations to the department. (Not grants.)
- Prepares thank you letters to donors on behalf of Chair

- Prepares informational materials to support gift requests and outreach events
- Works with UW Office of News to garner media coverage for department

Dana Arnim, Program Coordinator, Advancement & Outreach/Fiscal (G-136, 616-5275)
      e-mail: darnim@uw.edu
      (If Dana is on vacation see Jeneil Lagasse)
- Coordinates annual Edwards Lecture Series
- Psychology Colloquium Series lectures: scheduling, publicity. Talk to her if you want to bring a speaker to campus.
- Processes honorarium payments and travel expenses for guest speakers/lecturers
- Confirms hotel, plane and ground transportation arrangements with Department's guest speakers and lecturers
- Secures rooms for speaker visits including lecturer room, seminar, and graduate student lunch
- Travel reservations for guests, grad students and faculty who don't have a Travel Visa Card, reconciles department CTA account
- Purchases food for graduate student lunches and refreshments for seminars/lectures
- Advice or help with catering, room reservations, transportation, etc.
- Updates department website, Facebook page and other social media with information on lecturers or other advancement related announcements
- Assists with travel reimbursements and payment to individual invoices.

Academic Support

Graduate Advising Office, psygrad@uw.edu, (G-127, 543-8687)
♦ Jeanny Mai, Graduate Program Advisor, jeanny@uw.edu See Page 8 for responsibilities.

Undergraduate Advising Office, psyadv@uw.edu, (G-119A, 543-2698)
♦ Carrie Perrin, Director, cyoung@uw.edu
♦ Vicky Hansen, Academic Advisor, hansenv@uw.edu
♦ Cy Delgado, Academic Advisor, delgadoc@uw.edu

Undergraduate Advising Office staff work with undergraduate students in a variety of ways, including:
- Academic planning for current and prospective psychology majors
- Assistance and referral for students experiencing academic and other challenges
- Graduate school and career planning
- Connecting students with resources to complement their academic programs (undergraduate research, community based fieldwork, study abroad, departmental honors program, peer tutoring and student leadership)

Carrie Perrin, Director, Academic Services (G-114A, 685-8971)
      e-mail: cyoung@uw.edu
      (if Carrie is on vacation, see Vicky Hansen or Cy Delgado)
♦ Sits on Department Curriculum Committee
♦ Member of College of Arts and Sciences Advising Council
♦ Outreach liaison with UW administrative and other academic units
♦ Coordinates Psychology Senior Exit Survey
♦ Coordinates summer orientation and advising for incoming transfer students
♦ Leads fall quarter Psychology Learning Community class for new transfer students
♦ Contributes articles involving undergraduate studies to Psychology annual newsletter and edits newsletter
♦ Recruits potential undergraduate research assistants
♦ Advises undergraduate Psychology majors
♦ Administers undergraduate academic policies and reviews/updates policies as needed

- Evaluates psychology courses from other domestic institutions and study abroad programs for UW credit
- Troubleshoots unusual registration/student problems for undergraduates
- Coordinates annual Poster Session presentation for Psychology honors students
- Coordinates annual graduation celebration event for graduating seniors

Vicky Hansen, Senior Academic Advisor (G-114B, 543-0680)
    e-mail: hansenv@uw.edu
    (if Vicky is on vacation, see Cy Delgado or Carrie Perrin)
- Coordinates quarterly undergraduate admissions to the Psychology major
- Coordinates Psychology 499 postings
- Co-leads Graduate School and Career Prep classes for undergraduates
- Develops and presents other workshops on graduate school, career planning, and related topics
- Advises undergraduate Psychology majors
- Administers undergraduate academic policies
- Troubleshoots unusual registration/student problems for undergraduates
- Coordinates annual graduation celebration event for graduating seniors

Cy Delgado, Senior Academic Advisor (G-114C, 543-3365)
    e-mail: delgadoc@uw.edu
    (if Cy is on vacation, see Vicky Hansen or Carrie Perrin)
- Coordinates fieldwork program (Psych 497) and teaches a two-session component of the class
- Co-leads Graduate School and Career Prep classes for undergraduates
- Develops and presents workshops on graduate school, career planning, and related topics
- Advises undergraduate Psychology majors
- Administers undergraduate academic policies
- Troubleshoots unusual registration/student problems for undergraduates
- Coordinates annual graduation celebration event for graduating seniors

Kim Arbios, Course Scheduling Coordinator (G-137, 543-1469)
    e-mail: karbios@uw.edu
    (if Kim is on vacation, see Carrie Perrin)
- Time Schedule coordinator—UW and Department
- Compiles faculty teaching load document
- Creates and updates department quarterly time schedule
- Reserves rooms for classes and review sessions
- Orders textbook desk copies
- Assists with change of grades or removal of incompletes
- Publishes office hours
- Edits course descriptions
- Distributes course entry codes to instructors
- Assists graduate instructors
- Prepares and submits new course and course change applications
- Edit and publish in-house weekly e-newsletter. Send items to psynews@u.washington.edu

Technical Support Services

Doug Kalk, Senior Computer Specialist (G-28, 543-8281)
    e-mail: dougkalk@uw.edu
    (if Doug is on vacation, see Rich Ball)
- Computer hardware and software support
- Consults on computer/printer purchases

- ♦ Sets up new computers/printers
- ♦ Troubleshoots computer/printer problems
- ♦ Repairs computers/printers or sends out for repair
- ♦ Maintains department admin servers
- ♦ Maintains lab servers
- ♦ Hardware/software integration
- ♦ Software license/media purchases

Rich Ball, Senior Computer Specialist (G-28, 543-8281)
    e-mail: richb@uw.edu
    (if Rich is on vacation, see Doug Kalk)

- ♦ Departmental equipment inventory management
- ♦ Responsible for physical inventory of equipment and updates in inventory system
- ♦ Computer hardware and software support
- ♦ Sets up new computers/printers
- ♦ Troubleshoots computer/printer problems
- ♦ Repairs computers/printers or sends out for repair
- ♦ Large package receiving and delivery (not express)
- ♦ Questions concerning A/V and other equipment owned by the department
- ♦ Coordinates surplus equipment pickup
- ♦ Manages department furniture inventory and storage

Shawn Heide, IT Architect & Systems Manager (G-138, 685-2079)
    e-mail: medialab@uw.edu
    (if Shawn is on vacation, see Doug Kalk or Rich Ball)

- ♦ Manages department-wide IT system, including psych intranet, administrative functions and web services
- ♦ Departmental/Clinical Database/Server Administrator
- ♦ Qualtrics survey software account administrator
- ♦ Supports departmental laptops & other presentation equipment in checkout pool
- ♦ Provides instruction in presentation, multimedia, and web editing software
- ♦ System administrator and consultant for Presentation & Lecture Lab (Rm 57) and seminar rooms (Guthrie 053, 211 & 315)
- ♦ Equipment set up/consultation for weekly department lectures
- ♦ Assists with first year presentations
- ♦ Departmental consultant for web-related issues
- ♦ Departmental Webmaster

Clinic Support

Amanda Patrick, Clinic Manager (3917 University Way NE, Suite 140, 543-6511)
    e-mail: apatrick@uw.edu
    (if Amanda is on vacation, see Sean Hudspeth)

- ♦ Oversees day-to-day operation and administration of the Clinic
- ♦ Assists the Clinic Director with policy development
- ♦ Implements and enforces Clinic policies (including HIPAA compliance)
- ♦ Consults with students, faculty and staff on clinic policy, and UW rules and regulations
- ♦ Hires, trains and supervises the front desk staff and the Clinic Program Coordinator
- ♦ Oversees the accounts receivable function in the Clinic, monitors the budget, and prepares financial reports
- ♦ Serves as financial manager for the specialty clinics within the Clinic

- Oversees quarterly client file audit
- Building Coordinator and after-hours access for 3917 University Way NE

Sean Hudspeth, Clinic Program Coordinator (3917 University Way NE, Suite 140, 543-6511)
       e-mail: seanxiao@uw.edu
       (if Sean is on vacation, see Amanda Patrick)

- Assists in the Clinic's day-to-day administrative operations
- Consults with students on Clinic policy and practices
- Handles administrative aspect of appointment, promotion, and reappointment of clinical supervisors
- Coordinates admission process for Child Clinical graduate program applicants
- Maintains outside practicum information and clinical supervisor information
- First-line of contact for problems with Clinic A/V equipment or new assessment system
- Prepares monthly insurance billing for specialty clinics
- Manages the inventory of client testing materials
- Coordinates reservations of Clinic conference room (140E)
- Clinic purchasing

See Staff Support Services Organized by Function in Appendix IV, Page 80.

Graduate Training Committee:

Sapna Cheryan (Chair, Social & Personality)   Betty Repacholi (Developmental)
Renee Ha (Animal Behavior)   Jeanny Mai (Graduate Program Advisor)
Jane Simoni (Adult Clinical)   Ellen Covey (Behavioral Neuroscience)
Susan Joslyn (Cognition & Perception)   Wendy Stone (Child Clinical)

Student Representatives: Kelly Chang (2018-2020) & Suzanne Lewis (2019-2020)

D. II.   DIVERSITY STEERING COMMITTEE

Diversity Steering Committee
The Diversity Steering Committee is an umbrella organization of graduate students and faculty members that oversees events and diversity-related initiatives within the psychology department. For 2019-2020, faculty and graduate co-chairs are Dr. Yuichi Shoda, Terrence Pope and Noah Triplett.

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, but not limited to, race, culture, ethnicity, age, gender, sexual orientation, economic class, and disability status.

Our overall goal is to encourage and foster the growth and maintenance of a diverse academic community by: 1) encouraging and supporting research on diversity related topics; 2) encouraging the development of diversity related curriculum at both the undergraduate and graduate levels; 3) overseeing the graduate-level Diversity Science Specialization; 4) addressing the issues and concerns of students and faculty within the department on issues of enrollment, retention, and curriculum, as well as larger societal concerns.

We hold quarterly meetings and maintain a listserv. Anyone is welcome to attend meetings and joint the listserv; please email psychdsc@uw.edu for more information.

Recent Diversity Steering Committee Initiatives:
- Diversity Science Specialization
- Teaching Curriculum Resources
  - o Diversity RA
  - o Diversity Learning goals
  - o Diversity Training for Faculty
- Psych 250 TA (Racism and Minority Groups) duties/support
- High School Visits (Essence of Success)
- Inclusion of Diversity section in the UW Psychology Senior Exit survey

Interested in becoming a member? Committee meets twice a quarter. Committee sign-ups happen at the end of the year (you will receive a flier in your mailbox).

If you are interested in talking about diversity-related issues involving the Psychology Department, you may contact: Contact: psychdsc@uw.edu

Join their listserv at: https://mailman1.uw.edu/mailman/listinfo/psychdiversity

Minority Student Representation
We currently have 34 graduate students from diverse ethnic backgrounds representing 36% 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. (emeritus)
Sapna Cheryan, Ph.D.	Sheri Mizumori, Ph.D.
Jaime Diaz, Ph.D. (emeritus)	Jaime F. Olavarria, M.D., Ph.D. (emeritus)
William H. George, Ph.D.	Yuichi Shoda, Ph.D.
Jeansok Kim, Ph.D.	Joseph Sisneros, 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. Transfers within other areas are more feasible. 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 five 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 five 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. Requests for such transfers will be considered by the faculty of an Area or program. 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 begin conversations with the Graduate Program Coordinator (Sapna Cheryan) as early as possible.

D. IV. ON-LEAVE STATUS

Each quarter (except summer) you must either register for classes or petition for on-leave status. The on-leave petition is found on the website below ("Graduate School On-Leave Information"). Provide your letter (see section below "Psychology Department On-Leave Policy") to Jeanny as part of the departmental procedures for going on-leave. Then, you can submit your on-leave request online and pay a $25 per quarter fee. The on-leave request window is only good for one quarter a time. Please submit no later than 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 drop all classes *before* the first day of school in order to receive the on-leave status. See http://www.washington.edu/students/reg/calendar.html for more details or call 206-543-4000.

International students, please check with your ISS advisor for advice on going on-leave: https://iss.washington.edu/procedures/leave-of-absence/

Graduate School On-Leave Information

http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-on-leave-status/

Psychology Department On-Leave Policy

♦ 1 year of leave (4 quarters) will be granted automatically, provided the student is in good standing, the student's primary and secondary advisors and the Director of Graduate Training agrees, and subject to departmental and university restrictions. A letter signed by the student and both primary and secondary supervisors stating the reason for leave and the expected date of return should be given to the GTC representative before the beginning of leave. If the student is not in good standing, arrangements for leave must be made in the same way as for extensions of leave beyond 1 year.

♦ Extensions of leave beyond 1 year will require the following on an annual basis (this process should be initiated 10 weeks before the administrative deadline for the initiation of the desired leave extension (the beginning of the final quarter of the current leave).
   o A meeting with the student's primary and secondary advisors and the current area GTC representative.

♦ Requests for on-leave extension must be made by the student in a letter written to the area GTC Representative, explaining why an extension to the 1 year limit should be granted and including a proposed date of return.
   o Valid reasons for extended leave would include such factors as temporary medical, personal, financial or family commitments/difficulties that impede performance of typical graduate training responsibilities OR internship/teaching/temporary work opportunities that would significantly further the student's academic training and professional career. In some cases appropriate documentation may be requested of the student by their supervisor, the GTC representative or the Director of Graduate training.
   o Evidence of a serious intention on the part of the student to finish their PhD including a proposed date of return and a timeline for completion of the remaining training milestones.

♦ The GTC rep or the student's primary advisor will circulate this letter and an email to all area faculty and to the Director of Graduate Training recommending whether or not leave should be extended. If any member of the area disagrees with this recommendation then the matter will be put to an area vote. If the Director of Graduate Training disagrees with the recommendation then leave will not be granted.

Extensions of leave will not be granted to students who have begun other careers and are unlikely to return to the program.

Please see page 84 for the Template for On-Leave status request letter.

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 $250 reinstatement 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 extend your on-leave status.) However, it is recommended that you notify Jeanny of your plans.

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.

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 Ombudsman (http://www.washington.edu/ombud/, 206-543-6028).

There is also a detailed grievance procedure in your union contract (https://hr.uw.edu/labor/academic-and-student-unions/uaw-ase/ase-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://ap.washington.edu/ormp/, 206-543-3643). 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 (https://www.washington.edu/admin/rules/policies/PO/EO61.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://grad.uw.edu/for-students-and-post-docs/core-programs/mentoring/

Center for Teaching & Learning, Services for Departments and Programs
http://www.washington.edu/teaching/about-the-ctl/ctl-services/services-for-departments-and-programs/

Center for Evaluation & Research for STEM Equity (CERSE)
http://depts.washington.edu/cerse/

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

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: https://hr.uw.edu/labor/academic-and-student-unions/uaw-ase/ase-contract

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 60), 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 Probation or Final Probation status with the Graduate School, they cannot be a candidate for a TA Fellow or Lead TA position. If a student is on internal warn status, they 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. Nonetheless most years all students are supported in the summer and the department is committed to trying to fund all students throughout the year. Despite our best efforts, occasionally students do not have summer funding.

    There are typically one-fourth as many Teaching Assistantships available during Summer Quarter as there are during each of the three quarters of the academic year. 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. When assigning summer TA positions, the most important criteria are competence in the area, instructor preference, and student preference.

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 Quarter Warning, page 64 and Summer Employment, page 70)

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 worksheet 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, according to the following criteria: 1) how much experience students have (assigning simpler TA positions to newer folks when possible), 2) what year students are in the program (prioritizing students in years 1-5), 3) evening load across time (so everyone TAs some more time consuming courses, some lab courses, methods, or stats), 4) expertise, and 5) extenuating circumstances.

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 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, though in a typical year all students are funded.

Priority II   Students in years 2-5 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 beyond their 5th year of study. In addition, the program is designed to be 5-6 years, therefore students beyond this, and students on Probation or Final Probation are lowest priority.

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

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.

Teaching Experience Requirement

Since the Psychology Department has required that students obtain teaching experience if they wish to receive 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.

Teaching 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 67). In the latter instance, we appoint the graduate student at the Pre-doctoral Instructor salary level (which is the same as the post-generals PDTA2 salary rate) regardless of program status. Twice a year, the call for applications to independently teach will be sent to the listserv. Teaching applications are submitted to Jeanny, who will then provide them to GTC.

For budgetary reasons, we are limited to a very small number of such positions to cover both kinds of appointments.

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.

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**.

Fellowships and Traineeships

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/commons/services/gfis/

In many instances, only 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

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, payroll entries are submitted by the Payroll Coordinator (G-131). Students for whom this is a new appointment must complete and sign the Employee Person Data / Campus Contact Data Form, a W-4 form, INS form I-9 (Employment Eligibility Verification), and a direct deposit authorization.

Income Tax Information. You will receive a W-2 form (statement of income and taxes withheld) in January following the calendar year worked. Your W-2 will be mailed to your permanent address. **Please be sure to keep your mailing information current in Workday.**

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 1st and 16th days of the month, with payday following on the 25th and the following on the 10th of the next month. Earnings information is available on payday via Workday.

Each employee has a "home department" where the individual's composite pay, money from all sources and issued each payroll resides. Sometimes things go awry and expected paychecks are missing or incorrect. Any question concerning your paycheck should be directed to the Payroll Coordinator, (G-131). Emergency checks can be arranged, and in most cases take a couple days.

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: https://grad.uw.edu/graduate-student-funding/funding-information-for-departments/administering-assistantships/ for a list of monthly salaries. Below is a summary of our most common appointment ranks.

TAs	RAs	Status
Predoctoral Teaching Associate I (PDTAI)	Predoctoral Research Associate I (PDRAI)	1st year and up, until you pass generals
Predoctoral Teaching Associate II (PDTAII)	Predoctoral Research Associate II (PDRAII)	Ph.C. (Candidate) Status Awarded i.e., General Exam Passed
Predoctoral Instructor	Researcher	Primary course instructor

The Psychology Department petitioned and received permission to pay our students at a higher level than the base UW rate. This is called the variable rate scale and can be found at: https://grad.uw.edu/graduate-student-funding/funding-information-for-departments/administering-assistantships/ 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. To clarify, the second level grade will begin the quarter the Ph.C. status is awarded by the Graduate School. If you complete your generals during a school break, your Ph.C. will be conferred at the end of the following quarter (that is, your raise won't go into effect for a full quarter). Please keep the quarterly deadlines in mind as you schedule your generals.

Your salary level as an RA is determined by your graduate student classification (see appointment ranks above).

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 your Ph.C. status is awarded AND you hold a TA/RA appointment.

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.

Standard Appointment Periods

1. Teaching assistantships, as stated earlier, are made on a quarterly basis only, and have UW prescribed 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
   https://hr.uw.edu/labor/academic-and-student-unions/uaw-ase/ase-contract

   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

Tuition

Full-time graduate tier 1 tuition effective 2019-2020 is as follows: resident - $5659/quarter or non-resident - $9854/quarter. http://opb.washington.edu/content/quarterly-tuition-and-fees

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.

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 https://registrar.washington.edu/students/residency/ . 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: https://registrar.washington.edu/students/residency/application-process/ Residence applications and further information are also available at the Residence Classification Office, 226 Schmitz Hall (email: resquest@uw.edu).

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. https://registrar.washington.edu/students/residency/residency-requirements/

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 12. If you have a student loan you may be required to register for the full 10 credits during the Summer Quarter as well. If you are unsure, please check with Student Fiscal Services in Schmitz 129 and speak with a counselor. https://finance.uw.edu/sfs/home

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. http://www.washington.edu/students/reg/calendar.html

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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

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, etc., by contacting their faculty advisors, training grant directors, and, in the case of grant applications, Gail Colfax, Budget/Fiscal Analyst Lead (See page 16, for more information on funding opportunities.)

Appointments in Excess of 50%

All graduate student service appointments are normally limited to 20 hours per week (50% time). This includes hourly supplementation and other forms of University employment when performed in addition to a regular graduate student service appointment.

It is likely that a student will be supported over 50% at a point while in the program. Going over 50% requires checking with the student's advisors to ensure that the extra workload won't negatively impact the student's own research, progress in the program, and/or the student's first employment position.

Due to immigration rules and regulations, international students must submit a CPT (Curricular Practical Training request: https://iss.washington.edu/employment/f1-employment/cpt/ if they wish to be employed above 50%. It is very important to not begin work on the supplemental position until a new I-20 is issued. International students, please visit the International Student Services website above and consult with your ISS advisor and Jeanny should you wish to accept additional, on-campus employment over 50%.

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

        I. See section 3 below for more details

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

        I. Courses you hope to TA

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

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

e.   <u>Apply for outside funding (grants, fellowships)</u>

3.   Coursework

Please discuss with your advisor and indicate the courses you are planning/hoping to take:

a.   Stats - Students need to take at least 3 statistics/methods courses. Typically this involves the two standard department stats courses and a third. Which course(s) are you thinking about taking?

b.   Core Concepts Courses - Students need to take at least 3 core courses, with at least one core course outside their area. Which core courses are you considering?

c.   Advances or Focused Training Courses - Students need to take at least 3 advances courses, with at least one advances course outside their area. Which advances courses are you considering?

d.   In addition, you will take orientation, 3 quarters of proseminar, 3 quarters of colloquium, and 3 quarters of a seminar or brown bag. Which seminars are you considering and/or are there any other courses you are planning to take?

4.   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?

5. Mentoring

Mentoring is a critical part of a successful graduate career. This list is meant to be a starting point for a discussion with your mentor.

"Mentors are advisers, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about and aid in obtaining opportunities; models, of identity, of the kind of person one should be to be an academic." --Morris Zelditch

Over the next quarter I feel the things that would most help me make good progress are in order of importance, where 1 is most important, 10 least (you also can put N/A or list specifics after each item):

___ Regular face-to-face meetings
___ Feedback on written work
___ Feedback on research
___ Discussion of papers/potential research topics
___ Help with talk preparation
___ Career guidance (e.g. networking)
___ Application help (e.g. ref letters, comments on applications)
___ Positive encouragement
___ Mutually setting goals/expectations/timelines
___ Guidance on work/life balance
___ Other

6. 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 above. 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). Sapna Cheryan, the Director of Graduate Training, will review the plans for the Graduate Training Committee. **Finished plans are due within the first 7 days 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.

1. Template for signatures

> Annual Plan   **Deadline: May XX to Advisor**
> Student Name typed here: _____(signature here)_____   Date: _____
> Advisor Name typed here: _____(signature here)_____   Date: _____
> Co-Advisor Name typed here: _____(signature here)_____   Date: _____

2. Long-term goals

    A. Describe your goals for the coming 5-10 year period (e.g., Do you want to teach? What range of courses? Do research in academia? In another setting? A postdoc? On what topics? Work in industry? Other? Want to keep a range of options open?)

    B. What new skills/accomplishments/knowledge are most needed to take you toward your goals (e.g., writing, speaking, critiquing the literature)? What will you be doing to improve these skills?

    C. 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.

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

    A. Research
        Conferences attended
        Research projects planned/underway/completed
        Writing underway/completed/submitted/accepted for publication
        Applications for funding prepared and/or submitted
        Research presentations (e.g., Research Festival; journal clubs; colloquia; national meetings)

    B. Coursework
        As a reminder, for students beginning in Autumn 2015 and later, you must take 3 stats courses (typically 522/524 + 523/525 plus one additional stats course), 3 Core Courses, and 3 Advances courses (with at least one Core and one Advances in an area other than your primary area).
        Required courses taken
        If you have any incompletes in any of your courses, please indicate those below and indicate your plan for completing them. (As a reminder, the department requires completion of incompletes the following quarter unless there are extenuating circumstances that are known to the department.)
        Other courses/seminars taken

    C. Development of teaching skills
        Courses TA'd
        Courses taught
        Other teaching practice (e.g. journal club presentations, guest lectures, etc.)

    D. Development of writing skills
        What writing resources have you used? (e.g. writing clubs, Psychology Librarian, faculty writing office hours, etc.)

    E. Development of clinical skills (clinical students only)
        Clinical practicum training

    F. Milestones met
        1st or 2nd year project completed   Dissertation proposal accepted?
        Required coursework completed   Dissertation completed?

Committee formed   Quant minor or Diversity Science specialization?
General exam scheduled/taken   Other?

    G. Departmental, University, Community, or National service

    H. Awards

4. Plans for the coming year

    A. Research
        Research projects to be initiated/completed
        Writing to be initiated/completed
        Research presentations planned (e.g., colloquia; invited presentations; talks at meetings)

    B. Coursework
        Required courses to be taken
        Other courses/seminars to be taken
        If you have any incompletes in any of your courses, please indicate those below and indicate your plan for completing them. (As a reminder, the department requires completion of incompletes the following quarter unless there are extenuating circumstances that are known to the department.)
        How will these courses help you achieve your long-term goals?

    C. 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.)

    D. Development of writing skills
        What writing resources do you plan to use? (e.g. writing clubs, Psychology Librarian, faculty writing office
            hours, etc.)

    E. Development of clinical skills (clinical students only)
        Clinical practicum training

    F. Milestones to be met
        Complete required coursework   Schedule/take Generals
        Form committee   Develop dissertation proposal
        Begin reading for Generals   Complete dissertation

    G. Application(s) for outside funding?

    H. Planning for life after Ph.D
        Are you looking for a post doc? Employment in academic setting? Employment outside of the academy? What steps will you take toward finding the right position for you?

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

5. 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?

Given your advancing knowledge and skills, are you ready to move up to higher level responsibilities (e.g., more involvement in planning research projects; high-level data management and interpretation; writing)?

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

Plan to have your committee formed by the end of your second year in the program, or shortly thereafter.

(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?

6. Mentoring

Mentoring is a critical part of a successful graduate career. This list is meant to be a starting point for a discussion with your mentor.

"Mentors are advisers, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about and aid in obtaining opportunities; models, of identity, of the kind of person one should be to be an academic." --Morris Zelditch

Over the next quarter I feel the things that would most help me make good progress are ranked in order of importance, where 1 is most important, 10 least (you also can put N/A or list specifics after each item) Please use each number once:

____ Regular face-to-face meetings _____

____ Feedback on written work _____

____ Feedback on research _____

____ Discussion of papers/potential research topics _____

____ Help with talk preparation _____

____ Career guidance (e.g. networking) _____

____ Application help (e.g. ref letters, comments on applications) _____

____ Positive encouragement _____

____ Mutually setting goals/expectations/timelines _____

____ Guidance on work/life balance _____

____ Other _____

7. Stats for Department Fact Sheet (new for 2013)

The fact sheet has information on our department and is available on our website/handed out at department events. Each year we update the graduate student honors section. It would be really helpful to provide the following information:

For the past year May 201X-April 201X, I have (please list accomplishments):

____ Professional honors or awards received (example: Conference recognition, one-time monetary award (dissertation or research), national or campus award).

____ Book chapters or journal articles published

____ Presentations at national meeting

____ Fellowships received (example: NSF, NRSA, GOMAP)

____ Research grants or other funding (e.g., ADAI, RRF, foundation award, training grant)

8. 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 approximately May XX.

Summary:
Deadline – May XX, 20xx – Annual Plan to Advisor
Signatures required on Annual Plan – THREE – (Student, Advisor, Co-Advisor)

Simplified template for faculty feedback/evaluation letter

The old template for annual evaluation letters was too long and confusing. What follows is a much simpler template. Letters should include about 3-5 paragraphs depending on the student.

Paragraph 1: This is where you tell them that this is their annual evaluation letter. You can note whose opinion(s) the letter reflects. Typically areas meet to discuss all students so letters will reflect the opinions of the faculty in the area rather than that of an individual faculty member even though most of the letter content will be from you as the primary advisor. This paragraph should make it clear that you know what year the student is in and their overall status in the program (making excellent progress, making adequate progress, making slow or inadequate progress).

Paragraph 2: This should address things the student did well over the past year---in the classroom, in the lab, in teaching, or in service. It is a sad state if the student did nothing good for a whole year and it is important to acknowledge their good work. (For a student who is about to or has defended or has been on internship, this may be the whole letter: "Good job. Good luck!")

Paragraph 3: Concerns over things that did not go as well as expected last year and the steps needed to correct or overcome. (This may not be relevant to some students.)

Paragraph 4: Goals for next year – finish certain courses, complete a specific research project, meet the next program milestone. These can be very typical expectations, encouragement to just keep going as they have been, or serious nudges with serious concerns (e.g., consider if this is the right lab for you/the right career for you or become more active in the lab).

Paragraph 5: Close – summary of successes and concerns. "We look forward to your meeting our expectations next year/keep up the good work."
Letters should be signed by Primary Advisor/Committee Chair and Area's GTC Rep. It's really nice if the Secondary Advisor signs if the student is pre-committee. **Letters should be provided as hard-copy with original, ink signatures unless a signer is not in residence. Letters mark the end of the year; not the start of the next. So plan to have your letters completed and submitted before you begin your summer activities.**

DEPARTMENT OF PSYCHOLOGY
UNIVERSITY *of* WASHINGTON

Date

Dear "Student":

The faculty in "our" area met recently to review the progress of all graduate students. We are pleased/most pleased/concerned/unhappy with your performance as a nth year graduate student in our program.

We were (very) pleased that – (possible things – you did well in courses/you were really active in the lab/you started/completed a research project/you submitted a grant/you did a great job TAing XXX – whatever said student did well). (If the student is finishing up in Spring or Summer, you can just say: We are pleased that you have completed your dissertation and are scheduled to defend in XXX. We wish you all the best as you start your internship/move on to a post doc/move into your position at XXX.)

We were concerned that (possible things – your research progress was very slow/you have incompletes in some courses/you still haven't completed the paper on your first year project). (A student may not have anything to mention here so you can skip this.)

Over the next academic year, we expect you to (complete a project/take an additional course/submit a grant/finish a manuscript/write your thesis or dissertation/apply for internship/)…..

Again, congratulations on your accomplishments during the 20XX-20XX academic year. We look forward to your continued/improved performance over the next year.

Sincerely,

_____

Your Primary Advisor or Committee Chair

_____

GTC Rep from our area

Staff Support Services by Function

AAALAC rules/regulations	Michele Jacobs
Academic policies-Graduate	Jeanny Mai
Academic policies-Undergraduate	Carrie Perrin
Admissions-Graduate	Jeanny Mai
Admissions-Undergraduate	Vicky Hansen
Advancement	Mercedes Luna
Advising-Graduate	Jeanny Mai
Advising-Undergraduate	Carrie Perrin, Cy Delgado, Vicky Hansen
Animal care issues	Michele Jacobs
Autoclave maintenance	Michele Jacobs
Budget report distribution	Jeneil Lagasse
Budgets-grant proposals	Gail Colfax/Thao Truong
Budgets-Sponsored research accounting	Gail Colfax/Thao Truong
Budgets-UW internal accounting (RRF/ADAI)	Gail Colfax/Thao Truong
Building coordinator-Guthrie	William Kaplan
Building coordinator-Chem Library	Michele Jacobs
Building coordinator-CCFW	Marcellina Deschamps
Building coordinator-3917 U Way NE	Amanda Patrick
Building coordinator-3935 U Way NE	Michele Jacobs
Building coordinator-3939 U Way NE	Michele Jacobs
Building Use Permits	William Kaplan
Bulletin board posting	William Kaplan
Cagewasher maintenance	Michele Jacobs
Chair's calendar/appointments	Joanne Edwards
Classroom computer maintenance	Doug Kalk
Classroom reservations	Kim Arbios
Clinic conference room reservation	Sean Hudspeth
Clinic financial reports	Amanda Patrick
Clinic insurance billing	Amanda Patrick
Clinic operations	Amanda Patrick
Clinic server maintenance	Shawn Heide
Clinical internships	Sean Hudspeth
Colloquia coordination	Dana Arnim
Combined Fund drive	Mercedes Luna
Computer networking	Doug Kalk, Rich Ball
Computer/printer purchasing	Doug Kalk
Computer/printer repair	Doug Kalk, Rich Ball
Computer/printer set up	Doug Kalk, Rich Ball
Computer/printer specifications	Doug Kalk
Computer/printer troubleshooting	Doug Kalk, Rich Ball
Copier troubleshooting	William Kaplan
Copy codes	William Kaplan
Copying exams/syllabi	William Kaplan
Cost share coordinator (grants)	Gail Colfax

Course descriptions	Kim Arbios
Course entry codes (100-500 level)	Kim Arbios
Course entry codes (600, 700, 800)	William Kaplan
Department and lab servers	Doug Kalk
Department Honors program	Carrie Perrin, Vicky Hansen
Department website	Shawn Heide
Desk copies	Kim Arbios
Donation processing	Mercedes Luna
Donor relations	Mercedes Luna
Edwards Lecture coordinator	Dana Arnim
E-newsletter-weekly	Kim Arbios
Equipment inventory	Rich Ball
Equipment location	Rich Ball
eRA Commons access	Jeneil Lagasse/Gail Colfax
Express mail receiving	William Kaplan
Express mail shipping	William Kaplan
Faculty appointments	Joanne Edwards
Faculty effort reporting	Michele Jacobs/Gail Colfax
Faculty leave	Joanne Edwards
Faculty merit review	Joanne Edwards
Faculty policies	Joanne Edwards
Faculty promotion/tenure	Joanne Edwards
Faculty searches	Joanne Edwards
Fax machine	William Kaplan
Fiscal policies	Jeneil Lagasse
General/Final Exams-graduate	Jeanny Mai
Gift Processing	Mercedes Luna
Grade submission/changes	Kim Arbios
Graduate Program	Jeanny Mai
Graduate student academic records	Jeanny Mai
Grant & Contract Certification Reports	Melissa Harrell
Grant proposal preparation—all sponsors	Gail Colfax/Thao Truong
Grants-advance budget requests	Gail Colfax/Thao Truong
Grants-allowability of costs	Gail Colfax/Thao Truong
Grants-closeouts	Gail Colfax/Thao Truong
Grants-create sub budget	Gail Colfax/Thao Truong
Grants-establishing	Gail Colfax/Thao Truong
Grants-no-cost extensions	Gail Colfax/Thao Truong
Grants-outgoing subcontracts	Gail Colfax/Thao Truong
Grants-pre & post award issues	Gail Colfax/Thao Truong
Grants-progress reports	Gail Colfax/Thao Truong
HIPAA compliance—clinic	Amanda Patrick
IACUC rules/regulations	Michele Jacobs
Keys/codes/card access for rooms/ buildings	William Kaplan
Laptops & presentation equip— maintenance	Shawn Heide
Laptops & presentation equipment— checkout	William Kaplan

Mailboxes/US mail	William Kaplan
Maintenance/repairs for facilities	William Kaplan/ Michele Jacobs
Multimedia instruction	Shawn Heide
Office assignments—temp faculty/visitors	Michele Jacobs
Office hours publication	Kim Arbios
Parking validation coupons/guest parking	William Kaplan
Payroll appointment changes/corrections	Melissa Harrell
Payroll checks/advices	Melissa Harrell
Personnel issues/policies	Michele Jacobs
Petty cash reimbursements	Tu Tong
Petty Cash revolving funds	Tu Tong
Procard applications & limit increases	Jeneil Lagasse
Procard purchase reconciliation	Tu Tong
Professional staff merit review	Michele Jacobs
Psych 497—fieldwork	Cy Delgado
Psych 499—research	Carrie Perrin
Qualtrics account administrator	Shawn Heide
Records retention-research	Gail Colfax
Remodeling projects	Michele Jacobs
Research funding requests-grads	Jeanny Mai
Safety-building	Michele Jacobs/William Kaplan
SAGE access	Jeneil Lagasse
Senior exit survey	Carrie Perrin
Shipping/receiving (freight companies)	Rich Ball
Shredding services	William Kaplan
Software licenses/media	Doug Kalk
Space allocation	Michele Jacobs
Staff hires (permanent)	Michele Jacobs
Staff hires (temporary hourly)	Melissa Harrell
State budgets	Jeneil Lagasse
Supervisory committee formation	Jeanny Mai
Supply orders—departmental	Tu Tong/Jennifer Trygstad
Supply orders—grant office supplies	Tu Tong/Jennifer Trygstad
Surplus equipment/furniture	Rich Ball
TA assignments	Jeanny Mai
Telephone lines and equipment	Michele Jacobs
Textbook ordering questions	Kim Arbios
Time reporting questions	Melissa Harrell
Time schedule	Kim Arbios
Travel reimbursements	Tu Tong
Travel requests—faculty	Jeneil Lagasse
Travel requests—graduate students	Jeanny Mai
Undergraduate Advising	Carrie Perrin
Undergraduate Graduation Celebration	Carrie Perrin
Undergraduate student academic records	Carrie Perrin
Undergraduate workshops-career	Cy Delgado, Vicky Hansen
Undergraduate workshops-grad school	Cy Delgado, Vicky Hansen
UWATS codes (international)-admin	William Kaplan
UWATS codes (international)-grant	Gail Colfax

Visiting faculty appointments	Joanne Edwards
Visiting lecturers offer-Edwards/Loucks	Dana Arnim
Visiting lecturers travel	Dana Arnim
Web related issues	Shawn Heide
Web server maintenance	Shawn Heide
Workday questions	Melissa Harrell

Template for On-Leave status request letter

UNIVERSITY OF WASHINGTON

DEPARTMENT OF PSYCHOLOGY

DATE

Dear INSERT NAME OF GTC REP,

In compliance with the On-Leave Policy for the Psychology Graduate Program, please accept this letter as acknowledgement that I will be going on leave for XXXXXX quarter(s), Autumn 20XX through Summer 20XX, due to REASON.

My primary and secondary advisors have signed below as confirmation that I am in good standing and eligible for on-leave.

The Primary and Secondary advisors of STUDENT NAME approve his/her request for on-leave status:

_____   _____
PRIMARY NAME HERE   SECONDARY NAME HERE

Sincerely,

YOUR NAME
AREA Graduate Student
Psychology
EMAIL or PHONE

_____
NAME OF AREA GTC Rep

Area GTC Rep:

Please sign upon receipt and return to Jeanny in the Grad Program Office. Thank you.

Clinical Psychology Curriculum Concordance Table

This table lists the courses and practica in our program's curriculum. Effective Winter 2018 quarter, the prefix for clinical courses will change from PSYCH to PSYCLN.

Current PSYCH Number (Fall, 2017) Other departmental courses remain PSYCH		PSYCLN Number Winter, 2018 forward
Orientation/Overview		
591	Issues in Clinical Psychology	501
570	Child Clinical Psychology (not currently taught)	502
Research		
531	Clinical and Community Psychology Research Methods	510
532	Single Subject Design and Research	511
560	Research Strategies (multiple lab-seminar sections)	513
Assessment		
577	Psychological Assessment	520
576	Assessment of Intelligence (concurrent with PSYCLN 525)	521
573	Psychological Assessment of Children (with PSYCLN 525)	522
578	Approaches to Psychological Assessment	523
586	Clinical Personality Assessment	524
590	Practicum in Psychological Assessment	525
Psychopathology		
518	Behavior Disorders	530
571	Developmental Psychopathology	531
575	Anxiety Disorders	532
Psychotherapy		
517	Systems of Psychotherapy	540
572	Approaches to Child Treatment	541
519	Behavior Change	542
544	Cognitive Behavioral Therapy for Depression	543
584	Behavioral Methods: Clinical Interventions	544
583	Dialectical Behavior Therapy	545
579	DBT Skills Group Training	546
585	Methods in Suicide and Crisis Intervention	547

Current PSYCH Number (Fall, 2017) Other departmental courses remain PSYCH		PSYCLN Number Winter, 2018 forward
Diversity 580 574 581	 Minority Mental Health Community Psychology Cross Cultural Competency	 560 561 562
Focus Courses 544 (sections) 543 (sections) 554 (sections) 553 (sections)	 Advances in Clinical Psychology Advances in Child Clinical Psychology Seminar in Clinical Psychology Seminar in Child Clinical Psychology	 570 571 572 573
DSK Independent Study Courses Optional alternatives to out-of-area courses	Affective Aspects of Behavior (5) Biological Aspects of Behavior (5) Cognitive Aspects of Behavior (5) Developmental Aspects of Behavior (5) Social Aspects of Behavior (5)	574 575 576 577 578
Practica/Supervision 593 587 588 589 590 597 Former 594 internal practica	 Clinical Practicum and Colloquium Clinical Methods: Interviewing Clinical Methods: Ethics Clinical Supervision Practicum in Psychological Assessment (accompanies 521, 522) Field Work-Clinical (external practica) Dialectical Behavior Therapy/High Risk, Severe Disorders Clinic Functional Analytic Psychotherapy Practicum Anxiety Disorders Practicum Learn Clinic Practicum Parent-Child practicum Consultation and Supervision Practicum (Others to be added as they are developed) Advanced Clinical Practicum (generic-new or one-time offering)	 580 581 582 583 525 585 586 587 588 589 590 591 596
598	Directed readings	Unchanged
599	Directed Psychological Research	Unchanged
600	Independent Study, Research	Unchanged
700	Masters Thesis	Unchanged
800	Doctoral Dissertation	Unchanged