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

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OVERVIEW
The CWRU Handbook for Graduate Training in Developmental, Cognitive, and Affective Sciences 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 is 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

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.

RULES AND POLICIES
In addition to the DCAS training 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](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](https://case.edu/gradstudies/about-school/policies-procedures)).

**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 offering 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 Developmental, Cognitive, and Affective Sciences Program 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) in cases where English is a second language for the applicant.

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 by interested mentors. 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, 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. Taking any number of dissertation credits (701) counts as full-time enrollment.

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 3-5 in the graduate training program.

A. Fellowship Tuition Policy for Graduate Students
The purpose of the fellowship tuition policy 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 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 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

PROGRAM BY YEAR
The Developmental, Cognitive, and Affective Sciences (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 Course Schedule**

**Year 1**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSCL 407</td>
<td>Research Design &amp; Quantitative Analysis I</td>
</tr>
<tr>
<td></td>
<td>PSCL 453</td>
<td>DCAS Seminar</td>
</tr>
<tr>
<td></td>
<td>PSCL XXX</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>PSCL 400A</td>
<td>Professional Development for TA</td>
</tr>
</tbody>
</table>

Students begin and conduct 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 be attending department and program events.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>PSCL 408</td>
<td>Research Design &amp; Quantitative Analysis II</td>
</tr>
<tr>
<td></td>
<td>PSCL XXX</td>
<td>Core Course</td>
</tr>
<tr>
<td></td>
<td>PSCL XXX</td>
<td>Core Course</td>
</tr>
</tbody>
</table>

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 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 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.

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
Students will primarily focus on their master’s thesis research. Students may be completing special examinations.

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 be attending department and program events.

Year 2  Spring Semester
PSCL 651  3  Master’s Thesis Research
PSCL XXX  3  Core Course
PSCL XXX  3  Core Course
Students will primarily focus on their master’s thesis research. Students may be completing special examinations.

Expectations: Students will have defended the master’s thesis before Year 3 fall
semester. To earn a master’s degree, the student must successfully complete 30 hours of course-work, typically comprised of 24 hours of courses and 6 hours of “Master’s Thesis” (time designated to conducting the thesis project). 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.

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 core 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). 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 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.

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.

Year 3 Fall Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCL 701</td>
<td>3</td>
<td>Doctoral Research</td>
</tr>
<tr>
<td>PSCL 453</td>
<td>3</td>
<td>DCAS Seminar</td>
</tr>
<tr>
<td>PSCL XXX</td>
<td>3</td>
<td>Core or Elective Course</td>
</tr>
</tbody>
</table>

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 and completing their Master’s. Students should be attending department and program events.

Year 3 Spring Semester
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCL 701</td>
<td>3</td>
<td>Doctoral Research</td>
</tr>
<tr>
<td>PSCL XXX</td>
<td>3</td>
<td>Core or Elective Course</td>
</tr>
</tbody>
</table>
PSCL XXX  3  Core or Elective Course
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 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.

**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 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)

**Training in Teaching**
**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 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.

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.

Year 4 Fall Semester
- PSCL 701 6 Doctoral Research
- PSCL 453 3 DCAS Seminar

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 be attending department and program events. Students considering a career in academia should 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
- PSCL 701 6 Doctoral Research
- PSCL XXX 3 Core or Elective Course

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 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.

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. 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.

Year 5
In the final year, students must complete and successfully defend their dissertation. It is
also recommended that they development a competitive research/teaching portfolio and begin their job search.

**Year 5**  
**Fall Semester**  
PSCL 701  
PSCL 453  
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 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**  
PSCL 701  
PSCL XXX  
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 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.

**Training in Teaching**  
See Year 4 description.

**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.
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)
- 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.

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 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 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 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 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 personal character, 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.

(c) The student’s academic, research, and/or teaching performance 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):

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. 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 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.

**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

Special Exams: 3 required (2 prior to advancement to candidacy). Options include:
7. Journal article submitted – significant responsibility certified by advisor
8. Conference presentation (first author only)
9. Teaching a 1-credit course (course evaluation form attached)
10. Preparing a research grant (e.g., F-31)
11. Conduct and report in writing on a meta-analysis
12. 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 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 (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, 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:

__________________________________________________________

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

Faculty Advisor Signature ___________________________ Date of Approval ___________________________
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: ______________  

Preparing a Research Grant

Title: ________________________________________________________________

_______________________________________________________________

Faculty Supervisor: ___________________________ Date completed: ____________________________
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: 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


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