

OFFICIAL HANDBOOK
OF
GRADUATE STUDY

UNIVERSITY OF DENVER
DEPARTMENT OF PSYCHOLOGY

2016-2017

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

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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 degree requirements from the bulletin year they entered the program or opting into revised degree requirements for future bulletin years. They can't, however, mix and match them. Please note that the university sometimes changes policies and procedures. 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 policies and procedures supersede the department policies and procedures. Students are responsible for reading the university's publication entitled, *[Graduate Policies and Procedures](#)*, and for checking the most recent university policies and procedures.

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/studentlife/studentconduct/index.html>.

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. DEPARTMENT MISSION, VISION, AND VALUES.

Work in the Department of Psychology – including your graduate training – is guided by our department mission, values, and visions:

Mission: Our mission is to advance psychological science by generating and sharing new knowledge through collaborative scholarship, educating and mentoring student scholars, and contributing to the public good.

Values: We value a collaborative and integrative approach to psychological science that fosters intellectual curiosity and innovation, invests in people in a supportive and inclusive environment, and serves the public good.

Vision: To be an inclusive intellectual community that fosters discovery and innovation.

In addition, we seek to carry out the ideals presented in the Chancellor's statement on Diversity, Equity, and Inclusive Excellence, which we encourage you to read here:

<http://www.du.edu/chancellor/vision/diversitystatement.html>.

II. 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 a specialization 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 mentoring 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.

III. 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 four academic years. The student must, however, pass a background check, as they are considered employees of the University of Denver, to receive the financial support and must work 20 hours a week during each quarter as a Graduate Teaching Assistant, Graduate Research Assistant or Graduate Service Assistant. 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 Four Years of Stipend Support. One exception to the expectation of four 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 four years to three years, then the student will be offered only three years of support. When 5th year funding is available, the department considers if students have brought in external funding for stipend and tuition in Years 1-4 in making funding decisions.

Exceptions to Four Years of Tuition Support. Once a student obtains 120 hours, the department may no longer provide tuition support. However, if a student has transferred hours from another institution and 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, if a student has taken additional hours at DU and reaches the 120 hour

limit before the end of the fourth year, the student can petition the department chair for additional tuition support. Students who anticipate being in this situation should talk with both their advisor and the department chair as soon as possible so that they can petition for support.

Continuation of Financial Support. Eligibility for continuation of GTA, GRA or GSA appointments require that students be in good academic standing and meet the expectations of the employment. A student who is not in good standing academically or who has performed poorly as a GTA, GRA, or GSA 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 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 across the three quarters, you are required to notify the Department Budget/Administrative Manager.
- **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. Please monitor your progress closely (e.g., using the program status sheet) and meet yearly with the Graduate Program Administrator to ensure this does not happen inadvertently.

Tuition Waivers & Health Insurance. Students with tuition waivers who are enrolled for at least 8 hours of coursework per quarter for all three quarters of the academic year will have the cost of their health insurance covered by the university. After coursework is completed and a student is on Continuous Enrollment, the Student Health Insurance is no longer 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 GTAs Are Assigned. During the Spring and Summer, students and faculty are polled for their preferences of assignment.

What To Do When You Receive Your GTA Assignment. After an assignment is made, the GTA is responsible to contact the instructor to discuss expectations for the assignment. GTAs

are expected to work 20 hours per week. Duties may include: attending class, holding review sessions and office hours, assisting with evaluation of student learning (e.g., grading, test construction, proctoring exams), photocopying course materials, assisting with learning activities (e.g., in-class group work) 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. GTAs are paid on the first of each month. The first paycheck is October 1. In addition to the stipend paid, GTAs receive 10 credit hours of tuition waiver per quarter.

Evaluations. The GTA'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 GTA. The GTA 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.

If Problems Arise. If problems arise between a GTA and the instructor, the student and or instructor should first try to informally address the problem directly. If informal discussion does not lead to any improvement in the situation, then the following steps should be taken:

- If a GTA is not performing his/her job adequately or appropriately, then the instructor should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a GTA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that his/her eligibility for future funding depends on not receiving any further reports of unsatisfactory GTA performance. In addition, a student may be dismissed from a current GTA position for poor work performance at any time during the academic year.
- GTAs who think that an instructor is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The GTA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.

B. Graduate Research Assistantships (RA)

How GRAs Are Assigned. GRA positions are offered to assist individual faculty members on grant-related research. Besides grant-related GRAs, the department also has GRAs associated with the Developmental Cognitive Neuroscience (DCN) program; these GRAs 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 GRAs should work out the details of their employment with the faculty member making the offer.

Workload Expectations. GRAs are expected to work 20 hours per week. The faculty member and GRA 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 University schedule of holidays when the University is closed is included here - <http://www.du.edu/registrar/calendar/holidays.html>

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

If Problems Arise. If problems arise between a GRA and the instructor, the student and or instructor should first try to informally address the problem directly. If informal discussion does not lead to any improvement in the situation, then the following steps should be taken:

- If a GRA is not performing his/her job adequately or appropriately, then the instructor should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a GRA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that his/her eligibility for future funding depends on not receiving any further reports of unsatisfactory GRA performance. In addition, a student may be dismissed from a current GRA position for poor work performance at any time during the academic year.
- GRAs who think that an instructor is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The GRA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.

Graduate Service Assistant (GSA)

Graduate service assistants may perform administrative and support functions or discipline-specific projects for an academic department or business unit. Responsibilities may include administrative support, lab monitoring, equipment management, web site development and maintenance, editorial work for scholarly journals, or routine support for publications or social media. To support professional development, the graduate service assistant should be given the opportunity to apply his/her academic skills to the assigned tasks and develop new administrative skills.

Workload Expectations. GSAs are expected to work 20 hours per week. The faculty member and GSA 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 University schedule of holidays when the University is closed is included here - <http://www.du.edu/registrar/calendar/holidays.html>

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

If Problems Arise. If problems arise between a GSA and the instructor, the student and or instructor should first try to informally address the problem directly. If informal discussion does not lead to any improvement in the situation, then the following steps should be taken:

- If a GSA is not performing his/her job adequately or appropriately, then the instructor should inform the student's area head and department chair, as well as the Graduate Program Administrator, that the student is not fulfilling their obligations as a GSA. The Graduate Program Administrator will keep a written version of the performance concerns. The area faculty will then meet with the student to discuss the concerns, establish consequences, provide written documentation and let the student know that his/her eligibility for future funding depends on not receiving any further reports of unsatisfactory GSA performance. In addition, a student may be dismissed from a current GSA position for poor work performance at any time during the academic year.
- GSAs who think that an instructor is acting unprofessionally should bring it to the attention of the department chair, who is responsible for handling all personnel matters. The GSA is encouraged to go to the department chair with any concerns that are still persisting after addressing the concerns directly with faculty member.

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. The student is also encouraged to discuss such placements with their research advisors. 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 to offer a 2-credit hour course in a student's area of expertise. Students may also be offered the opportunity to teach a regularly scheduled course. Students who wish to teach should contact the department chair. Students should realize that the ability of the department chair to honor such requests is constrained by department finances and needs.

Students who teach their own course should have a faculty consultant and are required to submit a syllabus to the department chair before the request can be approved. 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, 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 department chair.

If students are paid for teaching a course, they may not simultaneously enroll in the 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 contact the department 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, makes funding decisions. Fellowships go to proposals that are judged to be most

likely to yield 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. The most common examples include RAs with faculty to assist in grant-supported research and the previously described Associate Provost Grant Development Fellowships.

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.

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 students are no longer receiving a tuition waiver (e.g., 5th year students and above), then students no longer have health insurance paid for by the university.** Students 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). Fellowships are also available to support particular types of work (e.g., dissertation fellowships) and/or to increase support for members of traditionally underrepresented groups (e.g., APA's Minority Fellowship Program <http://www.apa.org/pi/mfp/>). The department has an excellent track record for students obtaining NRSAs and other external support. Your departmental research administrator is a resource to you when searching for funding and in preparing your application package, please consult with her as soon as you are considering applying for funding so that she can assist you with internal processes and answer any questions you may have.

Students should consult relevant websites for fellowship application procedures and information. Students can also consult with the department Research Administrator about seeking out funding opportunities. 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."

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 inclusive excellence and are available after the 1st year for students who can demonstrate engagement in activities promoting inclusive excellence (some examples include research that addresses the needs of underserved populations, involvement in the department's IE 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.

IV. 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. 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 ASC Brownbag, the Developmental Lunch, and the Neuroscience Research Group (NRG) (see relevant area-specific requirements to learn whether attendance is required at any of these groups). The three groups listed here have regularly scheduled meeting times. These 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 is available in the Department Handbook.

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, assistantship supervisors and, for clinical students, their clinical supervisors.

During periods of student or faculty recruitment, students are asked to evaluate student and faculty candidates.

D. 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.

V. DEPARTMENT AWARDS FOR GRADUATE STUDENTS

A. Awards for Research and Travel.

The department provides 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>. Research and Travel 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.

B. GSFF Awards for Research and Travel

The Graduate School of the Four 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. A call for submissions is made in the spring. The selection committee reads all submission and selects 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 selection committee reads all submission and selects 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. The selection committee makes decisions based on a student's academic credentials and how beneficial the workshop is likely to be to their career.

VI. PROFESSIONAL DEVELOPMENT

The department offers professional development support both within programs and across the department. The department 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, at least one of quarterly graduate student lunches is dedicated each year to professional development.

VII. 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 takes 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 value a collaborative and integrative approach to psychological science that fosters intellectual curiosity and innovation and invests in people in a supportive and inclusive environment. This means many are happy to listen and consult with graduate students based on 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.
- 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: <http://www.du.edu/health-and-counseling-center/>. In addition, the HCC can make referrals to outside providers in the community.
- Financial Aid Office. The university maintains an office of Student Financial Services. Their website is: <http://www.du.edu/financialaid/>

In addition, offices across campus offer diverse services for support students. Information about DU resources can be found here:

<http://www.du.edu/media/documents/graduates/gradexperiencecurrent.pdf>

Information about the English Language Center and Fischer Early Learning Center, can also be found at <http://www.du.edu>.

VIII. 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 Masters 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.

IX. 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, 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 – five years for the Masters and eight 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 clear expected outcomes and/or parameters and a timeline more stringent than the 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. 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 must complete the degree requirements on their way toward obtaining the Ph.D.; however, students are not required to obtain apply to graduate an earn the credentials associated with a official Masters degree. All students must complete the master level requirements prior 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 70 hours of the required 120 hours must be content courses. **Note, at least 60 of these 70 content hours must be taken in the Psychology Department. Any courses taken outside the department require approval in advance by your area head and the department chair. If you use a tuition waiver on a course that is not approved in advance, 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.

Students who get one or more of the statistics classes listed in the department's statistic course requirements waived because of having taken a similar graduate course at another institution will be allowed to count the credit hours associated with that course toward the total number of content hours required. For example, if Research Design & Inference is waived; then the 5 hours associated with that requirement would be subtracted from the 70 content hour requirement, with the result that the student would be required to take 65 content hours at DU.

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 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 4032 *Developmental Prosem: Social/Emotional*

PSYC 4033 *Developmental Prosem: Biological Processes*

(NOTE: Developmental Students are required to take both)

(NOTE: Clinical Child students must take either PSYC 4032 (Social/Emotional) or PSYC 4033 (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 (or designee) 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 Program Administrator that a research Tool has been identified and approved by the area. In order to be advanced to final candidacy, the Graduate Program Administrator 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 Program Administrator.

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 Program Administrator of this.

2. **Research** -- The Masters is a report of original empirical research involving newly collected and/or existing data.
3. **Ethics Approval** -- All research (whether for the Masters, Ph.D., or as part of additional work) 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 Masters 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 Masters 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. 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 Program Administrator stating that the paper has been read and approved. Students should also ask the Area Head to send a memo to the Graduate Program Administrator 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, see your area for the specific requirement. The University has a time limit for obtaining the Masters which is five years from the date of initial enrollment. To remain in good standing, you must comply with the time limits set by your area.

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** see <http://www.du.edu/grad/deadlines.html>.

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 in the [Graduate Bulletin](#). The main points are summarized below, but the student is responsible for using the Bulletin. In case of conflict between what is specified below and what is specified in the Bulletin, the website is considered to be the most accurate.

1. **Dissertation Advisor** (Director) - The advisor is a full-time, tenure or tenure-track faculty member in the psychology department.
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 Program Administrator of this.
4. **Outside Chairperson for Final Oral Defense** – The University Bulletin outlines the definition for the outside chair.
5. **Final Oral Defense**
 - a) Arrangements -Arrangements for the appointment of the defense committee and for the date and time of the oral defense must be made with the advisor and scheduled with the Graduate Program Administrator. Guidelines and deadlines are posted on the Office of Graduate Studies website:
<http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The Office of 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 defense committee at least two weeks before the date of the oral defense.

c) Defense Meeting – The defense meeting is scheduled for two 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 one 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. 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/currentstudents/graduates/graduationinformation.html>

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

F. Time Limit

The University has a time limit of eight years from the date of initial enrollment in which to obtain the Ph.D., seven 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 masters 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 Bulletin](#) for the rules governing transfer of hours.

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 Program Administrator.

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 blanket transferred a 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 Masters Degree

The student's advisor and the head of the student's area will look over each Masters 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 Masters thesis under this department's guidance before being advanced to preliminary Ph.D. candidacy. ("Completion of a satisfactory Masters 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 Masters thesis or if the student wishes to appeal the decision, the Selection 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 Masters thesis. The final Selection 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 Program Administrator.

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 *Developmental Prosem: Social/Emotional*

OR PSYC 4033 *Developmental Prosem: Biological Processes*

7. Other Required Courses

PSYC 4920 Ethics in Psyc Research & Practice

PSYC 4925 Clinical Ethics and Professional Issues

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 6 cases. One of the advanced clinical courses must be an intervention course other than the required PSYC 4565 Systems of Psychotherapy (e.g. Systems II, Couples Therapy or Family Therapy.) For a DCN Clinical student, this requirement is fulfilled by PSYC 4688 Clinical Psychopharmacology (also counts toward Research Tool), an intervention course other than the required PSYC 4565 Systems of Psychotherapy, and a year participation in the Child Neuropsychology Clinic, seeing 8 cases. PSYC 4688 Clinical Psychopharmacology is for 4 credits. If students take PSYC 4688 Clinical Psychopharmacology as an advanced clinical course, they need to take an additional 1 credit independent study on Clinical Psychopharmacology. 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 sixth or seventh 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 Requirements and Competencies

Integrative Knowledge of Basic Discipline-Specific Content Areas Requirement.

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.

Competency 1: 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.

Competency 2: 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.

Competency 3: 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 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 student is ready to apply for internships, the faculty will determine if the student is 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.

A. 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 4032 Development Prosem: Social & Emotional Processes
- e) PSYC 4033 Development Prosem: Biological Processes

B. 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 Masters thesis, or the First Year project and Masters thesis may be completely independent. The First Year project may differ from the Masters 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.

C. Masters thesis

Developmental students have two options for the process of conducting their Masters 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 Masters 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 Masters 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.

Masters Thesis Deadline

All Masters Thesis requirements must be completed by the end of the student's second year in the program, regardless of how much data the student has collected. The Masters paper and defense must be completed by the last day of the academic year.

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

D. 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 Masters 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 Masters 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.

E. 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 ensure 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 Program Administrator that the tool has been approved. Upon completion of the tool, the area head will inform the Graduate Program Administrator that the tool has been completed, as part of the process of advancing the student to Ph.D. candidacy.

- F. Presentation requirement** – In order to gain experience making academic and professional presentations, students are required to make one presentation during each academic year during the weekly developmental lunch meetings. The requirement to make one presentation 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).

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.

- G. Dissertation Proposal** - Students are required to propose their dissertation by the end of the 4th year. Students can petition the area to request an extension if they believe they have extenuating circumstances that warrant an extension

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 Masters

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, an ASC Brownbag 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 Masters 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. All students are polled for their input, and the student representative to faculty meetings is consulted by the area head for follow-up discussion. 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 biological underpinnings of behavior including of biological and behavioral change 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). The program allows students to gain valuable hands-on experience through practicums in the tools and approaches used to study neurobiology and behavior (for example, neuroimaging) and 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 – that is participation in the DCN program counts as your tool. Please note that if specific required courses are not offered during your first four years, alternatives will be allowed (see DCN area head for approval).

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 (any 4)
 - a. PSYC 4002 Memory and Cognition
 - b. PSYC 4660 Perception
 - c. PSYC 4056 Developing Brain
 - d. PSYC 4262 Affective Neuroscience
 - e. PSYC 4033 Developmental Biological Prosem
 - f. PSYC 4526 Cognitive Neuroscience

2. Two of the following tool/method courses:
 - a. PSYC 4255 Imaging the Mind
 - b. PSYC 4085 Stress and Health
 - c. Genetics (at this time we do not offer genetics in the department, however, many students take this at UC Boulder and this option is allowable)
 - d. Build your own tool (this option requires a formal application to the DCN area head. The application proposal should include a reading list, a faculty mentor in

the department and a letter of agreement (Email acceptable) from a research lab where the student will intern to learn a specific methodology, including the timeline for when that will occur and the expected number of contact hours.

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 policies and procedures. What we offer here are general comments about the department's views on these topics. Students are responsible for knowing the University's Bulletin for updated policies.

I. GRADES – See also Graduate Policies and Procedures at <http://bulletin.du.edu/graduate/gradpolicy/>

A grade of “C” does not meet requirements and the course will have to be repeated. The student may be responsible for tuition costs for repeating the course.

II. INCOMPLETES - See also Graduate Policies and Procedures at <http://bulletin.du.edu/graduate/academicpoliciesandprocedures/incompletegrade/>

Incompletes may be interpreted as 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.

Warning

If a student accumulates more than 15 hours of Incomplete grades, a student may be reviewed for monitoring status, probation or termination from the program.

III. REQUESTING EXCEPTIONS TO A REQUIREMENT

The department, 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 complete the required paperwork for 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/media/documents/graduates/personalleave.pdf>

A. Requesting a Leave

If a student is requesting a leave from the program for a term or more, the student must request permission for a Leave of Absence. 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 chair and submitted to the Office of Graduate Studies.

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., eight years for the Ph.D.) will not be suspended for the duration of the leave.

Students requesting a Medical Leave of Absence should review the medical leave of absence policy. If approved for a medical leave, the time limit to complete the degree is suspended during the medical leave (e.g., eight years for the Ph.D.)

B. Reinstatement

Reinstatement following a Leave of Absence requires the assistance of the department's Graduate Program Administrator. 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/registrar/registration/courseapproval.html>

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 70 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 Program Administrator 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 ensure 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 uses the IRBNet software for submitting and reviewing research. Information and training are available at portfolio.du.edu/IRB/page/51196. Please note that education and training on the protection of human research participants is required in order to engage in research involving human subjects at the University of Denver. The University provides access to the required training through the Collaborative Institutional Training Initiative, known as CITI, an interactive online tutorial. See <http://portfolio.du.edu/IRB/page/51203>. The department has 2 or 3 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://bulletin.du.edu/search/?P=continuous+enrollment>

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: <http://bulletin.du.edu/graduate/coursedescriptions/cenr/>. Note that you must register each quarter for CE. Tuition waivers and scholarship 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 may enroll in CE 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. GTA and GRA positions are available to senior students only if there are vacancies remaining after students in their first four years have been assigned GTAs and GRAs. 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 three 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 five years. The time limit for completing the Ph.D. is eight years from the time of enrollment in the graduate program if

one enters the program without a Masters degree; seven 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 Associate Provost of Graduate Studies in writing for a one-year extension.

X. GRIEVANCE PROCEDURES - See also Graduate Policies and Procedures at <http://bulletin.du.edu/graduate/academicexceptions/proceduresforacademicgrievancesforgraduatestudents/>

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://bulletin.du.edu/undergraduate/studentconductsupportservicesandresources/honorcode/>

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 4925 Clinical Issues and Ethics
_____	PSYC 4295 Research Design & Inference
_____	PSYC 4565 Systems of Psychotherapy I
_____	PSYC 4512 Proseminar in Psychopathology
	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
	<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

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 Develop Prosem: (Social/Emotional) *or*

_____ PSYC 4033 Develop Prosem: (Biological Processes)

Advanced Clinical

Date Completed _____

For non DCN students, the requirement is met by two advanced clinical courses and a nine month rotation in the Child Neuropsychology Clinic seeing 6 cases. One of the advanced clinical courses must be an intervention course other than the required PSYC 4565 Systems of Psychotherapy (e.g. Systems II, Couples Therapoy or Family Therapy.) For a DCN Clinical student, this requirement is fulfilled by PSYC 4688 Clinical Psychopharmacology (also counts toward Research Tool), an intervention course other than the required PSYC 4565 Systems of Psychotherapy, and a year participation in the Child Neuropsychology Clinic, seeing 8 cases. PSYC 4688 Clinical Psychopharmacology is for 4 credits. If students take PSYC 4688 Clinical Psychopharmacology as an advanced clinical course, they need to take an additional 1 credit independent study on Clinical Psychopharmacology. Note: Other 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/Masters 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. Integrative Knowledge Requirement

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

120 hours complete (70 hours content, 60 hours must be taken in the Department of Psychology)

DEVELOPMENTAL STATUS SHEET

Student: _____

Advisor: _____

Date Entered: _____

Leaves Taken: _____

I. Masters Research Requirements:

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

2. Masters Thesis Completed (Memo and Copy of Thesis Received):

II. Course Requirements:

Date Completed

Requirement

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

Other required courses:

PSYC 4032 Development Prosem:
Social & Emotional Processes

PSYC 4033 Development Prosem:
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).

Masters Thesis Deadline

All Masters Thesis requirements must be completed by the end of the student's second year in the program, regardless of how much data the student has collected. The Masters paper and defense must be completed by the last day of the academic year.

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 Quarter)

Third-year: _____(Indicate Quarter)

Fourth-year: _____(Indicate Quarter)

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:

K. 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. Masters 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 (70 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.

- | | |
|---|----------------|
| 1. Four Required Core Courses (any 4) | Date Completed |
| a. PSYC 4002 Memory and Cognition | _____ |
| b. PSYC 4033 Developmental Prosem: Biological | _____ |
| c. PSYC 4056 Developing Brain | _____ |
| d. PSYC 4262 Affective Neuroscience | _____ |
| e. PSYC 4660 Perception | _____ |
| f. PSYC 4526 Cognitive Neuroscience | _____ |

- | | |
|---|----------------|
| 2. Two of the following tool/method courses: | Date Completed |
| a. PSYC 4255 Imaging the Mind | _____ |
| b. PSYC 4085 Stress and Health | _____ |
| c. Genetics (at this time we do not offer genetics in the department, however, many students take this at UC Boulder and this option is allowable). | |

Date Completed

- d. Build your own tool (this option requires a formal application to the DCN area head. The application proposal should include a reading list, a faculty mentor in the department and a letter of agreement (Email acceptable) from a research lab where the student will intern to learn a specific methodology, including the timeline for when that will occur and the expected number of contact hours.

Date Completed

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 & 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

E. 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/financialaid/graduate/>

Graduate Studies:

<http://www.du.edu/learn/graduates/index.html>

Registrar:

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

Bursar:

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

Student Health and Counseling Center:

<http://www.du.edu/health-and-counseling-center/>

Parking Services:

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

Department of Residence:

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

Center for Multicultural Excellence

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

UNIVERSITY OF DENVER
Department of Psychology

I acknowledge receipt of the Official Handbook of Graduate Study, University of Denver, Department of Psychology, 2016-2017 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)

