

# **Handbook for the Graduate Training Program in Developmental, Cognitive, and Affective Sciences Program**

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## OVERVIEW

The graduate training program in Developmental, Cognitive, and Affective Sciences at CWRU offers doctoral education and training that prepares students for research and teaching. The training program prepares students to be effective teachers, to design complex, empirically driven research studies using a variety of methodological approaches, and to contribute to the science and profession of psychology. Students receive strong training in the theories and methods of experimental, cognitive, and developmental psychology.

The Developmental, Cognitive, and Affective Sciences Program embraces sound empirical research and extends knowledge through the application of rigorous behavioral and biological principles. This perspective emphasizes the integration of cognitive, developmental, behavioral, and biological methods. The goal of the program is to prepare students for a successful independent academic career.

Graduate training is organized in a sequential fashion so that students acquire foundational skills early in their career and move on to apply these skills to more complex material in the classroom and in the laboratory as they progress through the program. The training model is based on the belief that the continued development of psychology as a field depends upon contributions from the application of scientific methods. Students are encouraged to become familiar with a broad range of psychological areas and to develop areas of specialized expertise, both in research and teaching.

Year 1: Students take courses in research methodology, statistical approaches, measurement strategies, and specific content domains. Although the first year places a strong emphasis on training through coursework, students are also exposed to research methods through the research clerkship. By the end of the first year, students are expected to have developed a topic for their Master's thesis.

Year 2: Students work collaboratively with their advisor in research, acquiring methodological strategies specific to their area of study. Additionally, there is a new emphasis on burgeoning independence in research, as the students devote greater attention to the completion of the master's thesis. The master's thesis is typically completed by the end of the second year, with ambitious projects sometimes extending into the fall semester of the third year. Students also begin learning about teaching by taking a one-credit seminar on teaching and by serving as a teaching assistant during one semester during their second year in the program. This TA experience serves as the first of many opportunities to pursue training in teaching. Other opportunities include the preparation of a one credit, undergraduate seminar and the possibility of teaching a 3-credit, undergraduate course (i.e., general psychology, child psychology, or statistics).

Years 3 and 4: Students complete additional coursework in the department, as well as across the University. Coursework is selected in conjunction with the student's advisor and is designed to broaden the student's background knowledge and expertise in their chosen area of study. Advancement to candidacy for the Ph.D. occurs typically in the third year of graduate study, after successful completion of the master's degree. Students must complete one special competency examination for advancement to candidacy (e.g., publication of a paper, presentation at a national conference). Two additional special exams must be completed prior to dissertation prospectus meeting (i.e. teaching of a one-credit mini-course, completion of a review paper or meta-analysis). In addition to initiation and potential completion of the special exams, the third year allows students to complete further academic courses of their choosing and plan their dissertation prospectus. By the fall of the fourth year, students are expected to have completed their

prospectus meeting and devote the remainder of their academic year to the completion and successful defense of their dissertation.

The graduate curriculum strives to satisfy requirements that have been established by the CWRU Department of Psychological Sciences and the academic/research expectations for successful acquisition of a postdoctoral research fellowship or a university faculty position. As some postdoctoral training programs request copies of academic transcripts and a detailed description of training, we encourage students to keep a copy of all course syllabi.

The CWRU Handbook for Graduate Training in Developmental, Cognitive, and Affective Sciences (DCAS) provides information on important rules and policies. It is the student's responsibility to read, understand, and follow the rules and regulations that are contained within the handbook. If students have questions after consulting the handbook, they should consult their advisor or the Director of Developmental, Cognitive, and Affective Sciences Program.

It is each student's responsibility to maintain her/his own file with photocopies of important materials relating to their graduate training. Although departmental staff will maintain student records, prior to submitting forms, each student should make a copy for their own use.

## RULES AND POLICIES

The rules and guidelines in this handbook are designed to establish clear and consistent policies within the DCAS program. However, there is some room for flexibility so that students may successfully tailor their graduate experience. When rules change, students are allowed the option to remain under the old rules that were in place at the time of matriculation or to adopt the new rules.

Please review the policies below; enrolling in our program commits you to behave in a manner consistent with these principles, as well as with the University's standards of academic integrity. The latter are described in the CWRU General Bulletin. Ignorance of University policy is not an acceptable reason for violation.

Please familiarize yourself with the University Policy and Procedures on Sexual Harassment <http://www.case.edu/diversity/sexualconduct/policies/harass.html>

### **Attendance at Academic and Professional Conferences**

The DCAS Program encourages students to attend academic and professional conferences. Submission of research for poster and symposium presentations is strongly encouraged. Contingent on the annual budget, the Director of the DCAS Program can provide travel/research funds (up to \$300 per year per person) for students who present at a conference. Students must submit a written request for funds to the Director of DCAS. Matching funds are typically available on a one-time basis through the graduate school. <http://gradstudies.case.edu/new/profdev.html>

Other graduate studies awards are available as well. Students should consult the following site for further information.

- <http://gradstudies.case.edu/prospect/funding.html>
- <http://gradstudies.case.edu/new/awards.html>

### **Employment**

It is unusual for students to be employed during the school year. However, sometimes there are opportunities for short-term, relevant paid experience (e.g., proctoring examinations, teaching, training in statistical skills). Students are expected to discuss accepting any additional responsibilities with their advisor before accepting a new role.

### **Dissemination of Information**

E-mail is the primary means of communication for program announcements and important updates. All students receive email accounts upon entry to CWRU. Students should develop a habit of checking email at least once each day. If you are away from campus for an extended period (such as for holidays and summer vacations), please arrange to keep in touch with your e-mail.

### **Preparation of Theses, Dissertations, and Course Papers**

The University has specific requirements for theses and dissertations that must be followed: <http://gradstudies.case.edu/current/etd/guidelines.html>

Typically, students should follow the current edition of the *Publication Manual of the American Psychological Association* as a style guide for papers unless otherwise directed by their advisor or by the format dictated by a selected journal outlet.

## UNIVERSITY REGULATIONS

The Developmental, Cognitive, and Affective Sciences Program is governed by CWRU Graduate Studies Guidelines. It is your responsibility to be familiar with these rules, policies, deadlines, and administrative requirements. Please consult the graduate student handbook for further information: [http://gradstudies.case.edu/webfm\\_send/249](http://gradstudies.case.edu/webfm_send/249)

### Planned Program of Study

CWRU Graduate Studies requires that a formal plan of study be filed for the M.A. by the beginning of the second year of residence. You should review this with your advisor toward the end of the second semester of the first year, and submit it to the Director of the DCAS program for processing. This form should be revised as needed so that it records what you actually did by the time you apply for the master's and doctoral degrees. The Graduate School office checks the form against transcripts. A copy of the initial form, and the form used to report revisions are included in this Handbook (Student's Planned Program of Study). Additional copies may be obtained from the department's administrative assistant: <http://gradstudies.case.edu/current/ppos.html>

### Continuity of Registration

Students must be registered in both the fall and spring semesters. If a student fails to register and does not have an official leave of absence, which can be granted only by the Dean of Graduate Studies, the student is separated from the University.

### Colloquia, Informal Seminars and Conferences

Graduate training includes many informal learning opportunities provided by interaction among students and faculty. Students are strongly encouraged to attend all Developmental, Cognitive, and Affective Sciences Program activities, including luncheons, research seminars, and colloquia. Program activities and group discussions help to expand and enrich the student's training experience. The faculty values active student participation in discussions.

The remainder of this Handbook includes sections on assorted topics. Below are the main topics covered in the other sections:

- Graduate Admissions
- Graduate Coursework, Tuition Waivers, and Course Checklist
- Research Training: Clerkship, Master's Thesis, and Doctoral Dissertation
- Special Qualifying Exams and Advancement to Candidacy
- Advising, Evaluations, and Personal Struggles
- CWRU School of Graduate Studies (please see their web site) Graduate Studies general information
- Graduate funding opportunities
- Graduation information and packets, application, calendar
- Graduate Studies policies on University Guidelines on Authorship and Policy on Copyright, Academic Integrity Standards (Reporting Form), and Grievance Procedure
- Graduate School Forms

## **ACADEMIC ADMISSIONS INTO GRADUATE TRAINING**

Each January, when the Core DCAS Faculty review applications, we examine the following materials: GRE scores, undergraduate degree and GPA, experience in research, letters of recommendation, and statement of purpose.

CWRU does not discriminate based on age, race, gender, disability, or sexual orientation. However, we believe that much of psychology is dependent upon strong verbal and quantitative skills to guide both the academic writing, the spoken dialogue that underlies psychology research, and classroom instruction. Therefore, strong proficiency in the English language is expected of all applicants. The University requires the Test of English as a Foreign Language (TOEFL) in cases where English is a second language for the applicant.

The admissions process involves several steps. Early in January, the DCAS faculty review all submitted application materials. At a DCAS faculty meeting, the applications are discussed, and the top candidates are contacted by interested mentors. In any given year, the top two or three applicants will be offered admission into the program, with acceptance in large part dictated by a mentorship model. The applicant's advisor is determined during the admissions process. Students are paired with the best mentor, given their skills and research interests. We strive to ensure a strong match between the applicant and at least one member of the DCAS faculty.

Please see the CWRU Student Handbook from the School of Graduate Studies for additional requirements pertaining to admission status.

### **Graduate Work Done Elsewhere**

In general, the department does not transfer credits from other universities. However, a student who has taken graduate courses in psychology at another accredited university may request that prior courses be compared to one of our current offerings and evaluated for similar form and content. The student should submit a copy of the course syllabus, reading list and course requirements to the faculty member who teaches the similar course in our department. With the instructor's consent and subsequent approval of the department Chair, the student is considered to have fulfilled that particular course requirement.

Please see the CWRU Student Handbook from the School of Graduate Studies for rules pertaining to the transfer of credit from other universities, and the appendix for the "Petition for Transfer of Credit" form.

Graduate students enrolled in the CWRU Developmental, Cognitive, and Affective Sciences Program are expected to remain active in the program, devoting full-time to their graduate training for a minimum of three academic years, and with at least two of these years spent on campus while residing in the Cleveland area. These residency rules apply even when students join our program with a master's degree already earned from another university.

### **Registration for Classes**

Students should consult with their advisors when planning their course schedule each semester. The advisor will release the electronic hold on the web-based registration after receipt and approval of your planned course schedule and, in the spring, receipt of an updated Checklist of Program Requirements and other materials. A copy of the checklist will be retained for your file. This checklist is the principal record of your progress through the program. Be sure to retain the original of the checklist for your files until the semester prior to graduation.

**Checklist of Program Requirements** (see Appendix A)

During your graduate training, you will be expected to complete coursework in two overlapping domains: (a) Foundations of scientific inquiry and (b) Psychology as an academic discipline of study. In addition, you will be expected to complete formal training in the teaching of psychology. The Checklist of Program Requirements (described below) should be completed each spring, and a copy should be delivered to your advisor, the Director of DCAS, and the Psychological Sciences department administrator.

## COURSE PLANNING BY YEAR AND SEMESTER

### Status as a Full-time Student

A. The University Registrar considers registration for 9-12 credit hours to be considered a full-time student. When registering for 12 credits per semester, the registrar allows the student to register for up to 18 credits, without incurring any additional fees. Thus, during the first two years in graduate school, we try to maximize our use of tuition waivers. When given 12 credits of tuition waivers, you may choose to register for more than 12 credits of coursework. The DCAS program will try to provide students in good standing with 9-12 credits of tuition waivers during both fall and spring semester for years 1 and 2 in the graduate training program. Students should check with the Director of DCAS for permission to use tuition waivers to cover the registration for courses outside of psychology. The DCAS Program does not require registration for course work, thesis credits, or dissertation credits during the summer. Tuition waivers are not available for the summer semester.

B. When registering for at least 9 credits of coursework, students have access to financial aid loans and student health insurance. The DCAS program will try to provide students with 9 credits of tuition waivers during both fall and spring semester for years 3 and 4 in the graduate training program.

### C . Fellowship Tuition Policy for Graduate Students

The purpose of the fellowship tuition policy is to allow students pursuing graduate degrees to take courses beyond their degree requirements without additional financial burden to the student and little or no cost to the University. Fellowship courses can broaden the educational experience of graduate students by allowing them to pursue studies according to their own intellectual needs. The following guidelines are used to determine if a course meets requirements for the fellowship policy:

1. A student pursuing a graduate degree shall be charged tuition at the standard hourly rate for all of the credit hours which are intended to count toward the degree. In any semester for which students are registered for a minimum number of credits that will be applied toward the degree (as determined by school), fellowship courses will not incur a tuition charge.
2. In order to enroll in a fellowship course, the student must be in good standing, meet course prerequisites, and obtain consent of the instructor. In addition, the student must obtain permission from their advisor and the School of Graduate Studies. Up to eight fellowship courses may be permitted in aggregate.
3. Thesis research (651 and 701) and similar courses cannot be taken as fellowship courses, and prior rules for these courses are not changed by this policy.
4. Fellowship courses cannot be audited.
5. Fellowship courses cannot be used toward a degree program at CWRU.
6. Fellowship course applications must be submitted before the end of late registration (drop/add).

7. Notwithstanding any of the foregoing provisions and policies, the rules, regulations, and terms of tuition and credit enrollments for each school shall remain in full force and effect.

### **Continuity of Registration**

Students are expected to be registered each fall and spring semester. A Leave of Absence can only be granted by the Dean of the Graduate School. If a student fails to register without an approved leave of absence, the student will be officially separated from the University and must apply for re-admission.

### **Typical Schedule**

#### **Year 1**      Fall Semester

PSCL 407	3	Research Design & Quantitative Analysis I
PSCL 453	3	DCAS Seminar
PSCL XXX	3	Core Course
PSCL 400A	0	Professional Development for TA

#### **Year 1**      Spring Semester

PSCL 408	3	Research Design & Quantitative Analysis II
PSCL XXX	3	Core Course
PSCL XXX	3	Core Course

*By the end of spring semester, the clerkship project should be near completion, and the student should begin cultivating ideas for a master's thesis research project.*

#### **Year 2**      Fall Semester

PSCL 615	3	Master's Thesis Research
PSCL 453	3	DCAS Seminar
PSCL 453	1	Seminar: Teaching of Psychology
PSCL XXX	3	Core Course

*The student should focus most of his or her energy on the development of a master's thesis research project, preparing a written research proposal, and hopefully, beginning data collection for the study. To earn a master's degree, the student must successfully complete 27 hours of course-work, typically comprised of 21 hours of courses and 6 hours of "Master's Thesis" (time designated to running the thesis project).*

#### **Year 2**      Spring Semester

PSCL 651	3	Master's Thesis Research
PSCL XXX	3	Core Course
PSCL XXX	3	Core Course

*The student will have defended the master's thesis before classes begin in the fall.*

#### **Year 3**      Fall Semester

PSCL 701	3	Doctoral Research
PSCL 453	3	DCAS Seminar
PSCL XXX	3	Core or Elective Course

*The student should, in consultation with their advisor, select elective courses that round out their academic career. Possible concentrations include but are not limited to: statistics, neurodevelopmental disorders, neuroscience, and cognition. During the third year, students should be attempting to publish the master's thesis, complete their specials, and design their dissertation.*

**Year 3**            Spring Semester

PSCL 701	3	Doctoral Research
PSCL XXX	3	Core or Elective Course
PSCL XXX	3	Core or Elective Course

*By the end of the third year, students should be making progress on finishing their remaining two specials, conceptualizing their dissertation idea, and submitting their master's thesis for publication. Career expectations should be considered, with the development of a competitive research and teaching portfolio strongly advised for all students.*

**Year 4**            Fall Semester

PSCL 701	6	Doctoral Research
PSCL 453	3	DCAS Seminar

*At this point, there should be a strong and clear focus on dissertation research, with the prospectus defended before the end of the fall semester. Further development of teaching skills is advised, but should not distract the student from completing independent research. All special examinations must be completed prior to the dissertation proposal meeting.*

**Year 4**            Spring Semester

PSCL 701	6	Doctoral Research
PSCL XXX	3	Core or Elective Course

## **FIRST YEAR CLERKSHIP**

### **Goals of the Research Clerkship**

1. The student will become familiar with the area of study, in terms of theory, research, and methodology used in this area of psychology.
2. The student will learn basic skills related to data collection.
3. The student will develop initial competence in the statistical analysis and interpretation of research findings.
4. The clerkship will be arranged to facilitate the student's ideas and plans for master's thesis research.

### **General Expectations for the Research Clerkship**

The clerkship usually begins the first week of classes during fall semester of the first year of graduate training. The clerkship usually continues through the summer after Year 1 classes have been completed. However, the summer after Year 1 should allow for a transition whereby the student begins to focus on plans for the master's thesis. Nonetheless, loose ends will often stretch the clerkship into the summer months. For most empirical studies, the research project should culminate in a convention presentation and/or a journal article submission.

Over the course of the first year of graduate training, the student should invest an average of eight hours per week on the research clerkship. The actual number of hours may vary from week to week, depending on the status of the research project, the timing of graduate coursework and exams, and other demands on student time. The estimated eight hours per week includes time spent in research meetings, data collection, data analysis, and writing for the research project. However, the eight hours per week does not include time spent working on other related studies, including the master's thesis. Most of the student's time should be spent working on the specific research study, not on general aspects of their faculty advisor's ongoing research.

### **Overlap between the Research Clerkship and DCAS Student Funding**

When students are supported by a departmental fellowship, they are required to devote a certain number of hours to the faculty member's ongoing research. Whenever possible, the funded research should be integrated with the plans for the research clerkship. When this happens, the faculty advisor will often play a more active role in directing the topic and methodology used in the research clerkship. DCAS students who are fully funded by the department are expected to spend 20 hours per week in research activities.

### **Options for Conducting a Research Clerkship**

Research that is conducted as part of the clerkship can adhere to several different strategies. The clerkship can be organized around a traditional experimental design using random allocation to groups. The clerkship can utilize quasi-experimental research designs, whereby groups are identified, assessed, and compared. Sometimes, the clerkship will involve survey research, perhaps to collect large amounts of data in a short period of time. Finally, the clerkship may be used to collect pilot data for a planned larger study that may become the student's master's thesis.

### **Activities Commonly Involved in the Research Clerkship**

1. The student will be expected to participate in weekly research meetings with the faculty advisor.
2. Based on discussions with the faculty advisor, the student will negotiate a realistic topic and develop a preliminary plan of approach for a specific study that can be completed during the first year of graduate training.

3. The student will be expected to observe or assist with data collection as part of the research team, even if large amounts of data have been collected previously.
4. The student will learn to conduct statistical analyses. With guidance from the faculty advisor or other members of the research team, the student will learn to use computer programs to analyze the data.
5. The student will learn to interpret the findings from the analyses. With guidance from the faculty advisor, the student will write a results section for the research study.
6. With guidance from the faculty advisor, the student will write up the study following APA format (introduction, methods, results, and discussion). In most cases, the text will need to be critiqued and revised a number of times.

These are intended as basic guidelines to provide structure for students and faculty. There will be variation across clerkships. Students should consult with their advisors to clarify expectations and timelines.

## **MASTER'S THESIS**

Students must complete a research project and have an oral examination to defend their work. The examining committee must agree unanimously that the student has passed the thesis examination.

The master's thesis committee must consist of at least three psychologists, each of whom has a Ph.D. and is a full-time faculty member of the Psychological Sciences Department. The Chair of the master's committee is the student's advisor. At least two of the committee members must belong to the core DCAS faculty. Students are strongly encouraged to convene their master's committee at the start of their project during a proposal meeting.

### **Master's Thesis Research (PSCL 651)**

Students are expected to complete at least 6 credits of PSCL 651 to document their work on their master's thesis. In addition, the Master's degree requires at least 21 credits of graduate level coursework (i.e., 400 or 500 level courses in psychology). Usually, students register for 3 credits of PSCL 651 during fall semester and spring semester of year 2. The goal is to defend the master's thesis before classes begin fall semester of year 3. If completion of the master's thesis is running late, students are allowed to register for 1 credit of PSCL 651 during fall semester of year 3.

The student is responsible for assuring that all documentation certifying completion of the master's and advancement to candidacy is received by the Graduate School before the University's deadlines. After successfully defending the master's thesis, additional paperwork must be completed for the School of Graduate Studies in order to process the degree and diploma. The required forms can be found at the office of graduate studies. Depending on when you defend your master's thesis, you may have gone beyond graduate studies' deadline for submitting paperwork to receive your diploma in the same semester that you defended your thesis. Please consult the academic calendar for these deadlines.

## **DOCTORAL DISSERTATION**

Before a student begins collecting data for a dissertation research study, the student must present to a committee of faculty members a detailed dissertation proposal that summarizes all aspects of the research plan. The written prospectus must be approved by all members of the dissertation committee. The Chair of your dissertation committee is your advisor. At least two members of the dissertation committee must belong to the core DCAS faculty. A fourth member of the dissertation committee is the "outside" member whose primary faculty appointment is outside the Department of Psychological Sciences, but who holds a faculty appointment with the University. The graduate school should be consulted about the eligibility of outside members. It is the student's responsibility to invite committee members, with consultation from the advisor. The same committee members will evaluate the dissertation once the research has been completed.

### **Doctoral Dissertation Research (PSCL 701)**

Students are expected to complete 18 credits of PSCL 701 to document their work on their dissertation research. Usually, this means registering for at least 3 credits of PSCL 701 each semester beginning fall of year 3. The minimum credit requirements for the doctoral degree, as established by CWRU graduate studies, include 36 hours of graduate level courses and 18 hours of dissertation credit.

Upon advancement to doctoral candidacy, a student must continue to register for PSCL 701: Dissertation Research for at least one credit each semester. A student may not enroll in 701 prior to advancing to candidacy. Students can register for 1-9 credits of PSCL 701 in order to document their time spent working on their dissertation. It is not required that enrollment in PSCL 701 credits begin at the time of advancement to candidacy. However, advancement to candidacy does start the "five-year clock", with all degree requirements needing to be completed within five years after being advanced to candidacy. The University requires that you be registered for at least one course, if not registered for PSCL 701 credits, in order to be considered a continuing student. The number of registered PSCL 701 credits should reflect the amount of time and effort that the student and advisor are putting into the project.

### **A Note Regarding the Use of Archival Data in Research**

Only one of the two degree-related research requirements (M.A. or Ph.D.) may be met using archival data. This ensures that all graduate students in the DCAS Program collect at least one primary data set during their tenure in graduate school.

For additional rules regarding the Dissertation Defense and deadlines, please see the Graduate Studies rules. (<http://gradstudies.case.edu/current/calendars/calendar.html>). Graduate Studies will require detailed paperwork in order to process the dissertation defense. (<http://gradstudies.case.edu/faculty/guidelines/dissertation.html>)

### **Summer Registration**

Registration for thesis or dissertation credits is not required during the summer semester. In addition, tuition waivers are not available for the summer semester. However, the student must be registered during summer semester if the research will require official recording by the Graduate School, such as a defending a dissertation prospectus, master's thesis or dissertation defense.

### **Seeking External Grant Support**

There are many opportunities to seek support for graduate training in psychology. Funds range from awards to support specific research initiatives (e.g., the American Psychological

Association's Dissertation Award) to grants to provide stipend and research support (e.g., NRSA awards). Students are encouraged to apply. The following is a partial listing of selected resources on funding opportunities:

- APA Psychology Research Funding Bulletin
- APA Dissertation Research Awards, (Deadline is in September)
- American Association of University Women, (Deadline is in November)
- National Institutes of Health Funding Opportunities
- Ohio Department of Mental Health (Deadline varies)
- Sigma Xi (Deadlines in March & October.)

Other sources of funding are often available on the Graduate School Website (<http://gradstudies.case.edu/prospect/funding.html>), the Schubert Center Website (<http://schubert.case.edu/education>), and the ORA Website (<https://research.case.edu/>)

### **Discretionary Research Grants for DCAS Program Students Enrolled in DCAS Seminar (PSCL 453)**

Depending on the DCAS program budget provided by the dean's office, small grants will be available to support, encourage, and facilitate quality research in psychology or to enable travel to conferences. Funds can be requested only once in any calendar year. Please submit your proposal and budget to the Director of DCAS Training.

- A. To be eligible to apply for a Small Research Grant, the student must meet the following criteria:
1. The student is currently enrolled in the CWRU graduate training program in DCAS or be enrolled in the DCAS seminar. In addition, the student must be in good academic standing.
  2. The funds will be used to support research for the student's first year clerkship, master's thesis, or doctoral dissertation.
  3. Other sources of funding have been solicited (e.g., Graduate Alumni Fund, advisor's research grant) but have been unavailable or insufficient to support the needs of the study.
  4. The student agrees to complete the research in a timely manner. The completed study will be submitted for convention presentation and / or journal publication.
  5. The project has been approved by the CWRU Human Subjects Research Committee, as well as the site where data will be collected.
- B. In order to request funding from the Director of DCAS Training, students must complete the request for funds form that describes the planned study and budget (See Appendix B).

# TRAINING IN THE TEACHING OF PSYCHOLOGY

## **Preliminary Training in Teaching**

As part of your initial orientation to graduate school, you will be expected to complete UNIV 400: Training for Teaching Assistants. This brief course helps prepare you for your later role as a teaching assistant in the department of psychological sciences. Later, students are expected to complete PSCL 453: Teaching of Psychology, a semester long course on teaching skills, styles, and strategies.

## **Teaching Assistant**

All students serve as teaching assistants (TAs) for one semester in the second year of residence. The department administrator or Chair should be consulted in the spring of your first year for available courses. The Department of Psychological Sciences chairperson makes all teaching assignments. General requirements for TAs include: 1) attending the majority of class meetings; 2) assisting with grading; 3) being available to students through office hours (no less than 1 hour per week); and 4) preparing and delivering a minimum of two class lectures.

## **Teaching a Mini-Course**

All DCAS students are required to demonstrate competency as college-level instructors by successfully teaching a one-credit mini-course in psychology. The course usually meets for one 50-minute session each week. Enrollment is often limited to 8-12 undergraduate students. Graduate student instructors are expected to have successfully completed the course Teaching of Psychology (PSCL 453) prior to teaching a mini- course.

## **Teaching Undergraduate Courses**

Additional teaching opportunities are available for students who are interested in academic careers and who have performed well while they were teaching their one-credit mini-course. Stipends are often available to support students teaching a full 3-credit course as part of the regular undergraduate curriculum. These additional teaching opportunities are at the discretion of the department Chair and the Director of DCAS Training.

## **PERSONAL DEVELOPMENT AND PROGRAM PROGRESS**

Students are encouraged to join the American Psychological Association (APA) and/or the American Psychological Society (APS). Membership in these organizations provides access to graduate student advocacy and opportunities for research.

Students should also consider memberships in specialty organizations depending on their area of interest (e.g., Society for Research in Child Development, American Educational Research Association, Gerontological Society of America,) and specialty areas of APA (e.g., Society for Pediatric Psychology, Division of Adult Development and Aging, Society for Experimental Child and Adolescent Psychology, Experimental Psychology: Division 12, and relevant sections of that division, such as Aging (II) and the Society for a Science of Experimental Psychology (III)). Student division memberships may not require membership in the parent organization. Membership information may be found at the APA and APS web sites.

### **Faculty-Student Relationships**

APA Ethical Principles of Psychologists and Code of Conduct state that: A multiple relationship occurs when a psychologist is in a professional role with a person and at the same time is in another role with the same person. A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Ohio Psychology Law states: A psychologist ... shall not undertake or continue a professional relationship with a supervisee or student when the objectivity or competency of the psychologist is or could reasonably be expected to be impaired or where the relationship with the client, supervisee or student is exploitative. A psychologist refrains from entering into or promising another personal, scientific, professional, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist effectively performing his/her functions as a psychologist or might harm or exploit the other party.

The DCAS faculty at CWRU respect their involvement with students at both the graduate and undergraduate levels. Faculty members strive to protect their educational roles as faculty, teachers, and advisors. Faculty members avoid obvious boundary violations involved in faculty-student psychotherapy, faculty-student romance, and faculty-student sexual encounters. Therefore, multiple relationships should be avoided so that the potential for problems do not develop. Faculty will protect their educational roles as instructors, advisors, and mentors. Faculty will not engage in relationships that lack a clear focus on psychological research, teaching, or supervision. Social activities should be open to entire groups of students, not individual relationships between an individual faculty member and a particular graduate student.

### **Dual Relationships when you are serving as a TA or Instructor**

When you are serving as a teaching assistant or instructor, you are in a position of authority with the undergraduate students. The University considers it inappropriate conduct for a teaching assistant or course instructor to have a dating relationship with one of his/her students. All graduate assistants are also expected to respect the rights and opinions of students and uphold the academic standards of the University. You are expected to be familiar with the University's policies concerning sexual harassment and other standards of conduct for members of the University community.

A consensual relationship between persons of unequal status (power) is not a defense against subsequent charges of sexual harassment by the lower status party. Unequal status is obvious in the student-faculty relationship, and it is likely to extend to graduate student-undergraduate student relationships as well.

### **Evaluation of Student Progress and Feedback**

The core DCAS faculty members conduct a mid-year review of student progress, as well as an annual review of student progress. During the review process, the DCAS faculty review all aspects of the student's academic and research performance, including course grades and descriptive feedback from instructors and research supervisors. In addition, all students will be expected to complete the evaluation form. An electronic version of this form should be maintained by the student. In addition, an electronic version should be submitted to the advisor, the Director of DCAS training, and the department administrator.

If a DCAS student earns a final grade in any graduate course that is not considered adequate at the graduate level (i.e., final grade of C or lower), the DCAS faculty will recommend a plan to overcome the deficiency. The plan may involve registering for the course a second time, taking a similar course in a different department, or registering for PSCL 601: Special Problems or PSCL 497: Graduate Independent Study, whereby an individualized course of study could be implemented. This plan of action should be completed within one academic year (with possible exceptions depending of the scheduling of certain specialty courses). If not completed in a successful and timely manner, the student will be placed on probation and may be removed from the program.

The program tracks progress of students through a program checklist that is submitted to the Director of DCAS Training annually in the spring. This checklist is a convenient way to review program requirements and expectations. You should retain the original of the checklist until the semester before graduation, at which time it should be turned in to become part of your permanent record.

In order to remain on a satisfactory time schedule, certain benchmark goals should be met:

- a) Successfully defend the master's thesis by the start of fall semester of the third year. Not meeting this goal jeopardizes continuation in the program.
- b) Successfully defend the dissertation prospectus by the start of fall semester during the fourth year.
- c) Complete all three special qualifying examinations before the dissertation prospectus proposal meeting.
- d) Successfully defend the dissertation by the end of the fourth.

### **Decisions Regarding Academic Retention and Termination**

Academic probation, suspension or termination from the University is a rare event. The University has specific grade point average requirements for retention in both the M.A. and the Ph.D. programs. Please consult the University Bulletin for more information on Graduate School regulations regarding academic probation, suspension and termination from the University.

In addition, probation, suspension, or separation from the DCAS program is a rare occurrence. The semi-annual review of progress is designed to help both student and faculty identify potential problem areas early on so that appropriate interventions may be suggested. The DCAS program faculty considers it their primary responsibility to assist students in their professional development

and may recommend additional academic and/or methodological training activities (e.g., additional course work, statistical training, supervision, or tutorial activities) before the student can continue in the program.

Termination from the DCAS Program is used only when a student has failed to make sufficient progress through various forms of remediation. Training problems are often resolved through informal mechanisms such as meeting with the primary faculty advisor, the Director of DCAS Training, or the departmental Chair. More formal remediation efforts are likely when a student appears to have difficulties in a number of areas (e.g., course work and laboratory experiences), rather than one setting.

Separation from DCAS program is subject to the University's Graduate Student Grievance Procedure.

### **Remediation of Professional Distress or Impairment during Graduate Training**

*Types of Problems commonly encountered by graduate students (and faculty):*

By the time our students graduate with a doctoral degree in Developmental, Cognitive, and Affective Sciences, they are expected to assume responsibility for their own well-being. Thus, it is important for the DCAS Program to evaluate students in terms of their moral character and psychological fitness necessary to engage in scientifically sound and ethical research, as well as effectively teach others. The bi-annual evaluation process has been established to ensure that our students have sufficient development of their academic knowledge, research skills, moral character, and emotional stability to function in professional work settings. The foundation for our review of student progress can be found in the Competency Benchmarks for Professional Psychology (Fouad et al., 2009, TEPP, 3 (4, Supplement), S5-S26).

The DCAS faculty agree to take a proactive stance toward problems of distress, impairment, or incompetence, because “turning a blind eye” to trainees’ problems risks endangering the public as well as the field of psychology. The following problems are sometimes identified in students, and can be observed in faculty interactions.

- (a) Students may display problems through poor academic performance as seen in deficient grades in one or more graduate classes, incomplete grades and persistent difficulties completing coursework on time. Also, students may struggle with and display an inadequate performance on a special qualifying exam. Finally, students may display deficiencies in their research skills, as seen in difficulties conceptualizing research methodology, understanding statistical analyses, or writing an integrative literature review. These problems may result in a persistent lack of progress on thesis or dissertation research, or a failed defense of a master’s thesis or doctoral dissertation.
- (b) Students can display problems of personal character, as evidenced by signs of recurrent emotional instability, deficient personal boundaries, and persistent disturbances in interpersonal relationships, as well as any violation of APA Ethical Standards or Ohio Psychology Law. In addition, problematic students may display acts of dishonesty, poor judgment, consistently immature or unprofessional behavior, and a lack of sensitivity toward others. Although it is highly unlikely to occur, evidence of participation in a felony crime will serve as reason for termination from the DCAS program.

- (c) The student's performance in professional roles may be disrupted by problems of emotional distress or instability, as seen in significant bouts of depression, evidence of an eating disorder, signs of substance abuse, or other experimentally significant psychiatric disorders.

The faculty may use a variety of sources of information for evaluating student performance and identifying potential problems. The information may include: performance in graduate courses, performance on master's and/or dissertation, performance on special exams, relationships with faculty supervisors, and relationships with student peers.

**Options for Remediation (see Appendix E):**

According to the APA Ethics Code (section 2.06 (b)): "When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties". The DCAS faculty will strive to develop a plan to help delimit the problem and hopefully remedy the student's deficiencies.

In cases of minor problems, the student may be helped through a supportive mentoring relationship with their faculty advisor or an advanced graduate student. However, in cases of more serious infractions, the problem is likely to require frequent individual meetings with the student's primary academic advisor or the Director of DCAS Training. The plan for remediation will be developed by all members of the core DCAS faculty as discussed during a DCAS faculty meeting. Once developed, the student will meet with either the Director of the DCAS Program or their advisor to discuss the remediation plan prior to its implementation.

The remediation plan will aim to describe specific goals or changes that are needed and should provide guidance for possible strategies for reaching the goals. Ideally, the plan will include criteria for evaluating the effectiveness of the remediation plan, and establish a time-frame for the remediation process. Remediation options can include any mixture of the following strategies:

- (a) Training options, such as (1) registering for PSCL 601: "Special Problems in Psychology" in order to document a plan for the student to independently study an ethical issue and write a review paper on a topic that is directly related to the student's problems (Note: The PSCL 601 credits will not be covered by tuition waivers), (2) requiring an additional course, even if a course must be repeated, (3) increased the frequency or duration of supervisory meetings, and (4) more frequent meetings with faculty mentors.
- (b) Therapy options may include recommendations that the student seek personal psychotherapy. The DCAS faculty may be able to provide referrals to local counselors. All details of the therapy sessions will remain confidential.
- (c) Administrative options include (1) Probation from the DCAS Program, (2) a formal Leave of Absence from graduate training whereby the student does not register for any courses for a period of one or two semesters, or (3) dismissal from the Program, which is considered a last resort option. In the case of a formal Leave of Absence, the student will be expected to provide a written summary to the DCAS faculty, describing how the problems have been overcome, which needs to be approved by the Core DCAS Faculty before the student will be allowed to return to courses and research activities.

When a problem related to professional stress or impairment has been observed, members of the DCAS faculty will meet to discuss the student and review the information that is available. The DCAS faculty will strive for fairness and due process in all decisions related to the remediation plan. The DCAS faculty will evaluate all evidence, provide detailed feedback to the student, and allow the student an opportunity to respond in writing to clarify any disagreements or misunderstandings. Written appeals will be reviewed during a closed meeting of the DCAS faculty. Students will be reviewed again, normally 6-months and 12-months later, to ensure that the remediation plan has been helpful and the student has resumed adequate progress through the program.

Only in the case of extreme misbehavior or failed efforts at remediation will the notion of dismissal from the DCAS program be explored. Often, dismissal will center around guiding the student to pursue other options for their education and career. As noted elsewhere (Kirtchner, 1992), "There is a specific ethical obligation not to graduate those who because of their incompetence or lack of ethical sensitivity would inflict harm on the consumers whom they have agreed to help" (p. 190).

## **PROCEDURES REGARDING DUE PROCESS AND GRIEVANCE**

Exceptions to program policies may be made for good cause upon timely request by a student. Specific procedures are described in conjunction with particular areas (e.g., Special Qualifying Examinations).

If you wish to petition for an exemption to a DCAS Program policy, you should discuss your plan with your advisor and jointly prepare a written request to be submitted to the Director of DCAS Training.

Requests for exceptions to Department of Psychological Sciences requirements must be made to the Department Chair. It is advisable to have the written support of your advisor and Director of the DCAS Program for such requests. Waiver of graduate school regulations may be made only by the dean's office. Written requests should flow from you to your advisor, on to the Director of the DCAS Program, department Chair, and eventually to the dean.

In a rare case the faculty may conclude that a student is not suited for continuation in the DCAS Program. The reasons for this may be deficits in skills or professional development, ethical misconduct, or personal qualities that interfere with effective research activity. (See APA Ethical Principles and Psychologists' Code of Conduct).

Please see the Graduate Student Grievance Procedures that are described in the CWRU Graduate Student Handbook from the School of Graduate Studies.

### **Americans with Disabilities Act (ADA)**

If a student plans on requesting special accommodations due to a disability at any point throughout graduate school, it is the student's responsibility to discuss the need for special accommodations with the Director of the DCAS Program. It would be best to discuss this upon entry to the program so that timely accommodations may be made.

At CWRU, Educational Support Services (ESS) oversees services for students with disabilities. Students need to submit documentation to ESS to determine the accommodations for which the student is eligible. The Coordinator of Disability Services can be contacted at 368-5230. ESS must be contacted at the start of a semester rather than after evaluating how well you are doing in a course by waiting until after an examination.

### **Students' Access to Their Own Records**

The Family Educational Rights and Privacy Act of 1974 deals with the subject of access to educational records, and requires institutions to establish policies which set for the procedure by which these records are stored or inspected. University policy on this matter is specified in the current CWRU General Bulletin.

### **Student Feedback to Professors**

Students provide feedback on the instructional quality of the Program through course evaluations every semester. Instructional issues that arise during a course should be discussed with the professor. Issues and feedback regarding the instructional quality of a class that are not easily resolved through direct discussion with the professor may be directed to one of your advisors, the Director of the DCAS Program, or the Department of Psychological Sciences Chair.

You are also encouraged to provide feedback to your advisor about any aspects of professional mentorship. You are welcome to discuss these matters with the Director of the DCAS Program or

any faculty member of your choosing. If you encounter any problems with your advisor that cannot be resolved in a direct and simple manner, please feel free to share your concerns with the Director of the DCAS Program. After discussing potential problems, the Director may decide it would be helpful to share your concerns either directly with your advisor, or more broadly with the rest of the DCAS faculty. Please inform the Director of the DCAS Program if you feel confidentiality is needed to protect your interests.

## **Appendices**

Appendix A: Checklist of Program Requirements

Appendix B: Student Activity Report

Appendix C: Request for Funds

Appendix D: Special Examinations Competency Ratings Sheet

Appendix E: Special Examinations and Committee Members

Appendix F: Remediation Plan for Continued Graduate Training in the DCAS Program

Appendix G: Thesis Dissertation Prospectus Approval Form

## Appendix A: Checklist of Program Requirements

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate the courses you have completed:

Core Program & Research Requirement (all are required):

- PSCL 407: Research Methodology and Quantitative Analysis I
- PSCL 408: Research Methodology and Quantitative Analysis II
- PSCL 453: DCAS Seminar (minimum of 3 semesters)
- PSCL 651: Master's Thesis (6 credits total)
- PSCL 701: Doctoral Dissertation (18 credits total)

Core Teaching Requirement (all are required):

- PSCL 453 (1 Credit): Teaching of Psychology
- UNIV 400: Professional Development for Teaching Assistants

Core DCAS Classes (5 of 7 are required):

- PSCL 402: Cognition and Information Processing
- PSCL 403: Physiological Foundations of Behavior
- PSCL 404: Learning Theory
- PSCL 409: Advanced Social Psychology
- PSCL 410: Developmental Psychology
- PSCL 418: History and Systems
- PSCL 524: Adult Psychopathology

Other Courses Offered (optional):

- PSCL 405: Personality and Individual Differences
- PSCL 412: Measurement of Behavior
- PSCL 425: Methods of Assessment I
- PSCL 429: Practicum of Assessment I
- PSCL 444: Developmental Psychopathology

Special Exams: 3 required

Options include:

1. Journal Article Submitted – significant responsibility certified by advisor
2. Conference Presentation
3. Teaching a 1-credit course (course evaluation form attached)
4. Preparing a research grant (F-31)
5. Conduct and report in writing on a meta-analysis
6. Writing a Review Paper

Documentation of completed specials (i.e., submission confirmation, conference acceptance, teaching evaluation, complete grant, meta-analysis or bibliography) should be placed in the student's file and signed off by supervising faculty member.

## Appendix B: Student Activity Report

Name \_\_\_\_\_ Year Entered Program \_\_\_\_\_

*All students in the DCAS Program should complete this form twice a year by December 6th and May 1st each calendar year. Please electronically submit this form and a current CV to the office staff. Copies will be provided to the Director of DCAS Training and your research advisor. The review will be presented at the semi-annual meeting of the DCAS faculty, mid-year brief comments will be extended to all students at mid-year and a more comprehensive review provided at the end of the academic year.*

### Program Requirements Completed

Core Program & Research Requirement (all are required):

- \_\_\_\_\_ PSCL 407: Research Methodology and Quantitative Analysis I
- \_\_\_\_\_ PSCL 408: Research Methodology and Quantitative Analysis II
- \_\_\_\_\_ PSCL 453: DCAS Seminar (Minimum of 3 semesters)
- \_\_\_\_\_ PSCL 651: Master's Thesis (6 credits total)
- \_\_\_\_\_ PSCL 701: Doctoral Dissertation (18 credits total)

Core Teaching Requirement (all are required):

- \_\_\_\_\_ PSCL 453 (1 Credit): Teaching of Psychology
- \_\_\_\_\_ UNIV 400: Professional Development for Teaching Assistants

Core DCAS Classes (5 of 7 are required):

- \_\_\_\_\_ PSCL 402: Cognition and Information Processing
- \_\_\_\_\_ PSCL 403: Physiological Foundations of Behavior
- \_\_\_\_\_ PSCL 404: Learning Theory
- \_\_\_\_\_ PSCL 409: Advanced Social Psychology
- \_\_\_\_\_ PSCL 410: Developmental Psychology
- \_\_\_\_\_ PSCL 418: History and Systems
- \_\_\_\_\_ PSCL 524: Adult Psychopathology

Other Courses Offered (optional):

- \_\_\_\_\_ PSCL 405: Personality and Individual Differences
- \_\_\_\_\_ PSCL 412: Measurement of Behavior
- \_\_\_\_\_ PSCL 425: Methods of Assessment I
- \_\_\_\_\_ PSCL 429: Practicum of Assessment I
- \_\_\_\_\_ PSCL 444: Developmental Psychopathology

Special exams: 3 required. Options include:

- \_\_\_\_\_ Journal Article Submitted – significant responsibility certified by advisor
- \_\_\_\_\_ Conference Presentation
- \_\_\_\_\_ Teaching a 1-credit course (course evaluation form attached)
- \_\_\_\_\_ Preparing a research grant (F-31)
- \_\_\_\_\_ Conduct and report in writing on a meta-analysis
- \_\_\_\_\_ Writing a Review Paper

Requirements left to complete:

**Masters and Dissertation**

Ongoing or Completed Graduate Degree – please include dates of Masters or Dissertation (i.e. proposal meeting & defense meeting) or anticipated completion dates of the Masters and Dissertation

**Mentoring**

List faculty members who are mentoring you and the mentoring activities that have occurred:

**Research/Scholarship/Publications**

Grant Proposal and Award Activity (July 20\_\_ – June 20\_\_)

\*\*\*Funded (F), Pending (P), Denied (D)

Title: \_\_\_\_\_

Source: \_\_\_\_\_

F/P/D: \_\_\_\_\_ Dates of funding: \_\_\_\_\_ Amount: \_\_\_\_\_

PI: \_\_\_\_\_

Title: \_\_\_\_\_

Source: \_\_\_\_\_

F/P/D: \_\_\_\_\_ Dates of funding: \_\_\_\_\_ Amount: \_\_\_\_\_

PI: \_\_\_\_\_

**Publications & Papers - (July 20\_\_ - June 20\_\_)**

List submissions & dates, list revision, list publication. Papers in progress may also be listed with status indicated)

**Conference Papers, Abstracts and Posters Submitted, Delivered, Invited, Published (July 20\_\_ - June 20\_\_)**

**Research Activity in Progress Not described above** (July 20\_\_\_\_-June 20\_\_\_\_)

**Awards and Honors Received** (July 20\_\_\_\_ - June 20\_\_\_\_)

**Teaching Activity**

TA COURSE \_\_\_\_\_ SEMSTER \_\_\_\_\_ MENTOR \_\_\_\_\_

390 COURSE \_\_\_\_\_ SEMSTER \_\_\_\_\_ MENTOR \_\_\_\_\_

OTHER \_\_\_\_\_

**Service**

Departmental, University, Professional & Community Service:

**Student Review**

Name \_\_\_\_\_ Year \_\_\_\_\_

Your review should reference expectations appropriate for student's year in the program. Please use the following structure and headings:

- Research / Scholarship / Creative Activity (including productivity, independence, responsivity to feedback & progress toward degree)
- Teaching (including TA responsibilities, organization of course (390) & professionalism and mentoring (when appropriate))
- Service to the department, college, University, community, and discipline/profession

**SIGNATURES:**

I have discussed these comments with the student and provided him/her a copy:

Director of DCAS Training: \_\_\_\_\_ Date: \_\_\_\_\_

I have received a copy of these comments:

Student: \_\_\_\_\_ DATE \_\_\_\_\_

## Appendix C: Request for Funds

Name of Student: \_\_\_\_\_ Date of submission: \_\_\_\_\_

Funds will be used for:

\_\_\_\_ Conference: please attach the formal acceptance.

\_\_\_\_ Research: please attach the formal IRB approval.

Proposed budget:

Please include an itemized budget for travel or an itemized budget for research. If you are requesting funds to be used for research, be very specific how the funds will be used.

Other sources of funding:

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For Director of DCAS Program's Use Only

\_\_\_\_ Request approved for \$\_\_\_\_.\_\_\_\_

\_\_\_\_ Request denied.

Notes about use of funds:

Signature of Director of DCAS Program: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D: Special Examinations Competency Ratings Sheet

### Teaching an Undergraduate Seminar

Student: \_\_\_\_\_

Topic of the Course: \_\_\_\_\_

Course was taught during \_\_\_\_\_ fall \_\_\_\_\_ spring semester \_\_\_\_\_ (year)

Please note that many criteria are rated below. Items should be rated \* = outstanding and beyond our expectations; + = very good; 0 = adequate and the level we expect for most graduate students, or - = deficient and below our standards for acceptable teaching skill. Not all criteria can be displayed during the supervision of a mini-course. Other items may serve as an ideal for which instructors can strive to develop additional competency.

#### Course Syllabus:

- \_\_\_\_ Syllabus includes an organized sequence of topics
- \_\_\_\_ Syllabus includes an appropriate selection of readings
- \_\_\_\_ The goals for the course are clear and explicit
- \_\_\_\_ Syllabus includes a detailed description of grading policies
- \_\_\_\_ Course requirements (readings, papers, exams) appear realistic
- \_\_\_\_ Course strives to integrate the science and practice of psychology

#### Sample Lecture Notes:

- \_\_\_\_ Lecture notes appear organized and scholarly
- \_\_\_\_ Course material relies on current scholarly information
- \_\_\_\_ Important landmark studies are mentioned, if relevant to class goals
- \_\_\_\_ Relevant research studies are cited
- \_\_\_\_ Several examples are included to clarify the material
- \_\_\_\_ Thoughtful questions are included to stimulate discussion

#### General Issues related to Teaching:

- \_\_\_\_ Instructor demonstrates adequate background knowledge
- \_\_\_\_ Instructor demonstrates clear communication skills
- \_\_\_\_ Instructor appeared aware of potential ethical issues
- \_\_\_\_ Instructor appeared sensitive to issues of diversity
- \_\_\_\_ Instructor seems capable of self-evaluation
- \_\_\_\_ Instructor shows signs of innovation and creativity in teaching methods

#### Classroom Performance:

- \_\_\_\_ Instructor arrived on time, and appeared prepared to meet with students
- \_\_\_\_ Instructor displayed a professional attire and demeanor
- \_\_\_\_ Instructor seemed familiar with the students (names, interests, etc)
- \_\_\_\_ Lecture was presented in an organized manner
- \_\_\_\_ Lecture material was based in scholarly resources
- \_\_\_\_ Classroom participation was encouraged by discussion questions
- \_\_\_\_ Instructor appeared confident (voice was audible throughout the classroom)
- \_\_\_\_ Instructor provided useful and interesting examples
- \_\_\_\_ Critical thinking was encouraged through discussion
- \_\_\_\_ Instructor responded to all questions
- \_\_\_\_ Instructor appeared interested in the material
- \_\_\_\_ Class session ended on time, with time left for final questions

Grading and Grading Policies:

- Grading criteria are described in a clear and explicit manner
- Grading policies seem fair and unbiased
- Grading policies were written in a thoughtful manner
- Grading was based on appropriate exams or essays
- Instructor appropriately managed requests for special consideration

Notable strengths:

Suggested areas for ongoing professional development:

The signature below indicates that the student has performed adequately on all components of the teaching special exam

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Faculty Advisor Signature

Date of Approval

## Appendix E: Special Examinations and Committee Members

Student Name: \_\_\_\_\_ Date plan submitted: \_\_\_\_\_

### Journal Article Submitted

Title: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one):    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

### Conference Presentation

Title: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one):    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

### Teaching a One Credit Course

Course Name: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one)    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

### Preparing a Research Grant

Title: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one)    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

### Preparing a Meta-analysis

Title: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one)    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

### Scholarly Review Paper

Title: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Completed during (circle one)    Fall Semester            Spring Semester            Summer

Date Completed: \_\_\_\_\_

Faculty Signature indicating successful completion: \_\_\_\_\_

## **Appendix F: Remediation Plan for Continued Training in the DCAS Program**

The following problems have been observed:

These problems are related to deficiencies in these expected competency benchmarks:

In order to remedy these deficiencies, the student will perform the following activities:

The following date is set for completion of the plan and re-evaluation of the situation:

If the remediation plan is deemed unsuccessful, the following consequences will occur:

I have reviewed the concerns about my performance and I have had an opportunity to discuss the proposed plan for remediation. My signature indicates that I understand the nature of the concerns and I agree to the plan. My comments below indicate any requested changes, exceptions, or special circumstances that I feel should be incorporated into the plan:

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date \_\_\_\_\_

Director of DCAS Program Signature: \_\_\_\_\_ Date \_\_\_\_\_

# Appendix G: Thesis Dissertation Prospectus Approval Form

Department of Psychological Sciences  
Program of Developmental, Cognitive, and Affective  
Sciences Program

10900 Euclid Ave.  
Cleveland, Ohio 44106-7123

Phone 216.368.2686  
Fax 216.368.4891  
psychsciences.case.edu

Date: \_\_\_\_\_

This is to certify that the following members of the faculty approve the thesis/dissertation  
prospectus of

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A copy of the prospectus is on file in the student's department file.

## Appendix H: CWRU Special Examinations Competency Ratings Teaching a One-Credit Specialty Course

Student Name: \_\_\_\_\_

Topic of the Course: \_\_\_\_\_

Course was taught during \_\_\_\_\_ fall \_\_\_\_\_ spring semester 20\_\_\_\_\_(year)

Please note that many criteria are rated below. Items should be rated \* = outstanding and beyond our expectations; + = very good; 0 = adequate and the level we expect for most graduate students, or - = deficient and below our standards for acceptable teaching skill. Not all criteria can be displayed during the supervision of a specialty course. Other items may serve as an ideal for which instructors can strive to develop additional competency.

### Course Syllabus:

- \_\_\_\_\_ Syllabus includes an organized sequence of topics
- \_\_\_\_\_ Syllabus includes an appropriate selection of readings
- \_\_\_\_\_ Goals for the course are clear and explicit
- \_\_\_\_\_ Syllabus includes a detailed description of grading policies
- \_\_\_\_\_ Course requirements (readings, papers, exams) appear realistic
- \_\_\_\_\_ Course strives to integrate the science and practice of psychology

### Sample Lecture Notes:

- \_\_\_\_\_ Lecture notes appear organized and scholarly
- \_\_\_\_\_ Course material relies on current scholarly information
- \_\_\_\_\_ Important landmark studies are mentioned, if relevant to class goals
- \_\_\_\_\_ Relevant research studies are cited
- \_\_\_\_\_ Several examples are included to clarify the material
- \_\_\_\_\_ Thoughtful questions are included to stimulate discussion

### General Issues related to Teaching:

- \_\_\_\_\_ Instructor demonstrates adequate background knowledge
- \_\_\_\_\_ Instructor demonstrates clear communication skills
- \_\_\_\_\_ Instructor appeared aware of potential ethical issues
- \_\_\_\_\_ Instructor appeared sensitive to issues of diversity
- \_\_\_\_\_ Instructor seems capable of self-evaluation
- \_\_\_\_\_ Instructor shows signs of innovation and creativity in teaching methods

### Classroom Performance

- \_\_\_\_\_ Instructor arrived on time, and appeared prepared to meet with students
- \_\_\_\_\_ Instructor displayed a professional attire and demeanor
- \_\_\_\_\_ Instructor seemed familiar with the students (names, interests, etc.)
- \_\_\_\_\_ Lecture was presented in an organized manner
- \_\_\_\_\_ Lecture material was based in scholarly resources
- \_\_\_\_\_ Classroom participation was encouraged by discussion questions
- \_\_\_\_\_ Instructor appeared confident (voice was audible throughout the classroom)
- \_\_\_\_\_ Instructor provided useful and interesting examples

- \_\_\_\_\_ Critical thinking was encouraged through discussion
- \_\_\_\_\_ Instructor responded to all questions
- \_\_\_\_\_ Instructor appeared interested in the material
- \_\_\_\_\_ Class session ended on time, with time left for final questions

**Grading and Grading Policies**

- \_\_\_\_\_ Grading criteria are described in a clear and explicit manner
- \_\_\_\_\_ Grading policies seem fair and unbiased
- \_\_\_\_\_ Grading policies were written in a thoughtful manner
- \_\_\_\_\_ Grading was based on appropriate exams or essays
- \_\_\_\_\_ Instructor appropriately managed requests for special consideration

**Notable strengths:**

**Suggested areas for ongoing professional development:**

The signature below indicates that the student has performed adequately on all components of the teaching special exam.

\_\_\_\_\_  
Name of teaching exam advisor (printed)

\_\_\_\_\_  
Signature of teaching exam advisor

\_\_\_\_\_  
Date of approval