

OFFICIAL HANDBOOK
of
GRADUATE STUDY

UNIVERSITY OF DENVER
DEPARTMENT OF PSYCHOLOGY

2014-2015

https://www.du.edu/psychology/graduate/graduate_handbook.htm

FOREWORD

The purpose of this handbook is to describe the structure and operations of the Psychology Department's Graduate Program. It is intended to give new students the information they need to help find their way in the department. It is also intended to serve as the official statement of the rules and requirements of the program. As such, we recommend that you consult this guide throughout your years in the program. The latest version is always available at website: https://www.du.edu/psychology/graduate/graduate_handbook.htm. Students have the option of either using the set of rules from the year they entered the program or from the current year. They can't, however, mix and match them. Please note that the university sometimes changes rules and requirements. When this happens, there may be a conflict between what is specified in this handbook and what the university requires. In case of conflict, the university requirements supersede the department requirements. Students are responsible for reading the university's publication entitled, *Graduate Policies and Procedures Manual*, and for checking the most recent university requirements at the Office of Graduate Studies website: <http://www.du.edu/grad/>.

It is the student's responsibility to be familiar with Program, Department, and University regulations concerning academic integrity, use of social media, student and faculty responsibilities, and degree and program requirements. Information about the university's policies on academic honesty can be found at <http://www.du.edu/ccs/>. Additionally, students are expected to know and adhere to the APA's ethical standards and guidelines for professional activities as well as the law and regulations governing the activities of psychologists in the State of Colorado. Violations of University, APA, or Colorado codes, regulations or law may lead to sanctions including separation from the Program and University.

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CHAPTER 1

GENERAL INFORMATION ABOUT THE DEPARTMENT

I. DIVISION OF THE DEPARTMENT INTO AREAS

The Department of Psychology prides itself on being a supportive environment for students to explore ideas and develop their careers. We value inclusive excellence, recognizing that our success is dependent on how well we value and include the rich diversity of our constituents.

For administrative purposes, the department is divided into three areas, which are distinguishable from each other primarily by content of instruction. The three areas are:

Affective, Social, and Cognitive Science (ASC). This area houses 2 doctoral programs: **Cognitive Psychology**, and **Affective/Social Psychology**. The Cognitive program offers specialization in the fields of memory, reading & language, attention, and cognitive neuropsychology. The Affective/Social program offers specialization in emotions, social cognition, social neuroscience and coping.

Developmental Psychology. This program offers specialization in cognitive, social, and emotional development from infancy to adulthood.

Clinical Child Psychology. This program offers clinical and research training in clinical child psychology.

The department also offers another doctoral program that cuts across the three areas - the **Developmental Cognitive Neuroscience (DCN)** program. Students admitted to any of the 3 Areas may elect to be in the DCN program.

Being a member of a program implies several things for a student. One is that the student is expected to meet special requirements established by that program for the Masters and Ph.D. Another is that the student's progress toward the doctorate is evaluated most closely by the faculty who are members of that program.

One of the special strengths of the Department is that each doctoral specialty includes a substantial proportion of faculty whose interests overlap and complement those of faculty in the other doctoral programs. Each program maintains a strong emphasis on individualized tutorial relationships between students and faculty. The Department is an integral unit and membership in a program does not imply that the student must work closely only with faculty in the chosen program. The Department promotes an atmosphere that encourages and offers students the freedom to seek out and work with faculty members most suitable for their interests. This often means substantial contact with faculty principally identified with another graduate specialty or, on occasion, with psychologists in the community who have special expertise not represented in the Department.

II. FINANCIAL SUPPORT FOR STUDENTS

When students are accepted into the Ph.D. program with financial support, what that means is that the department expects to cover the cost of the 120 hours required to obtain the Ph.D., and to provide health insurance and a stipend for 4 academic years. The student must, however, pass a background check to receive the financial support. Note, the tuition waiver that the department offers covers the cost of tuition only. Students are required to pay for the fees that the university charges, such as the Technology Fee and the Graduate Activity Fee, themselves; these currently cost around a hundred dollars per quarter.

Exceptions to 4 Years of Stipend Support. One exception to the expectation of 4 years of stipend support concerns students who transfer in a Masters in psychology. If the faculty in the student's area determine that the transfer of credits is sufficient to reduce the expected time to complete the program requirements from 4 years to 3 years, then the student will be offered only 3 years of support. Another exception to the expectation of 4 years of stipend support concerns students who enter the program with a fellowship from NIMH or some other funding organization. Any incoming students who bring two or more years of external funding will be offered stipend support in their fifth year as well.

Exceptions to 4 Years of Tuition Support. Once a student obtains 120 hours, the department may no longer provide tuition support. However, if a student who has transferred hours reaches the 120 hour limit before completing the course requirements for his/her program, the student can petition the department chair for additional tuition support. Similarly, a student who has taken additional hours at DU and reaches the 120 hour limit before the end of the 4th year can petition the department chair for additional tuition support.

Continuation of Financial Support. Continuation of financial support requires that students be in good standing. A student who is not in good standing academically or who has performed poorly as a TA or RA may have their support withdrawn.

Conditions on Tuition Waivers.

- **Using Your Tuition Waiver.** You must enroll for at least 8 hours for each quarter in which you have a tuition waiver. Students who have a 30 hour tuition hour waiver usually distribute the tuition waiver evenly over the 3 quarters—i.e. 10 hours, 10 hours, 10 hours. If you want to use your tuition hours differently, it is important that you inform the assistant to the chair, Laurel, about your plans to insure that there are no issues.
- **Cost to Not Using Your Tuition Waiver.** If you do not use all of your tuition waiver hours during the 3 quarters of the academic year for which they are awarded, they are lost. Students who do not use tuition hours when they are available therefore cannot expect the department to cover tuition costs if the student is short on credit hours at the end of the fourth year.
- **Tuition Waivers & Health Insurance.** Students with tuition waivers who are enrolled for at least 8 hours per quarter for all 3 quarters of the academic year will have the cost of their health insurance covered by the university.

SOURCES of STUDENT SUPPORT

Student funding decisions are made each year during the Spring and Summer for the upcoming academic year (the three quarters of Autumn, Winter, and Spring). Students can receive funding through graduate teaching assistantships, graduate research assistantships, outside placements, and/or teaching their own course. Each of these positions is described below.

A. Graduate Teaching Assistantships (TA)

How TAs Are Assigned. During the Summer, students and faculty are polled for their preferences of assignment. Students are given a list of courses along with the name of the instructor for each course and are asked to state their preferences. Faculty are given a list of graduate students available to serve as TAs and are asked for their preferences. Students are encouraged to meet with faculty teaching courses that they are interested in TAing to determine which courses they might wish to request and to let the instructor know their preference.

What To Do When You Receive Your TA Assignment. After an assignment is made, it is the student's responsibility to ascertain the instructor's expectations for the assignment. TAs are expected to work 20 hours per week. They are typically asked to attend class, hold review sessions and office hours, and help with grading and test construction, photocopying and course evaluations. Sometimes an instructor may ask the TA to give lectures in the course; this is an excellent opportunity for students to obtain substantial teaching experience under the guidance of the instructor. Even if an instructor does not request the TA to lecture, a TA who wishes to get teaching experience by giving some lectures can let the instructor know that at the beginning of the course; most instructors will be happy to accommodate the student's wishes.

Payment. TAs are paid on the first of each month for their service. The first paycheck is October 1. In addition to the stipend paid, TAs receive 10 credit hours of tuition waiver per quarter.

Evaluations. The TA's performance is evaluated by the students in the course at the end of the quarter. The faculty instructor also fills out an evaluation of the student's performance as a TA. The TA will receive copies of these evaluations, and the instructor's evaluation is placed in the student's permanent file. These evaluations are used in the yearly evaluation of students' performance and for selecting winners of the annual Graduate Student Award for Outstanding Teaching Assistant.

Expectations. It is important to remember that an instructor can expect the TA to work up to 20 hours per week. A TA is like any other job in that not all aspects of it are meaningful and enriching! But you get paid – a tuition waiver and a stipend, and you can use the opportunity to prepare yourself for independent teaching.

If Problems Arise. If problems arise between a TA and the instructor, they should try to meet and talk out the problem. If such talks do not lead to any improvement in the situation, then the following steps should be taken.

If a TA is not performing his/her job, then the instructor should inform the student's area head, as well as the graduate secretary, that the student is not fulfilling their obligations as a TA. The graduate secretary will keep a written version of the complaint in the student's file. The area head thus can find out from the graduate secretary if there have been problems with this student's TA performance in the past. The area faculty will then meet to discuss the consequences and let the student know that their eligibility for future funding depends on not receiving any further reports of unsatisfactory TA performance.

TAs who think that an instructor is acting unreasonably or unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The TA should feel comfortable coming to the chair with this information because this is important feedback that sometimes only the TA is in a position to know. See Chapter 4 under Grievance Procedures.

B. Graduate Research Assistantships (RA)

How RAs Are Assigned. Unlike TA assignments, which are made by the department, RA positions are offered by individual faculty members for assistance on grant-related research. Besides grant-related RAs, the department also has RAs associated with the Developmental Cognitive Neuroscience (DCN) program; these RAs are distributed to individual faculty on an annual basis and they choose which students they want to serve as their DCN RAs. Students hired as RA's should work out the details of their employment with the faculty member making the offer.

Workload Expectations. The standard expectation is that RAs work 200 hours per quarter (an average of 20 hours per week) on grant related research. The faculty member and RA should work out an arrangement at the beginning of each quarter on how the work expectations will be met. It is the faculty member's responsibility to monitor this arrangement and provide feedback to the student. The question of how much, if any, work will be required during between-quarter breaks should be resolved explicitly by the faculty member and the student; the usual expectation is that the RA will have two weeks vacation at Christmas.

Payment. RAs are paid on the first of each month for their service. The first paycheck is October 1. In addition to the stipend paid, RAs receive 10 credit hours of tuition waiver per quarter.

If Problems Arise. As mentioned above, on rare occasions, students may run into difficulties with the faculty member they are assisting. Hopefully, any such difficulties can be resolved between the specific student and the faculty member. However, if this fails, students should

bring the problem to the attention of the chair of the department, who is responsible for handling all personnel matters. See Chapter 4 under Grievance Procedures.

C. Outside Placements

Because psychology graduate students develop many marketable skills, institutions outside the university may hire them to serve as research assistants, clinical assistants, software engineers, or statistical analysts. The department strongly supports students' efforts to obtain such positions. However, **prior** to accepting such a position, the student must meet with the department chair to make arrangements for the hiring institution to cover the cost of the student's fringe benefits as well as the student's stipend. Examples of institutions who have offered outside placements to our students in the past are: National Jewish Hospital, University of Colorado Health Sciences Center, and various nearby mental health centers.

D. Teaching

The department offers two types of teaching opportunities for graduate students to teach an undergraduate course on their own. One is replacement teaching. The other is to offer a 2-credit hour course in a student's area of expertise. Students who wish to teach should contact the department chairperson. Students should realize that the ability of the chair to honor such requests is constrained by department finances and needs.

Students who teach their own course should have a faculty consultant. Except for whatever constraint this faculty consultant may place on their activities, students have the same rights as faculty in selecting textbooks, access to a TA (if justified), a photocopy budget, secretarial time, freedom to suggest enrollment limits, set prerequisites, etc. As is the case with faculty, decisions such as enrollment limitations and setting of prerequisites may be affected by tradition for a particular offering and by departmental needs, and they are subject to the approval of the chair.

If students are paid for teaching a course, they may not simultaneously enroll in Teaching Practicum for the purpose of obtaining graduate credit for their work. However, this teaching could be applied toward the fulfillment of whatever requirement that an area may impose involving teaching. Students wishing to teach a course should talk to the chair by the middle of the Winter quarter preceding the academic year in which they wish to teach.

E. AHSS Dissertation Fellowship in Psychology

There is a possibility each year of funds for a partial fellowship sponsored by the division of Arts Humanities and Social Sciences, to which the Psychology department belongs. Calls for applications are based on availability of funds and will be issued in the spring, along with requirements and selection criteria. Generally, eligible students are those who have had their prospectus approved and are working on finishing their dissertation.

F. Associate Provost Grant Development Fellowship

This fellowship provides stipends of \$3,000 for summer support of a graduate student's time to work on pilot data acquisition and analyses to support faculty grant development and writing.

It also can provide in-depth grant preparation experience for the students (potentially assisting their applications for fellowships as well as their overall training). Faculty submit no more than a two-page proposal to the department chair that makes a case for how this fellow would enhance faculty grant submission. The chair, in discussion with the Personnel Committee, make funding decisions. Fellowships go to proposals that are judged to be most likely to pay off in terms of increased grant proposal submission and success, with higher priority given to junior faculty and faculty who provide matching funds.

G. Summer Support

The department makes no guarantee of summer funding for students. However, some possibilities exist within the university and the department for summer funding. These possibilities include teaching an undergraduate course, RAs with faculty to assist in grant-supported research, and the previously described Associate Provost Grant Development Fellowships.

By November of each year, the department will solicit course proposals from students and faculty for possible Summer courses. The department will choose which courses to send to the Summer Session office for proposed scheduling. By Spring of each year, the Summer Session schedule is published. The courses that are listed here will be open for registration and if the minimum number of students enroll in the course, the course will be offered. Students who teach a summer course are paid a stipend and, in certain cases, may be given a tuition waiver.

Summer RA offers are made by individual faculty members and the policies discussed above hold for Summer RA positions as well. Students are paid a stipend; whether they also receive a tuition waiver is up to the faculty member.

H. Health Insurance

The university requires that students have health insurance. The university covers the cost of the university's student health insurance program for all teaching assistants and research assistants who are enrolled for at least 8 hours per quarter for all 3 quarters of the academic year. **Once you are no longer receiving a tuition waiver (e.g., 5th year students and above), then you no longer have health insurance paid for by the university.** You need to have a tuition waiver for at least 8 hours per quarter for all 3 quarters in order to have paid health insurance.

I. Fellowships from Sources Outside the University

All students are encouraged to apply for individual predoctoral fellowships, such as NSF Graduate Fellowships, APA Predoctoral Fellowships, and National Research Service Awards (NRSAs). The department has an excellent track record for students obtaining NRSAs. Minority students should note that there are a number of special fellowships available only to minorities. There are also fellowships specifically designed to support dissertation research. The department strongly urges students to apply for these fellowships. They are quite prestigious to have on your record; they accord you freedom to do your own research rather than TA or RA; and they free up department funds to support additional students. Consult websites for NSF, APA, ACF (Administration for Children and Families) and NIH for application procedures and information on all these fellowships. NIMH and other pre- and postdoctoral fellowships often carry an institutional allowance which is defined by Public Health Services as "a fixed payment to an institution to help defray the cost of support services provided to an individual fellow, such as tuition and fees, medical insurance, research supplies, equipment, and faculty salaries." Although most universities retain the full institutional allowance, we allow the fellowship holder to use a proportion of the allowance to help pay for research and travel expenses directly relevant to the fellowship's purpose.

J. Graduate Studies Doctoral Fellowships and Inclusive Excellence Awards

Graduate Studies Doctoral Fellowships and Inclusive Excellence awards are administered by the university's Office of Graduate Studies. Doctoral Fellowships are designed to help in the **recruitment** of the most qualified students to attend the University of Denver; they are awarded to incoming students and are given only for a one-year period. Inclusive Excellence awards are awarded to students who excel in promoting diversity on campus and are available after the 1st year for students who can demonstrate engagement in activities promoting inclusive excellence (some examples include research that addresses minority population issues, involvement in the department's diversity committee and multicultural reading group, and volunteer activities on or off campus). Both awards are in addition to other forms of financial aid.

K. Tax Exemptions

Students should check with the University Payroll office about current regulations on tax-exempt status and obtain the appropriate forms to submit. Neither the Department nor the University carry any responsibility for the accuracy or completeness of a student's tax return. It is solely the personal responsibility of the student to obtain information on current tax laws and abide by them.

III. GRADUATE STUDENT PARTICIPATION IN THE DEPARTMENT

One of the unique features of our graduate program in psychology is the degree to which students are involved in every aspect of department functioning. Graduate students serve on almost all department committees. They also participate fully in department decisions concerning faculty hiring and graduate admissions -- involvement in these decisions is rare in other psychology departments. Students are held in high regard not only in terms of their access to department administration but also in terms of how they are treated intellectually. Graduate students are regarded as colleagues and are therefore assumed to have much to offer the faculty intellectually.

A. Intellectual Involvement

There are many opportunities, in addition to classes, for students to share ideas with faculty and with each other and be stimulated by new ideas. These forums are extremely important in furthering students' intellectual development, and we encourage students to participate fully in them.

One forum is the department's annual Poster Day. Graduate students display posters describing their current research, and stand at their poster and describe the research to faculty and grad students who visit the posters during a 2-hour time period. It is a very fun intellectual interaction with colleagues. Students and faculty who visit the posters are from all the different programs in the department, and thus you may get questions and comments that are different than those you receive from people in your area. Presenting one's research to a wide audience like this encourages thinking about the broader issues behind one's research. Poster Day is held on the Friday of the first week of classes in the fall because one of the goals of this day is to introduce new students to the many different research projects currently underway in the department.

The department offers colloquia on a fairly regular basis. **Graduate students are expected to attend these colloquia.** Even when the colloquium topic may be far removed from the student's interests, students are expected to attend in order to expand their breadth of training and to share in the intellectual life of the department.

Other forums for intellectual exchange are the many special interest reading/research groups in the department. These are generally open to all members of the department; attendance is required for students who are in the associated program. To name just a few, there is: the Cognitive Research Group (CRG), required of all students in the Cognitive program; the Developmental Lunch, required of students in the Developmental program, the Neuroscience Research Group (NRG), required of students in the DCN program. The three groups listed here have been in existence a long time and have regularly scheduled meeting times (CRG and NRG meet on alternate Fridays at 1 p.m. and Developmental Lunch meets Mondays at noon). Other groups form as students' and faculty's interests arise and may only meet for a year or so until they dissolve. Research meetings provide students not only an opportunity to gain new information, but also an opportunity for presenting their own research.

In addition to research group meetings, which involve several faculty and students, many faculty have regularly scheduled lab meetings. These meetings involve the faculty member and the students who work with that faculty in the lab, but may be open to any interested graduate student.

B. Committees

Graduate students participate in all department committees except the Personnel Committee. Typically three students, one from each area, serve on each committee. Committee positions are filled in the Fall of each year in each area. Student members are expected to be full participants and attend all committee meetings. When a student cannot attend a meeting, the student should make every effort to either do the work before the meeting or find someone to attend the meeting in their place. A description of all the departmental committees follows.

1. Meetings of the General Faculty. These meetings are open to all regularly appointed faculty, adjunct faculty, a representative of the postdoctoral students, and 3 graduate student representatives. The purpose of these meetings is to consider and vote on general policy and to make final the recommendation of various committees. Student and postdoc representatives do not have voting privileges and function in an advisory capacity.
2. Personnel Committee is a subcommittee of the General Faculty which advises on personnel and other major aspects of department functioning, including allocation of space. Students do not participate in this committee; however, they are apprised of its actions and recommendations at meetings of the general faculty.
3. Area Committees. The three individual area committees determine, within the limits specified by the Graduate School, the requirements which must be met for advanced degrees, including approved courses of study, tool areas, and area examinations. These committees also participate in decisions concerning faculty hiring and admissions of students. Each of the three area committees has student representatives with voting privileges. Some restrictions on attendance and voting may exist for certain areas. Check with each individual area for guidelines.

Inclusive Excellence Committee. This committee makes recommendations to the faculty concerning a broad range of issues regarding gender, minority affairs, and multicultural perspectives in the department. Together with the Multicultural Interest Group (MIG), they produce a newsletter, *Diversity Matters!* They also determine the winner of the department's award for Contributions to Inclusive Excellence.

5. Graduate Affairs Committee (GRAF). This committee proposes general guidelines for the entire graduate program concerning admission, curricula, requirements, and other matters concerning the graduate program. This committee oversees materials advertising the graduate program and the graduate website. They also distribute funds for graduate

student research and travel, select the Harry Gollob award winner, and organize events such as the department's poster day, quarterly grad student lunches, and the department hike.

6. Undergraduate Affairs Committee. This committee oversees the undergraduate curriculum, research participation, honors, registration, advising, and some aspects of student recruitment.

C. Evaluations of Department Functioning

Students are provided the opportunity to evaluate many aspects of departmental functioning. For example, students provide a written evaluation of each graduate course that they participate in. Each Spring, students also provide written evaluations of their research advisors, the instructors they TA'd for that year and, for clinical students, their clinical supervisors.

During periods of student or faculty recruitment, students are asked to evaluate student and faculty candidates. Students also participate in the yearly evaluation of the chair.

D. E-mail

All students are responsible for checking their e-mail frequently. The university sends much of its correspondence to students (such as financial aid awards, electronic billing, graduate evaluation) solely through email. It is important that you have an email address that is professionally appropriate, e.g., first name *dot* last name @gmail.com or another service that can handle significant flow; do not use fun but professionally inappropriate emails, like surfergirl.

E. Web Page

The department maintains a web page that is dedicated to current graduate students: <http://www.du.edu/psychology/graduate/current.htm>. This has descriptions and application information for various graduate awards given out by the department. It also lists awards, publications and recent conference presentations given by current students. Finally, there is an electronic version of this handbook on this web page so that you are never more than a click away from your handbook ☺.

IV. DEPARTMENT AWARDS for GRADUATE STUDENTS

A. GRAF Awards for Research and Travel.

The Graduate Affairs Committee (GRAF) administers a small budget to support graduate students' travel and research expenses. Proposals are solicited by an e-mail announcement twice a year -- in the fall and late winter. The proposal forms and guidelines are available on the department's Graduate website for current students by clicking on Research & Travel

Support: <http://www.du.edu/psychology/graduate/graduate.htm>. GRAF funds must be spent during the fiscal year (July 1 – June 30) in which they are awarded. Students must submit receipts in order to receive any funds they are awarded. Travel awards are made only to students who are actually presenting a paper or a poster at a conference. The amount of the award is some percentage of the cheapest airfare, depending on the availability of funds. Students who drive to a conference may also apply. Research awards are granted to cover expenses such as subject payments, xeroxing, postage, and supplies associated with the student's research. Requests to reimburse minor research expenses, that is expenses under \$50.00, can be submitted to the head of GRAF at anytime.

B. GSFF Awards for Research and Travel

The Graduate School of the Three Faculties (GSFF) is a university group with representatives from Arts and Humanities; Social Sciences; and Natural Sciences, Mathematics, and Engineering. It administers a small fund that psychology graduate students can apply to for funding of research and travel to conferences. The amount of funding varies widely. A graduate student from Psychology serves on the committee that makes the award; further information on these awards can be obtained from this student representative.

C. Graduate Student Awards for Excellence

The department recognizes excellence in our program by offering the awards listed below. When area faculty do the spring evaluations of students, they may choose to recognize students who have shown exceptional performance with the following awards:

- a. Outstanding Teaching Award – for students who have taught their own course
- b. Outstanding Teaching Assistant Award
- c. Outstanding Service Award

D. Harry Gollob Award for First-Author Publications

Harry Gollob was a long-time member of the faculty and past chairman of the department. Upon his sudden death in 1996, the department established an award in his name to honor his many years of contributions. The Harry Gollob award is given to a graduate student for the best first-author publication. The article must be published or in press during the past 2 years and cover work done while the student was at DU. The winner receives a plaque, and the winner's name is added to the list of winners on the Harry Gollob plaque displayed on the main floor of the department. Students should submit their article to the department's Graduate Affairs Committee in the spring. GRAF committee members read all submissions and select the winner.

E. Award for Publication Contributing to Inclusive Excellence

This award is given to the best publication for research done in the department that contributes to inclusive excellence in research. The Diversity committee members read all submissions and select the winner.

F. Lawrence Miller Award to Attend Workshops

Lawrence Miller was chair of the department in the 1950s. The Lawrence Miller Award is an endowed fund honoring his many years of contributions to the department. It provides between \$1,000 and \$2,000 per year for one or two students to attend workshops or institutes that would advance their training. Proposals are considered early in winter term to enable students to attend summer workshops. Program Heads make the decision regarding who receives these awards. The decision is based on a student's academic credentials and how beneficial the workshop is likely to be to their career.

V. PROFESSIONAL DEVELOPMENT

The department offers professional development support both within programs and across the department. The Graduate Affairs committee (GRAF) maintains a file folder on the department's server called Professional Development. There you will find an Xcel spreadsheet of **External Funding Opportunities** for graduate students, complete with links for accessing specifics on each award and names of contacts of current or recent students who were recipients; the awards listed in the spreadsheet cover opportunities for beginning students as well as advanced students. In another file you will find a list of **Training Workshops** offered throughout the nation, many of which our previous grad students have attended. These are the type of opportunities that the department uses the Lawrence Miller awards to support students' attendance. Also under Professional Development on the L drive are pdfs of **Readings** on various topics related to issues in professional development. In addition, the GRAF committee dedicates at least one of its quarterly graduate student lunches each year to professional development.

VI. SUPPORT SERVICES

Graduate school is a time of tremendous change. As a student, it is very different to be a graduate student than an undergraduate. An undergraduate takes classes, does homework, and has the rest of the time free. A graduate student, on the other hand, is a professional developing a career. Class work and assignments are now but a small part of the things that grad students do. Now, they are also researchers: they research the literature, design studies and collect data, write theses, and prepare conference presentations and publications. They also have a teaching assistantship or a research assistantship, which can take up to 20 hours per week. They are members of a lab group learning various techniques, analyses, equipment, etc. They are citizens in a department, serving on department committees and participating in research discussion groups and colloquia. In other words, graduate students have many roles to play, have many demands on their time, and consequently, are required to do a tremendous amount of juggling

and time management. This is not unique to graduate school; being a professor requires the same juggling of much the same tasks.

Juggling many tasks is never easy. On the other hand, it's never dull either! Because all of us are in the same boat, when you find yourself struggling with the demands, talk to people. Sometimes all you need is some information to make the task easier, or sometimes all you need is to hear that others have also had some of the same experiences that you are having and have gotten through them. Talk to your faculty advisors and instructors; talk to other students. We like to think of ourselves as a friendly department, and many are happy to listen and share their own experiences.

The department and university also offer some more formal ways of easing the transition to graduate school as well as coping with stress and financial concerns. These are:

- Peer Mentors. The Psychology department offers a peer mentor (buddy) to each first year student. The mentor will take responsibility to get in touch with the first-year student and help with the myriad of questions and concerns a first-year student may have. The department sponsors a breakfast meeting during orientation week (Buddy Breakfast) so that new students, who have probably already been corresponding with their mentor by e-mail, can meet their mentors before classes begin. In addition to new students and their mentors, three advanced students (one from each area), who have served as mentors in the past, also attend and talk about mentoring so that new students know what to expect and new mentors know what is expected of them.
- List of Therapists. The department maintains a list of therapists available to students.
- Counseling. The university maintains a counseling center that offers counseling and psychotherapy, including help with stress management, time management, medication management, and crisis intervention. More information can be obtained at: www.du.edu/counseling
- Financial Aid Office. Many students are on their own financially for the first time when they start graduate school. Because the stipends provided by RAs and TAs require one to live on a shoestring, being on one's own financially in grad school can be quite challenging. The university maintains an office of Student Financial Services. Their website is: <http://www.du.edu/sfs>

Other support services that are available for graduate students include the Career Center, Center for Multicultural Excellence, Disabilities Service Program, Gender Violence, Education and Support Services, Graduate Student Association Council, Housing and Residential Education, International Student and Scholar Services, a Learning Effectiveness Program, Office of Financial Aid, Office of Religious and Spiritual Life, Parking and Transportation, Research Center, Student Health and Counseling Center, and a Writing Center. Information about all can be found <http://www.du.edu/learn/graduates/studentresources.html>.

Information about the English Language Center, Fischer Early Learning Center, the Ritchie Wellness Center, and the University Technology Service Help Desk can also be found at <http://www.du.edu>.

The Center for Multicultural Excellence provides several support groups for students which include: (1) Asian Student Alliance, (2) Belay (students with disabilities), (3) Black Student Alliance, (4) Graduate Women's Council, (5) Native Student Alliance, (6) Latino Student Alliance, (7) Pioneer Veteran Students, and (8) Vietnamese Student Association.

VII. EVALUATION OF PROGRESS IN THE PROGRAM

Each student's progress in the program is evaluated on a yearly basis in the spring, and the student is given feedback regarding the Area's evaluation of his/her progress. In addition, students are reviewed when completing, or failing to complete, major milestones in the program (e.g., submitting a master's prospectus or thesis, taking comprehensive exams, or submitting an area paper or CADA (Conceptual Analysis of the Dissertation Area)). After any of these evaluations, students may be told that they are in good standing and making satisfactory progress, or they may be told that they are not meeting expectations. Those who are not meeting expectations may: 1) be put on monitoring status, 2) be put on probation, or 3) be terminated from the program. This section describes the procedure and purposes of the spring evaluation and feedback. The next section describes the academic status accorded students, including probation and dismissal, as a result of either the spring evaluation or any other evaluation.

A. Evaluation Form

Each spring, graduate students are asked to fill out a form summarizing their accomplishments for the year; see Appendix B. These forms are used in the Annual Evaluation of Students held every spring. The publications, fellowships, and awards are also compiled to provide a yearly report to the dean's office on the research productivity of the students in our department and are listed on the department's web site <http://www.du.edu/psychology/graduate/current.htm>.

B. Purpose of Evaluation

1. To let students know their standing in the program – see Academic Status section below. This typically involves giving students positive evaluation, but also involves feedback concerning deficiencies.
2. To help the student set personal goals and to help the faculty set teaching goals for the individual student.
3. To aid in decision-making for the student's plans regarding requirements and curricula in light of a realistic appraisal of their strengths and weaknesses.
4. To give the faculty a forum for determining whether a student is making adequate progress and to provide a formal record.

C. Procedure

Using the form in Appendix B, students update the committee on their past year's progress, accomplishments, and participation in the department prior to the evaluation meeting. The student's area faculty then meet and review the student's progress. The following dimensions are assessed:

1. Research skills - Research assistant work as well as thesis and individual research. Such factors as initiative, originality, implementation, design skill, planning, independence, scholarship, potential, dependability, rigor and care, etc.
2. Teaching skill - Such factors as organization, poise, flexibility, scholarship, ability to communicate, etc.
3. Clinical skill - Clinical students are evaluated in terms of factors such as sensitivity, warmth, flexibility, articulateness, etc., both in practicum work and at outside placements.
4. Classroom work - Such factors as imagination, writing ability, speaking ability, organization, participation, conscientiousness, conceptual skill, critical ability, etc.
5. Program requirements - Consideration is given to how a student is progressing on formal requirements and suggestions for a timetable for satisfying future requirements can be made where deemed appropriate.
6. Curricular balance - If the faculty perceives gaps in a student's program, suggestions are made for strengthening weak areas.
7. Citizenship - Such factors as participation on committees, organizational activities and general good colleague-ship.
8. Standing in the program - A summary statement is made about whether the student's academic status. See below for a description of academic status.

VIII. ACADEMIC STATUS: GOOD STANDING, MONITORING, PROBATION & DISMISSAL

When students are evaluated either in the spring or after completing, or failing to complete major milestones, such as submitting a masters thesis, they may be told that they are either in good standing and making satisfactory progress, or they may be told that they are not meeting expectations. Those who are determined by the area faculty to have not performed up to expectations may have failed to meet a deadline, or there may have been lapses in professional responsibilities, or a serious incident has occurred. As a result, the student may: 1) be put on monitoring status, 2) be put on probation, or 3) be dismissed from the program. These decisions are based on input from the entire area, and may include input from other faculty that the student

has been involved with; they are not just based on input from a single faculty member. Each of these possibilities is described below.

Good Standing Status. Those students who are meeting expectations and making satisfactory progress will be told that they are in good standing and encouraged to continue in the program for another year.

Monitoring Status. When a student is placed on monitoring status, the student is encouraged to continue in the program for another year, but is apprised, in writing, of problems perceived by the faculty and advised concerning their remediation, and the time they have for such remediation. This status indicates some concerns about research, clinical, or academic work or professional behavior, but the concerns are not serious enough at the time to warrant placing the student on probation. Some of the reasons for such status would include: a) not meeting deadlines for research projects, b) having difficulties with course work, c) multiple incompletes in classes, d) problems in clinical report writing (for clinical students), e) lapses in professional behavior or responsibilities, and f) needing significant amount of help to be able to conduct the research, clinical, or course work expected of them, etc. Monitoring status also applies to students who do not meet their program's deadlines for proposing and completing their masters. (Students who do not meet university time limits – 5 years for the Masters and 8 years for the Ph.D. – are terminated unless they successfully appeal to their area for an extension, see Chapter 4, section VIII). This status is intended to be a means of identifying problems early on and trying to help the student address the problem. It could, however, have implications for the research, clinical, or coursework that would be deemed appropriate for the student to undertake at that time. If the problems are not corrected, it could lead to probation or termination from the program. The purpose of the monitoring status is to work with the student to facilitate success in the program.

Probation. Probation may occur if the student was placed on monitoring status but did not meet the conditions for remediating the problem in a timely manner, or if the problems are judged to be more serious than those that typically lead to monitoring status. When a student is placed on probation, he/she is permitted to continue in the program pursuant to his or her successfully completing a specific program of remediation prescribed in writing by the faculty. In effect, probation commonly adds an ultimatum to the monitoring status: For example, if you do not successfully complete X or do not complete X by such and such deadline, then you may be dismissed.

Dismissal. When a student is dismissed from the program, he/she will be informed in writing by the area head. The decision to dismiss a student will be based on the consensus of the faculty in the area. This decision would ordinarily be invoked only when the remediation plan noted above has not been successfully completed. However, **dismissal can occur at any time when there are violations of ethical and professional conduct standards, or when persistent patterns of conduct are judged to be resistant to remediation.**

Change in Status. A student's probationary status or monitoring status can be upgraded at any time in the academic year when he or she has corrected the problems.

CHAPTER 2

GENERAL REQUIREMENTS FOR THE MASTERS AND PH.D.

Each of the doctoral programs has its own set of requirements for the Masters and Ph.D. These are detailed in Chapter 3 and summarized by the program's status sheet checklist provided in the Appendix. The purpose of this chapter is to list the requirements that are common across all programs and to describe the nature of these requirements.

I. SUMMARY OF REQUIREMENTS

A. Masters Requirements

Students obtain a Masters degree on their way toward obtaining the Ph.D.; however, students are not required to obtain an official Masters degree. That is, they are not required to apply for graduation at the Graduate School office. All students are, however, required to fulfill the requirements for the Masters degree, regardless of whether or not they obtain an official Masters degree, in order to be advanced to preliminary Ph.D. candidacy. The general requirements for the Masters include:

- 45 total hours of coursework. At least 35 hours must be content courses, i.e., not Independent Study, Independent Research, etc.
- Masters thesis
- Courses: Although all course requirements apply to obtaining the Ph.D., there are some exceptions.
 - PSYC 4920 *Ethics in Psych Research & Practice* – This course is required for anyone for whom the Masters degree is a terminal degree. For all others, it is a requirement for the Ph.D.
 - The three statistics courses listed below are a requirement for the Ph.D., but are typically taken before the Masters is obtained
 - PSYC 4295 Research Design and Inference
 - PSYC 4300 Correlation and Regression
 - Advanced Stat Course (1 from below):
 - PSYC 4330 Analysis of Variance
 - PSYC 4350 Structural Equation Modeling
 - PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications

Consult your area's section for more specific Masters degree requirements.

B. Ph.D. Requirements

In addition to the M.A. requirement, the general requirements for the Ph.D. include:

1. Four core courses (1 from each of 4 categories) & the 3 statistics classes listed above
2. PSYC 4920 Ethics in Psych Research & Practice
3. Tool Requirement
4. Comprehensive Exams or an Area Paper
5. Dissertation Prospectus and Prospectus Meeting
6. Dissertation and Oral Defense
7. 120 total hours of coursework. At least 75 hours of the required 120 hours must be content courses. **Note, at least 60 of these 75 content hours must be taken in the Psychology Department, and approval by your area head is required for any courses taken outside the department. If you use a tuition waiver on a course that is not approved, the department will not cover the additional tuition needed to fulfill the required number of hours with an approved course.** Students who have transferred their Masters and 45 credit hours from another university must take a minimum of 40 hours of content courses at the U. of Denver, and 25 must be in the Psychology department.

Consult your program's section for program-specific requirements.

II. DESCRIPTIONS OF GENERAL REQUIREMENTS

A. Core Courses

Core courses are designed to serve as broad overviews in selected content areas to give students a common exposure to different areas of psychology. In many cases, the courses are also designed to provide background for more advanced seminars. **Students are required to take at least one course from four of the five different categories listed below. Consult your doctoral program's requirements for any additional core course requirements.**

Note, not all courses are given every year. Some are offered biennially or irregularly.

1. Cognitive Psychology

PSYC 4002 *Proseminar in Human Memory and Cognition*

2. Neuroscience

PSYC 4526 *Proseminar in Cognitive Neuroscience*
PSYC 4525 *Proseminar in Developmental Neuropsychology*
PSYC 4262 *Proseminar in Affective Neuroscience*

(NOTE: DCN Students are required to take Cognitive Neuroscience and at least 1 other Neuroscience Prosem)

3. Social/Personality/Emotions

PSYC 4011 *Proseminar in Emotion*
PSYC 4021 *Proseminar in Social Psychology*
PSYC 4020 *Proseminar in Personality*

(NOTE: Affective/Social students must take both the Social and the Emotion Proseminars)

(NOTE: Clinical Child students must take the PSYC 4021 Proseminar in Social Psychology)

4. Developmental Psychology

PSYC 4031 *Proseminar in Developmental Psychology I (Cognition/Perception)*
PSYC 4032 *Proseminar in Developmental Psychology II (Social/Emotional)*
PSYC 4530 *Proseminar in Developmental Psychology III (Biological Processes)*

(NOTE: Developmental Students are required to take all 3)

(NOTE: Clinical Child students must take either PSYC 4032 (Social/Emotional) or PSYC 4530 (Biological Processes) at this time).

5. Clinical Science

PSYC 4512 *Proseminar in Psychopathology*
PSYC 4565 *Systems of Psychotherapy*

(NOTE: Clinical Students are required to take 4512 and 4565)

B. Ethics

Ethics Course. This requirement can be fulfilled by taking PSYC 4920 – Ethics in Psych Research & Practice. This is a 2-quarter hour course. Special permission is required from both your area head and the chair of the Graduate Affairs Committee in order to meet this requirement in any other way.

1st Year Ethics Training. The Ethics course is not the only ethical training required by our program of all graduate students. In addition, each new student receives a copy of APA's Ethical Principles for Psychologists at the orientation meeting. They are required to read it and meet as a group with their area head early in the first quarter to talk about ethical issues,

discuss common problems, and go over concerns. This initial exposure to ethical issues ensures that all students have at least some ethical training before they run experiments, TA, or see clients.

IRB Ethics Training. Education on the protection of human research participants is required of everyone conducting research involving human subjects. Fulfillment of this requirement involves an education program and quiz. Instructions for taking the program are at <http://www.du.edu/orsp/instructions.html>. Course completion is required before submitting an application to the IRB.

C. Tool Requirement

All students must demonstrate proficiency in one research tool. The tool is viewed as an extension of the student's regular course of studies. It must be designed to complement the overall research and scholarly objectives of the student. A tool may involve increasing one's methodological skills or one's understanding of a content area. A tool may consist entirely of coursework, or be a mixture of course and practicum work.

The Developmental Cognitive Neuroscience program requires a Neuroscience Tool as described in the next chapter under specific requirements for the DCN program. For all other doctoral programs, the selection of a plan of study is accomplished by the student and his/her advisor with the approval of the area faculty. Because a plan of study for the Tool may be denied or modified by the faculty, **students should obtain approval of their plan before undertaking it.** The Tool proposal should contain a complete description of the work that will constitute the Tool and a justification of how it will advance the student's research program. The proposal should be submitted to the Area Head, who will then submit it to the Area faculty for approval.

Tools consist of at least 10 quarter hours of graduate level coursework or independent study/practicum. Any course credits taken to satisfy the tool requirement, that are below the 3000 level will not count toward the 120 hours required for the Ph.D.

In order to be advanced to preliminary Ph.D. candidacy, the head of the student's area must inform the Graduate Secretary that a research Tool has been identified and approved by the area. In order to be advanced to final candidacy, the Graduate Secretary must be informed when and how a Tool requirement has been completed. It is the student's responsibility to ensure that appropriate notification is sent to the Graduate Secretary.

D. Comprehensive Exams and Area Papers

Each doctoral training program has its own procedures for administering general assessments such as Area Papers and/or Comprehensive Exams. Please consult your specific program's requirements.

III. MASTERS THESIS

Each program area requires a demonstration of research competence prior to beginning dissertation research. This is shown by successful completion of a Masters thesis. The Masters thesis involves proposing a plan of research (the prospectus), executing the research, writing a thesis, and then defending it. The department does not require that students apply to the graduate school and formally graduate with a Masters; the department simply requires students to do a masters thesis. Note, however, that the Masters degree will appear on your transcript and you will be able to participate in the graduation ceremony only if you have applied for graduation – see below.

There are two options for completing the Masters thesis: 1) **the departmental Masters thesis**, or 2) **a University-chaired Masters thesis**. The difference between the two options lies in the formality of the process. With a university-chaired thesis, the thesis defense is chaired by a faculty member from outside the Psychology department and more faculty serve on the examining committee. If a student selects this option, then he/she should obtain the set of guidelines and deadlines from the Graduate Office of Graduate Studies website: <http://www.du.edu/grad/oralExamProcedures.html>.

Students who do a University-chaired masters thesis must follow the guidelines for electronic submission of theses and dissertations. These are described in this handbook under Dissertations, and at <http://www.du.edu/grad/gradinfo/graduation.html>.

* Please note that the department recommends that the student put a two-year embargo on electronic publishing of all theses and dissertations so that you may publish the work in a journal.

A. Procedure

The exact procedures involved for the departmental Masters are set by each of the 3 Areas. Both Clinical and the Affective, Social, and Cognitive programs require a formal prospectus; even if a formal prospectus is not required, students are encouraged to do the equivalent of an informal prospectus before beginning their research. The procedures for the defense may also vary considerably across Areas. The following offers a general description of what is involved in doing a Masters. You should consult the specific Area requirements listed in Chapter 3.

1. Prospectus -- It is strongly recommended that the student meet with his/her research advisor to discuss the idea for the masters thesis informally prior to starting to write the prospectus. If the advisor agrees that the idea is suitable for the masters, then for those areas that require the student to prepare a formal prospectus, the student will write the prospectus, have a prospectus meeting, and get formal approval of it before beginning their masters research project. Presenting the ideas to other students and faculty for their input is also encouraged. After a student has successfully proposed the Masters, he/she should ask the chair of the committee to send an email informing the graduate secretary of this.

2. Research -- The Masters is typically a report of original empirical research. Students wishing to do a masters using data already collected by someone else should consult their research advisor; in consultation with other faculty, it will be determined whether the student's idea is sufficiently substantial to constitute a masters thesis.
3. Ethics Approval -- All research (whether for the Masters, Ph.D., or just for fun) must be reviewed and approved in advance by the University Institutional Review Board (IRB). See Chapter 4, Section V of this handbook. **No participants should be solicited or run in the study until the study is approved.**
4. Committee -- The Master's committee consists of at least two faculty members, one of which must be in the Psychology Department. See Area-specific requirements for any additional requirements on the committee composition. One of the faculty is the person who has most closely supervised the student's Masters research; the other is chosen for his/her expertise in the research area. Students doing a Formal Masters are required to have both members of the committee from within the Psychology department; they must also have an Outside Chairperson, who is a **tenured** faculty member from a university department outside of psychology. Students doing a Formal Masters need to be sure that their committee complies with the university guidelines <http://www.du.edu/grad/>.
5. Thesis -- The Master's thesis should be written in journal style and submitted to the student's masters committee. Check with your Area and your advisor for other requirements as to how the thesis is written.
6. Oral Defense -- Some areas may require the student to orally defend the thesis. The defense typically involves the student giving a brief summary of the research, followed by the faculty asking the student questions about the research. Students doing a University-chaired Masters need to follow the guidelines for the oral exam and for electronic submission of theses specified by Office of Graduate Studies at <http://www.du.edu/grad/oralExamProcedures.html>.
7. Food at Defense Meetings -- Students should not provide refreshments for faculty at defense meetings. In May, 2001 the department voted to abolish the informal tradition that had developed of students bringing food for faculty to defense meetings because it isn't the student's role to "serve" faculty and it could be a financial burden for students. If the meeting is held over the lunch hour, people should bring their own food.
8. Revisions -- The committee will advise the student as to whether the thesis is acceptable as is or whether revisions are necessary.
9. Completion -- Upon satisfactory completion of the thesis, students should ask their committee members to send memos to the department's Graduate Secretary stating that the paper has been read and approved. Students should also ask the Area Head to send a

memo to the Graduate Secretary stating that the requirements for the M.A. have been satisfied. The department requires a copy of the thesis.

10. Time Limit -- Students in psychology are expected to complete the requirements for their Masters in the first two or three years. The University has a time limit for obtaining the Masters which is five years from the date of initial enrollment.

B. Awarding of Masters Degree by the Graduate School

The awarding of a Masters degree is not automatic upon completion of the requirements. Completion of the requirements is sufficient to fulfill what the department requires for the masters and thus to be advanced to preliminary doctoral candidacy. However, **if you wish to have the Masters degree appear on your transcript, you must apply to the graduate school for graduation. You must apply to the graduate school one quarter before receiving the Masters.** If you do not actually graduate in the quarter that you specify on your application for graduation, you will need to reapply for graduation and pay a fee.

IV. PH.D. DISSERTATION

A. Advancement to Candidacy

The graduate school has two stages that all students must complete: 1) Advancement to **Preliminary Candidacy**, and 2) Advancement to **Final Candidacy**. The requirements for advancement vary somewhat according to Area. See Chapter 3 for specific requirements. In general, students who have successfully completed the Masters and who have been told that they can continue in the program are advanced to Preliminary Candidacy. Students are advanced to Final Candidacy only after they have completed the Tool Requirement, had their dissertation prospectus approved by the committee, and depending on the program, if the student has passed the comprehensive exam, the area exam or the CADA. **Students must be advanced to Final Candidacy at least one quarter before they file for graduation. In other words, a student cannot graduate in the same quarter that they are advanced to Final Candidacy.**

B. Procedure

The procedures for the Ph.D. are set by the university's Office of Graduate Studies. These are described at their website: <http://www.du.edu/grad/oralExamProcedures.html>. The main points are summarized below, but the student is responsible for checking the website for the most recent regulations. In case of conflict between what is specified below and what is specified on the website, the website is considered to be the most accurate.

1. Dissertation Advisor -- This must be a department faculty member, who has a full-time, tenure-track appointment in our psychology department. With a strong rationale, the support of the student's area, and the approval of the Associate Provost for Graduate

Studies, a research or clinical professor from the student's department can serve as the dissertation advisor.

2. Prospectus & Examining Committee -- This consists of the dissertation advisor and at least two other full-time, regularly appointed faculty members from the Psychology department. The maximum number of committee members is six in addition to the advisor. Students should discuss the composition of their committee with their dissertation advisor. In general, all members of the committee should hold Doctorate degrees, have research records appropriate to the student's proposed research area of specialization, and be tenured or tenure-track professors at DU. Exceptions can be made adjunct faculty members, post-doctoral appointees, professors from other institutions, or other qualified persons including someone without a Doctorate but with other appropriate qualifications, can serve as members, but such exceptions must be supported by a strong rationale, have the support of the student's dissertation advisor, and be approved by the Associate Provost for Graduate Studies. Students should download the Committee Member request form from the Graduate Studies website and submit it to the Graduate Studies Office. **All students must download and submit the Thesis/Dissertation Oral Defense Committee Recommendation Form to the Graduate Studies office no later than 30 days following the prospectus meeting**
3. Prospectus Meeting -- The student meets with the prospectus committee to go over the prospectus which outlines the rationale and methods for the proposed research. The purpose of this meeting is to obtain approval of the research before it is executed. **If a student begins accumulating data prior to the prospectus meeting, it should be realized that the committee is under no obligation to approve the research.** After a student has successfully proposed the dissertation, he/she should ask the chair of the committee to send an email informing the graduate secretary of this.
4. Outside Chairperson for Final Oral Defense – The person who chairs the oral dissertation defense meeting must be a University of Denver faculty member who is outside the department. Please note that this person must have tenure. It is the student's responsibility to find someone to serve as the outside Chair, although the advisor can offer suggestions. The Outside Chairperson for the Oral Exam is not a voting member on the doctoral examination defense.
5. Final Oral Defense
 - a) Arrangements -- Arrangements for the appointment of the examining committee and for the date and time of the oral examination must be made with the advisor and scheduled with the Graduate Secretary. Guidelines and deadlines are posted on the Office of Graduate Studies website: <http://www.du.edu/grad/deadlines.html>. In general, the university Graduate Office must be notified, by downloading and submitting the Schedule of Oral Defense form, at least four weeks prior to the date of the oral defense.

b) Distributing the Dissertation to the Committee -- Copies of the dissertation must be in the hands of the examining committee at least two weeks before the date of the oral examination.

c) Defense Meeting – The defense meeting is scheduled for 2 hours. It typically starts with the student giving a brief overview (approximately 20 minutes) of the research; the committee has read the dissertation in depth, so this is just to refresh everyone’s memory. Then the committee members ask their questions. After about 1 hour and 30 – 40 minutes the committee asks the student to leave the room and the faculty discuss whether the student Passes with No Revisions, Passes with Minor Revisions, Passes with Major Revisions, or Fails. The student is then invited back to the room and is informed of the outcome.

d) Food at Defense Meetings – Students should not provide refreshments for faculty at the meeting. In May, 2001 the department voted to abolish the informal tradition that had developed of students bringing food for faculty to defense meetings because it isn’t the student’s role to “serve” faculty and it could be a financial burden for students. If the meeting is held over the lunch hour, people should bring their own food.

C. Graduation

Students must apply for graduation two quarters before they expect to graduate – see <http://www.du.edu/grad/deadlines.html>. If you do not actually graduate in the quarter that you specify on your application for graduation, you will need to reapply for graduation and pay a fee.

D. Dissertation

Specific instructions for the preparation of the dissertation are available from the Graduate Office on their website: <http://www.du.edu/grad>.

The department requires a copy of the dissertation. It is also a traditional courtesy to provide the dissertation advisor with a bound copy.

E. Electronic Thesis and Dissertation Submission Guidelines

When you apply for graduation (PhD) you will be asked to fill out a form about whether you want your dissertation to be published electronically via ProQuest. The library changed to this system recently so that they would not have to make physical copies of dissertations available in the library. ProQuest provides access to graduate students’ work for thousands of libraries around the world. This organization is known as the main searchable database for scholarly work.

ProQuest also provides the full-text of the dissertation/thesis digitally to the University of Denver Penrose Library. The level of access to the student's work through Penrose depends upon embargo choices as described at the following web site <http://www.du.edu/grad/gradinfo/graduation.html>.

Because some publishers may consider a thesis or dissertation to be "previously published" if it is put into a searchable digital/electronic repository (e.g. ProQuest), the Psychology Department recommends that students consider placing an embargo on their work so that they can publish their dissertation in a journal and not have to worry about whether the journal will consider it previously published because of its availability in ProQuest. During an "embargo," ProQuest will completely restrict access to the document for a specified time period. The thesis or dissertation will be held in the ProQuest repository with *no access* until the embargo expires.

F. Time Limit

The university has a time limit of 8 years from the date of initial enrollment in which to obtain the Ph.D., 7 years if the student transferred in a Masters.

V. TRANSFERRING CREDITS AND DEGREES FROM ANOTHER SCHOOL

Students transferring into our graduate program from another graduate psychology program can transfer credit hours, a Master's thesis, or attempt to fulfill specific requirements in our graduate program with courses from their prior institution. This section describes the limits and procedures for each of these.

It is important to note that students who enter our program with a Masters from another psychology program are still required to fulfill our department's requirements for the Masters in order to be advanced to preliminary Ph.D. candidacy.

A. Transferring Credits from Another School

Students who wish to transfer credits from another institution to count toward the required number of hours for the degree need to take care of the transfer in their first quarter of attendance; they should consult the University's Graduate website at www.du.edu/grad for the rules governing transfer of hours. Only 10 quarter hours can be transferred toward the Masters and a maximum of 60 hours can be transferred for the Ph.D.

B. Using Courses from Another School to Fulfill Our Requirements

Students who wish to use graduate level coursework taken at another institution to fulfill a requirement in our program need to meet with the faculty member who typically teaches the course. The student should present the course syllabus, texts, the basis for grading, and any other information the faculty member may wish to see. Based on this information, the faculty member will determine whether the course is a satisfactory substitute for our course. The faculty member will then inform the student and the Area Head of the decision. It is the

student's responsibility to ensure that appropriate notification is sent to the Graduate Secretary.

C. Number of Content Hours Required for the Ph.D.

Students who enter our department with a Masters degree in psychology from another university and who have transferred that Masters and the associated 45 hours of course hours must take 75 credit hours at the University of Denver. At least 40 of those 75 hours must be content courses, and at least 25 of those 40 hours must be taken in the psychology department.

D. Transfer of a Master's Degree

The student's advisor and the head of the student's area will look over each Master's degree earned elsewhere. If either of them has doubts as to the adequacy of the thesis or is not well versed enough in the area to appraise it, the assistance of one or two other faculty members will be requested to appraise the thesis. If it is felt that the thesis does not reflect the competence expected, the student will be required to complete a satisfactory master's thesis under this department's guidance before being advanced to preliminary Ph.D. candidacy. ("Completion of a satisfactory master's thesis" may include new data analysis or other modifications of a previously completed thesis.)

If a student feels that there is evidence of research competence which compensates for the lack of an adequate master's thesis or if the student wishes to appeal the decision, the Graduate Affairs Committee may be petitioned for a reconsideration of the recommendation. At such a hearing, the faculty who appraised the thesis will submit the reasons for their recommendation and the student and/or student's faculty advisor can submit information regarding the student's demonstrated research competence, such as published articles or research experience other than the master's thesis. The final Graduate Affairs Committee decision will be made by majority vote and will exclude students and any member who was involved in the appraisal of the thesis or appeal of the decision.

CHAPTER 3

AREA-SPECIFIC REQUIREMENTS

This chapter describes the requirements for the Masters and Ph.D. that are specific to each Area. In addition to this description of the requirements, a status sheet checklist for each Area's requirements is provided in the Appendix. **NOTE:** it is the student's responsibility to make sure that each time he or she fulfills a requirement, e.g., the tool or the Masters, that the advisor sends a memo to that effect to the graduate secretary.

I. CLINICAL CHILD AREA REQUIREMENTS

The doctoral program in Clinical Child Psychology involves the completion of requirements in three interrelated areas - coursework, research training, and supervised experience in clinical practice. Students are expected to attain competence in both research and clinical skills.

A. Coursework

The following courses are required for the clinical degree:

1. Clinical Science

PSYC 4565 Systems of Psychotherapy and
PSYC 4512 Proseminar in Psychopathology

2. Clinical Assessment (both required)

PSYC 4411 Child Assessment - Cognitive
PSYC 4413 Child Assessment - Personality

3. Research Design

PSYC 4295 Research Design and Inference

4. Multicultural Competency

PSYC 4571 Multicultural Issues in Mental Health

5. Quantitative

PSYC 4300 Correlation & Regression

Advanced Stat Course (1 from below):

PSYC 4330 Analysis of Variance

PSYC 4350 Structural Equation Modeling for the Social Sciences

PSYC 4355 Multilevel Modeling for the Psychological Sciences:
Theory and Applications

6. Departmental Cores (20 credits required)

PSYC 4002 *Proseminar in Human Memory and Cognition*

PSYC 4021 *Proseminar in Social Psychology*

PSYC 4526 *Proseminar in Cognitive Neuroscience*

OR PSYC 4525 *Proseminar in Developmental Neuropsychology*

OR PSYC 4262 *Proseminar in Affective Neuroscience*

PSYC 4032 *Proseminar in Developmental Psychology II (Social/Emotional)*

OR PSYC 4530 *Proseminar in Developmental Psychology III
(Biological Processes)*

7. Other Required Courses

PSYC 4920 Ethics in Psyc Research & Practice

PSY Professional Issues, Consultation and Supervision (or equivalent)

8. Advanced Clinical

For non DCN students, the requirement is met by two advanced clinical courses and a nine month rotation in the Child Neuropsychology Clinic seeing 8 cases. For a DCN Clinical student, this requirement is fulfilled by two required DCN courses, PSYC 4525 Proseminar in Developmental Neuropsychology (also counts as core course), BIOL 3642 Neuropharmacology (also counts toward Research Tool), and a year participation in the Child Neuropsychology Clinic, seeing 10 cases. Note: Other clinical and/or research practica credits do not count toward this requirement.

9. Research Tool (10 hours required)

This is often a tool in statistics or developmental psychology, the latter which could include one of the core courses as part of it. Alternatively, one could propose a tool in some area such as cognitive neuroscience or multicultural research methods. For a DCN Clinical student, this requirement is met by the tool courses listed later in this chapter in the Developmental Cognitive Neuroscience Program Requirements section.

B. Research Training

Students are expected to complete a first year research project, and a second year research project. Details of these projects are outlined in the Handbook for Clinical Students.

C. Clinical Training

Students are expected to complete sets of supervised clinical experiences:

1. Clinical Practicum. In the second year students participate in the Neuropsychology Clinic; in the third year they focus on assessments in the Clinic for Child and Family Psychology (CCFP). Beginning in the second year, they also see treatment cases in the CCFP.
2. Externship. It is required that students complete a part-time clinical placement in their fourth year in the program. The aim of the externship is to add breadth to the type of clinical experiences available at the CCFP.
3. Internship. An A.P.A. approved internship is required for the Ph.D. in Clinical Child Psychology. If the internship is not fully A.P.A. approved, then it must be approved by the clinical faculty. The internship is usually completed in the fifth or sixth year of the program. Students must have their prospectus approved by the full prospectus committee by October 1 of the year they apply.. APA requires that an internship must be a minimum of 12 months long. Each quarter during internship, students are required to sign up for our psychology course PSYC 6981 Internship for 8.0 hours; they do not receive a grade for this course.

D. Additional Competencies

Students need to successfully attain the following 12 additional competencies.

Competencies 1-2 need to be attained in order to apply for graduation. Competency 3 needs to be attained at the end of the assessment rotations. Competencies 4-12 need to be attained in order to apply for internship.

<p><u>Competency 1:</u> Students will successfully disseminate their research findings through being an presentations at professional conferences with a minimum threshold of being an author or co-author on 2 accepted presentations by the time they apply for graduation.</p>

<p><u>Competency 2:</u> Students will successfully disseminate their research findings or ideas through publications in journals or chapters in books with a minimum threshold of being an author or co-author on 1 paper accepted by the time they apply for graduation.</p>

<p><u>Competency 3:</u> Students will acquire assessment skills by successfully conducting a minimum of 10 assessment cases in the Developmental Neuropsychology Clinic (DNC) and/or Clinic for Child and Family Psychology (CCFP). The majority of assessment tools are expected to be empirically supported ones. Competency will be determined by the DNC & CCFP assessment</p>
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supervisor's evaluations of the students' competence in selecting, using, and interpreting assessment tools. The minimum threshold is being at the "expected level for their year of in the program" at the completion of these assessment rotations.

Competency 4: Students will acquire basic therapeutic skills with a particular emphasis on empirically supported techniques by successfully carrying an ongoing caseload in the CCFP. (Year 2: 1 therapy case; Year 3: 2 therapy cases; Year 4+: 2 therapy cases). The majority of cases are expected to involve empirically supported techniques. Yearly evaluations of the students' competence in identifying and carrying out appropriate treatment programs will be completed by all CCFP clinical supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students' competence in identifying and carrying out appropriate treatment programs at the time of evaluation of readiness for internship. The minimum threshold is being at the "expected level for their year of in the program".

Competency 5: Students will learn to conduct periodic assessments of therapy progress by successfully collecting evaluation data on the majority of their cases in the CCFP. Yearly evaluations of the students' competence in incorporating ongoing evaluation strategies for treatment cases will be completed by all CCFP clinical supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students' competence in incorporating ongoing evaluation strategies for treatment cases at the time of evaluation of readiness for internship. The minimum threshold is being at the "expected level for their year of in the program".

Competency 6: Students will acquire knowledge of and be sensitive to ethical issues by conducting research. Yearly evaluations of the students' knowledge of and sensitivity to ethical issues will be completed by all research supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students' knowledge of and sensitivity to ethical issues at the time of evaluation of readiness for internship. The minimum threshold is being at the "expected level for their year of in the program".

Competency 7: Students will have knowledge of and be sensitive to ethical issues by conducting clinical work. Yearly evaluations of the students' knowledge of and sensitivity to ethical issues will be completed by all clinical supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students' knowledge of and sensitivity to ethical issues at the time of evaluation of readiness for internship. The minimum threshold is being at the "expected level for their year of in the program".

Competency 8: Students will acquire knowledge of and be sensitive to developmental issues by conducting research. Yearly evaluations of the students' knowledge of and sensitivity to developmental issues will be completed by all research supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students' knowledge of and sensitivity to developmental issues at the time of evaluation of readiness for internship. The minimum threshold is being at the "expected level for their year of in the program".

Competency 9: Students will acquire knowledge of and be sensitive to developmental issues by conducting clinical work. Yearly evaluations of the students' knowledge of and sensitivity to developmental issues will be completed by all clinical supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students'

knowledge of and sensitivity to developmental issues at the time of evaluation of readiness for internship. The minimum threshold is being at the “expected level for their year of in the program”.

Competency 10: Students will have knowledge of and be sensitive to issues of individual differences and cultural diversity by conducting research. Yearly evaluations of the students’ knowledge of and sensitivity to individual differences and cultural diversity will be completed by all research supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students’ knowledge of and sensitivity to individual differences and cultural diversity at the time of evaluation of readiness for internship. The minimum threshold is being at the “expected level for their year of in the program”.

Competency 11: Students will have knowledge of and be sensitive to issues of individual differences and cultural diversity by conducting clinical work. Yearly evaluations of the students’ knowledge of and sensitivity to individual differences and cultural diversity will be completed by all clinical supervisors. Ultimate assessment of competence will be determined by the area on the basis of evaluation of the students’ knowledge of and sensitivity to individual differences and cultural diversity at the time of evaluation of readiness for internship. The minimum threshold is being at the “expected level for their year of in the program”.

Competency 12: Students will be capable of carrying out Ph.D. level work in one or more of the following areas: a) clinical child psychology, b) clinical science, c) science-based clinical work, d) the social system, e) developmental cognitive neuroscience, f) diverse populations, community based programs, and social change, or g) another area which could help advance the field. In the process of determining whether a students is ready to apply for internships, the faculty will determine if the student is at on track for carrying out Ph.D. level work in one of the following areas: a) clinical child psychology, b) clinical science, c) science-based clinical work, d) the social system, e) developmental cognitive neuroscience, f) diverse populations, community based programs, and social change, or g) another area that could help advance the field. The minimum threshold is being at the expected level for their year in the program

II. DEVELOPMENTAL AREA REQUIREMENTS

The following are requirements in addition to those described under general requirements for all Ph.D. students in the department.

1. Course requirements:

- a) PSYC 4295 Research Design and Inference
- b) PSYC 4300 Correlational and Regression
- c) Advanced Stat Course (1 from below):
 - PSYC 4330 Analysis of Variance
 - PSYC 4350 Structural Equation Modeling for the Social Sciences
 - PSYC 4355 Multilevel Modeling for the Psychological Sciences:
Theory and Applications
- d) PSYC 4031 Proseminar in Development: Cognitive & Perceptual Processes
- e) PSYC 4032 Proseminar in Development: Social & Emotional Processes
- f) PSYC 4033 Proseminar in Development: Biological Processes

2. First-Year Project

The purpose of the First Year Project is to encourage students to become engaged in research from the start of their graduate training. The First Year project is meant to build off of research that the student is already conducting during their first year, and will culminate in an APA-style paper and a presentation given during a developmental bag lunch. The First Year project may become the basis for the student's Master's thesis, or the First Year project and Master's thesis may be completely independent. The First Year project may differ from the Master's thesis or a project appropriate for journal submission in that a) sample sizes may be small, b) some kinds of analyses may not be done, c) results may not be publishable because they are based on a small problem, a small sample size, or additional data are needed to resolve issues.

Acceptable Projects: (Examples of acceptable first year projects include):

Faculty-directed Project:

The faculty-directed project involves research that is initiated, designed, and supervised by a faculty member. The faculty-directed project may take several different forms. For instance, the student may work on a new project in which the student will collect new data, or on an on-going project in which they help collect additional data. Alternatively, the student may be offered data that has already been collected for new or further analysis. In all of these cases, the student will be responsible for doing some background reading, collecting data (where appropriate), analyzing data, and writing the project up in an APA-style paper.

The Pilot study:

The pilot study involves research that is student-initiated and faculty supervised. This option will only be appropriate for students who come into the program with an already well-conceived research problem that they would like to pursue. In this case, the

student will work with their research advisor to design a pilot study. The student will be responsible for doing background reading, collecting and analyzing data, and writing the project up in an APA-style paper.

NSF Application:

Submission of an NSF application during the student's first year can be used to fulfill the requirement of the First Year Project. Given the Fall deadline for the NSF, this option may only be appropriate for students who come into the program with an already well-conceived research problem. NSF applications submitted during the previous year and not funded do not count toward this option. Similar to the pilot study, the student will work with their research advisor to design a project to investigate a problem of interest. Unlike the other two options, the student will not be responsible for collecting and analyzing data, and the NSF application itself will be submitted to the faculty in lieu of the APA-style paper. The student will still be required to present their ideas for the project during a bag lunch in the Spring.

The First-Year Project Paper

Students will be required to write an APA-style paper describing the results of their project. This paper should include an Introduction that clearly states the research problem and provides a brief review of the relevant background literature, a Methods section, a Results section, and a Discussion section that describes any problems encountered, limitations of the study, and possible next steps.

The First-Year Project Presentation

Students will be required to present their project to the Developmental area at one of the regularly scheduled bag lunch meetings. The format of the presentation is open, and may be either formal or informal. The student should work with the research advisor to determine which format best suits the student's project.

First-Year Project Deadlines

All First Year project requirements must be completed by the end of the student's first year in the program, regardless of how much data the student has collected. The First Year Project paper will be due on the last day of the academic year. The presentation will be given during a Developmental Bag Lunch meeting toward the end of the Spring quarter.

3. Master's thesis

Developmental students have two options for the process of conducting their Master's level research:

They may opt for the RESEARCH COMPETENCY process which means conducting a project, under the direction of a faculty member, and upon completion, writing it up and having a second faculty member serve as a reader. This paper, if approved by both the advisor and a second reader, meets the requirement for a Master's thesis. Students opting

for the Research Competency process do not have to prepare a proposal, nor do they need to have a committee or a prospectus meeting.

Alternatively, they may opt for the more FORMAL MASTER'S PROCEDURE. This involves selecting a committee of three faculty members, writing a prospectus and having a prospectus meeting before conducting the research, then defending the thesis at a formal orals meeting, upon writing it up. This latter procedure allows for more faculty input, and the process of writing a prospectus can be valuable in allowing you to clarify and systematize your thinking prior to the conduct of the research.

You should consult with your faculty research advisor about which route will best meet your own training needs as well as foster your professional growth.

In addition to the general requirements for the Ph.D., the developmental area also requires:

I. Developmental Comprehensive Exam

General Information

Before students in the Developmental Program can advance to preliminary Ph.D. candidacy, they must pass written comprehensive exams at the Ph.D. level. The goal of the exam is to allow students to demonstrate both the breadth and depth of their knowledge with regard to theories, methods, and the empirical foundations of developmental psychology. During the beginning of the second year, students will be given a reading list that will correspond to three major areas of developmental psychology. Sub-areas will also be indicated. Guidelines for writing these essays will accompany the reading list and topics. The three major areas are:

- i. Cognitive and perceptual development
- ii. Socio-emotional development
- iii. Biological processes

Note: in addition to an appreciation for the content of each area, questions will ask students to address methodological issues, implications for developmental psychopathology, and to integrate concepts, theories and methods across areas. Specific guidelines will be provided.

Procedure

The exact format and content of the exam is determined by the Developmental area faculty, but the typical exam consists of 2 parts: 1) a closed-book in-class exam for which the student has approximately 8 hours to complete; 2) an open-book Take-home exam, for which the student usually has a weekend to complete. The in-class part is an 8-hour exam during which students have no access to books, articles, Internet, or notes. It takes place on a Friday on the designated exam weekend at a place within the department, with

computers, that will be specified at that time, due to availability. The second phase open-book, take-home exam is given to students when they finish the Friday, in-class exam; and is due no later than Monday morning, 9 AM.

Comprehensive exams are taken at the end of the second year, sometime over the summer and prior to the start of fall quarter of the student's third year. While it is expected that students will have completed their master's thesis by this time, if they have not, they are still required to take the exams at this time. Students will be informed, well in advance, of the particular weekend. Additional details regarding sample questions, how to submit the exams, and so on will be provided in advance of the exam.

Grading

There are two possible grades: Pass at the Ph.D. level or Fail at the Ph.D. level. Students who do not pass the exam are typically counseled to leave the program with a Master's degree, including discussions about what might be an appropriate alternative career path. However, a second opportunity to take the exam may be granted under unusual circumstances at the discretion of the developmental faculty.

II. Developmental Tool

Students in all areas must demonstrate proficiency in a research tool. The purpose of the tool is to provide an opportunity to master additional skills that will advance a student's progress in current and future research. Thus, these are courses or experiences that typically represent an extension of the student's required course of studies. Examples of tools that advance student skills have included statistical skills, research design, psychological assessment, connectionist modeling, neurological assessment, computer programming, qualitative methodological approaches, or a language (if students are to work with ethnic groups whose primary language is not English).

Students should present their plan for a tool to the developmental faculty before they have begun to take the relevant courses. A central focus of the tool proposal is a justification, a clear rationale for how the proposed courses will advance their own ability to conduct their current and future research.

Students are encouraged to go outside the department, if other programs can offer courses that will augment their research skills. However, students should seek the approval of the developmental faculty before taking such courses in order to insure that they will meet the objectives of the tool.

Tools generally consist of 10 hours of graduate level coursework or independent study. After a tool has been approved by the developmental faculty, the developmental area head will inform the graduate secretary that the tool has been approved. Upon completion of the tool, the area head will inform the graduate secretary that the tool has been completed, as part of the process of advancing the student to Ph.D. candidacy.

III. **Presentation requirement** – In order to gain experience making academic and professional presentations, students are required to make two presentations during each academic year during the weekly developmental lunch meetings, with the exception of one presentation during the first-year when first-year students present on their first-year project during spring quarter. The requirement to make two presentations a year is in effect for students through their fourth year in the program. However, we strongly encourage students beyond the fourth year to take advantage of the opportunity to present their dissertation research and practice job talks at developmental lunch meetings after the presentation requirement has been met.

The developmental lunch presentation may take a number of different forms, dealing with different topics, ranging from the presentation of completed or on-going research (e.g., masters thesis or dissertation research, an on-going research project in a lab), a practice presentation at a conference (e.g., talk or poster presentation), presentation of research ideas (e.g., for a masters or dissertation proposal), or a practice job talk or invited presentation. The primary goal of this requirement is to practice and master professional skills for clear communication and the professional dissemination of one's ideas in an oral presentation format. Student presentations may also be used for guided brain storming sessions, to receive feedback on research that will be proposed or is in progress (e.g., presentation of preliminary data analyses).

v. Teaching -- While teaching or co-teaching an undergraduate course is not an official requirement, it is strongly urged that students take the graduate seminar in teaching, as well as teach or co-teach an undergraduate course.

III. AFFECTIVE, SOCIAL, AND COGNITIVE (ASC) SCIENCE AREA REQUIREMENTS

The two doctoral training programs housed in the ASC Area – Cognitive and Affective/Social -- have similar course and theses requirements. The major difference in requirements between the programs lies in the required proseminars and in the method of evaluation used to advance students to Preliminary Ph.D. Candidacy. The Cognitive program requires a Comprehensive Exam while the Affective/Social program requires a CADA.

A. Requirements for the Master's

1. Courses.

- 45 total hours of coursework; at least 35 hours must be content courses.
- The three statistics courses are expected to be taken as part of the 45 total hours.

1. PSYC 4295 Research Design and Inference
2. PSYC 4300 Correlation and Regression
3. Advanced Stat Course (1 from below):
 - PSYC 4330 Analysis of Variance
 - PSYC 4350 Structural Equation Modeling for the Social Sciences
 - PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications

Students in the Cognitive program typically take the Cognitive Proseminar and students in the Affective/Social program typically take the Social Proseminar and the Emotion Proseminar as part of the 45 total hours.

2. Masters thesis

The Masters thesis may be either a departmental Masters or a University-chaired Masters, as described in Chapter 2. Regardless of which option the student selects, the programs in the ASC Area require students to prepare a prospectus, have a prospectus meeting with their Masters committee, and when the research is completed, have a Masters thesis defense meeting.

- a) Masters Committee. The student must select a Masters committee consisting of the student's advisor and 1 or 2 other faculty. If the student's advisor is not a regular, tenure-line DU Psychology department member, then there should be 2 other faculty on the committee from the department. At least one member of the committee must be from the student's program area.
- b) Prospectus. The student should develop an idea for the masters in conjunction with his/her advisor and then write up a prospectus that is approximately 20 double-spaced

pages and covers the points required of an application for a National Research Service Award (NRSA).

- c) Prospectus Meeting. The purpose of the prospectus meeting is for the student to obtain detailed feedback from the committee before embarking on the research project. The goal of the meeting is to ensure that the research is the best that it can be, considering input from all members; the goal is not for the students to defend their particular research design. If the student's prospectus requires major revisions, he or she may be asked to do another draft, taking into account the committee's input, and to have another prospectus meeting.
- d) Masters Defense. The expectation is that the masters work should be completed and written up by Spring of the student's second year. When the project is completed, the student will again meet with the committee, present the results, and get feedback from the committee on the interpretation and write-up that can be used to prepare the research for publication. At this meeting, the student will be told whether the thesis completes the requirement or whether revisions are required in order to fulfill the requirement.
- e) Timeline. The expectation is that the prospectus meeting will be held in the spring of the student's first year, with the hard deadline being no later than the end of the fall of the second year. The expectation for the masters defense is spring of the student's second year, with the hard deadline being the end of the fall quarter of the third year.
- f) Type of Research Suitable for Masters. The area strongly encourages students to design experiments for which they collect their own data. Masters theses will be permitted that do not involve collecting one's own data, but the data must be used to answer a new question. It is the job of the student's Masters committee to make sure that projects not involving new data collection are more than just analyzing someone's data to answer questions that were formulated by the original collector of the data.
- g) Masters Day. Every spring, a CRG timeslot will be allocated to first year students to present a short summary of their proposed masters research to get feedback from a broader group than the masters committee, albeit less detailed.

B. Requirements for the Ph.D.

In addition to the general requirements for the Ph.D., the programs in the ASC Area also require:

1. Core Courses -- students in the Cognitive program are expected to take all Cognitive core courses. Students in the Affective/Social program are expected to take all Social and Emotions core courses.

2. Specialty Seminars -- students are expected to take at least 2 specialty seminars in their program (or another, pending approval of their advisor) whenever they are offered.
3. Teaching -- students are required to get substantial teaching experience. TAing courses which involve giving some lectures would be an example of the kind of teaching experience required. Students need to submit a description of their teaching experience in writing to the Area faculty for approval.
4. Comprehensive Exam – Cognitive Program only. Before students in the Cognitive Program can advance to preliminary Ph.D. candidacy, they must pass the Comprehensive Examination. The exam is designed to test the student's knowledge of the theories, methods, and empirical foundations of cognitive in general, and of specific areas related to the student's interests and expertise.

Upon entering the program, cognitive students are given a reading list of important papers and books in cognitive psychology that will be covered in the exam. The exact format and content of the exam is determined by the Cognitive faculty, but the typical exam consists of 2 parts: 1) a closed-book In Class exam for which the student has approximately 8 hours to complete; 2) an open-book Take Home exam, for which the student usually has a weekend to complete. The In-class part is an 8-hour exam during which students have no access to books, articles, internet, or notes. It takes place on Friday of the designated exam weekend in the department on a computer of the faculty's choosing. The take-home exam is given to students when they finish the In-class exam; they have until Monday morning, 9 AM, to complete this portion of the exam.

Comps are taken at the beginning of the Fall term of the student's third year, no later than the end of the third week of the fall quarter. While it is expected that students will have completed their master's thesis by this time, if they have not, they are still required to take the exams at this time. Thus, all third-year students will take the exam during a designated weekend no later than the end of the third week of the fall quarter.

Students who fail the exam are ordinarily dismissed from the program. However, a second opportunity may be given at the discretion of the Cognitive faculty.

5. Conceptual Analysis of Dissertation Area (CADA) paper – Affective/Social Program only. In this paper the student demonstrates knowledge and critical thinking about the central theoretical and methodological issues in the student's chosen area of dissertation research. It is assumed that significant portions of this work will be used in the introduction/literature review of the student's dissertation. This paper is expected to be completed by the end of Spring quarter of the student's fourth year of study. The CADA must be approved by two faculty, at least one of whom is a member of the Affective/Social core faculty. The faculty who approve the CADA will typically also serve on the student's dissertation committees.

6. Research Participation. Students are expected to participate in research during every quarter of their graduate career. Credit for some research participation may be obtained through courses such as research practicum and independent research.

Students are required to attend lab meetings and the research group meetings for their program and actively participate. First year students are expected to give an oral presentation on their research by the end of the year.

7. Student Participation in Area Decisions. The ASC Area functions very democratically with all students invited to participate in selection of faculty job candidates and in discussions of Area policies. If a formal vote is necessary, all students are polled for their input, and the student representative to faculty meetings is the one whose vote is formally counted. This student is also responsible for calling a meeting of the students at the beginning of each year to coordinate the election of Affective, Social and Cognitive Area students for departmental committee assignments.

IV. DEVELOPMENTAL COGNITIVE NEUROSCIENCE PROGRAM REQUIREMENTS

A. Program Description

The Developmental Cognitive Neuroscience Program offers students the opportunity to deepen their understanding of the cerebral organization of cognitive skills and abilities as they develop across the lifespan. Students in the DCN program major in one area of psychology and minor in DCN. Students in the program fulfill the requirements for their area as well as the additional DCN requirements listed below (many of the DCN requirements can be used to fulfill other departmental requirements). In addition to coursework, the program allows students to gain valuable hands-on experience through practicums in neuroimaging and research with abnormal populations and also the opportunity to participate in a range of research groups.

B. Requirements

The following lists requirements for the DCN program that are in addition to the student's area requirements. The DCN minor mainly affects how students meet **Core** and **Tool** requirements. DCN students in each of the four Areas of the Department have additional Core requirements to meet (see DCN Status Sheet). It also affects Advanced Clinical requirements for Clinical DCN students and elective requirements for non-clinical DCN Students (see below). The Neuroscience methods courses listed fulfill the student's Tool Requirement; students are not required to fulfill their area's tool requirements.

Any entering student in DCN must demonstrate competency in basic neurobiology (i.e. have taken an undergraduate class in physiological psychology, basic neurobiology, etc.). Otherwise, they need to take Introduction to Neurobiology in the Biology Department.

1. **Four** required Core Courses (these count toward Area and Department Core requirements).
 - a. One Cognitive Area Proseminar (Memory & Cognition)
 - b. Two Neuroscience Core classes: Proseminar in Cognitive Neuroscience is required for everyone and the second can be either Developmental Neuropsychology or Affective Neuroscience.
 - c. Biological Processes in Development or Developmental Proseminar: Cognition/Perception (if Biological Processes is not offered).
2. Required Neuroscience methods classes (counts for department Tool Requirement). **Two** of the following courses (each of which focuses on different neuroscience methods):
 - a. Imaging Cognition
 - b. Stress and Health
 - c. Neural Network Models
 - d. Genetics (training in behavioral and molecular genetics is available at IBG at CU Boulder; check with Sarah Enos Watamura about how to enroll.)

3. Other Required Courses/Experiences

- For Developmental DCN students, either a Cognitive or Affective/Social elective.
- For Cognitive DCN students, either a Developmental or Affective/Social elective.
- For Affective/Social DCN students, either a Developmental or Cognitive elective.
 - The courses for the Cognitive elective are: either Cognitive Assessment, another Cognitive Proseminar, or a Specialty Seminar (these include Working Memory, Discourse Processes, Social Cognition, or other approved specialty seminar).
 - The courses for the Affective/Social elective are: either Social, Perception & Communication, Cultural Psychology, or another approved specialty seminar.
 - The courses for the Developmental elective: either Cognitive Assessment of Children or Developmental Proseminar II.
- For Clinical DCN students, their Advanced Clinical requirement is fulfilled by taking Neuropharmacology (also counts as a Tool class), Developmental Neuropsychology (also counts as a Core), and one year of Developmental Neuropsychology Clinic (does not count as a course).

See DCN Status Sheet in the Appendix to see how DCN requirements fit into other course requirements.

CHAPTER 4

OTHER IMPORTANT INFORMATION AND REGULATIONS

It is important to know that the topics covered in this section are governed by regulations set by the university's Office of Graduate Studies. What we offer here are general comments about the department's views on these topics. Because the Office of Graduate Studies can change their policies and regulations at any time, it is critical that you always check their website in order to have the most current regulations.

I. GRADES – See also Graduate Policies and Procedures at

<http://www.du.edu/currentstudents/>

The expectation for grades is that students obtain no less than a grade of “B” in each course. A grade of "C" may count toward graduate credit, but it does not meet program requirements. Remedial work of some kind will be required in order to have the course count for fulfilling a requirement. Such decisions will be at the discretion of the student's Area or program faculty.

II. INCOMPLETES - See also Graduate Policies and Procedures at

<http://www.du.edu/currentstudents/>

A. Description

An incomplete is given only when course requirements have not been completed because of circumstances beyond the student's control. Faculty are under no obligation to give an Incomplete rather than fail a student in a course. The grade of Incomplete is expected to be given to a student only under the most extenuating circumstances, and certainly not as a matter of course.

Incomplete grades for all graduate and professional students will appear on the transcript as an “I” for one year. During that time, they will have no impact on the grade point average. After one year, or at the time of graduation, incompletes will change to “F(I)” on the transcript and will enter the grade point average as an “F.”

Incompletes are an indication that you are not keeping up with the expected workload. Clinical internships sometimes review transcripts for the express purpose of determining whether you have accumulated a large number of incompletes. A number of incompletes could prove detrimental in obtaining a professional position or an internship.

B. Warning

It is very important that students work to remove an Incomplete from their record as soon as possible. There are several reasons for this. First, an Incomplete will considerably lower your GPA because it is considered as an "F" in computing the GPA. Second, the longer one delays doing the work, the harder it becomes. Third, it's a pain for faculty when it drags on and on; and in cases where original faculty are no longer available to grade the work, it may be impossible to get a grade. Finally, because the department offers tuition assistance only for the 120 hours required for the Ph.D., students need to complete courses in which they received an Incomplete or else pay out of their own pockets for additional courses to obtain the required number of hours for graduation. If a student accumulates more than 15 hours of Incomplete grades, that student may be reviewed for termination from the program.

C. Procedure

In requesting an Incomplete, the student must negotiate with the faculty instructor a timetable for completing the coursework. A contract must be drawn up in writing and put in the student's file maintained by the department's Graduate Secretary. When the work is completed, the student will obtain a Change of Incomplete Form from the Office of the Registrar in University Hall, B129 or from the Web site, www.du/registrar/incomplete.html, and submit it to the instructor, along with the work remaining to be completed.

III. REQUESTING EXCEPTIONS to a REQUIREMENT

GRAF, in conjunction with the Office of Graduate Studies, recommends the following procedure be used by students to request a waiver of a requirement or a substitute for a requirement on the rare occasion that a requirement cannot be fulfilled because of scheduling conflicts or limitations in tuition hours.

The student first needs to petition the area. It is suggested that the student talk to the area head to explain the particular situation that has led to the exceptional situation and obtain guidance on the information that should be included in the petition to establish the need, and the manner in which the requirement will be fulfilled in an alternative manner.

The petition will be presented to area faculty for their approval/disapproval.

If the petition is approved by the area, then the student must petition the Vice Provost of the Office of Graduate Studies for an exception to the requirement, explaining the need for the exception. This procedure of requesting approval from the Office of Graduate Studies is similar to what students must do if they wish to have a faculty member outside of the university serve on their dissertation committee. The difference is that while it is not that rare for students to request an outside faculty member to serve on a committee, only on rare occasions should students be requesting exceptions to fulfilling requirements.

IV. LEAVES OF ABSENCE - See also Graduate Policies and Procedures at <http://www.du.edu/currentstudents/>

A. Requesting a Leave

If a student must be absent from the campus for an extended period of time and will be unable to continue work on the degree, the student must request a Leave of Absence in writing. A Leave of Absence is expected to be used only under extenuating circumstances and not as a matter of course.

The student should work out the terms and details of the Leave of Absence with his/her advisor and obtain approval from the appropriate Area Head. The request for a Leave of Absence must state the length of the leave and any other conditions agreed upon by the student and the department. Any understanding about the student's eligibility for future financial support must be explicitly stated. All requests for leave of absence must be formally approved by the Area Head and the department chairperson.

Two very important items regarding leaves of absence are: 1) In order to be considered for funding upon return, the area must be notified by January 1 for funding that would start in the following fall quarter. 2) Your time limit to complete the degree (e.g., 8 years for the Ph.D.) will not be suspended for the duration of the leave.

B. Reinstatement

Reinstatement following a Leave of Absence requires the assistance of the department's Graduate Secretary. If the student wishes to be considered for financial support, a request for support must be made to the Area Head by January 1 for support in the following academic year.

V. INDEPENDENT STUDY - See also Graduate Policies and Procedures at <http://www.du.edu/currentstudents/>

The department offers a number of courses that permit students to design a course of study that fits their own interests and needs. These courses are Independent Study (PSYC 5991 & PSYC 6991), Independent Research (PSYC 5995 & PSYC 6995), and various practicums. The intent of these courses is to allow students to pursue topics not covered by regular courses. Therefore, when a student proposes to take an Independent-Study-type course, the proposed course should not be a substitute for regular courses that cover the same material.

A. Limitations

It is important to note that the department requires that 35 of the 45 hours required for the Masters degree be regular content courses, and that 75 of the 120 hours required for the Ph.D. be regular content courses. These requirements effectively limit the total

number of hours of Independent-Study-type courses that can be counted toward the degree to 10 for the Masters and 60 for the Ph.D. **The Department also requires that at least 60 of the content hour classes be taken in the department.**

B. Procedure

Before registering for an Independent Study, the student should meet with the proposed faculty supervisor to get an initial approval of the idea. Then the student should propose in writing:

1. the intended educational objectives
2. the manner in which the objectives are to be accomplished
3. what commitments are expected of the faculty supervisor
4. what the basis for assigning a grade will be

A copy of this proposal should be sent to the Graduate Secretary to be included in the student's permanent file.

VI. ETHICAL REVIEW OF RESEARCH

All research must be approved in advance by the University's Institutional Review Board (IRB). It is the student's responsibility to insure that approval is obtained before soliciting or running any participants in a study. The guidelines for submission of proposals to the IRB are under the supervision of the university's Office of Sponsored Programs (OSP), <http://www.du.edu/osp/>. The university is now using the eProtocol Research Compliance system that requires researchers who are new to the system to first fill out the electronic access request form, available at <https://www.du.edu/osp/compliance.html>, in order to gain access to the system and submit a proposal. The department has 1 or 2 faculty who serve each year as representatives to the IRB and can be of assistance if you have any questions about the procedures. Consult the department's annual listing of committee assignments to determine who the current IRB representatives are.

VII. MAINTAINING CONTINUOUS ENROLLMENT - See also Graduate Policies and Procedures at <http://www.du.edu/currentstudents/>

All graduate students must be in active status and continuously enrolled Fall through Spring terms. Students who have completed 120 hours and all the coursework for the Ph.D. but who have not yet completed their dissertation are required to register for a course called "Continuous Enrollment" (CE). A graduate student who is not in active status or continuous enrollment must apply for readmission and upon being reinstated will be charged for all the terms that he or she was not enrolled. Continuous Enrollment allows a student to use university resources such as the library and e-mail, and keep their student status for student health insurance and for purposes of receiving loans and deferring loans. The CE course offers no credit and will not appear on the transcript. Extensive information about registering for CE and the fees associated with it can be found on the web site for the Office of Graduate Studies: www.du.edu/grad. Note that you must

register each quarter for CE. Tuition waivers and scholarships hours may not be used to pay the CE fee.

Enrollment in "Dissertation Credit" can substitute for enrollment in CE.

For graduate students who have completed their course work, but who need to take additional research hours to earn the 120 hours needed for the Ph.D., the following policy applies: if the student is enrolled in Independent Research (PSYC 6991 or 6995) for less than four credits per quarter, then he/she must complete the continuous enrollment certification form and pay the CE fee in addition to enrolling for the research hours and paying tuition (via waivers or scholarship hours) for them.

VIII. ADVANCED STUDENTS

Students in their fifth year or beyond (hereafter referred to as senior students) need to be aware that the department is not typically able to financially support students beyond their fourth year. Students are encouraged to apply for outside funding, especially dissertation grants, to support themselves while they complete the program. In the past, students have also taught classes here and at other schools in the area or found jobs outside the department. TA and RA positions are available to senior students only if there are vacancies remaining after students in their first four years have been assigned TAs and RAs. Note too, senior students must cover the costs of health insurance themselves because the university's coverage of health insurance is tied to being enrolled for at least 8 credit hours for each of the 3 quarters of the academic year. Senior students also need to be aware that there is a limited amount of office space. While we typically have been able to house most all of our students in graduate offices or faculty lab space, because of increasing demands on space by faculty, staff, and 1-4 year students we cannot guarantee office space for senior students. Such decisions will be made on an annual basis.

IX. TIME LIMITS FOR COMPLETING DEGREES - See also Graduate Policies and Procedures at <http://www.du.edu/currentstudents/>

University policy limits the time for completing the Masters Degree to 5 years. The time limit for completing the Ph.D. is 8 years from the time of enrollment in the graduate program if one enters the program without a Masters degree; 7 years if the student enters with a Masters. Students are removed from the program once their time limit has been reached.

It is rare for students not to complete their degrees well before these limits. However, a student who needs additional time to complete the degree can petition the program faculty for an extension. This request must be made before May 1 of their terminal year. These extensions are not by any means automatic. It is possible to get an extension only if your advisor and the area faculty agree that your delay is due to unusual extenuating circumstances and that you have made sufficient progress towards completing the degree that granting you a one-year extension would allow you to complete the degree. To request an extension, you need to contact your advisor and devise a plan and expected time-line for completion. Your advisor then brings this

proposal to area faculty. If your advisor and the area faculty agree, then you need to petition the Vice Provost of Graduate Studies in writing for a one-year extension.

X. GRIEVANCE PROCEDURES - See also Graduate Policies and Procedures at <http://www.du.edu/currentstudents/>

A. Talking It Out

In general, the best way to handle problems is to try to talk with the person(s) involved. If that does not lead to a solution, you should discuss the problem with either your area head or the department chair who is responsible for all personnel matters. The following offers some more specifics with regard to complaints about TAs, RAs, and the university's grievance and appeals procedures.

TAs

If problems arise between a TA and the instructor, they should try to meet and talk out the problem. If such talks do not lead to any improvement in the situation, then the following steps should be taken.

If a TA is not performing his/her job, then the instructor should inform the student's area head, the department chair, as well as the graduate secretary, that the student is not fulfilling their obligations as a TA. The graduate secretary will keep a written version of the complaint in the student's file. The area head thus can find out from the graduate secretary if there have been problems with this student's TA performance in the past. The area faculty will then meet to discuss the consequences. Students should know that their eligibility for future funding depends on not receiving any further reports of unsatisfactory TA performance.

TAs who think that an instructor is acting unreasonably or unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The TA should feel comfortable coming to the chair with this information because this is important feedback that sometimes only the TA is in a position to know.

RAs

If problems arise between an RA and the faculty member, they should try to meet and talk out the problem. If such talks do not lead to any improvement in the situation, then the student should talk to the faculty member about getting off the grant and getting a TA instead and having someone who is currently on a TA take over on the project. If the student is uncomfortable having this discussion with the faculty member, they can ask the area head or department chair to intervene on their behalf.

B. Filing a Formal Grievance

If a student is not satisfied with an attempt to informally resolve the problem, she/he may file a formal grievance. Grievances regarding course grades should follow the procedure delineated in the handbook of the Office of Graduate Studies' Graduate Policy and Procedure manual (<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>). Formal grievances regarding being a TA, RA, or other aspects of a faculty's members behavior

should be submitted to the Department Chair. Grievances regarding the Chair should be submitted to the Personnel Committee.

The Chair will either resolve the grievance or refer it to the appropriate person/committee; e.g. the Office of Diversity and Equal Opportunity is notified in the case of charges of unlawful discrimination. The chair may seek information or advice from the student, faculty member or Personnel Committee as s/he deems necessary. (The Personnel Committee will follow a similar procedure for grievances regarding the Chair). The Chair will maintain a record of all materials pertaining to each the grievances. In addition, the chair will maintain a separate log of grievances that does not identify either the complainant or the party against whom the party was filed. This log will be part of accreditation self studies. All of the material regarding the grievance and the separate log are kept confidential except that accreditation site visitors have the right to view any material regarding a grievance.

XI. HONOR CODE

All students are expected to abide by the University of Denver Honor Code. We expect academic integrity and honesty in all coursework, professional interactions and research. The honor code can be found at <http://www.du.edu/studentlife/ccs/faculty.html>.

APPENDIX A

The following pages provide the checklists developed by each Area that summarize the requirements for each graduate program. See Chapters 2 and 3 for details regarding these requirements.

CLINICAL CHILD STATUS SHEET

Student: _____

Advisor: _____

Date Entered: _____

Leaves Taken: _____

PLEASE RECORD YOUR GRADE FOR EACH COURSE TAKEN. THANK YOU

I. Course Requirements:

<u>Date Completed</u>	<u>Requirement</u>
_____	PSYC 4920 Ethics in Psych. & Practice (Required for Terminal Masters; Psych/Law students; for all others, Required for the Ph.D.)
_____	PSYC 4295 Research Design & Inference
	Advanced Stat Course (1 from below):
_____	PSYC 4330 Analysis of Variance
_____	PSYC 4350 Structural Equation Modeling for the Social Sciences
_____	PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory and Applications
_____	PSYC 4565 Systems of Psychotherapy I
_____	PSYC 4512 Proseminar in Psychopathology
	<u>Clinical Assessment</u> (both required)
_____	PSYC 4411 Child Assessment – Cognitive
_____	PSYC 4413 Child Assessment - Personality

Other Clinical Courses:

_____ PSYC 4571 Multicultural Issues in Mental Health
_____ Professional Issues

Departmental Cores (20 credits required)

_____ PSYC 4002 Prosem in Human Memory and Cognition
_____ PSYC 4021 Prosem in Social Psychology
_____ PSYC 4526 Prosem in Cognitive Neuroscience *or*
_____ PSYC 4525 Prosem in Develop. Neuropsychology *or*
_____ PSYC 4262 Proseminar in Affective Neuroscience
_____ PSYC 4032 Proseminar in Develop. Psychology II
(Social/Emotional) *or*
_____ PSYC 4530 Proseminar in Develop Psychology III
(Biological Processes)

Advanced Clinical

Date Completed _____

For a DCN Clinical students, this requirement is fulfilled by two required DCN courses, Proseminar in Developmental Neuropsychology (also counts as core course), Neuropharmacology (also counts toward Research Tool), a full year of participation in the Child Neuropsychology Clinic (beyond the summer rotation required for every Clinical student) counts as a course equivalent.

Note: Clinical and/or research practica credits do not count toward this requirement.

Research Tool (10 hours required)

Date Completed _____

This is often a tool in statistics or developmental psychology, the latter which could include one of the core courses as part of it. Alternatively, one could propose a tool in some area such as cognitive neuroscience or multicultural research methods. For a DCN Clinical student, this requirement is met by the tool courses listed in the DCN Program requirements section.

II. First Year Project

Date Completed _____

Memos received from:

III. Second Year Project/Master's Theses Date Completed_____

Memos received from:

45 total hours of coursework (35 hrs. must be content courses) Date Completed_____

IV. Student advanced to Preliminary Candidacy for the Ph.D._____

V. Other requirements for the Ph.D.:

B. Clinical Training

Students are expected to complete sets of supervised clinical experiences:

1. Clinical Practicum. Students participate in either the Neuropsychology Clinic or the Clinic for Child and Family Psychology (CCFP) in the second year. In the third year, they typically participate on the Assessment Team of the CCFP. In subsequent years, they are expected to maintain a caseload of two cases through the CCFP.
2. Externship. It is required, that students complete a part-time clinical placement in their fourth year in the program. The aim of the externship is to add breadth to the type of clinical experiences available at the Child Study Center.
3. Internship. An A.P.A. approved internship is required for the Ph.D. in Clinical Child Psychology. If the internship is not fully A.P.A. approved, then it must be approved by the clinical faculty. The internship is usually completed in the fifth or sixth year of the program. Students must have their prospectus approved by the full prospectus committee before they can apply for an internship. Each quarter during internship, students are required to sign up for our psychology course PSYC 6981 Internship.

C. Prospectus Meeting: Date Completed:_____

Members:

D. Student is advanced to Final Candidacy: Date Completed:_____

E. Dissertation Defense: Date Completed:_____

Members:

F. Additional Course Work (Grades Included):

**G. Other Competencies (Currently 12 required of students entering 2012 or later):
Date Completed:**

120 hours complete (75 hours content, 60 hours must be taken in the Department of Psychology)

DEVELOPMENTAL STATUS SHEET

Student: _____

Advisor: _____

Date Entered: _____

Leaves Taken: _____

I. Master's Research Requirements:

1. First Year Project Completed (Memo Received from Advisor):

2. Master's Thesis Completed (Memo and Copy of Thesis Received):

II. Course Requirements:

<u>Date Completed</u>	<u>Requirement</u>
_____	PSYC 4295 Statistical Inference (Research And Design
_____	PSYC 4300 Correlation and Regression
_____	Advanced Stat Course (1 from below):
_____	PSYC 4330 Analysis of Variance
_____	PSYC 4350 Structural Equation Modeling For the Social Sciences
_____	PSYC 4355 Multilevel Modeling for the Psychological Sciences: Theory & Application
	<u>Other required courses:</u>
_____	PSYC 4031 Prosem.Dev: Cognitive & Perceptual Process
_____	PSYC 4032 Prosem in Development: Social & Emotional Processes
_____	PSYC 4033 Prosem.in Development: Biological Processes

PSYC 4920 Ethics in Psych. & Practice
(Required for Terminal Masters; Psych/Law students; for all others, required for Ph.D.)
45 total hours of coursework (35 hrs. must be content courses).

III. Requirements for the Ph.D.:

A. Comprehensive Exams (Memo Received by Advisor):

Before students in the Developmental Program can advance to preliminary Ph.D. candidacy, they must pass written comprehensive exams at the Ph.D. level. The goal of the exam is to allow students to demonstrate both the breadth and depth of their knowledge with regard to theories, methods, and the empirical foundations of developmental psychology. During the beginning of the second year, students will be given a reading list that will correspond to three major areas of developmental psychology. Sub-areas will also be indicated. Guidelines for writing these essays will accompany the reading list and topics. The three major areas are:

- iv. Cognitive and perceptual development
- v. Socio-emotional development
- vi. Biological processes

Note: in addition to an appreciation for the content of each area, questions will ask students to address methodological issues, implications for developmental psychopathology, and to integrate concepts, theories and methods across areas. Specific guidelines will be provided.

B. Tool Proposal Approved: Copy of tool and memo received:

C. Student Advanced to Preliminary Candidacy for the Ph.D.:
(Memo Received from Advisor)

D. Presentation Requirement : _____
(Memo Received from Advisor)

PRESENTATIONS:

First-year: _____ (Spring Quarter)

Second-year: _____ (Indicate Quarters)

Third-year: _____ (Indicate Quarters)

Fourth-year: _____ (Indicate Quarters)

E. Additional Course Requirements for the Ph.D.:

1. Core Courses: Cognitive, Neuroscience, Social/Emotions, Developmental, Clinical Science (1 Courses from 4 of the 5 categories):

1. _____
2. _____
3. _____
4. _____

2. 120 hours completed (75 must be content and 60 hours taken in Department)
Completed: _____

F. Tool Completed (Memo Received from Advisor): _____

G. Prospectus Meeting (Memo Received from Advisor):
Members:

H. Student is advanced to Final Candidacy for the Ph.D. (Memo Received from Advisor):
Date completed _____

I. Dissertation Defense: Date Completed _____
Members:

J. 120 hours (75 must be content and 60 hours must be taken from the Department of Psychology).
Date Completed: _____

Graduation Date _____

AFFECTIVE, SOCIAL, COGNITIVE STATUS SHEET

Student: _____

Advisor: _____

Entered: _____

Leaves: _____

PLEASE RECORD YOUR GRADE FOR EACH COURSE TAKEN.

I. Course Requirements:

<u>Date Completed & Grade</u>	<u>Requirement</u>	
_____	PSYC 4920	Ethics in Research & Practice (Required for Ph.D. & for Terminal Masters)
_____	PSYC 4295	Research Design & Inference
_____	PSYC 4300	Correlational and Regression
	Advanced Stat Course (1 from below):	
_____	PSYC 4330	Analysis of Variance
_____	PSYC 4350	Structural Equation Modeling for the Social Sciences
_____	PSYC 4355	Multilevel Modeling for the Psychological Sciences: Theory and Applications

Core Courses: Both Prosems from your area of concentration are required.

1. _____

2. _____

Affective/Social students are required to take 1 of the Cognitive Prosems and Cognitive students are required to take one of the Social/Emotion Prosems in the 3 additional proseminars required.

3. _____

4. _____

5. _____

II. Master's Thesis:

Date Completed

Prospectus Meeting

Defense: Memos received from:

(45 total hours of coursework; 35 must be content courses).

III. Before students can be advanced to Preliminary Ph.D. candidacy, they must complete the following:

- A. Tool proposal approved: Copy of tool and memo received.
(Please note: if your tool is DCN, you do not need to propose your tool).

Date Completed_____

- B. Comprehensive Exam (Applies to Cognitive students; must be completed by Fall term of 3rd year).

Date Completed_____

- C. Conceptual Analysis of Dissertation Area (CADA) (Applies to Affective/Social Students; must be completed by end of Spring Quarter of 4th year).

Date Completed_____

IV. Before students can be advanced to Final Ph.D. candidacy, they must complete the following:

- A. Prospectus Meeting Date Completed_____
Members:

- B. Teaching Practicum Date Completed_____

- C. Tool Completion Date Completed_____

D. Student is advanced to Final Candidacy for the Ph.D.

Date Completed _____.

E. Dissertation Defense: Date Completed _____
Members:

F. Additional course work taken (including specialty seminars). 120 hours completed
(75 hours content and 60 of those hours must be taken within the Department).

Courses taken (Grades included)

Date Completed:

Graduation Date: _____

DEVELOPMENTAL COGNITIVE NEUROSCIENCE STATUS SHEET

Any entering student in DCN must demonstrate competency in basic neurobiology (i.e. have taken an undergraduate class in physiological psychology, basic neurobiology, etc.). Otherwise, they need to take Introduction to Neurobiology in the Biology Department.

The following lists the remaining requirements for the DCN program, including the student's area requirements (see Table below). DCN mainly affects how a student meets the **Core** and **Tool** requirements (see DCN Program Requirements.) For the Core, DCN requires **four** Core classes; **two** Neuroscience Cores (one must be Cognitive Neuroscience), one Cognitive Core, and one Developmental Core: Biological Processes in Development (or Cognition/Perception, if Biological Processes is not available). In addition to these 20 hours of DCN Cores, each DCN student must take additional Core classes required by their Area. Clinical DCN students are required to take two Clinical Cores (Clinical Science and one Systems of Psychotherapy Core) and one Social/Personality/Emotions (SPE) Core class. So their total Core hours are 35. Developmental DCN students take the remaining two Developmental Core classes and one SPE Core, again for a total of 35 hours. Cognitive DCN students are required to take another Cognitive Core class and an SPE Core, for a total of 30 hours. Affective Social DCN students are required to take two SPE Core classes, again for a total of 30 hours.

For the Tool, a DCN student needs to take **two** neuroscience methods classes, which fulfill the student's Tool Requirement. DCN also affects some elective and Advanced Clinical requirements (See DCN Program Requirements).

Clinical	Developmental	ASC
<u>DCN</u> Date	<u>DCN</u> Date	<u>DCN</u> Date
<u>Completed</u>	<u>Completed</u>	<u>Completed</u>

Stats & Ethics	17		17		17	
Tool	10		10		10	
Cores	35		35		30	
Required	-		5	-	5	-
Electives						
Clinical	20*		-	-	-	-
Advanced	0+		-	-	-	-

Clinical						
TOTAL	82		67		62	
Minimum Elective Hours	0		8		13	
Maximum Research /IS Hours	38		45		45	
GRAND TOTAL	120		120		120	

IS = Independent Study

* Both Assessment Classes, Research Design, and Minority Mental Health
+ DCN clinical student fulfills this requirement with Neuropharmacology (also counts as tool), Dev. Neuropsychology (also counts as Core) & one year of Developmental Neuropsychology Clinic (which doesn't count as a course).

APPENDIX B

The following pages provide the Student Evaluation Form that students are required to fill out each spring.

PLEASE SEND ELECTRONIC COPIES TO PAULA, ERIN, and your ACADEMIC ADVISOR.

Date _____

CLINICAL GRADUATE STUDENT REPORT FORM
(information used for University Annual Report)

Name: _____

Area: _____

Please provide the following information for the past year (June to June). Thank you

A. Course Work this year and Grades

B. Research

List below in APA format any journal articles and chapters you authored or co-authored. Indicate whether published, in press, or submitted. Also list posters and convention papers presented. Please use Times New Roman 12 and as little formatting as possible.

Publications Published:

Publications in Press:

Publications Submitted:

Paper and Poster Presentations:

List RA/TA Experience

Other Research Activity

C. Teaching

List classes you taught either inside or outside of the Department this past academic year. List the evaluation score from the university course evaluations for Instructor and

Course (last 2 items), and attach copies of the student's comments.

List classes you were a TA for:

Indicate what opportunities you have had to communicate your knowledge in a research, clinical, or teaching context. This could include presentations to groups, class presentations, presentations as a TA, case presentations, demonstrations.

D. Grants, Fellowships, Awards

List any grants or fellowships you applied for this past academic year (and indicate whether they were awarded). Also list any other awards or honors you received.

E. Clinical Work

D.U. related Clinical Work on campus (CCFC, neuropsychology clinic, other practica)

Internships/Externships

Consultation and supervision

What is the direct number of clinical hours you have accumulated to date? (over all years).

E. Professional Development

Committee Participation and other citizenship activities

F. Other Information

Promotion of own cultural competence and contribution to Inclusive Excellence

Activities reflecting lifelong learning, scholarly inquiry, and professional problem-solving (e.g. consulting with colleagues, reading groups, attending colloquia, workshops, independent reading, and otherwise making efforts to learn outside of courses and other required activities).

The goal of the clinical program is to training students who can help advance the field of clinical psychology. We list a series of types of work and topics which our specializations our program offers that can help advance the field. These include a) clinical child psychology, b) clinical science, c) clinical work based on clinical science, d) work focused on the social system, e) developmental cognitive neuroscience, f) worked focused on diverse populations, community based programs, and social change, or g) another area that could advance clinical psychology. Is there information you have not reported elsewhere that would tell us about your activities or competencies regarding these ways of advancing the field? You do not need to repeat information provided elsewhere on this form (e.g. publications, promotion of cultural competence, etcetera).

G. Current Status

Requirements/Deadlines/Advancement

Evaluation of Your Progress (Including Completion of Program Requirements)

Plans for next year (including projections for completion of non-course requirements in the coming year.)

Issues you would like discussed in your evaluation:

Attach updated Status Sheet(s)

PLEASE MAIL TO PAULA and your ACADEMIC ADVISOR.

Date _____

GRADUATE STUDENT REPORT FORM FOR ASC and DEVELOPMENTAL STUDENTS

(information used for University Annual Report)

Name: _____

Area: _____

Please provide the following information for the past year (June to June). Thank you.

A. Research

List below in APA format any journal articles and chapters you authored or co-authored. Indicate whether published, in press, or submitted. Also list posters and convention papers presented. Please use Times New Roman 12 and as little formatting as possible.

Publications Published:

Publications in Press:

Publications Submitted:

Paper and Poster Presentations:

B. Teaching

List classes you taught (not T.A.s) either inside or outside of the Department this past academic year. List the evaluation score from the university course evaluations for Instructor and Course (last 2 items), and attach copies of the student's comments.

C. Grants, Fellowships, Awards

List any grants or fellowships you applied for this past academic year (and indicate whether they were awarded). Also list any other awards or honors you received.

D. Professional Positions/Internships/Externships/Consulting Activities in the Community

- **Development of Cultural Competence & Contributions to Inclusive Excellence**

APPENDIX C

Below is a list of web addresses for University Offices offering Student Services.

Financial Aid:

<http://www.du.edu/finaid/index.htm>

Graduate Studies:

<http://www.du.edu/grad/>

Registrar:

<http://www.du.edu/registrar>

Bursar:

<http://www.du.edu/bursar>

Student Health and Counseling Center:

<http://www.du.edu/healthservices>

Parking Services:

<http://www.du.edu/parking/>

Department of Residence:

<http://www.du.edu/reslife/>

Center for Multicultural Excellence

<http://www.du.edu/cme/index.html>

UNIVERSITY OF DENVER
Department of Psychology

I acknowledge receipt of the Official Handbook of Graduate Study, University of Denver, Department of Psychology, 2014-2015 and the Graduate Studies Bulletin. In doing so, I indicate that I am aware that it is my responsibility to be familiar with and in accordance with the Program, Department, and University regulations concerning academic integrity, student and faculty responsibilities, and degree and program requirements. Additionally, students are expected to know and adhere to the APA's ethical standards and guidelines for professional activities as well as the law and regulations governing the activities of psychologists in the State of Colorado. Violations of University, APA, or Colorado codes, regulations or law may lead to sanctions including separation from the Program and University.

Signature

Date

Name (Printed)

