Psychological & Brain Sciences
Washington University

Guide to Graduate Training

• Research
  • Teaching
  • Service

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Welcome to the Graduate Training Program in Psychological & Brain Sciences at Washington University. This is an exciting time in your professional development that will lay the groundwork for what we hope will be a very rewarding career. This manual is intended to take some of the mystery out of the training process and to provide information that will facilitate your progress through the program. Please consult this manual often so that you keep abreast of important deadlines and requirements. Current events and other important information are posted on the department web site (http://psych.wustl.edu) and on the web site maintained by the Graduate School of Arts and Sciences (http://graduateschool.wustl.edu). You should also consult the orientation guide you received from the Graduate School when you first entered the program. It contains contact information for numerous resources that you are likely to find useful as you pursue your degree at Washington University. In addition, please see Appendix A for an outline of the governance structure of the administration in the department of psychological & brain sciences, which should help you understand who is available to answer which types of questions. If you have questions that are not answered in this manual, ask the Graduate Program Assistant, Meg McClelland (314-935-6520, mcclelland@wustl.edu), your faculty advisor, or contact the Director of Graduate Studies (DGS), Dr. Lori Markson (314-935-3482, markson@wustl.edu). The Psychology & Brain Sciences Graduate Student Association (PGSA) also represents your interests at the department level. Contact the Graduate Program Assistant for current representatives’ names and phone numbers.
Graduate Training in Psychological & Brain Sciences at Washington University

The major goal of the graduate training program is to educate students to become competent scientists and teachers. The specific path you will take to that goal will depend in large part on your individual interests and the kinds of educational experiences you pursue. You will, however, have a number of requirements that must be satisfied before you are granted a Ph.D. in Psychological & Brain Sciences. The department imposes some of the requirements; others are general requirements of the Graduate School of Arts and Sciences (GSAS). All of these requirements are described in this manual. Most departmental requirements apply to all students. Occasionally there are minor variations across the subspecialty areas: Aging and Development (A&D); Clinical; Behavior, Brain, Cognition (BBC); Social and Personality (S&P). These are noted throughout the manual. Students in the Clinical area should consult the Clinical Program Handbook prepared specifically to address the additional requirements of their professional training.

When you first enter the program you are assigned a faculty advisor reflecting your subspecialty interest. Your faculty advisor along with the other faculty that are members of your primary divisional affiliation (e.g., Clinical, BBC, S&P, A&D) form an advisory committee and provide you with a formal written evaluation at least once a year.

Academic Portfolio

To assist in your guidance and evaluation, you are responsible for submitting a portfolio of accomplishments to your advisor and the Graduate Program Assistant at the end of each semester (see Appendix B for the specific details regarding the contents of this portfolio). The portfolio serves as a growing record of your accomplishments and as a planning tool to assist you in meeting your training goals. The Graduate Program Assistant will remind you when portfolios are due (December 15 and May 1); it is your responsibility to turn in your portfolio on time. The advisory committee is expected to provide written feedback (Appendix C) within one month of reviewing your portfolio. If you are not receiving prompt and useful feedback about your progress, discuss the matter
with your faculty advisor or with the DGS.

General Requirements for the Ph.D. Degree in Psychological & Brain Sciences

All students must complete 72 credit hours of graduate level course work (this coursework must be completed for a student to be considered ABD). [NOTE: You may take more credits if you need them, up to a total of 81. In the unlikely circumstance that you need more, we can petition the Dean of the Graduate School.] A typical semester course load for the first 2 years is 12-13 hours, unless teaching or research responsibilities suggest a 9-10-hour load (e.g., students supported by teaching assistantships from the Graduate School usually enroll in 9-10 credit hours per semester). You are also expected to meet the following requirements:

1. Pass two semesters of graduate statistics and one course in research methods. The statistics courses--Quantitative Methods I (Psych 5066) and Quantitative Methods II (Psych 5067)--are taken during the first year. The research methods course--Research Designs and Methods (Psych 5011)--is taken during the first semester of the second year.

2. Pass one graduate level course in four of the following six areas (your focus area may require that you take classes in certain of these areas and thus the choice of which four may not always be up to the individual student). The most common way for students to fulfill each distribution area will be to take one of the courses listed for each area below. Ideally, the courses that students take to fulfill a distribution area will provide a broad introduction to an area at a level appropriate for a graduate student (i.e., with more depth, nuance and complexity than a standard 300 level undergraduate course). Students may petition, however, for substitution of other courses for this requirement. A single undergraduate course cannot serve to fill one of these requirements (i.e., an undergraduate history course can no longer fulfill the history requirement). Requests for substitutions must be made in writing to the DGS and must state clearly the justification for the substitution. These requests ordinarily are granted only if current qualifying courses have not been offered on a regular basis or if extenuating circumstances
prevent a student from taking qualifying courses when they are offered. In addition, the DGS will consider a substitution under additional circumstances that reflect the specialized needs and career trajectories of individual students, such as the student has taken 2 or 3 more specialized courses within a distribution area and wishes to have these collectively count as fulfilling the distribution requirement. **Courses listed as applying to more than one area may be used to satisfy the course requirement in a single area only.** The student may choose the area to which such courses will apply. The six distribution areas and the graduate courses currently allowed as meeting the distribution requirement are listed below. **IN ADDITION, IF THERE IS A 400 LEVEL COURSE ON A SIMILAR TOPIC AREA, IT MAY BE TAKEN TO FULFILL A DISTRIBUTION WITH SOME ADDED WORK AND PERMISSION OF THE DIRECTOR OF GRADUATE STUDIES. THIS IS TRUE EVEN IF THE COURSE IS NOT LISTED BELOW.**

**CLINICAL STUDENTS: PLEASE SEE CLINICAL PROGRAM HANDBOOK FOR MORE SPECIFIC GUIDELINES ON WHICH COURSES SHOULD BE USED TO FILL DISTRIBUTION AREAS.**

(a) **Social and Personality Psychology**

Psych 427: Social Gerontology
Psych 503: Seminar in Experimental Social Psychology
Psych 5355: Personality Development Across the Lifespan
Psych 540A: Advanced Seminar in Clinical Psychology: Personality & Psychopathology
Psych 592A: Theories of Social Psychology
Psych 5932: The Person from the Inside and Outside (or Personality and the Self)
Psych 5955: Memory, Emotion and Attitudes
Psych 5991: Social Cognition
(b) Abnormal Psychology and Affective Neuroscience (Change from Health Psychology on 9/9/2013)

Psych 4746: Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior (formerly Psych 4745)
Psych 4765: Inside the Disordered Brain: Biological Basis of the Major Mental Disorders
Psych 5345: Genetic and Environmental Contributions to Psychological Phenomena: The Nature and Etiology of Personality and Psychopathology
Psych 537: Advanced Psychopathology
Psych 540A: Advanced Seminar in Clinical Psychology: Personality & Psychopathology
Psych 545: Introduction to Psychological Treatments
Psych 5453: Affective Science
Psych 546: Behavior Therapy
Psych 5523: Neuropsychological Syndromes
Psych 588: Clinical Psychology of Aging II
Psych 5886: Clinical Assessments with Older Adults
Psych 5958: Emotion Regulation

(c) Biological-Neurological Bases of Behavior

Psych 4746: Biological Pathways to Psychopathology: From Genes and the Environment to Brain and Behavior (formerly Psych 4745)
Psych 4765: Inside the Disordered Brain: Biological Basis of the Major Mental Disorders
Psych 5523: Neuropsychological Syndromes
Biology 5651: Neural Systems
Psych 5831: Biological Foundations of Behavior

(d) Cognitive, Learning, and Perception

Psych 4181 or 4182: Perception, Thought, and Action
Psych 433: Psychology of Language
Psych 473: Decision and Choice
Psych 5081: Advanced Seminar in Cognitive Psychology
Psych 5085: Human Memory
Psych 5086: Retrieval Processes in Human Memory
Psych 5087: Advanced Cognitive Psychology
Psych 5088: Key Readings in Cognitive Psychology
Psych 5089: Cognitive Neuroscience of Memory
Psych 5095: Concepts in the Science of Memory
Psych 532: Seminar in Developmental Psychology: Language and Cognitive Development
Psych 5505: Seeing
Psych 555: Seminar in Hearing

(e) Aging and Development
Psych 427: Social Gerontology
Psych 4301: Advanced Cognitive Development
Psych 4591: The Development of Social Cognition
Psych 532: Seminar in Developmental Psychology: Language and Cognitive Development
Psych 5355: Personality Development Across the Lifespan
Psych 556 (sec. 02): Seminar on Cognitive Development (Markson)
Psych 588: Clinical Psychology of Aging II
Psych 5881: Psychology of Aging
Psych 5886: Clinical Assessments with Older Adults
Psych 5887: Clinical Interventions with Older Adults

(f) History of Psychology
Psych 4047: History of Neuroscience
Psych 4651: History of Psychology

3. Obtain teaching experience commensurate with preparation for an academic career. Training in effective teaching is gained through enrollment in the
department’s teaching seminar¹ (Teaching of Psychology, Psych 565) and through participation in one of the experiences outlined in the section titled **Teaching Requirement Fulfillment** (page 15). Most students will need to be, or want to be, a teaching assistant during their graduate career as a means to support themselves or to gain teaching experience. However, some students may not need to be a teaching assistant if they have other support (fellowships, etc.). Although every effort will be made to avoid doing so if the student has other means of support and they have found a way to meet their graduate school teaching requirement, the department may occasionally require such graduate students to serve as a teaching assistant in order to meet departmental needs. The DGS will use the following criteria to decide which students will be asked to serve as a teaching assistant an additional semester: (a) number of prior semesters in service as a teaching assistant, (b) whether or not the student currently holds a fellowship that provides stipend support, and (c) the degree to which serving as a teaching assistant an additional semester would interfere with the ongoing progress of the student's dissertation. No student shall be required to serve more than three semesters, although any student can volunteer to do so if they want further experience or the financial support. Every effort will be made to avoid first-year students serving as teaching assistants. Additional advice on teaching experiences and opportunities can be found in the Teaching Assistant Handbook distributed by the GSAS office and found at this web address:

http://graduateschool.wustl.edu/files/graduate/TeachingAssistantHandbook.pdf. The university's Teaching Center also provides outstanding support for instructors at all levels (http://teachingcenter.wustl.edu). You should document your training and experiences by developing a teaching portfolio. Appendix D provides the guidelines developed by the Teaching Center and recommended by the Graduate

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¹ All psychological & brain sciences graduate students must enroll in Psych 565 before undertaking their first teaching assistantship or their first teaching assignment. Transfer graduate students that have already served as TAs at another school must still register for this class at some point in their graduate career if they have not already had a similar course at a previous school, unless they are given exemption by the course instructor.
School. In addition, interested students may wish to pursue the Teaching Citation offered by the Graduate school, also outlined in Appendix D.

4. Register for, and attend, the 1-credit (one hour per week) seminar on “Research Ethics” – Psych 5405. Completion of this seminar is required of all graduate students in the Department of Psychological & Brain Sciences, and is to be completed your first semester in the training program, unless it isn’t offered. Attendance will be taken and missed sessions must be made up in subsequent years in order to fulfill this requirement.

5. Attend at least five (5) workshops on professional development. We recommend you do so during your 2nd and/or 3rd years, but you are welcomed to attend them as frequently as you would like and as they are offered. Some of the topics are: The job application process; Job talks and interview skills; Negotiation in Academia; Non-Academic jobs; Teaching issues; Responding to Reviewers. A meeting with Dr. Arlene Taich, Assistant Director, Graduate and Postdoctoral Scholar Career Development, is required as one (1) of the five professional development workshops and may also be satisfied by attending the annual group session she holds early each fall semester in our department. With the exception of the meeting with Dr. Taich, the PD requirement may be satisfied by successfully completing Psych 5015: The Psychology of Academia class.

6. Complete a qualifying research project during the first two years of graduate study. This is often referred to as the Master’s Thesis.

7. Pass a subject matter examination. This examination must be passed before work on the dissertation can begin.

8. Complete a dissertation project and defend it in an oral examination. The research requirements for the Ph.D. are described in more detail later in this manual.

Attendance at department colloquia is also required, and during years 1-3, you are expected to register for Psych 5999, a 1 credit seminar course which will give you course credit for this attendance. You should also take advantage of the numerous other educational and professional experiences in the department and around the
Within the department, these include brown-bag lunch meetings and special interest group meetings such as cognitive science, aging and development, and social and personality psychology. Other departments and programs on the Danforth campus (e.g., Biology, Philosophy-Neuroscience-Psychology, Social Thought and Analysis) and at the medical school (e.g., Division of Health Behavior Research, Psychiatry, Pediatrics, Neurology) also offer regular colloquia that may be relevant to your training.

**Registration Procedures**

Registering for classes is handled through on-line computer registration. Before you register each semester, you will meet with your faculty advisor to discuss course options and how they meet your training goals. Then your faculty advisor will submit an online authorization (through their WebFAC account) which will enable you to register through your WebSTAC account. In order to access WebSTAC, you will need to have set up your WUSTL Key which will allow you access to several student resources. Computer terminals for registration are located in the Teaching Labs in the Psychological & Brain Sciences Bldg., Olin Library, Danforth University Center (DUC), the Admissions Office, and various other locations on campus.

You are responsible for the timely completion of your courses and are expected to maintain at least a B average. Occasionally you may not be able to complete a course before the end of the academic term (e.g., due to illness). At the discretion of the instructor, you may be assigned an “incomplete” grade for the course (designated by an “I” on your transcript). It is your responsibility to complete the course requirements and remove the incomplete grade within one year. **After one year, the Dean will expect the incomplete to be resolved. All incomplete grades must be resolved before you can take your subject matter oral exam and begin work on your dissertation.** As part of your portfolio review, you will be reminded semi-annually about the presence of incompletes and about any impending change of grade.

As you approach the completion of the 72 units of required coursework, and you begin to register for fewer than 9 units (full-time minimum) in a semester, you will need
to also register for L33 884, Doctoral Continuing Student Status, which is considered an Audit for zero credits but will also keep your status as “full-time”. You will receive a grade of either “L” for successful audit or “Z” for unsuccessful audit. Once you are no longer registering for units, L33 884 will be your only registration each semester of the remainder of your academic career.

**Research Training and the Qualifying Research Project (Master’s Degree)**

From the beginning of your graduate training at Washington University you will be participating in research reflecting your area of specialization. That training will be guided by your research mentor and will take place within one or more of the research laboratories in the department or university. In the early stages of your training, you will work on your qualifying research project. Once the qualifying research project is completed (by the end of your second year), and provided you have completed the required course work (e.g., Statistics, Research Methods, at least 36 units), you can receive a Master’s degree. Students must form a Master’s degree committee, consisting of at least 3 members. These 3 members must be either tenure track faculty or a Research Professor in Psychological & Brain Sciences (only 1 non-tenure track faculty member is allowed per committee). The membership of your Master’s degree committee must have written approval by the Department Chair or by the Department Associate Chair (Appendix E). [Obtain this and all subsequent forms requiring approval signatures from the Graduate Program Assistant – do not copy them from this manual.]

The Master’s committee must first approve your Masters thesis topic by signing the Title, Scope and Procedure Form ([http://graduateschool.wustl.edu/forms](http://graduateschool.wustl.edu/forms)). Once you have completed the Masters project, and written it up in a journal submission format that has been approved by your primary advisor, you must provide the written document to the remaining members of your Masters committee at least two weeks prior to the public presentation of the Masters.

The Master’s degree will be awarded with thesis when the following requirements are
met:

1. The student must have completed 36 hours of course credit (this might include approved transfer credit).

2. The research project must be described in written form. An article format is recommended to facilitate submission of the work for publication (when appropriate).

3. You MUST file a Title, Scope, and Procedure form signed by your three-person Masters Committee. (Use fillable .pdf on GSAS website – Dissertation and Thesis Template, “Notice of Title, Scope, and Procedure of Thesis – Masters Only”.) Turn the signed form in to the Graduate Assistant for processing to the GSAS office.

4. The research project must be an empirical attempt to answer a viable research question and not simply be a pilot study or literature review.

5. You must complete a written thesis following the guidelines provided in the Master’s Thesis Guide on the Graduate School website, http://graduateschool.wustl.edu/policies-and-guides. However, this should just be a journal submission paper format, as described in #2 above. You must provide this written document to your Masters committee at least two weeks in advance of the public presentation and defense.

6. You must present the thesis research in a brown bag seminar at which the three-person Masters committee, described above, must be present. Following this presentation, you will be questioned and expected to defend your Masters thesis at this presentation.

7. The Master’s committee members read the formal written version of the thesis prior to signing the Master’s Thesis Approval form (see Appendix F – example only – email date of defense and thesis title to Graduate Assistant who will then prepare the approval form for you.)

8. The Graduate Assistant will obtain the department chair’s signature on this form after your Master’s committee members have signed their approval.

9. Refer to the Master’s Thesis Guide – “How to submit a thesis electronically”, found on the Graduate School website (address above), for submission instructions. The department will pay for one bound copy of the thesis for the department’s thesis/dissertation library.

An Intent to Graduate form must also be filed with the GSAS office. It should be completed online through WebSTAC unless the filing deadline is missed. A paper Intent form can then be obtained from the Graduate School website and should be turned in to the Graduate Assistant after completion. The status of your Master’s degree will be
provided on your transcript, although this will not be reflected on your diploma.

You will also be encouraged to participate in additional research projects that will result in publications or presentations prior to beginning your doctoral dissertation.

**Admission to Candidacy for the Ph.D.**

Although the department only accepts students who wish to pursue the Ph.D., you are not officially admitted to candidacy for the Ph.D. immediately upon entry into the program. Instead, the criteria for official admittance to candidacy for the Ph.D. are the following:

1) Successful completion of two successive end-of-year portfolio reviews (e.g., the end of the 1st and 2nd years).
2) Successful completion of the Master’s research project.
3) Successful review by the Area following completion of the Master’s project.

Once you have met these criteria, a formal notice of admission to candidacy for the Ph.D. will be entered into your file and sent to the GSAS office. Students who fail to meet these criteria will be asked to leave the program. It should be noted that even after you are admitted to candidacy for the Ph.D., you must still pass your subject matter examination successfully to move on to the dissertation proposal stage.

**Subject Matter Examination (see also Subject Matter Exam Information Sheet, Appendix P)**

This examination is usually taken during the third year and provides an assessment of your overall knowledge in your area of specialization. There are two different ways that a student can fulfill this requirement with the choice of method to be determined by the mentor in consultation with the student. Both of these options are intended to gauge the depth of your knowledge, to evaluate your ability to think critically, and to assess your skill at presenting your ideas and arguments persuasively.

1) **Completion of a review paper** (of the type typically submitted to Journals such as Psychological Bulletin) followed by an oral defense of the paper in front of
the subject matter committee (see below). The topic of this paper should be in the student’s area of specialization, but should not simply be the introduction to the student’s dissertation proposal. Instead the paper should either be broader in scope than the dissertation focus, on a related but different topic, or on a completely different topic. The 1 hour oral defense will focus on topics either covered in the paper or directly related to the topics covered in the paper.

2) A written exam followed by an oral exam and defense of the written answers in front of the subject matter committee (see below). As in Option 1, in consultation with the subject matter committee (see below), the student will develop a reading list that covers a range of topics relevant to the student’s area of specialization. The subject matter committee (guided by the mentor) will generate a list of 6-12 questions of which the student will be required to answer 4-6 in written form. The exam can either be done as a take-home exam or as an “in class” exam (at the choice of the committee) but in either case the written work must be the student’s original work. Whether a take-home exam or an in-class exam, the student will be given the questions at approximately 8:00am and be expected to email typed answers to the entire committee at 5:00pm the same day. A 1-hour oral defense of the written responses will then take place the following day. After submitting their written responses, students will be allowed to take a copy of their written answers with them. However, the student will not receive any feedback regarding the written responses prior to the oral defense.

Guidelines for feedback prior to defense and timing

Students completing the written exam should have their reading list approved by all members of the committee at the start of the process. Students completing the review paper option should have both their reading list and an outline approved by all members of the committee. Students may discuss the ideas and get feedback on the outline from their committee members or their peers. In addition, if in the course of reading and preparing the written product, the student feels that the outline should change substantively, they may (should) discuss this with their committee. However, students
should not receive feedback on the written document from any of their committee members, including their mentor, prior to the submission of the document for the oral defense, or any feedback on the written document from their peers. As such, committee members should be aware that the written document is not assumed to be a submission ready version, but rather a version that provides an indication of the student’s independent writing and conceptual abilities prior to written feedback from others. The expectation is that the subject exam process should take no more than 3-6 months, and that students should continue to be productive on their research during that period of time. Committee members should keep this timeframe in mind as they evaluate the written product.

**Criteria for Passing**

At the conclusion of the examination, the examining committee will discuss your performance and arrive at a recommendation that can include **pass, conditional pass, and fail**. In the event of a conditional pass, the committee will recommend the additional requirements that must be satisfied to achieve passing performance (e.g., a paper). In the event of a failed examination, the committee will recommend the remedial steps necessary before the exam can be taken again. Other than in exceptional circumstances, a retake of the exam should occur within three months of the first exam. Regardless of its form, the subject matter examination must be completed successfully before any work on the dissertation may begin.

**Subject Matter Committee**

The subject matter examining committee is composed of three tenure-track faculty members (or 2 tenure-track psychological & brain sciences faculty and 1 Research Professor in Psychological & Brain Sciences), all of whom must hold primary or joint appointments in the Department of Psychological & Brain Sciences (more than three faculty members can constitute the examination committee if additional expertise is desired). The chair of this committee must hold a primary tenure-track appointment in the Department of Psychological & Brain Sciences. The membership of the subject
matter examination committee must be approved by the Department Chair or the Department Associate Chair at least 3 months prior to the scheduled examination. It is therefore quite important to consult with your advisor about the membership of this committee well in advance of the examination (guidelines for the exam are provided in Appendix G, along with the approval forms).

**Teaching Requirement Fulfillment** *(Revised 7/1/10)*
(Graduate School-wide)

Teaching and teaching training play a very important role in our discipline. Most individuals who obtain academic positions in psychological & brain sciences are expected to be at least minimally effective teachers and to teach one, if not more than one, undergraduate class. In addition, many individuals in psychological & brain sciences will obtain positions in institutions with graduate programs, and will be expected to participate effectively in mentoring and teaching graduate students. Further, being able to communicate effectively to audiences with either similar knowledge or less knowledge than one has about one’s field is highly critical to being a successful scientist in psychological & brain sciences. As such, core training in pedagogical skills and some practical experience in this arena are considered critical elements of graduate training in psychological & brain sciences.

All students are required to take an intensive three-week pedagogical training course at the end of their first year (or second year if specific conflicts occur). This course covers many topics relevant for being an effective teacher and includes the requirement to prepare, present, and receive detailed feedback on two lectures from the course instructor (typically Mike Strube) as well as to prepare a teaching philosophy statement.

Students are informed about the additional workshops offered through the Teaching Center, or organized specifically for psychological & brain sciences students as part of the Psychological & Brain Sciences Graduate Student Brown Bag Series.

Students must complete at least one of the following:
1) TA for a section of Experimental Psychology, in which the graduate student is responsible for organizing and presenting the laboratory sections. The Instructor of the Experimental course will supervise the graduate student. The course instructor will observe **two sessions** conducted by the graduate student and provide written feedback to the graduate student.

2) TA for a core introductory course in psychological & brain sciences, and offer an optional discussion section every other week. The graduate student will be responsible for organizing and presenting materials in the discussion section. In addition, the graduate student must prepare and give at least one lecture in the course. The Instructor of the course will supervise the graduate student. The Instructor will observe **at least one of the discussion sections lead by the graduate student and the course lecture given by the graduate student**, and provide written feedback to the graduate student. The Graduate Assistant has a list of faculty willing to allow graduate students to use the TAship in their introductory course as a way to fulfill the Graduate School Teaching Requirement.

3) TA for the graduate level statistics course (a two semester course), in which the graduate student is responsible for organizing and presenting laboratory sections. The Instructor of the graduate statistics course will supervise the graduate student. The course instructor will observe **two laboratory sessions or lectures** conducted by the graduate student and provide written feedback to the graduate student.

4) TA for the graduate level assessment course, in which the graduate student is responsible for organizing and presenting laboratory sections. The Instructor of the assessment course will supervise the graduate student. The course instructor will observe **two laboratory sessions or lectures** conducted by the graduate student and provide written feedback to the graduate student.

5) Teach a course in the summer school or in University College. The graduate student will be responsible for **ensuring that a faculty member in psychology attends at least two of the lectures** and provides written feedback to the student. Students should note, however, that they will be less competitive for teaching their
own course if they have never had a previous teaching assistant position or teaching experience.

In addition, students must give regular presentations in departmental brown bags, seminars, or lab meetings, and/or local or national conferences. Regular is defined as at least once a year, starting in their second year.

We have many students on fellowships that do not require them to TA (e.g., NSF, Chancellors, Olin). However, we still require that each student complete one of the experiences described above. This is explicitly allowed for students while still on their NSF. Students on Chancellors or Olin are asked to go off those fellowships for one semester in order to complete their teaching experiences. We deal with other types of fellowships on a case-by-case basis, but have not encountered difficulty in ensuring that students achieve the required experience.

When these requirements have been met for each Ph.D. student, the department should email the following information to the GSAS office:

- Name of Department
- Student’s Name
- Student’s Year in Program
- Statement that the student has met the Graduate School teaching requirements

**Doctoral Dissertation Research (see also Dissertation Process Information Sheet, Appendix Q)**

The committee before which the student is examined consists of at least five members, who normally meet two independent criteria:

1. Four of the five must be tenured or tenure-track Washington University faculty; one of these four may be a member of the Emeritus faculty. The fifth member must have a doctoral degree and an active research program, whether at Washington University, at another university, in government, or in industry.
2. Three of the five must come from the student's degree program; at least one of the five must not.
All committees must be approved by the Dean of the Graduate School of Arts & Sciences or by his or her designee, regardless of whether they meet the normal criteria.

At the point at which you are beginning work on your dissertation, which involves the preparation of a formal written proposal and an oral defense of the proposal, you must, at minimum, form a core dissertation committee. This committee typically consists of your primary mentor, two additional faculty members (chosen by you and your advisor), and will generally be chaired by your faculty advisor or research mentor. Formally, this committee must have at least three faculty members who are tenure-track [or research professor] in the Department of Psychological & Brain Sciences. If the student and advisor wish to do so, they may add a fourth committee member from psychological & brain sciences (chosen by the student and advisor) and/or the outside member(s) at the time of the proposal defense. However, this is not required and it can wait until the defense of the completed dissertation project. A faculty member from another department, including the Medical School\(^2\), may co-chair your committee with a faculty member in Psychological & Brain Sciences. A faculty member with a primary appointment in another department cannot independently chair your dissertation committee. This core dissertation committee will read the initial drafts of your dissertation proposal. Once they are satisfied with this draft, you should have a defense of the proposal. If you choose to add additional members of your committee at the time of the dissertation proposal, you should give them the draft approved by your core committee at least two weeks before the dissertation proposal defense.

As noted above, you may have one non tenure-track individual on your dissertation committee. If you wish to have more then one, they must be in addition to the other 4 tenure-track individuals. Individuals from other institutions may be asked to serve on the committee in addition to the required Washington University faculty members. The core membership of your dissertation committee must be approved by the Department Chair or by the Department Associate Chair (Appendix H). You may not

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\(^2\) Note that the Medical School has several faculty tracks (e.g., Clinical, Research, Investigator). Only faculty on the Investigator track are eligible for service on advisory, subject matter examination, and dissertation committees, unless approved by the Department Chair and the Dean of the Graduate School. See the Graduate Program Assistant for the medical school faculty currently approved for service on these committees.
begin work on your dissertation proposal until at least your core dissertation committee has been approved. After approval of your core dissertation committee, you will work with them to develop a written proposal for the planned research that meets their approval (Appendix I). The Title, Scope, & Procedure Form (TSP) will also need to be completed and approved by your committee at this time. [Use fillable form on GSAS website http://graduateschool.wustl.edu/forms – “Notice of Title, Scope, and Procedure of Dissertation – Ph.D. (non-Engineering)”.]

After the dissertation proposal has been approved by your committee, you must obtain the approval of the appropriate institutional review board (i.e., the Human Studies Committee for research involving human participants; the Animal Studies Committee for research involving vertebrate animals) before implementing the study in the form approved by your committee. If pilot work will be done prior to the dissertation, approval from the appropriate committee will also be necessary prior to beginning any data collection. It is important to resubmit for approval any changes in your research design. Questions concerning this issue should be discussed with the chair of your dissertation committee or with the Executive Secretary of the Human Studies Committee (Campus Box 1054, 935-5825) or the Animal Studies Committee (Campus Box 8025, 362-3229). No research, whether pilot or dissertation, is to begin without approval of the appropriate review committee (instructions for obtaining this approval are found in Appendix J). If the research will be conducted in the medical school facilities, it may be necessary to apply to the Medical School Human Studies Committee (362-3244). Note that research to be conducted in other settings (hospitals, schools, organizations) must receive the approval of the appropriate university review committee. Approval by committees outside the university is not sufficient.

After receiving the appropriate review board approvals, the Department Chair or Associate Chair must also approve the Proposal and Title, Scope, & Procedure forms. IMPORTANT NOTE: The signed Title, Scope, and Procedure form is due in the GSAS office at least six months before the month in which the degree is expected to be conferred (August, December, or May) or before the beginning of the 5th year of full-time enrollment in the Graduate School, whichever is earlier and regardless of when you
expect to complete the graduate program (see Appendix N).

**Preparation of the Thesis**

Listed in Appendix K are the instructions for the format of the doctoral dissertation. The GSAS office has also now made available, on their Policies and Guides webpage, a new [Dissertation and Thesis Template](#). This template contains the guidelines for the proper formatting of dissertations for Ph.D. degree-seeking students. **These instructions must be followed very carefully.** When in doubt about an issue of style or format, the current American Psychological Association guidelines for publication should be viewed as the required standard in the preparation of all of your research papers. The [Doctoral Dissertation Guide](#) has also been updated and now focuses on the dissertation process, with topics ranging from choosing your committee members to the submission of hard copies for binding. New to the guide, is an illustrated set of step-by-step instructions for the electronic submission process.

You should be realistic in planning the time course of your doctoral dissertation research. Our experience has shown that the process frequently takes longer than initially anticipated. You should expect to revise the proposal and dissertation numerous times before they are acceptable. **Committee members are expected to return proposal and dissertation drafts with their comments and suggested revisions within three to four weeks.** It is unreasonable, as well as unprofessional, to place undue pressure on your mentor or committee members to approve a proposal or dissertation so a personal deadline may be met (e.g., May graduation, applying for internship, beginning postdoctoral training). It is important, however, for you to be proactive in this process. You should discuss a reasonable timetable with your mentor and realize that adjustments may be necessary during the course of completing the dissertation research. **NOTE:** See Appendix M-1 for guidelines for walking in the May commencement ceremony.

**Oral Defense of Dissertation**

Your dissertation must be defended at a scheduled examination attended by at
least four of the five members of your dissertation committee (see Doctoral Dissertation Guide at [http://graduateschool.wustl.edu/policies-and-guides](http://graduateschool.wustl.edu/policies-and-guides) for guidelines; see Footnote 2 for restrictions on participation by Medical School faculty). **Note:** The absence of all outside members or of the committee chair would necessitate rescheduling the defense. Once you have all five members of your dissertation committee, send their names and department affiliation (outside member only) to the Graduate Program Assistant so the committee approval request may be processed to the Dean’s office. The full five member dissertation committee must be approved by the Dean’s office before the oral defense of your completed dissertation is held.

The Graduate Program Assistant schedules the oral defense of the dissertation only after the three-member core committee has approved the dissertation for defense (Appendix L). Submit the signed approval form to the Graduate Program Assistant and space will be reserved for your defense, preferably in the Psychological & Brain Sciences Building but if no space is available there, another appropriate space will be reserved in a nearby building. The entire examination committee must be given the completed dissertation at least two weeks prior to the scheduled examination. Approval of the dissertation following successful defense requires completion of the Examination Approval form (Appendix M), which is prepared by the Graduate Program Assistant and given to either you or your faculty advisor just prior to the defense. Return the signed Examination Approval form to the Graduate Program Assistant for processing to the Graduate School. It is not unusual for changes to the dissertation to be required following its successful defense. These changes must be approved by the dissertation committee chair prior to filing the dissertation with the Graduate School.

**Procedures for Handling Data and Human Subjects Protocols After Completing the PhD Program**

After you complete the program and are preparing to leave, there are several things you must do with your Human Studies Protocols and your data:

- **EITHER** close all your Human Studies Protocols **OR** transfer them to someone who is staying at Washington University.
• If you wish to take data with you to analyze or store, you **MUST** request permission from HRPO to do so.

• Make arrangements to store your data for 7+ years – it should either be stored with your advisor, or if you take it, you must agree to return it, as requested, or provide copies.

Prior to leaving, you must complete the form on Data Handling Post-Graduation *(Appendix R)* and it must be in your file for our reference.

### Ongoing Evaluation and Disciplinary Procedures

Ordinarily, progress through the program is relatively smooth. Occasionally academic or personal difficulties arise that preclude timely completion of the degree. A progress timeline has been provided *(Appendix N)* to help you gauge your graduate program training journey. If personal problems dictate an interruption to your training, you may request a leave of absence until such time that you believe you can resume your studies with your full devotion. A leave of absence must be requested in writing to the Graduate Assistant *(Appendix O)*. If academic difficulties are sufficient that adequate progress is not being made, you may be placed on academic probation. The terms of that probation will be spelled out in detail as part of your regular semi-annual evaluation. If the terms of the probation cannot be met, then you may be terminated from the program. If termination is recommended, the student may appeal to the Chair of the Department of Psychological & Brain Sciences or to the Dean of the Graduate School.

The Academic Integrity Policy can be found at [http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf](http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf). Students should study this policy and the guidelines on plagiarism carefully; ignorance of this policy and these guidelines is not an acceptable defense. Similarly, the department adheres strictly to the university guidelines regarding sexual harassment also found at [http://graduateschool.wustl.edu/current_students/student-grievance-procedures](http://graduateschool.wustl.edu/current_students/student-grievance-procedures). As with Academic Integrity, ignorance of these guidelines is not an acceptable defense.
Procedures for Students with Grievances with Faculty or Other Students

1) Each student has the right to make an informal complaint to the DGS about a relationship with faculty member(s) or another graduate student that he or she believes is abusive or unfair. The informal presentation is designed to encourage a conversation with the DGS outlining the problem and asking his/her advice, counsel, and possible solution before a formal complaint is lodged. Every measure to insure confidentiality will be employed.

2) While the informal route is preferred, each student also has the right to make a formal complaint to the DGS about a relationship with faculty member(s) or another graduate student that he or she believes is abusive or unfair. The formal complaint will consist of a letter briefly outlining the dispute. Once a formal complaint is lodged, an Oversight Committee will immediately be formed by the DGS, consisting of the DGS, two tenured faculty not involved in the complaint, and two graduate student representatives not associated with the complainant to serve as a fact-finding committee. It is important that all parties to the dispute view the composition of the Oversight Committee as fair. Every measure to insure confidentiality will be employed.

3) The Oversight Committee will interview all parties relevant to the complaint and assemble the relevant information and materials critical for adjudicating the dispute. The committee will attempt to conclude its work within a 4-week time period. At least 4 of the 5 committee members must physically be present when meeting to render a recommendation.

4) The Oversight Committee will make recommendations for resolution of the dispute, and the DGS will convey these recommendations in writing to all relevant parties.

5) If either the student or the faculty member is dissatisfied with the recommendations of the committee they can appeal to the Chair of the Department or the Dean of the Graduate School.
6) In the event that the DGS is a focus of the dispute, the previous DGS will serve in his or her place for formal and informal complaint proceedings.

Financial & Travel Support

Financial Support: The Graduate School has been able to provide continuous support for our students throughout the 5 years typically needed to complete the degree. Each incoming student is given a tuition remission scholarship that funds enrollment in course work required for completion of the Ph.D. During the first year of graduate study, the Dean of the Graduate School attempts to award a University Fellowship to each student; these are unencumbered fellowships. After the first year, students are typically supported by teaching assistantships. These assistantships are relatively non-burdensome because students function primarily as assistants to the professors and are not required to take sole responsibility for the courses. Some advanced students, however, may be offered the opportunity to teach a course of their own to help prepare them for academic careers. A number of our students have also been awarded special dissertation fellowships in their fourth or fifth year. These dissertation fellowships are unencumbered and awarded for one year only, presumably in the final support year. Their availability is announced annually by the Graduate School and is communicated by the DGS via email to students who are eligible to apply.

In addition to the previously mentioned stipends, the Mr. and Mrs. Spencer T. Olin Fellowship for Women is available to “young women of exceptional promise, to prepare for careers in higher education and the professions.” This fellowship provides full tuition remission, as well as a substantial annual stipend, for up to 4 years of study. There is also the Chancellor’s Graduate Fellowship Program designed to facilitate training for students who will contribute to diversity in graduate education and who are interested in becoming college or university professors. Doctoral candidates making satisfactory academic progress receive this fellowship for 5 years. Students are also occasionally supported by research grants, training grants (e.g., training grant in the Aging and Development area), or special fellowships offered by external sources (e.g., National Science Foundation,
American Psychological Association, American Psychological Society, etc.). The availability of the latter funding sources is announced by the DGS and posted on the PGSA bulletin board right outside of Room 219 in the Psychological & Brain Sciences Building.

**Guidelines on receiving External Funding (revised 11/1/13):** Students are encouraged to apply for external funding (NSF, NIH, etc.) to support their research and living expenses during their graduate careers. Some agencies will provide partial funding for tuition, as well as, travel, books, health insurance, and stipend support. The level of funding will vary from agency to agency and you should check the agency guidelines for funding amounts.

When a student does receive funding from an external agency, the details of this funding should be communicated promptly to the faculty mentor and to the Director of Graduate Studies so that adjustments may be made to the tracking system for student support, e.g., if a student was originally being support with a TA and then receives an external award, a replacement will need to be found for that open TA position.

To further incentivize students to seek external funding, the Graduate School of Arts & Sciences currently provides a “stipend bonus” (upon request) to those students who do receive external awards. This bonus is 15% of the amount that the external award covers in terms of the funding that the student would otherwise have received by the graduate school, and is calculated by the GSAS office. For example, if a student receives an NSF award in the amount of $32,000, and they would otherwise have been on a TA paying $21,000, the stipend bonus would be 15% of the $21,000, or $3150.

If a student receives a multi-year award, they must request this bonus each of the award years. The “**External Award Stipend Bonus Request**” form may be found on the GSAS website under “Forms” or by accessing the following website address – [http://graduateschool.wustl.edu/stipend-bonus-request-form](http://graduateschool.wustl.edu/stipend-bonus-request-form).

One of the requirements of the graduate degree in Psychological & Brain Sciences is the teaching requirement. The details for meeting this requirement are described in the Graduate Training manual (page 15) but it does involve either teaching a full course during the summer semester or evening or TAing for particular classes. Whether or not
students are on external funding, they must still complete this requirement. If students need to complete this requirement while on an external award, they will not receive TA-level funding during that semester. In certain situations, with certain grant mechanisms, they may be able to receive additional funding in the range of an Instructional Aide (IA), but this is not guaranteed. Importantly, requests to TA during a semester while on an external award must be submitted at the same time that advisors submit funding plans in the early winter of the preceding academic year.

With this degree of strong financial support, students can devote their intellectual and emotional energy to pursuing their specific academic goals without undue concern about attempting to find part-time work to support themselves. Occasionally a student may seek part-time employment (see policy, http://graduateschool.wustl.edu/policies-and-guides) to supplement university support, but this is discouraged by the Graduate School and should be undertaken only after careful consultation with the student's advisory committee.

Conference Travel Support: Students who will be presenting research findings at a scientific conference can apply for the following support one time per academic year:

- $300 from Department for presenting a poster
- $400 from Department for presenting a talk
- Additional $100 from Department for applying for external award (this award is available whether or not the student receives the award). A copy of the application must accompany the travel support request form.
- $100 for attending a conference (this can be added to the conference for presenting a poster or talk or can be used for just attending a conference)
- $200 from Graduate School (this request is made through the Department)

Procedure for applying for Conference Travel Support: The travel award must be applied for before the conference occurs. The form to apply can be found on the Psychological & Brain Sciences Intranet Site at http://psychnet.wustl.edu. The form is then emailed to Cheri Casanova at ebcasano@wustl.edu. Cheri will then request the
funding from the Graduate School once she receives the travel support request. Once notice has been given to Cheri about the request from the Graduate School, she will email the student about the award.

Once the conference is over, the student should turn in a travel expense report along with receipts to either Chris Earp, Room 221A, or Carol McKenna, Room 221E.

**For any additional questions or concerns about conference travel support see Cheri in Room 206 or email her at cbcasano@wustl.edu

**Just the Beginning . . .

This guidebook is intended to provide you with a general framework for your graduate education. Within the guidelines described here there is considerable opportunity for you to grow and develop in the ways that best meet your professional goals. Accordingly, we hope that you will develop a more detailed plan in collaboration with your advisory committee and others in the department. The faculty are a resource that you should feel free to consult as often as necessary as you progress through the program.
## APPENDIX A

Department of Psychological & Brain Sciences
Administration Governance Structure

(x) – office # in PBS Building

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Deanna Barch (206)</td>
<td>Department Chair</td>
<td>935-6567</td>
</tr>
<tr>
<td>Cheri Casanova (206)</td>
<td>Assistant to Chair</td>
<td></td>
</tr>
<tr>
<td>Dr. Jeff Zacks (419B)</td>
<td>Associate Chair</td>
<td>935-8454</td>
</tr>
<tr>
<td>Dr. Lori Markson (235E)</td>
<td>Director of Graduate Studies</td>
<td>935-3482</td>
</tr>
<tr>
<td>Dr. Thomas Oltmanns (219)</td>
<td>Director of Clinical Training</td>
<td>935-6595</td>
</tr>
<tr>
<td>Jim Clancy (221B)</td>
<td>Administrative Officer</td>
<td>935-4219</td>
</tr>
<tr>
<td>Lora Lanczkowski (221C)</td>
<td>Payroll Coordinator</td>
<td>935-6529</td>
</tr>
<tr>
<td>Michelle Ellis (221D)</td>
<td>Grants Administrator</td>
<td>935-6437</td>
</tr>
<tr>
<td>Chris Earp (221A)</td>
<td>Purchasing Accounting Assistant</td>
<td>935-6592</td>
</tr>
<tr>
<td>Carol McKenna (221E)</td>
<td>Purchasing Accounting Assistant</td>
<td>935-6565</td>
</tr>
<tr>
<td>Meg McClelland (207C)</td>
<td>Graduate Program Assistant</td>
<td>935-6520</td>
</tr>
<tr>
<td>Sharon Corcoran (207B)</td>
<td>Undergraduate Coordinator</td>
<td>935-5169</td>
</tr>
<tr>
<td>David Archer (431C)</td>
<td>Computing Support Technician</td>
<td>935-6773</td>
</tr>
<tr>
<td>Dale Wineinger (430B)</td>
<td>IS System Administrator</td>
<td>935-6828</td>
</tr>
<tr>
<td>Shelley Kohlman (208)</td>
<td>Tutor – Teaching Assistant</td>
<td>935-7027</td>
</tr>
</tbody>
</table>
APPENDIX B

Basic Requirements for Academic Portfolio

The graduate program will review students twice each academic year. This review takes place in December and in May.

Toward the end of each semester (Dec. 15 & May 1) you will submit an electronic version of your portfolio of accomplishments to the Graduate Program Assistant and to your advisor who will share this information with the other members of your advisory committee. This growing portfolio should contain the following information:

1. A list of courses taken, names of professors, and final grades. Be sure to list “Incomplete,” reasons for them and expected date of completion. Incompletes should be monitored carefully, as the Dean of the Graduate School often will not approve a teaching assistantship if a student has more than 2 Incompletes.

2. Short descriptions of research project[s] in progress.

3. An outline of books and articles read on one’s own (no need to list every journal article – a general statement will do).

4. Written statement of accomplishments from the previous semester.

5. Written statement of goals for the coming semester.

6. List of manuscripts and poster displays you have authored or co-authored.

To facilitate the review of your portfolio and to encourage documentation of your work in the form you will use as a professional, you should submit relevant parts of your portfolio in curriculum vitae format. The following template is expected to be used.
Curriculum Vitae

Your Name

EDUCATION

B.A., Psychology, University of xxxxx, Year
M.A., Psychological & Brain Sciences / Clinical Psychological & Brain Sciences, Washington University, Year
Current year in graduate program at Washington University: (e.g., 3rd Year)
Major Advisor:

HONORS

Name of award or honor (e.g., Travel Award, APA, Summer 1996)

POSITIONS HELD (You can include subheadings: TEACHING and RESEARCH)

Teaching Assistant, Washington University, Department of Psychological & Brain Sciences, Years.
Course(s): e.g., Psychology of Aging (Psych 426)

Research Assistant, Washington University, Department of Psychological & Brain Sciences, Years.
Duties: e.g., Collected and analyzed ABC data and developed experiments.

DEPARTMENT REQUIREMENTS

Second Year (Masters) Project Title and Completion Date:
Subject Matter Orals: Completion Date and Type of Pass (i.e., Pass or Conditional Pass)
Dissertation Proposal Approved: Date
Dissertation Project Title:

JOURNAL ARTICLES

Names go here. (Year). Title of article. Journal Name, Volume, Pages.

MANUSCRIPTS UNDER REVIEW (INCLUDING THOSE IN REVISION)

Names go here. (Year). Title of manuscript. Journal Name.
MANUSCRIPTS IN PREPARATION

Names go here. (Year). Title of manuscript. Journal Name.

BOOK CHAPTERS


PRESENTATIONS AT NATIONAL CONFERENCES

Names go here. (Month, 20xx). Title of talk or poster goes here. Name of conference goes here. City, State. [If an abstract or presentation was published indicate in brackets like this: Abstract, The Gerontologist, 29, 17A].

LOCAL CONFERENCES

Title of presentation goes here. Place of presentation goes here (e.g., Guest lecture at . . ., Invited presentation at . . ).

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

(e.g., Student Member, American Psychological Association).

PROFESSIONAL ACTIVITIES

Reviewer: Journal Name (years)
Editor: Newsletter (e.g., Editor, Student News Column, GSA Newsletter, 2005-2006).
Conferences Attended:
   Name, Location, and Date (e.g., Psychonomics, Chicago, IL, Nov. 2008)
Department/University Meetings Attended:
   Name (e.g., Aging and Development Brown Bag Series)

DEPARTMENT, UNIVERSITY, OR COMMUNITY SERVICE

Title (e.g., President, PGSA, 2009-2010)

COMPLETED COURSEWORK

{Completion of the Statistics Series need not be indicated unless fulfillment was atypical.}
Use the following codes [Note you need 4 different categories from A to F]:

A: Social and Personality Psychology
B: Abnormal and Affective Neuroscience
C: Biological-Neurological Bases of Behavior
D: Cognitive, Learning, and Perception
E: Aging and Development
F: History of Psychology (If you fulfilled this requirement elsewhere, please include that information).

Sample:
(A) Social Cognition (Psych 5991) Fall 2005 Lambert A
(C) Memory and Cognition (Psych 508) Spring 2006 Balota A-
(E) Psychology of Aging (Psych 426) Fall 2007 Sommers B+

CURRENT AND COMPLETED PROJECTS

Second Year Project: Brief description (1-2 Paragraphs)
Include status (e.g., data collection underway) and collaborators (if any).
Other Projects (ditto)

EVALUATION OF PREVIOUS SEMESTER'S GOALS

Sample:

1. I successfully completed a meta-analysis of the literature on XYZ.
2. I began to formulate a dissertation project based on my meta-analysis.

NEXT SEMESTER'S GOALS

Sample:

1. Teach a summer course to gain experience beyond those of a TA.
2. Complete dissertation proposal.
4. Complete manuscript ABC and submit for publication.

READINGS

Current semester (include only material above and beyond class requirements).
## APPENDIX C

### Department of Psychological & Brain Sciences

#### Graduate Student Evaluation

Instructions: 1. Complete the form; 2. Print it or save as a "doc" file.

(The shading reveals the changeable fields but will disappear when printed.)

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Your name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year in Program:</td>
<td>Date of evaluation:</td>
</tr>
<tr>
<td>Period covered by this evaluation:</td>
<td></td>
</tr>
</tbody>
</table>

Has student completed 2nd project? Choose one...
Has student completed Subject Matter Exam? Choose one...
Has student completed Dissertation Proposal? Choose one...
Is student making timely progress on dissertation? Choose one...

### A. Research activities

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoring papers/research reports</td>
<td></td>
</tr>
<tr>
<td>Research progress during the evaluation period</td>
<td></td>
</tr>
<tr>
<td>Grant preparation/submission</td>
<td></td>
</tr>
<tr>
<td>Presentations at regional and national conferences; colloquia presented at Washington University or other universities</td>
<td></td>
</tr>
</tbody>
</table>

### B. Skill Development

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and use of the literature</td>
<td></td>
</tr>
<tr>
<td>Design of experiments</td>
<td></td>
</tr>
<tr>
<td>Evaluation/analysis of experimental data</td>
<td></td>
</tr>
<tr>
<td>Use of software/hardware for conducting experiments</td>
<td></td>
</tr>
<tr>
<td>Writing ability</td>
<td></td>
</tr>
<tr>
<td>Oral communication ability</td>
<td></td>
</tr>
<tr>
<td>Attendance and participation in journal clubs, lab meetings, colloquia</td>
<td></td>
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<tr>
<td>Ability to complete projects in a timely manner</td>
<td></td>
</tr>
<tr>
<td>Ability to take initiative on tasks and projects</td>
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</tr>
</tbody>
</table>

### C. Course work and Citizenship

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class performance</td>
<td></td>
</tr>
<tr>
<td>Service/citizenship</td>
<td></td>
</tr>
<tr>
<td>Collegiality</td>
<td></td>
</tr>
</tbody>
</table>

### D. Teaching and Mentorship

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA performance, teaching evaluations, teaching workshop attendance</td>
<td></td>
</tr>
<tr>
<td>Guidance of undergraduate research assistants or other junior members of the lab</td>
<td></td>
</tr>
</tbody>
</table>

### F. Attendance at Departmental Colloquia and Area Brown Bags

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at Departmental Colloquia</td>
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</tr>
<tr>
<td>Attendance at Area Brown Bag</td>
<td></td>
</tr>
<tr>
<td>Participation in Area Brown Bag</td>
<td></td>
</tr>
</tbody>
</table>

### F. Clinical Work

<table>
<thead>
<tr>
<th>Choose one...</th>
<th>Comments (including progress since last evaluation):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills</td>
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</tr>
<tr>
<td>Response to Supervision</td>
<td></td>
</tr>
<tr>
<td>Timeliness and Quality of Paperwork</td>
<td></td>
</tr>
</tbody>
</table>

If there are particular strengths or weaknesses not identified above, please comment:
APPENDIX D

The Teaching Portfolio and the Teaching Citation

Creating a Teaching Portfolio

The assistant director of The Teaching Center is available to help you prepare and improve your teaching portfolio. (To make an appointment, please contact Beth Fisher by email, or by phone at 935-5921). You should also ask faculty advisors, mentors, and peers to review your teaching portfolio and to provide feedback to help you improve its effectiveness and clarity.

Introduction: What is a Teaching Portfolio, and Why Create One?
What Can You Do To Make Your Teaching Portfolio Effective?
When Should You Begin to Create a Portfolio?
How Can You Improve Your Portfolio?

Links and Resources

Introduction

What is a teaching portfolio?

A teaching portfolio is a collection of documents that together provide a record of

- the ideas and objectives that inform your teaching
- the courses you teach or are prepared to teach
- the methods you use
- your effectiveness as a teacher
- how you assess and improve your teaching

While dissertation abstracts and research summaries document your expertise in research, the teaching portfolio documents your expertise in teaching. If you are a graduate student or postdoctoral fellow preparing a teaching portfolio for the academic job market, the portfolio will necessarily be both forward- and backward-looking, with examples drawn from courses you have taught or assisted in and from courses you are prepared to teach in the future. While you should always present to search committees a version of your portfolio that is well-organized, clear, and polished, you should also think of your portfolio as a work-in-progress that you will continue to revise throughout your academic career. Finally, your portfolio should be selective rather than comprehensive. It is NOT a holding place for all your teaching materials; it presents the syllabi, assignments, and other materials that best illustrate your teaching approach and methods.

What are the major components of a teaching portfolio?

1. Teaching Philosophy Statement
   A concise, specific statement of your approaches and methods is the lynchpin of the portfolio. See Writing a Teaching Philosophy Statement.

2. Examples and Evidence of the approaches and methods you outline in the Teaching Philosophy Statement.
   These documents might include the following:
   a. Sample Syllabi (See Preparing a Syllabus.)
      • Courses Taught (note if TA or course instructor)
      • Courses Planned (tailor for specific applications)
   b. Sample Assignments and Assessments
      • Essay assignments
      • Exams
      • Comments on student papers
c. Evidence of Teaching Effectiveness
   • Student evaluations
   • Evaluations by faculty member or other observer
   • Teaching awards
   • Videotape of a class

d. Evidence of Professional Development
   • Teaching workshops, seminars, publications, etc.

Why create a teaching portfolio?

A Teaching Portfolio is a useful tool that can help you
   • develop, clarify, and reflect on your teaching philosophy, methods, and approaches
   • present teaching credentials for hiring and promotion in an academic position
   • document professional development in teaching
   • identify areas for improvement
   • prepare for the interview process

What Can You Do to Make Your Teaching Portfolio Effective?

Shape Content and Format with the Audience in Mind

The key to creating an effective portfolio is to shape both content and format for a specific audience. Take care in selecting and organizing materials in a way that will be helpful to readers who, as members of search committees, are often deluged by application materials from hundreds of applicants. Each component should serve a specific purpose. More specifically, the examples and evidence you include in your portfolio should illustrate the approaches and methods you describe in the Teaching Philosophy Statement.

While you do not have to have a specific job or search committee in mind when you are beginning to compile your portfolio, it is essential that you anticipate and speak to the concerns of an academic search committee. At this stage of your career, it is this audience that is the most important when it comes to evaluating the portfolio and your expertise in teaching. (Later in your career, the audience will change to include colleagues in your field and, perhaps, a promotion-and-tenure committee.) Try to anticipate the questions that a search committee would want your portfolio to answer. For a list of potential questions about teaching that may be motivating search committees, see Writing a Teaching Philosophy Statement.

Ask faculty mentors, as well as graduate-student peers who have interviewed for academic positions, what they think search committees are looking for; these individuals are your best sources for learning about the expectations and issues that are particular to your field.

Consult the job advertisement and the Web site of the school to which you are applying to get a sense of the school’s mission and students, and the relative importance given to teaching and research within the school and the department.

Consider compiling a “master portfolio” in a three-ring binder or file-folder system, then culling materials from the “master portfolio” to create a portfolio that is tailored for a specific position to which you are applying. Keep in mind the type of position (e.g., teaching “load,” tenure expectations) and the specific teaching responsibilities that you would expect to fulfill in that position. Rather than including a random selection of syllabi for courses you are prepared to teach, for example, if you are applying for a position at a large university, you might include three syllabi: one for an introductory undergraduate course, one for an advanced undergraduate course, and one for a graduate-level course. If you are applying for a position at a small, liberal-arts college, you might include syllabi for a required, introductory lecture course or laboratory, a course for “non-majors,” and a more advanced seminar.

Being selective is especially important when including student evaluations. If you have plenty of evaluations in your files, do NOT include all of them in your portfolio. Instead, include two or three complete sets, with brief introductions that summarize each set and reflect on how you have used the feedback to improve your effectiveness.
as a teacher. You should also consider attaching the course syllabus, which will provide a context for the committee as they review the evaluations. It is NOT necessarily a good idea to include only evaluations that are positive. Search committees understand that the best teachers do not always get unanimously positive student evaluations. They may also suspect that you purposefully excluded evaluations that were negative and thus give less weight to the evaluations than you might expect. More than showing that students “like” you, your goal in including evaluations should be to show how you use feedback to improve your methods and to think critically about how best to improve student learning.

**Tips for Organizing and Presenting Your Portfolio**

Your teaching portfolio will not be effective if it is poorly organized, sloppy, or overly long. Here is a list of tools that can help you organize your portfolio in a way that will make it easy for the search committee to use your portfolio to evaluate your teaching effectiveness:

- Title page
- Table of contents
- Introduction or summary of portfolio contents
- Tab-separated sections
- Brief summaries of content for each section
  - most important: a summary that reflects on evaluations and how you have used them to improve your teaching effectiveness (see discussion of student evaluations, above)

Take care to present the portfolio in a neat and polished format. The point is not to dazzle the committee with an expensive and dramatic cover, but to take care to present the material in a professional way, with the goal of making it easy for the committee to read and refer to your teaching materials throughout the hiring process. Here are some presentational tips:

1. Revise and edit all documents to correct mechanical errors and improve clarity.
2. Copy documents on high-quality paper.
3. Create a cover.
4. Bind at copy shop.
5. Consider adding a copyright symbol.
6. Make additional copies if invited for an on-campus interview.
7. Include a line on your curriculum vitae indicating that the portfolio is “available upon request.”

**When should you begin to create a teaching portfolio?**

Begin creating a teaching portfolio as soon as your graduate training begins. Even before you set foot in the classroom as a Teaching Assistant or instructor, you should begin thinking about the ideas and objectives that will guide you when you do so. Reading articles and attending workshops on teaching will help you identify current issues and potential approaches. As you build your teaching experience, you should also be developing your portfolio, which you can then update, refine, and improve when you are entering the academic job market.

Be aware that some search committees may never ask for a teaching portfolio, while others will request “teaching materials” or “evidence of teaching effectiveness” at some point in the hiring process. Sending a teaching portfolio is often an excellent way to respond to the latter request. Different disciplines follow different protocols in regard to when it is acceptable to send unsolicited materials to a search committee. In general, however, it is **usually not a good idea to send a portfolio unless requested.** When in doubt about whether you should send a portfolio, contact the chairperson of the search committee.

**How Can You Improve Your Teaching Portfolio?**

Show the portfolio to faculty members and peers whose opinions you trust. Seek additional guidance from Beth Fisher, assistant director of The Teaching Center. Address areas that you can improve now, as well as those you want to address in the future. The latter can provide interesting topics of conversation when you talk to search committees about your teaching, whether in formal interviews or informal discussions.
Links and Resources


Please visit the Teaching Center website at http://teachingcenter.wustl.edu/creating-teaching-portfolio for continued updates.
**TEACHING/PROFESSIONAL DEVELOPMENT OPPORTUNITIES**  
**FOR Ph.D. STUDENTS IN ARTS & SCIENCES**

**Overview**

At Washington University, each department serves as the primary source of Teaching Assistant (TA) training, through course-specific supervision and evaluation and through discipline-specific instruction in pedagogy. The Graduate School of Arts & Sciences, the Teaching Center, and some departments provide additional opportunities for graduate students to develop their teaching.

The chart below outlines the three levels of teaching development, starting with the elements required by the departments and the Graduate School.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>ENHANCEMENT (Optional)</th>
<th>ADVANCED FOR-CREDIT (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Teaching Requirement</strong></td>
<td><strong>Teaching Citation</strong> (approved 4/20/2006)</td>
<td><strong>Graduate Teaching Certificates</strong></td>
</tr>
<tr>
<td>• Discipline-specific</td>
<td>• Graduate School-wide opportunity for graduate students to enhance their teaching knowledge and skills (see detailed description, below)</td>
<td>• Advanced, discipline-specific training</td>
</tr>
</tbody>
</table>
| • Varies by department | • Requirements:  
  ▪ Non-credit workshops on teaching  
  ▪ Varied teaching experiences  
  ▪ Faculty and student evaluations  
  ▪ Teaching philosophy statement | • For-credit program with course requirements (generally 15 credit units) |
| • Includes TA assignment | | • Examples of existing certificates:  
  ▪ College Writing  
  ▪ Language Instruction |
| **Graduate School-Wide Teaching Requirement for Ph.D. Students** | | • New certificates require approval by Graduate Council |
| • Effective beginning with doctoral students entering Fall 2004 | For more information, see http://teachingcenter.wustl.edu, under “Graduate Students.” | For more information, see http://artsci.wustl.edu/GSAS/policies.html. |
| • Requirement of minimum teaching experiences at a basic level and an advanced level | | |
Introduction

In an increasingly competitive academic marketplace, job candidates for many positions who can demonstrate knowledge of teaching and evidence of teaching skill have an advantage. In addition to Department Teaching Requirements and the Graduate School of Arts & Sciences Teaching Requirement for Ph.D. students, the Graduate School with assistance from the Teaching Center administers an optional Teaching Citation designed to provide additional opportunities for interested students to enhance their teaching knowledge and skills before they begin applying for academic positions.

Teaching Citation

Award of the Teaching Citation is contingent on satisfactory completion of all departmental teaching requirements, the Graduate School Teaching Requirement for Ph.D. students, and Teaching Citation requirements.

Written approvals by the Director of Graduate Studies from the student’s home department, the Teaching Center, and the Dean of the Graduate School of Arts & Sciences need to be obtained for specific activities required for award of the Citation. Award of the Teaching Citation will be printed on the graduate student’s University transcript; the Citation will be awarded at the time the Ph.D. degree is awarded.

Students interested in earning the Citation should use the Registration Checklist for Teaching Citation (available on the Teaching Center Web site: http://teachingcenter.wustl.edu/teaching-citation)

The Teaching and Professional Development Committee of the Graduate Council serves as an advisory board for the Citation.

Requirements

Graduate students interested in earning a Teaching Citation must successfully complete the following:

1. Department Teaching Requirements (check with home department)

2. Graduate School Teaching Requirement for Ph.D. Students
   (See http://artsci.wustl.edu/GSAS/Policies/TeachingRequirementPhD.htm)

3. Workshops (5)
   Students should complete five approved workshops that expose them to the major models and methods of teaching. These workshops should ordinarily cover such basic elements as the following:
   
   (a) Course planning and development: The goals and philosophy of teaching
   (b) Syllabus preparation and textbook selection
   (c) The teaching environment
   (d) Lecturing
   (e) Leading discussions
   (f) Seminars and tutorials
   (g) Writing assignments
   (h) Other teaching tactics and assignments
   (i) Testing and assessment
   (j) Grading and evaluation
   (k) Ethics: Cheating, confrontations, and other problems
   (l) Evaluating teaching
   (m) Advising and mentoring
(n) Technology
(o) Diversity
(p) Research and resources on teaching

Students may complete the workshop requirement through participation in five workshops or seminars that span different elements. Workshops that satisfy the requirement are offered by the Teaching Center (examples listed below) and by Arts & Sciences Computing (Summer Web Workshop). Other workshops may count toward the requirement only with pre-approval by the Department Graduate Studies Director.

Examples, with elements shown:

Workshops Co-Sponsored by the Teaching Center and the Graduate Student Senate
  Spring 2005
    Effective Course Design (a, b)

  Fall 2005
    Designing Teaching Philosophies and Portfolios: What You Need to Know (l)
    Assessing Learning: Strategies You Need to Kick Start a Teaching Career (i, j)

  Spring 2006
    Pursuing a Job in Academia: The Different Types of Positions (c)
    Planning a Course/Designing a Syllabus (a, b)

4. Teaching Experiences (3)

Students pursuing the Citation must engage in multiple teaching experiences and demonstrate teaching proficiency appropriate to their disciplines. Given the wide variety of departmental opportunities and the unique demands and expectations of individual disciplines, specific teaching experiences will not be dictated. Students should design a series of teaching experiences that meet the following general guidelines:

Students must participate in at least 3 separate teaching experiences. A “teaching experience” can include being a Teaching Assistant for a lecture or laboratory course, having primary responsibility for teaching a significant portion of a course (at least 3 weeks of a semester-long course), co-teaching a course, having full responsibility for teaching a course, or other kinds of intensive or extensive teaching activities that meet these guidelines and are approved by the department faculty. Students must demonstrate proficiency in at least two different approaches or methods of teaching (e.g., formal course lecturing, leading discussion groups, or organizing laboratory exercises) in fulfilling this requirement. It is recommended that any non-TA experience be approved in advance by the appropriate faculty member or graduate studies director in the home department.

5. Written Evaluation of Teaching

The teaching experiences become an integral part of training when they are evaluated carefully and constructively. Accordingly, each teaching experience listed for the Citation will be formally evaluated. These evaluations must have the following components:

(a) An evaluation by the course director, faculty advisor (in the case when a participant is the course director), or other designated personnel (in the case of off-campus teaching experiences). A basic checklist of teaching evaluation guidelines is available at http://teachingcenter.wustl.edu, under “Graduate Students.”
(b) An evaluation by the students, such as student course evaluations or student checklist guidelines. A sample student evaluation form is available at http://teachingcenter.wustl.edu, under “Graduate Students.”

The faculty evaluator is asked to provide written feedback to the student. It is recommended that the faculty evaluator use or adapt the evaluation guidelines developed by the Teaching and Professional Development Committee and the Teaching Center (see 5(a), above). (When appropriate, teaching experiences may be videotaped so that written feedback can be used most effectively to target specific behaviors or methods; a teaching consultation with the Assistant Director of the Teaching Center or a designated faculty member may also be requested.) It is recommended that students provide their faculty evaluators with the basic checklist guidelines, in advance of the teaching experience to be evaluated.
6. Development of a Teaching Philosophy
Each participant will develop an acceptable teaching philosophy using the guidelines established by the Teaching and Professional Development Committee and the Teaching Center. Students may get guidance in developing a suitable teaching philosophy from the Teaching Center. Both the department graduate studies director and the Teaching Center must approve the philosophy statement. In preparing to write the teaching philosophy, students are encouraged to reflect on the experiences they have had while pursuing the Teaching Citation, and to articulate the ways in which these experiences have shaped their current approach to teaching and their teaching philosophy.
APPENDIX E

Request for Master’s Degree Committee

Date ______________

Student Name ____________________________________________________________

Committee Chair  ________________________________________________________

Committee Members  ________________________________________________________

Comments: 

______________________________________________________________
Signature of Department Chair  
or Associate Chair
(EXAMPLE ONLY – do not use this form)

APPENDIX F

MASTER’S THESIS APPROVAL FORM

Date __________________________

To the Graduate School:

We, the undersigned, report that as a committee we have examined the thesis entitled ________________________

and have given it our approval for acceptance in partial fulfillment of the requirements for the degree of Master of Arts in Psychological & Brain Sciences. Furthermore, we have examined ___________________ (Student’s Name) __________________________ upon the work done in Psychological & Brain Sciences and find that his/her attainments are such that he/she may properly be admitted to the degree of Master of Arts in Psychological & Brain Sciences.

Signed ____________________________________________  ____________________________________________

Chair, Thesis Examination Committee  Member, Thesis Examination Committee

Member, Thesis Examination Committee  Member, Thesis Examination Committee

I concur with the foregoing report.

_________________________________

Chair of Department or Program

I dissent from the foregoing report.

_________________________________

This form should be signed and forwarded to the Office of the Dean, Graduate School of Arts and Sciences, Campus Box 1187.

Date Recorded: __________________________

Office of the Dean __________________________
APPENDIX G

Subject Matter Examination Procedures and Forms

Students generally will take this exam in the third or fourth year of their graduate careers. Under normal circumstances they already will have completed the general departmental requirements for the Ph.D. degree:

1. Will have passed two semesters of graduate statistics and one course in research methods.
2. Will have satisfied the attendance requirement for the Seminar in Research Ethics course (Psych 5405).
3. Will have passed one qualifying graduate level course in four of the six following general areas:
   (a) Social and Personality
   (b) Abnormal and Health Psychology
   (c) Biological/Neurological Basis of Behavior
   (d) Cognitive, Learning, and Perception
   (e) Aging and Development
   (f) History of Psychology
4. Will have also successfully completed the qualifying research project.
5. Will have no incomplete grades.

The student, in consultation with his or her advisor, should petition the Department Chair to assemble an examination committee composed of at least three faculty members. Committee membership is open to tenure-track faculty with primary or joint appointments in the Department of Psychological & Brain Sciences. The chair of the committee and at least one other member of the committee must hold primary tenure-track appointments in the Department Psychological & Brain Sciences. Depending upon the student’s specialty interest, there may be additional members. These additional members will be chosen by the chair of the committee in concert with the student. The membership of the committee must be approved by the Department Chair or Associate Chair at least 3 months in advance of the scheduled oral examination.
(EXAMPLE ONLY – do not use this form)

Request for Subject Matter Examination Committee
(Approved at least 3 months prior to exam)

Date __________

Student Name ______________________________________________________

Committee Chair   _________________________________

Committee Members  _________________________________
                                                                 _________________________________
                                                                 _________________________________

Comments:

______________________________
Signature of Department Chair  
or Associate Chair
SUBJECT MATTER ORALS

Date _______________

Student Name ______________________________________________________

Committee Chair  ____________________________________________
Committee Members  ____________________________________________

Recommendation:

Pass  _____________
Conditional Pass  _____________
Fail  _____________

Comments:

________________________________________
Signature of Oral Examination Committee Chair
APPENDIX H

Request for Doctoral Dissertation Committee

Date __________

Student Name ____________________________________________

Committee Chair __________________________________________
Committee Members _________________________________________

Comments: _______________________________________________

___________________________________________________________

Signature of Department Chair
or Associate Chair
APPENDIX I

Dissertation Proposal Approval

Submit with one complete copy of the proposal and a signed copy of the Thesis, Title, Scope and Procedure Form to the Graduate Program Assistant.

Name of Student ____________________________________________________________

Committee ________________________________________________________________

(Chair) _________________________________________________________________

Title of Dissertation ______________________________________________________

_________________________________________________________________________

Approved by Dissertation Committee:

_________________________________________ ________________________________

(Chair) Date

_________________________________________ ________________________________

Date

_________________________________________ ________________________________

Date

_________________________________________ ________________________________

Date

Approved

_________________________________________ ________________________________

Director of Clinical Training Date

_________________________________________ ________________________________

Department Chair or Associate Chair Date
APPENDIX J *

Information for Conducting Research Involving Human Participants

Institutional Statement of Commitment to the Protection of Human Participants in Research at Washington University

Overview
The Washington University research community is guided by the ethical principles regarding research involving human participants, as set forth in the standards outlined by the Office for Human Research Protection (OHRP), as codified by 45 CFR 46 and its Subparts A, B, C, and D and the FDA in 21 CFR 50; 21 CFR 56; the Belmont Report; the Declaration of Helsinki and the Nuremberg Code. This fundamental commitment to the protection of human participants applies to all Washington University research involving human participants, regardless of whether the research is funded through government, non-profit or industry sponsors or through University funds and regardless of the location of the research. All research involving human participants must be reviewed and approved by one of the Washington University’s eleven duly appointed Institutional Review Boards. The organizational unit, which comprises the IRBs and the Administrative office that supports these committees is known as the Human Research Protection Office (“HRPO”).

Organizational Roles
1. The Executive Vice Chancellor for Medical Affairs is charged by the Chancellor to provide administrative, programmatic and financial leadership and oversight of HRPO.

2. The Vice Chancellor for Research is charged by the Chancellor to serve as the Institutional Official on Washington University’s Federalwide Assurance (FWA) with OHRP. As such, the Vice Chancellor assures compliance of the institution and all of its components and in consultation with the appropriate Deans, has oversight responsibility for the University’s Human Research Protection Program.

3. The HRPO Executive Chair is appointed for an unlimited term by the Executive Vice Chancellor for Medical Affairs and has overall responsibility for ensuring that:
   (a) HRPO policies and procedures for protecting human research participants are in compliance with WU’s FWA;

   (b) the institution has an appropriate number of IRBs for the volume and types of human research to be reviewed so that reviews are accomplished in a thorough and timely manner;

   (c) expedited review is delegated to IRB members with appropriate expertise; and that

   (d) the Executive Vice Chancellor for Medical Affairs and Vice Chancellor for Research are kept apprised of issues concerning HRPO and its responsibilities under the Assurance.
Institutional Authority
Washington University grants HRPO sole authority to:

(a) review, approve, require modifications in (to secure approval), or disapprove all human research activities overseen and conducted by Washington University;

(b) suspend or terminate approval of research not being conducted in accordance with its requirements, including HRPO policies, procedures, and guidance documents and research that has been associated with unexpected serious harm to participants;

(c) observe, or have a third party observe, the consent process; and

(d) observe, or have a third party observe, the conduct of the research.

Research reviewed by HRPO may be subject to further appropriate review and approval or disapproval by officials of the institution. However, those officials may not approve the research if it has not been approved by HRPO.

Institutional Autonomy
HRPO functions independently under the authority of the Chancellor, but in coordination with University officials and other committees. University officials, investigators, employees and sponsors of research are prohibited from attempting to unduly influence HRPO, any of its members or staff, or any member of the research team to obtain a particular result, decision or action. A decision by a HRPO Committee not to approve research is final and may not be overruled. “Undue influence” means attempting to interfere with the normal functioning and/or decision making outside of established processes or normal accepted methods.

Review of Research
Without exception, all research involving human participants (as defined by Federal regulations and described in the HRPO guidance document “What Needs HRPO Review” – hrpo.wustl.edu) conducted by Washington University investigators, staff, and students must receive prior approval from HRPO before the research begins.

Protection of Research Participants
Washington University, its schools, departments and investigators conducting human research must allocate adequate resources to assure the protection of human research participants.

Please visit http://research.wustl.edu “Policies and Guidelines” prior to beginning any research projects.

APPENDIX K

Preparation for the Dissertation Examination

You should consult with your committee chair about the composition of the Dissertation Examination Committee. The committee before which you will be examined consists of at least five members, who normally meet two independent criteria:

1. Four of the five must be tenured or tenure-track Washington University faculty; one of these four may be a member of the Emeritus faculty. The fifth member must have a doctoral degree and an active research program, whether at Washington University, at another university, in government, or in industry.
2. Three of the five must come from the student's degree program; at least one of the five must not.

Final approval of the committee rests with the Dean of the Graduate School. Send the names of all five committee members, including the university affiliations for the outside member(s), to the Graduate Program Assistant. This can be done as soon as you have agreement from all committee members to serve. The approval from the Dean will be requested and you will be notified when approval is given.

While you arrange for your dissertation examination, you should also prepare a dissertation abstract and a curriculum vitae (c.v.). The c.v. will be sent (electronically) to members of the Dissertation Examination Committee along with their invitations to the examination.

The abstract should conform to the sample and instructions in [Appendix K-1]. It must be 350 words or less. (Thirty-five lines of type with 70 characters per line contain about 350 words.) Mathematical formulas, diagrams, and other illustrative materials are not recommended for the printed abstracts.

Your c.v. may be one you have already used in a professional capacity. It should include the following information: name; date of birth; mailing address; phone number; e-mail address and fax number (if available); employment history; education history; teaching history; honors or awards you’ve received; conference papers; and publications.

You should give your abstract and c.v. to your committee chair for approval. When you have agreement by all committee members, the date and time of your dissertation examination should be electronically communicated to the Graduate Program Assistant with the approved abstract and c.v. attached. Your exam date should be at least 15 business days after this notification. The Graduate Program Assistant will reserve an appropriate space for the examination and will include this information in an electronic invitation to your full committee (copying you) with your c.v. attached. The Graduate Program Assistant will also notify the GSAS office of the date, time, and location of the oral examination.
The Examination Approval Form (Appendix M) will be prepared by the Graduate Program Assistant and given to either you or your committee chair just prior to the examination. Upon the successful completion of your Dissertation Examination, members of your committee will sign this form. The chair of your department or program will also sign it, whether or not he or she is a member of your Dissertation Examination Committee.

You and your committee chair share responsibility for delivering copies of the dissertation to all committee members. According to the rules set down by the Graduate School, members of the Dissertation Examination Committee have the right to request rescheduling of the examination if the dissertation is not made available to them at least one week in advance of the scheduled examination date. However, most departments require dissertations to be available to committee members two to four weeks before the dissertation examination takes place.

Attendance by a minimum of four members of the Dissertation Examination Committee is required for the exam to take place. Of these four members, the committee chair and all outside members must be present or the defense will need to be rescheduled.
Appendix K-1: Abstract Instructions and Sample

Use your full name.

Use the correct title of your degree. This will not always be the same as the title of your department or program. For example, there are two Ph.D. degrees granted by the Department of Romance Languages and Literatures: the Doctor of Philosophy in French Language and Literature and the Doctor of Philosophy in Hispanic Languages and Literatures. For exact titles of Ph.D. degrees, consult the current Graduate School Bulletin at http://bulletin.wustl.edu/gsas/fields/.

Center the heading. Everything in it not discussed above is required to appear just as shown in the sample below.

The body of the abstract is limited to 350 words, excluding the heading. If the body of your abstract is longer than 35 lines, it is important that you check the number of words.

SAMPLE:

ABSTRACT OF THE DISSERTATION

The Effect of Urbanization on Socialization and Personality Development in Guajiro Society

by

Diane Smith West

Doctor of Philosophy in Anthropology

Washington University in St. Louis, 1996

Professor Katherine Doe, Chairperson

(Begin typing the abstract here, doubled-spaced).
(EXAMPLE ONLY – do not use this form)

APPENDIX L

DEFENSE SCHEDULING APPROVAL

Date: __________________________

Student Name __________________________

We, the undersigned, approve the dissertation of the above-named student for scheduling of the final oral defense.

Committee Chair __________________________

Committee Members __________________________

______________________________

______________________________

______________________________

Return this form to Meg McClelland, Room 207C.
APPENDIX M

EXAMINATION APPROVAL FORM

To the Graduate School:

We, the undersigned, report that as a committee we have examined the dissertation entitled
_____________________________________________________________________________

and have given it our approval for acceptance in partial fulfillment of the requirements for the
degree of Doctor of Philosophy. Furthermore, we have examined ________________________________
and find that (his, her) attainments are such that (he, she) may properly be admitted to the degree of Doctor of Philosophy.

Signed

Chair, Dissertation Examination Committee

Member, Dissertation Examination Committee

Member, Dissertation Examination Committee

I dissent from the foregoing report.

______________________________  ________________________________

This form should be signed and forwarded to the Office of the Dean, Graduate School of Arts and Sciences, Campus Box 1187.

Date Recorded: Office of the Dean ________________________________
Appendix M-1: Walking in the May graduation ceremony

Guidelines on planning for participation in a May graduation ceremony

We realize that walking in the yearly May graduation ceremony can be a wonderful celebration for all of the hard work that students do during graduate school, and would like to facilitate the ability of students to participate in this event. However, we also need to have guidelines that ensure fairness and equity across students. Thus, our departmental guidelines for participation in the May graduation ceremony are as follows:

1) You must have successfully defended your dissertation. This means that at least 4 committee members have signed off on your completed dissertation and that you must have submitted this approval form to the Graduate School by the day before the graduation ceremony. This guideline applies for all students in the program, regardless of the area in which you are receiving your degree.

2) If you are receiving a degree in the clinical area, you must also have been accepted to an internship, though you do not yet have to have started the internship or have completed the internship.

What does this mean for planning? We cannot “officially” approve of your participating in the May ceremonies until you have completed these requirements. Thus, you may make plans ahead of time to participate in the May ceremonies if you anticipate being able to meet these requirements. However, if you do not complete them in time, you will not be able to participate, regardless of whether you have already made travel or hotel arrangements for family members. In addition, it is important that students realize that they cannot pressure faculty members to provide feedback faster than the departmental guidelines (1 month to read and respond to drafts of the dissertation proposal for core members, at least two weeks advance notice for other committee members), or pressure faculty to schedule or approve a defense because of such plans. Although faculty should conform to the departmental expectations as to timeliness in dissertation feedback, an impending graduation plan is not justification for asking committee members to respond at a quicker pace or to modify their decisions about the quality of the written product or the oral defense.

Although we realize that it is more difficult to arrange this, many students come back the following May to walk in the graduation ceremony if they do not complete their dissertation in time for the May ceremony the year before.