

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

**Department of Psychological Sciences Case Western
Reserve University**

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OVERVIEW

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 the DCAS Program.

UNIVERSITY REGULATIONS

DCAS students are expected to adhere to CWRU's standards of academic integrity, which are described in the CWRU General Bulletin. DCAS students are expected to adhere to CWRU's sexual harassment policy, which is described at this URL:

<http://www.case.edu/diversity/sexualconduct/policies/harass.html>. The CWRU School of Graduate Studies' rules pertain to all graduate programs offered at CWRU, and they supersede the program (and department) regulations unless otherwise specified. It is your responsibility to be familiar with these rules, policies, deadlines, and administrative requirements. Please consult the Graduate Studies website and the graduate student handbook for further information: http://gradstudies.case.edu/webfm_send/249

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.

RULES AND POLICIES

In addition to the DCAS regulations that are outlined in this handbook, students are expected to adhere to the rules and policies of the University and the American Psychological Association (APA) Code of Ethics. The APA Code of Ethics pertains to all faculty and students involved in the field of psychology. Please visit the websites for APA's Ethical Principles of Psychologists and Code of Conduct " <http://www.apa.org/ethics/code/>. Ignorance of University policy or APA's code of conduct is not an acceptable reason for violation. Violations of these policies or ethical standards can be grounds for dismissal from the program.

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 DCAS policies below; enrolling in our program commits you to behave in a manner consistent with these principles.

Employment

It is unusual for students to be employed during their doctoral studies. 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.

Communication

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 and promptly responding to emails (i.e., within 24-hours or as arranged with your advisor). If you are away from campus for an extended period (such as for holidays and summer vacations), please maintain email communication or arrange for a lapse of communication with your primary advisor.

Preparation of Theses, Dissertations, and Course Papers

In addition to the University's specific requirements for theses and dissertations that must be followed: <http://gradstudies.case.edu/current/etd/guidelines.html>, 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.

Course Grades

Students are subject to the University's Graduate Studies course grade and quality-point average policies (<https://case.edu/gradstudies/about-school/policies-procedures>). The DCAS program expects graduate students to receive As and Bs in all their letter-graded courses and Ss in their thesis and dissertation credit courses.

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.

Colloquia, Seminars, and Conferences

Graduate training includes many learning opportunities outside the classroom. Students are expected to attend all learning-based DCAS activities and Department-wide events including luncheons, research seminars, and colloquia. Program activities and research presentations help to expand and enrich the student's training experience. The faculty values active student participation in discussions.

ACADEMIC ADMISSIONS INTO GRADUATE TRAINING

Each December, when the Core DCAS Faculty review applications, we examine the following materials: GRE scores, undergraduate transcripts, experience in research, letters of recommendation, and statements 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) or equivalent in cases where English is a second language for the applicant and the applicant does not have a degree from an English-speaking university.

The admissions process involves several steps. In December, the DCAS faculty review all submitted application materials. At a DCAS faculty meeting, the applications are discussed, and the top candidates are contacted. In any given year, the top two or three applicants will be offered admission into the program depending on multiple factors, including number of available openings and applicant-advisor match. The applicant's advisor is determined during the admissions process. 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.

COURSEWORK

Status as a Full-time Student

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, students may choose to register for more than 12 credits of coursework if this decision is supported by their mentor. 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. Taking any number of dissertation credits (701) counts as full-time enrollment.

When registered as a full-time student, 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 3-5 in the graduate training program.

A. Elective Courses

Elective courses are those outside the specified required courses needed to fulfill the credit requirements of the degree(s). Students should select courses in consultation with their advisors. Elective courses are listed in SIS. If a student finds a course s/he wishes to take as an elective that is not listed as an elective in SIS, contact the Director of the DCAS program. Often, this course can be added as an elective to fulfill this requirement.

- Core courses beyond the five required can count as electives.
- DCAS Seminar (PSCL 453) beyond the three required can count as electives.
- Independent studies can serve as electives and be taken more than once.
- Additional courses within and outside the Department can serve as electives.

B. 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. Students should make sure that they will fulfill the degree requirements, including electives, before registering for Fellowship courses. 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 that 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.

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.

Required Coursework

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 Psychology Courses (5 of 8 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 450: Behavior Genetics
- _____ PSCL 524: Adult Psychopathology

PROGRAM BY YEAR

The DCAS PhD program in the Department of Psychological Sciences at Case Western Reserve University (CWRU) embraces sound empirical research and extends knowledge through the application of rigorous behavioral and/or biological principles. The goal of the program is to prepare students for a successful independent academic career. To this end, students who receive a PhD from the DCAS program will be adept at designing empirically driven research studies using a variety of methodological approaches and will be effective teachers.

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.

At the start of a PhD students' enrollment, the student is assigned a primary advisor based on faculty availability and research interest match.

YEAR 1

Students take courses in research methodology and statistical approaches, 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. Students begin learning about teaching by taking a university course on serving as a teaching assistant. By the end of the first year, students are expected to have developed a topic for their Master's thesis.

Typical Year 1 Course Schedule

<u>Year 1 Fall Semester</u>		
<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
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

Requirement: Students begin their clerkship project throughout the semester.

Expectations: Students should demonstrate research competencies (e.g., ability to adequately conduct their clerkship project) and appropriate communication (e.g., with advisor and other students). Students should receive As and/or Bs as their final grades in all courses. Students should be attending department and program events.

<u>Year 1 Spring Semester</u>		
<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 408	3	Research Design & Quantitative Analysis II
PSCL XXX	3	Core Course
PSCL XXX	3	Core Course

Requirement: Students continue to conduct their clerkship project throughout the semester

and begin cultivating ideas for a master's thesis research project.

Expectations: Students should continue to demonstrate research competency at an appropriate level for a first-year PhD student and appropriate communication. Students should receive As and/or Bs as their final grades in all courses. Students should be attending department and program events. Students should have completed or be near completion of their clerkship project by the end of the term. Students should have the idea (approved by advisor) for their master's thesis project before the Year 2 fall semester begins.

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 conference 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 (cf., next section on Overlap between Research Clerkship and DCAS Funding.) 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. By the end of the clerkship, students should be able to demonstrate competence in data collection and other basic research activities, as well as potential to complete the master's thesis.

Overlap between the Research Clerkship and DCAS Student Funding

Since 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 a minimum of 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.

Year 1 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.

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 a course 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 potential opportunities TA-ing other courses, co-teaching a course and/or independently teaching a 3-credit undergraduate course.

Typical Year 2 Course Schedule

Year 2 **Fall Semester**

<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 615	3	Master's Thesis Research
PSCL 453	3	DCAS Seminar
PSCL 453	1	Seminar: Teaching of Psychology
PSCL XXX	3	Core Course

Requirements: Students will primarily focus on their master's thesis research. Students may be completing special examinations. Students will serve as a TA this semester or in the Spring of their second year.

Expectations: Students should prepare a research proposal and begin data collection or be near ready to collect data for the master's thesis research by the end of the semester. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events.

Year 2 **Spring Semester**

<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 651	3	Master's Thesis Research
PSCL XXX	3	Core Course
PSCL XXX	3	Core Course

Requirements: Students will primarily focus on their master's thesis research. Students may be completing special examinations. Students will serve as a TA this semester if they did not the previous semester.

Expectations: Students will have defended the master's thesis before Year 3 fall semester. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events.

Master's Thesis

Please note we do not offer a terminal M.A. degree in the DCAS Program; however, all students must earn a M.A. degree prior to advancement to doctoral candidacy in the Ph.D. program. To earn a M.A. degree, students must complete at least 30-credit hours of coursework and maintain at least a 3.0 GPA.

To earn a master's degree, the student must successfully complete 30 hours of coursework, typically comprised of 24 hours of courses and 6 hours of "Master's Thesis" (time designated to conducting the thesis project).

The requirements for the M.A. degree are as follows. Students must complete a substantial 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 full-time faculty members 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 24 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 students defend their master's thesis, they may have gone beyond graduate studies' deadline for submitting paperwork to receive their diploma in the same semester that they defended their thesis. Students should consult the academic calendar for these deadlines.

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.

Special Examinations

Special Exams: 3 required (2 prior to advancement to candidacy, 1 prior to prospectus defense). Options include:

1. Journal article submitted – significant responsibility certified by advisor
2. Conference presentation (first author only)
3. Teaching a 1-credit course (only after M.A. requirements are complete)
4. Preparing a research grant (e.g., F-31)
5. Conduct and report in writing on a meta-analysis
6. Writing a review paper

Year 2 Training in Teaching

Students are expected to complete PSCL 453: Teaching of Psychology, a semester long course on teaching skills, styles, and strategies.

All students serve as teaching assistants (TAs) for at least 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 chair makes all teaching assignments. General expectations 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 classlectures.

Students should frequently discuss goals and plans with their advisors in order to best tailor

teaching experiences to their needs and goals. Specifically, students seeking additional teaching experience should discuss this with their advisor and the DCAS director in order to have the best chance of cultivating opportunities. See Training in Teaching.

Year 3

Students complete additional coursework in the department, and/or 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 sometime in the third year of graduate study, after successful completion of the master's degree. Students must complete two special examinations for advancement to candidacy (e.g., publication of a paper, presentation at a national conference, completion of a review paper or meta-analysis), and must complete a third special examination prior to their dissertation prospectus defense. Typically, the third special examination is teaching a 1-credit seminar course, which can be completed only after the M.A. degree is conferred. 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.

Typical Year 3 Course Schedule

<u>Year 3</u> <u>Fall Semester</u>		
<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 701	3	Doctoral Research
PSCL 453	3	DCAS Seminar
PSCL XXX	3	Core or Elective Course

Requirements: The student should, in consultation with their advisor, select elective courses that round out their academic career. Students may wish to consider the statistics certificate program.

Expectations: Students are attempting to publish (e.g., the master's thesis), continuing research, working toward completing their special examinations, and designing their dissertation. Students teach their 1-credit course this semester or next semester.

Students apply to advance to candidacy after completing two special exams. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events.

<u>Year 3</u> <u>Spring Semester</u>		
<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 701	3	Doctoral Research
PSCL XXX	3	Core or Elective Course
PSCL XXX	3	Core or Elective Course

Requirements: The student should, in consultation with their advisor, select elective courses that round out their academic career. Students may wish to consider the statistics certificate program.

Expectations: By the end of the third year, students will have completed their special exams, including teaching the 1-credit course, and advanced to candidacy. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events. Career expectations should be considered,

with the development of a competitive research and teaching portfolio strongly advised for all students. Students considering a career in academia should engage in supervised co-teaching a 3-credit course with their primary or secondary advisor this semester or Year 4 fall semester if an opportunity can be cultivated.

Doctoral Dissertation

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. If you plan to graduate in four years, this would mean taking 6 credits each semester your fourth year.

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 is putting into the project.

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>)

Year 3 Training in Teaching

Teaching Assistance-ships

Students are required to TA at least one course and are encouraged to TA other courses, especially those they wish to co-teach. DCAS students are encouraged to request TA assignments where the instructor is open to allowing guest lectures and otherwise mentoring the TA.

Teaching a Mini-Course

DCAS students are expected 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 a mini-course can only be completed following successful completion of the M.A. requirements. Teaching a mini-course often occurs in the students' third year.

Supervised Co-Teaching Experience

In consultation with their advisor and the Department Chair, DCAS students may have the opportunity to co-teaching a three-credit course in psychology with a supervising faculty member. This course will likely begin with light involvement on the part of the student. The student will gradually take on more responsibility throughout the semester based on evaluations by the supervisor. The supervisor will be present throughout the semester. This should be a heavily involved and heavily mentored experience. The co-taught course likely will be a content course in your area with your supervisor, or a general course focusing on statistics or research methods with a willing faculty member. Co-teaching increases opportunities for independent teaching of 3-credit-hour courses.

Limited Supervision (Independent) Teaching

In some cases, course may be available for a grad student to teach largely independently. Students who have co-taught the course and received good feedback from the primary instructor would be in the best position to be selected to teach a course independently. Students who served as a TA in the course would typically have priority over someone with no experience in the course, but less priority than someone who co-taught the course. Independent teaching typically comes with payment.

Year 4

During the fourth year, students are expected to have completed their prospectus defense. The remainder of the fourth year is typically spent collecting data for the dissertation.

Typical Year 4 Course Schedule

Year 4		Fall Semester
Course #	Credits	Course Name
PSCL 701	3	Doctoral Research
PSCL XXX	3	Core or Elective Course

Requirement: Students will primarily focus on their dissertation research.

Expectations: Students will have defended their prospectus before the end of the fall semester. All special examinations must be completed prior to the dissertation proposal meeting. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events. Students considering a career in academia should attempt to engage in supervised co-teaching a 3-credit course with their primary or secondary advisor this semester if they did not last semester.

Year 4 Spring Semester

<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 701	3	Doctoral Research
PSCL XXX	3	Core or Elective Course

Requirement: Students will primarily focus on their dissertation research. The student should, in consultation with their advisor, select elective courses that round out their academic career. Students may wish to consider the statistics certificate program.

Expectations: Students will conduct their dissertation research. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events. Students considering a career in academia may teach a 3-credit course pending department need, dissertation research progress, and student teaching evaluations this semester.

Year 4 Training in Teaching

In addition to TA-ing, teaching a one-credit course, and co-teaching, additional teaching opportunities, typically in the student's fourth or fifth year, may be available for students who are interested in academic careers and who have performed well while they were teaching their one-credit mini-course and in their supervised teaching experience. These opportunities may include teaching a 3-credit undergraduate course that is only lightly supervised or teaching undergraduate courses at neighboring institutions. Stipends may be available to support students teaching a full 3-credit course as part of the regular undergraduate curriculum. These additional teaching opportunities depend on availability and are at the discretion of the department Chair and the student's research mentor. See Year 3 Teaching in Training for additional information.

Year 5

In the final year, students must complete and successfully defend their dissertation. It is also recommended that they develop a competitive research/teaching portfolio and begin their job search.

Typical Year 5 Course Schedule**Year 5** Fall Semester

<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
PSCL 701	3	Doctoral Research

Requirement: Students will primarily focus on their dissertation research. Students may also be applying for academic jobs.

Expectations: Students will conduct their dissertation research. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events. Students considering a career in academia may teach a 3-credit course pending department need, dissertation research progress, and student teaching evaluations.

Year 5 Spring Semester

<u>Course #</u>	<u>Credits</u>	<u>Course Name</u>
-----------------	----------------	--------------------

PSCL 701 3 Doctoral Research

Requirement: Students will primarily focus on their dissertation research. The student should, in consultation with their advisor, select elective courses that round out their academic career. Students may wish to consider the statistics certificate program. Students may also be applying for academic or non-academic jobs.

Expectations: Students will defend their dissertation research and apply for graduation before University deadlines. Students should receive As, Bs, and/or Ss as their final grades in all courses. Students should be attending department and program events. Students considering a career in academia may teach a 3-credit course pending department need, dissertation research progress, and student teaching evaluations.

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.

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.

Year 5 Training in Teaching

See Year 3 and Year 4 descriptions.

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 semester, and a copy should be delivered to your advisor, the Director of DCAS, and the Psychological Sciences department administrator.

SEEKING EXTERNAL AND INTERNAL 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)
- APS awards
- 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. 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. In addition, the student must be in good academic standing.
 - 2. The funds will be used to support the student's research, travel, or other form of training.
 - 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 has an appropriate activity plan for which s/he will use the funds.
 - 5. All research projects have 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).

Matching funds are typically available for travel funding requests 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>

PERSONAL DEVELOPMENT AND PROGRAM PROGRESS

Students are encouraged to join both broad psychological research organizations (e.g., the Association for Psychological Science), and organizations specific to the students' research area (e.g., Society for Research in Child Development). Membership in these organizations provides access to graduate student advocacy and opportunities for research.

Faculty-Student Relationships

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 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 can extend to graduate student-undergraduate student relationships.

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, teaching, and research performance, including course grades and descriptive feedback from instructors and research supervisors. In addition, all students will be expected to complete an evaluation form and submit this to the department administrator each semester.

DCAS students are expected to demonstrate competency in research appropriate to their year in the program. All DCAS students should be able to appropriately work with and collect data from human subjects (especially those most common in one's research areas) in a professional, ethical, and consistent manner. All DCAS students should be able to organize and maintain data appropriately. DCAS students who cannot demonstrate these basic competencies cannot receive a degree from the DCAS program.

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 may 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 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. Not meeting this goal jeopardizes continuation in the program.

- a) Successfully defend the master's thesis by the start of fall semester of the third year.
- b) Successfully defend the dissertation prospectus during the fourth year.
- c) Complete two of the special qualifying examinations before advancement to candidacy and the third special prior to the dissertation prospectus proposal meeting.
- d) Successfully defend the dissertation by the end of the fifth year.

Decisions Regarding Academic Retention and Termination

Academic probation, suspension or termination from the University is a rare event. 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), or severe enough difficulties in a core area (e.g., collecting data).

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 from the Developmental, Cognitive, and Affective Sciences Program, they are expected to assume responsibility for their own well-being. Thus, it is important for the DCAS Program to evaluate students in their ability 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 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, collecting data, 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 interpersonal behavior, as evidenced by signs of recurrent emotional instability, deficient personal boundaries, and persistent disturbances in interpersonal relationships. 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. Sexual misconduct, misogyny, racism, homophobia, transphobia, or physical aggression toward others will not be tolerated.
- (c) If a student's academic, research, and/or teaching performance is disrupted by problems of emotional distress or instability, the student is responsible for getting help to address these issues and may need to take a medical leave.

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:

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 or deficiencies, the problem is likely to require frequent individual meetings with the student's primary academic advisor or the Director of DCAS Training. A plan for remediation will be developed. 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) ceasing financial support, (3) 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 (4) 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 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.

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, failed efforts at remediation, ethical misconduct, or social/emotional problems that interfere with effective research activity. (See APA Ethical Principles and Psychologists' Code of Conduct). In these cases, dismissal from the DCAS program may be explored. Often, dismissal will center around guiding the student to pursue other options for their education and career.

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.

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: 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: (0 Credits) Professional Development for Teaching Assistants

Core DCAS Classes (5 of 8* 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 450: Behavior Genetics (*pending core course inclusion)
- ☐ PSCL 524: Adult Psychopathology

Special Exams: 3 required (2 prior to advancement to candidacy, the 3rd required prior to prospectus defense). Options include:

1. Journal article submitted – significant responsibility certified by advisor
2. Conference presentation (first author only)
3. Teaching a 1-credit course (course evaluation form attached)
4. Preparing a research grant (e.g., 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) 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 Psychology Courses (5 of 8* 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 450: Behavior Genetics (*pending core course inclusion)
- _____ PSCL 524: Adult Psychopathology

Electives (4 are required):

- _____ XXXX XXX:
- _____ XXXX XXX:
- _____ XXXX XXX:
- _____ XXXX XXX:

Special exams: 3 required. Options include:

- _____ Journal article submitted – significant responsibility certified by advisor
- _____ Conference presentation (first author only)
- _____ Teaching a 1-credit course (course evaluation form attached)
- _____ Preparing a research grant (e.g., 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 (since last report)

Grant Proposal and Award Activity

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

Title: _____ Source: _____

Title: _____ Source: _____

Publications & Papers (since last report)

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
(since last report)

Research Activity in Progress Not described above (since last report)

Awards and Honors Received (since last report)

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, responsiveness 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:

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 * = very good and beyond expectations; + = 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

Name of faculty Advisor (print)

Signature of faculty Advisor

Date

Appendix E: Special Examinations and Committee Members

Student Name: _____ Date submitted: _____

Journal Article Submitted

Title: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Conference Presentation

Title: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Teaching a One-Credit Course

Course Name: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Preparing a Research Grant

Title: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Preparing a Meta-analysis

Title: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Scholarly Review Paper

Title: _____

Faculty Supervisor: _____

Date completed: _____

Faculty Signature indicating successful completion: _____

Appendix F: 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

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