

Graduate Student Handbook

Department of Psychological & Brain Sciences



Washington
University in St. Louis

ARTS & SCIENCES

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Welcome and Your First To-Do [\[Return to TOC\]](#)

Welcome to the Graduate Program in Psychological & Brain Sciences at Washington University in St. Louis. 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 (GPA), Meg McClelland (314-935-6520, mcclelland@wustl.edu), your faculty advisor, or contact the Director of Graduate Studies (DGS), Dr. Julie Bugg (314-935-7514, jbugg@wustl.edu). The Psychological & 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.

Your first to-do: If you are a US Citizen or an eligible Noncitizen¹, you are responsible for completing a FAFSA ([Apply for Financial Aid | Federal Student Aid](#)) every year you are in the graduate program. The FAFSA applies to a single academic year (e.g., 2020-2021). Each year, please be sure to complete the FAFSA for the current academic year (e.g., in August of 2021 you would complete the 2021-2022 FAFSA). Please set a reminder in your calendar to complete this by no later than August 1st each year, including prior to your first semester.

¹ As of January 2021, defined as a U.S. national (includes natives of American Samoa or Swains Island), U.S. permanent resident (who has an I-151, I-551 or I-551C [Permanent Resident Card]), or an individual who has an Arrival-Departure Record (I-94) from U.S. Citizenship and Immigration Services (USCIS) showing one of the following designations: Refugee, Asylum Granted, Cuban-Haitian Entrant (Status Pending), Conditional Entrant (valid only if issued before April 1, 1980, Victim of human trafficking (T-visa holder), or Parolee" (You must be paroled into the United States for at least one year and you must be able to provide evidence from the USCIS that you are in the United States for other than a temporary purpose and that you intend to become a U.S. citizen or permanent resident). Please see FAFSA website for current eligibility.

Graduate Program in Psychological & Brain Sciences [\[Return to TOC\]](#)

The major goal of the graduate 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 several requirements that must be satisfied before you are granted a Ph.D. in Psychological & Brain Sciences. The department imposes some of the requirements and those are described in this manual; others are general requirements of the Graduate School of Arts & Sciences (GSAS) and may be referenced in this manual with links to the detailed requirement description. Most departmental requirements apply to all students.

Occasionally there are minor variations across the subspecialty areas: Aging & Development (A&D); Clinical; Behavior, Brain, Cognition (BBC); Social & Personality (S&P). These are noted throughout the manual.

CLINICAL STUDENTS: PLEASE CONSULT THE *CLINICAL PROGRAM HANDBOOK* PREPARED SPECIFICALLY TO ADDRESS THE ADDITIONAL REQUIREMENTS OF YOUR PROFESSIONAL PROGRAM.

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 once a year.

Academic Portfolio [\[Return to TOC\]](#)

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 Administrative Assistant for the Graduate Program (Meg McClelland) 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, 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 [\[Return to TOC\]](#)

All students are limited to a maximum of 72 credit units of graduate level course work.

[NOTE: 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 8-11 units. All students are expected to be full-time status while enrolled in the PhD program. Full-time status is at least 9 units of coursework OR 1-8 units + the LGS 9000 enrollment. LGS 9000 enrollment carries 0 units and must be entered by the Registrar personnel in the GSAS office. 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 *three* of the following seven areas (your focus area may require that you take classes in certain of these areas and thus the choice of which three may not always be up to the individual student and should be discussed with your advisor; your focus area may also require that you take additional courses beyond the three required here). The most common way for students to fulfill a distribution area will be to take one of the courses listed for the 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, if necessary, for substitution of other appropriate courses or a combination of appropriate courses for this requirement. A single undergraduate course cannot serve to fill one of these requirements (i.e., an undergraduate history course cannot fulfill the history requirement). Requests for course substitutions must be made in writing to the DGS and must state 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 if the student has taken two or three 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 distribution 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 and this topic is not offered at the 500 level, it typically may be taken to fulfill a distribution with some added work and permission of the DGS. 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 *FOR THE CLINICAL PROGRAM.*

(a) *Social and Personality Psychology*

Psych 427: Social Gerontology

Psych 503: Seminar in Experimental Social Psychology

Psych 5225: The Psychology of Social Stigma

Psych 5227: The Science of Close Relationships (non-clinical students ONLY)

Psych 5352: Theories of Personality Psychology

Psych 5355: Personality Development Across the Lifespan

Psych 5358: Personality Psychology and Behavioral Dynamics

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*

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 5373: Neural Systems of Behavior and Psychopathology

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

Psych 5665: The Science of Behavior

(e) *Aging and Development*

Psych 427: Social Gerontology

Psych 4301: Advanced Cognitive Development

Psych 5255: Lifespan Health Psychology

Psych 532: Seminar in Developmental Psychology: Language and Cognitive
Development

Psych 5321: Advanced Developmental Psychology

Psych 5355: Personality Development Across the Lifespan

Psych 588: Clinical Psychology of Aging II

Psych 5881: Psychology of Aging

Psych 5886/5887: Clinical Assessments with Older Adults

(f) *History of Psychology*

Psych 4047: History of Neuroscience

Psych 4651: History of Psychology

(g) *Quantitative Knowledge*

Psych 5012: Selected Topics in Design and Statistics

Psych 5068: Hierarchical Linear Models

Psych 516: Applied Multivariate Analysis

Psych 5165: Applied Longitudinal Data Analysis

Psych 5167: Applied Bayesian Statistics for Psychologists

3. Obtain teaching experience commensurate with preparation for an academic career. Preparation in effective teaching is gained through enrollment in the department's teaching seminar² (Teaching of Psychology, Psych 565) and through participation in one of the experiences outlined in the section titled [Teaching Requirement Fulfillment](#). All students will need or want to have *at least two* Mentored Teaching Experiences (MTE) during their graduate career as a means of preparation for teaching and teaching experience. Students are generally expected to register for LGS 600 (Mentored Teaching Experience) in years 2 to 4 of the 5-year program. The DGS will determine whether another valuable educational opportunity would serve a student better than a mentored teaching experience. No student shall be required to have more than three semesters of MTE if they have alternative valuable training opportunities, as determined by the DGS and Department Chair, but all students must MTE for at least two semesters. Every effort will be made to avoid first-year students and students in their final year of dissertation work having a MTE.

The university's Center for Teaching and Learning also provides outstanding support for instructors at all levels ([Center for Teaching and Learning: Home](#)). You should document your training and experiences by developing a **Teaching Portfolio** ([Center for Teaching and Learning: Home](#)).

² All Psychological & Brain Sciences graduate students must enroll in Psych 565 prior to their first Mentored Teaching Experience. Transfer graduate students with previous teaching experience 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.

[Learning: Academic Job Market Materials](#)). In addition, interested students may wish to pursue the **Teaching Citation** offered by the Graduate school ([Center for Teaching and Learning: PD and Teaching Citation](#)).

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. The Graduate Program Assistant will track attendance and missed sessions must be attended in subsequent years in order to fulfill this requirement.
5. Attend at least five (5) workshops on professional development (PD). We recommend you do so during your 2nd and/or 3rd years, but you are welcome to attend them as often as you would like and as they are offered. Some of the topics offered by the department are: The job application process; Job talks and interview skills; Negotiation in academia; Non-academic jobs; Teaching issues; Responding to reviewers; Varieties of post-doc experience. A meeting with Dr. Michelle DeLair, Assistant Director of the Graduate and Postdoctoral Career Development Career Center, is required to be one (1) of the five PD workshops and may also be satisfied by attending the annual group session with Dr. DeLair typically held each fall semester in our department.

Students may fulfill the PD requirement by attending/participating in departmental PD opportunities (see sample topics above) and/ or other PD opportunities on campus, such as those organized by the Career Center and Graduate School. (Those offered by the Center for Teaching and Learning (CTL) do not count towards the PD requirement as Teaching Development is considered separate from PD, and participation in CTL workshops serves to contribute towards students’ pursuit of e.g., Teaching Citation.) For PD opportunities outside the department, students should seek pre-approval from the DGS (i.e., confirm the “outside” workshop will count) and write a paragraph explaining what they learned (i.e., how did the PD opportunity contribute to their PD), which they will submit to the DGS and GPA (Meg McClelland) as evidence of their attendance before being given credit for the opportunity. (Attendance is taken at the P&BS-sponsored PD events.) Note that only PD opportunities that are available to all graduate students, regardless of area, are

eligible for consideration (e.g., if BBC or Clinical offers a PD session for their students, this would not count toward the PD requirement). Additionally, bootcamps or workshops on a given PD topic will count as one PD workshop toward the requirement even if the actual bootcamp/workshop comprises more than one session.

Students may also count one departmentally sponsored Diversity, Equity, & Inclusion training toward the PD requirement (e.g., Safe Zones; Green Dot).

Except for the meeting with Dr. DeLair, the PD requirement may be satisfied by successfully completing the course: **Psych 5015: The Psychology of Academia**.

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 required, and during years 1-3, you are expected to register for Psych 5999 (Recent Advances in Psychological Science Seminar Series), a 1 credit seminar course which will give you course credit for colloquium attendance. Attendance at the weekly brownbag meeting for your primary area of affiliation is also required. During years 1-3, you are expected to register for Psych 5245 (Graduate Research Seminar), a 1 credit seminar which will give you credit for brownbag attendance.

You should also take advantage of the numerous other educational and professional experiences in the department and around the university. 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, Alzheimer's Disease Research Center) also offer regular colloquia that may be relevant to your graduate education.

Registration Procedures [\[Return to TOC\]](#)

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 to access several student resources. Computer terminals for registration, if needed, are located in the Teaching Labs in the P&BS 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 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.

The regular program length of our PhD program is five (5) years. During the regular program length period, you must be enrolled in LGS 9000 if your total coursework units are fewer than 9 units. Any semester that you are not enrolled in coursework at all, LGS 9000 will be your only enrollment. You will be automatically wait-listed after entering the LGS 9000 registration. You will be enrolled after review. This enrollment can only be entered by university administration.

Research Education and the Qualifying Research Project (Master's Degree) [\[Return to TOC\]](#)

From the beginning of the graduate program at Washington University you will be participating in research reflecting your area of specialization. That education 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 preparation, you will work on your qualifying research project (Masters). Once the qualifying research project is completed (by the end of your second year; see [Appendix M](#)), and provided you have completed at least 36 units *including* the required course work (e.g., Statistics, Research Methods, and 2 of the 4 distribution classes), 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 D](#)). [Obtain this and all subsequent forms requiring approval signatures from the Graduate School (see links provided throughout manual)– the Appendices in this manual only display sample forms so these should not be copied/used.]

The Master's committee must first approve your Masters thesis topic by signing the Title, Scope and Procedure Form ([GS: TSP Form Masters](#)). 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 at least 36 units³ including the required coursework (e.g., Statistics, Research Methods, Ethics, at least 2 of the 4 Distribution Requirement courses, etc.). This might include approved transfer credit.

³ Note that taking the bare minimum your first two years (2 stats = 6 credits, 1 research methods = 3 credits, ethics = 1 credit, 2 of 4 distribution requirement courses = 6 credits, colloquium (2/year) = 4 credits, brownbag seminar (2/year) = 4 credits, Summer Teaching Course = 2 credits) will result in only 26 credits. Thus, if you intend to earn a Master's degree by the end of your second year, you will need 10 additional units (e.g., 3 additional courses worth 3 credits each that could be distribution requirements or electives, and 1 unit of Psych 591 taken during a semester in which you are enrolled in 9 credits like one's first semester typically).

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 you and your three-person Masters Committee. (Use fillable .pdf on GSAS website – [GS: TSP Form Masters](#)– “Notice of Title, Scope, and Procedure of Thesis – Masters Only”.) Turn in the signed form to the Graduate Program 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 pilot work that is not intended to yield publishable results or a literature review.
5. You must complete a written thesis following the guidelines provided in the Master’s Thesis Guide ([GS: Master's Thesis Guide](#)); 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 formally present the thesis research in a public forum at which the three-person Masters committee, described above, must be present. The public forum allows for others outside your committee to attend if they wish. This could be a brownbag seminar, for example. 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 E – example only](#) – email date of defense and thesis title to Graduate Program Assistant who will then prepare the approval form for you.)
8. The Graduate Program 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 ([GS: Master's Thesis Guide](#)), 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 Program 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. [\[Return to TOC\]](#)

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 faculty 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 O](#)) [\[Return to TOC\]](#)

This examination should be completed by the end of the third year (see [Appendix M](#)) 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 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)⁴. 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

⁴ If you anticipate potentially publishing your review paper in a journal, please contact the DGS ideally prior to beginning work on your SME for a document on best practices in publishing review type papers.

prior to the oral defense.

Guidelines for feedback prior to defense and timing

Students completing the review paper option should have both their reading list and an outline approved by all members of the committee (see guidelines below). Students completing the written exam should have their reading list approved by all members of the committee at the start of the process. 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 in total (with approximately 3 months devoted to the writing process; see [Appendix O](#) for details), and students should continue to be productive on their research during that period. Committee members should keep this timeframe in mind as they evaluate the written product.

Guidelines for creating the outline and reading list

- Should be a structured outline no longer than 8 pages
- Goal of outline is to communicate the overarching research question and the intended structure/organization of the SME paper
- Outline should not include paragraphs (in the spirit of the SME being a reflection of the student's independent writing, the stage for receiving feedback on actual writing is the later SME defense stage)
- You may discuss and gather feedback from committee members on the outline as often as you would like
- References are not included in the page limit
- All other guidelines remain the same such as getting approval from your committee, no feedback on the actual writing post-approval until the defense, etc.

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 a primary appointment in the Department of Psychological & Brain Sciences or have an honorary/courtesy appointment in our department *and* official approval to recruit students as a primary faculty mentor (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 F](#), along with the approval forms).

Teaching Requirement Fulfillment (*Revised 9/2017;* *Graduate School-wide*) [\[Return to TOC\]](#)

Teaching and teaching preparation 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 at least one – and typically more than one – undergraduate class. In addition, many individuals in Psychological & Brain Sciences will obtain positions in institutions with graduate programs and will thus 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 essential to being a successful scientist in Psychological & Brain Sciences and a successful professional outside of academia. As such, core preparation in pedagogical skills combined with some practical experience in this arena are considered critical elements of graduate education.

All students are required to take an intensive three-week pedagogical teaching course at the end of their first year (or second year if specific conflicts occur). This course titled – Teaching of Psychology (Psych 565) is taught every May/June. This course covers a wide range of 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 additional workshops offered through the Center for Teaching and Learning or organized specifically for Psychological & Brain Sciences students as part of the Psychological & Brain Sciences Graduate Student Brown Bag Series.

Students must have a Mentored Teaching Experience (MTE) and be enrolled in the MTE course (LGS 600) for 2-6 semesters, and no less than two semesters during the course of the 5-year program, with most enrolling during years 2-4 of the 5-year program.⁵ Students may select from the following:

⁵ Note that the Graduate School requires that all students, prior to their first MTE, attend the university-wide Graduate Student Mentored Teaching Orientation hosted by the Center for Teaching and Learning. This is typically held in August prior to the start of the fall semester. If there is any chance you will have a MTE during a given academic year (fall or spring) and you have not completed the orientation, you should register and attend.

- 1) MTE for a section of Experimental Psychology, in which the graduate student is responsible for organizing and presenting the laboratory sections. The Instructor of the course will supervise the graduate student. The course instructor will observe at least one session conducted by the graduate student and provide written feedback to the graduate student.
- 2) MTE 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 led by the graduate student as well as the course lecture given by the graduate student and provide written feedback to the graduate student. Faculty teaching introductory courses will support graduate students in fulfilling this MTE requirement in their introductory course.
- 3) MTE 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 at least one laboratory session, or one lecture conducted by the graduate student and provide written feedback to the graduate student.
- 4) MTE 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 at least one laboratory session, or one lecture conducted by the graduate student and provide written feedback to the graduate student.

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

As students complete one of the above teaching experiences, they must forward a copy of the feedback form, from the observing instructor, to the Graduate Program Assistant for

placement in their student file. Once all requirements have been fulfilled, which will be sometime after successful completion of 2-6 MTEs during the 5-year program as assessed by the DGS in conjunction with the mentoring instructors, notification will be sent to Graduate School office that this requirement has been met. After this, it is at the student's discretion whether they would like to continue to receive feedback. Instructors will provide training and feedback as requested.

Teaching Experience

Students who have completed at least two MTEs and would like to gain more independent teaching experience may elect to teach their own course. This could be a summer course, a Psych 102 Seminar: Introduction to Psychology course during the academic year, or in University College. In all cases, students are teaching to gain pedagogical experience as part of their graduate education program. If the graduate student wishes, they may request a faculty member in Psychological & Brain Sciences to attend one of their lectures and provide written or verbal feedback.

Each student's teaching ability and interest will be assessed, and a few may be selected by the Director of Undergraduate Studies (DUS) in conjunction with the student's mentor to teach a class for instructor training and education in preparing for their career. Selected students must attend a workshop at the Teaching Center on how to lead discussions and meet with Dr. Len Green (DUS) before the class begins, throughout the semester and during an end-of-course session to discuss aspects of teaching.

Students hired for these positions are considered part-time lecturers by the department (or University College) and are financed by the department (or University College) and are subject to the collective bargaining agreement of the adjunct union. Eligible students will continue to receive their university fellowship during this period. However, because students are employed as part-time lecturers or instructors, the part-time employment policy is in effect.

We actively discourage students from teaching as a mechanism of financial support as opposed to gaining teaching experience and preparation for teaching.

Doctoral Dissertation Research (see also Dissertation Process Information Sheet, [Appendix P](#)) [\[Return to TOC\]](#)

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 (see [Appendix M](#) for timeline), you must, at minimum, form a *core dissertation committee*. This committee typically consists of your primary mentor and 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, 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 than 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 G](#)). You may not 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 H](#)). 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-- [GS: TSP Form Dissertation-- "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 Research Protection Office 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 (work that is not intended to yield publishable results) 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 Human Research Protections Office ([HRPO Help Services](#)) or the Institutional Animal Care and Use Committee ([Institutional Animal Care and Use Committee](#)). 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 I](#)). 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 M](#)).

Preparation of the Thesis [\[Return to TOC\]](#)

Listed in [Appendix J](#) are the instructions for the format of the doctoral dissertation. The GSAS office has also now made available 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 L-1](#) for guidelines for walking in the May commencement ceremony.

Oral Defense of Dissertation [\[Return to TOC\]](#)

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](#) for guidelines). **Important 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 K](#)). 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 L](#)), 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 [\[Return to TOC\]](#)

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 Q](#)) and it must be in your file for our reference.

Ongoing Evaluation and Disciplinary Procedures [\[Return to TOC\]](#)

The Academic and Professional Integrity Policy can be found at [GS: Academic & Professional Integrity](#). 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 [GS: Academic & Professional Integrity](#). As with Academic Integrity, ignorance of these guidelines is not an acceptable defense.

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 M](#)) 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 Program Assistant ([Appendix N](#)). If academic difficulties are sufficient that adequate progress is not being made, you may be placed on academic probation. (Please also see the [Automatic Probation policy](#) below that applies to two of the three major milestones.) The terms of that probation will be spelled out in a probation letter** that is filed by the DGS with the Graduate School. The letter will specify what the student needs to do and by when and the consequences of not doing so (e.g., a second consecutive probation or dismissal from the program). The Graduate School recommends students be given a minimum of 3 months to meet the expectations for the first probation and as soon as they do, the probation is lifted.

Per Graduate School Policy: At the end of a first probation, the student may be: (1) returned to good standing, (2) placed on a second consecutive probation, which generally will be for a full semester, or (3) dismissed from the program. A second consecutive probation must be accompanied by a new letter identifying the steps required to return to good standing. While the purpose of the probationary period is to provide the student with time to improve, the decision of the program at the end of a probationary period could involve immediate notification of dismissal. At the end of a second continuous probation, the student will be either returned to good standing or dismissed. A third probation will be allowed only if it is not continuous. A fourth probation will not be allowed. A student whose performance would result in a fourth probation will be dismissed immediately. A leave of absence cannot be used by a student to delay or nullify the consequences of a third consecutive or fourth

probation.

If the terms of the probation cannot be met, then you may be dismissed from the program. The Graduate School **Policy on Probation and Dismissal for Academic Reasons** can be found at the link: [Probation & Dismissal for Academic Reasons](#)

Within the policy, the following language exists:

“The Graduate School’s explicit criteria for maintaining minimal standards for satisfactory academic progress are: (1) a cumulative GPA of 3.0 or greater, (2) no more than 9 credits of incomplete (I), final examination missed (X) and/or not yet submitted (N) on the transcript at any one time, and (3) submission of a dissertation proposal, in the form of a completed Title, Scope, and Procedure Form, before beginning the 9th semester (5th year) of continuous enrollment. A program may add requirements for good standing, such as the completion of comprehensive or qualifying examinations by a certain time, but may not relax the Graduate School-wide requirements. The faculty also are responsible for evaluating the ability of the student to identify and undertake an original scholarly project at the level of excellence expected for a Washington University Ph.D., as well as whether the student is making timely progress toward completion of the degree. The program may place a high value on the quality of performance in mentored teaching and or other professional activities. The judgement of the faculty on these issues can lead to Academic Dismissal for students who meet other criteria for good academic standing. Departments are expected to maintain written guidelines that help students understand the major categories of expectations for satisfactory progress. Such guidelines should be provided to students at the beginning of their academic program, and reviewed with students on a regular basis.”

“Notification Procedures for Academic Probation

1. The explanation of academic performance issues leading to probation should be specific (low GPA, failed exam, etc.) and contain a clear statement of what must be done within a specified period of time in order for the student to return to good standing. This includes probation associated with faculty judgments of research potential, timely progress toward the degree, teaching performance or professional activities. The expectations will be consistent with those held for all students in the program. They must be communicated in writing, accompanied by the opportunity to meet with the DGS or designated departmental faculty representatives for a clarifying discussion, and copied to the Dean of the Graduate School.

2. If the student does satisfactorily meet the requirements of the probation, a written notice of reinstatement, including the date that the student has returned to good standing, will be provided to the student. Students may be reinstated before the end of the probation period if they have met the requirements for reinstatement.

3. Copies of any letter or e-mail to the student, or summary notes of discussions with the student regarding the student's placement on probation should be placed in the student's file in The Graduate School, which the student has the right to review."

Notification Procedures for Academic Dismissal

1. If the student does not meet the requirements of the probation by the specified time and the program recommends dismissal, the program will send a request for dismissal and a draft of the dismissal letter to the Dean of the Graduate School, along with copies of all previous communications and/or warnings. The draft dismissal letter will include the grounds for dismissal, the effective date of dismissal and advice to the student that voluntary withdrawal from the program is an option. All academic dismissals require approval by the Dean of the Graduate School.

2. If the student is an international student on a visa, the program should consult with the Office of International Students and Scholars prior to drafting the dismissal letter. It is often advisable for an international student to withdraw ahead of a dismissal to avoid an adverse impact on future entry to the U.S."

If dismissal is recommended, the student may appeal to the Chair of the Department of Psychological & Brain Sciences or to the Dean of the Graduate School.

Automatic Probation Policy

This policy concerns two of the three critical milestones: (a) defense of the SME by the end of the summer of the 3rd year and (b) submission of the Title Scope Procedure form to the Graduate School prior to the start of the 5th year (i.e., successful defense of the dissertation proposal). Both deadlines correspond to the official start date for classes in the fall semester each year (e.g., if the start date is Monday, August 30th like this year then the deadline is Friday, August 27th for both milestones). With two exceptions (see below), students will automatically be put on probation if they miss these deadlines.

Exception 1: The above deadline does not apply for students who have already applied for

and received permission for official leave of absence (e.g., personal, medical, new child). For example, if a student takes a medical leave for one semester in their second year, then they would have 3.5 years to complete the SME.

Exception 2: This deadline may be waived if the advisor writes a letter explaining the extenuating circumstances (e.g., health-related challenges) that prevented the student from meeting the deadline. The letter should be submitted to the DGS for consideration no later than 1 month in advance of the deadline.

Notification of automatic probation will occur through a probation letter** that is filed by the DGS with the Graduate School (just as detailed above).

**Probation does not appear on a student's transcript. It is of course part of internal academic records, but a student would have to provide a release to allow e.g., an employer to access those records OR the student would have to provide the internal records on their own.

**Clinical faculty and students should be mindful that probation does need to be reported on applications for internship.

The automatic probation policy is effective immediately (June 2021). However, a grace period is recommended for those students who are approaching one of the two deadlines at the end of this summer such that automatic probation will apply to deadlines that arrive during the 2021-2022 academic year and beyond. Note that this means students can still be put on probation for missing the deadlines at the end of this summer, but the decision would be up to the advisor and/or area in consultation with the DGS as is currently the policy.

Because part of the goal of implementing automatic probation is to reinforce to students and advisors the importance of making timely progress in the program and the consequences of not doing so:

- a) At end-of-year area meetings, advisors who have students in their 3rd and 4th years will be asked to confirm that students will complete the SME or TSP, respectively, by the deadline. If the advisor thinks the student will not meet the deadline, the advisor and/or area head will remind the student of the automatic probation policy, develop a plan with the student to get back on track, and inform the DGS.
- b) On their end-of-year portfolios, students will be asked to include a statement to

the following effect:

- If it is the student's 3rd year—I understand that I will automatically be put on probation if I do not defend the SME by the end of the summer (end of my 3rd year).
- If it is the student's 4th year—I understand that I will automatically be put on probation if I do not defend my dissertation proposal prior to the start of my 5th year.

Procedures for Students with Grievances with Faculty or Other Students [\[Return to TOC\]](#)

- 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 ensure 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 ensure 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 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 [\[Return to TOC\]](#)

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. Graduate student financial support is provided through a University Fellowship, and/or other sources (NSF; grants).

In addition to the previously mentioned stipend, the Mr. and Mrs. Spencer T. Olin Fellowship for Women ([Spencer T. and Ann W. Olin Fellowship Program](#)) is available to “young women of exceptional promise to become leaders in society.” This fellowship provides full tuition remission, as well as a substantial annual stipend. There is also the Chancellor’s Graduate Fellowship Program ([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. 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 [[NSF Graduate Research Fellowships Program](#)], 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 strongly encouraged to apply for external funding (NSF, NRSA through 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 DGS.

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 stipend 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. To request the bonus, contact the Graduate Program Assistant who will process the request to the GSAS office after getting the necessary information from the student.

This bonus is also available to students in some cases where the student cannot serve as a PI on the grant. The following conditions must be met: 1) the grant will cover all or a part of the student's stipend; 2) the student contributed significantly to the writing of the grant, as confirmed by the PI; 3) the PI and student receive prior approval from the DGS. Note that the 15% bonus will be derived based on the amount of the grant that covers the student's stipend. For example, if the grant covers \$15,000 of the student's stipend, then the stipend bonus would be 15% of \$15,000, or \$2250.

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 Student Handbook but it does involve having a number of Mentored Teaching Experiences for particular classes. All students must complete this requirement.

Because all students have a university fellowship, every student 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, [Graduate School Policies: Part Time Employment](#)) 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 (an additional \$100 is given for international travel)
- \$400 from Department for presenting a talk (an additional \$100 is given for international travel)
- 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 external

award application must accompany the travel support request form. Only applied if you are presenting at a conference.

- \$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 cbcasano@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 Maria Mancuso or Debbie Fjerstad, Room 221A.

**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 . . . [\[Return to TOC\]](#)

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 [\[Return to TOC\]](#)

Department of Psychological & Brain Sciences Administration Governance Structure (x) – office # in Psychology Building

Dr. Jeff Zacks (206)	Department Chair	935-8454
Cheri Casanova (206A)	Assistant to Chair	935-6567
Dr. Denise Head (339B)	Associate Chair	935-8732
Dr. Julie Bugg (453C)	Director of Graduate Studies	935-7514
Dr. Thomas Rodebaugh (219)	Director of Clinical Training	935-8631
Maria Mancuso (221A)	Purchasing Accounting Assistant	935-6592
Debbie Fjerstad (221A)	Purchasing Accounting Assistant	935-6592
Jen Masterson (221B)	Administrative Officer	935-4219
Chris Earp (221C)	Payroll Coordinator	935-6529
TBD	Grants Administrator	935-6437
Ellen Havey (221E)	Department Cashier	935-6565
Shelley Kohlman (207B)	Undergraduate Coordinator	935-5169
Meg McClelland (207C)	Graduate Program Assistant	935-6520
David Archer (431C)	Computing Support Technician	935-6773
Dale Wineinger (430B)	IS System Administrator	935-6828

APPENDIX B [\[Return to TOC\]](#)

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 “Incompletes,” reasons for them and expected date of completion. Incompletes should be monitored carefully, as the Dean of the Graduate School often will not approve an MTE (LGS 600) if a student has more than two 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, including milestones (e.g., SME, dissertation proposal defense) and acknowledgment that you will automatically be placed on probation if you do not meet these milestones in a timely fashion (when applicable).
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.

Semester, Year (e.g., Fall, 2015)

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)

Assistant in Instruction, Washington University, Department of Psychological &
Brain Sciences, Years.

Course(s): e.g., Psychology of Aging (Psych 426)

Assistant in Research, 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

Names go here. (Year). Title of chapter. Book editor, Book Title (pages). City, State: Publisher.

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)

** If it is your 3rd year—If you have not yet defended your SME, please include the statement “I understand that I will automatically be put on probation if I do not defend the SME by the end of the summer (end of my 3rd year).”

**If it is your 4th year—If you have not yet defended your dissertation proposal, please include the following statement “I understand that I will automatically be put on probation if I do not defend my dissertation proposal prior to the start of my 5th year.”

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.
3. Collect pilot data for dissertation.

4. Complete manuscript ABC and submit for publication.

READINGS

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

APPENDIX C [\[Return to TOC\]](#)

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.)

Student name:	Your name:
Year in Program:	Date of evaluation:
Period covered by this evaluation:	
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

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

B. Skill Development

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

C. Course work and Citizenship

Choose one...	Class performance	Comments (including progress since last evaluation):
Choose one...	Service/citizenship	
Choose one...	Collegiality	

D. Teaching and Mentorship

Choose one...	TA performance, teaching evaluations, teaching workshop attendance	Comments (including progress since last evaluation):
Choose one...	Guidance of undergraduate research assistants or other junior members of the lab	

F. Attendance at Departmental Colloquia and Area Brown Bags

Choose one...	Attendance at Departmental Colloquia	Comments (including progress since last evaluation):
Choose one...	Attendance at Area Brown Bag	
Choose one...	Participation in Area Brown Bag	

F. Clinical Work

Choose one...	Clinical Skills	Comments (including progress since last evaluation):
Choose one...	Response to Supervision	
Choose one...	Timeliness and Quality of Paperwork	

G. More

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

(EXAMPLE ONLY – do not use this form)

APPENDIX D [\[Return to TOC\]](#)

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 E [\[Return to TOC\]](#)

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 F [\[Return to TOC\]](#)

Subject Matter Examination Procedures and Forms

Students should plan to take this exam in the third 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 (masters) 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 a primary appointment in the Department of Psychological & Brain Sciences or with an honorary/courtesy appointment in our department *and* official approval to recruit students as a primary faculty mentor. The chair of the committee and at least one other member of the committee must hold primary tenure-track appointments in the Department of 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

(EXAMPLE ONLY – do not use this form)

SUBJECT MATTER ORALS

Date _____

Student Name _____

Committee Chair _____

Committee Members _____

Recommendation:

Pass _____

Conditional Pass _____

Fail _____

Comments:

Signature of Oral Examination Committee Chair

(EXAMPLE ONLY – do not use this form)

APPENDIX G [\[Return to TOC\]](#)

Request for Doctoral Dissertation Committee

Date _____

Student Name _____

Committee Chair _____

Committee Members _____

Comments:

Signature of Department Chair
or Associate Chair

(EXAMPLE ONLY – do not use this form)

APPENDIX H [\[Return to TOC\]](#)

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

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.

* Taken from “Policies and Guidelines” on the Office of the Vice Chancellor for Research website <http://research.wustl.edu> – revised 11/30/2009

APPENDIX J [\[Return to TOC\]](#)

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 J-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 L**) 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 J-1: Abstract Instructions and Sample [\[Return to TOC\]](#)

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 K [\[Return to TOC\]](#)

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.

(EXAMPLE ONLY – do not use this form)

APPENDIX L [\[Return to TOC\]](#)

EXAMINATION APPROVAL FORM

Date _____

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 _____

_____ upon the work done in _____

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

Member, Dissertation Examination Committee

Member, Dissertation Examination Committee

Member, Dissertation Examination Committee

Member, Dissertation Examination Committee

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 _____

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 we would like to facilitate the ability of students to participate in this event. Therefore, we have reiterated the guidelines that have been set forth by the Graduate School of Arts & Sciences to ensure fairness and equity across the university. Thus, our departmental guidelines for participation in the May graduation ceremony are as follows:

1) You must have successfully defended your dissertation (at least 4 committee members **and** the department Chair have signed approval of your completed dissertation) **and** submitted all required online approval paperwork (details found in the Doctoral Dissertation Guide on the Graduate School website) by the May degree deadline date, found by going to WebSTAC – [Intent to Graduate](#). This guideline applies to ALL Psychological & Brain Sciences students, regardless of your specific research area of study. There will be no exceptions to this deadline for walking and being hooded in the May graduation ceremony.

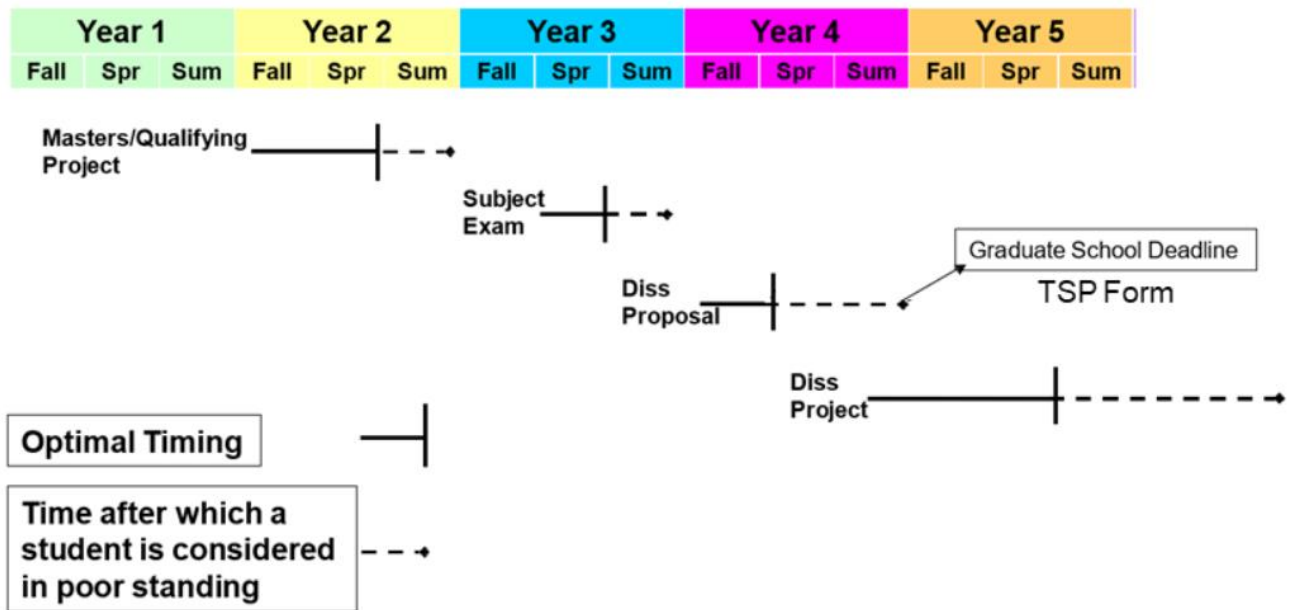
2) For students receiving a degree in the clinical area, you must also have been *accepted* to an internship, though you are not required to have started, or completed, the internship.

What does this mean for planning? 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.

APPENDIX M [\[Return to TOC\]](#)

Timeline for Completing Graduate Requirements in 5-Year Program. To complete the program in 5 years, students should aim to finish their masters/qualifying project by the end of their second year, the SME by the end of their third year and propose the dissertation ideally at the beginning of their 4th year but no later than the first day of their 5th year. The final (5th) year should be used to complete the dissertation project.



(EXAMPLE ONLY – do not use this form)

APPENDIX N [\[Return to TOC\]](#)

(SEE GRADUATE PROGRAM ASSISTANT FOR FORM)

**GRADUATE SCHOOL OF ARTS & SCIENCES
REQUEST FOR LEAVE OF ABSENCE**

PLEASE PRINT

Date: _____

Name: _____ WU student number: _____
Last First Middle Initial

Expected semester of leave: Fall 20____ Spring 20____ Summer 20____
Expected semester of return: Fall 20____ Spring 20____ Summer 20____

Reason for requesting leave of absence:

- Attend another U.S. college or university (name of institution): _____
- Participate in non-WU study broad (program name/location): _____
- Medical Reason: Please complete the medical leave application and contact Student Health and Counseling Service.
- Other (list reason): _____

Primary address during absence: _____

_____ Telephone: (____) _____ Cell Phone: (____) _____

E-mail Address: _____

Please Note:

The Graduate School requires continuous enrollment even while on leave of absence. Students should register for the nonresident candidate fee. This status will not defer student loans and you will not be enrolled for the Student Health Fee. Nonresident status will continue your e-mail account, and library privileges may be continued by paying a small fee to Olin Library circulation.

Signature of Student: _____

To have your leave approved, this request must be signed by your graduate program advisor and approved by the Dean of the Graduate School.

Department Use Only:

Graduate School Use Only:

Approval Signature: _____ Date _____

Notification of Leave Sent To:

_____ Student

Date Leave is Effective (start date): _____

_____ Department

Is student enrolled for classes next semester?

_____ Instructors (e-mail before dropping courses)

If yes, drop courses? Yes No

_____ Assistant to Dean (re remission)

Comments: _____

_____ Assistant Dean (re financial aid)

_____ Office of International Students (F1 visa only)

If leaving mid-semester:

Drop Course Work:

_____ LOA Milestone online (1108)

_____ With a "D" (does not appear on transcript)

_____ Date Completed

_____ With a "W" (appears on transcript)

(EXAMPLE ONLY – do not use this form)

(SEE GRADUATE PROGRAM ASSISTANT FOR FORM)

GRADUATE SCHOOL OF ARTS AND SCIENCES

REQUEST FOR MEDICAL LEAVE OF ABSENCE

This form should be completed and returned to the Graduate School of Arts and Sciences, 155 North Brookings Hall. You must also request approval from the Student Health & Counseling Service.

PLEASE PRINT

Today's Date: _____

Name: _____

SSN or ID #:

(Last)

(First)

(Middle)

Department/Program: _____ International Student? No Yes (visa type: _____)

Date you plan to leave school: _____ Expected Semester of Return:

Date you plan to leave your local school address:

Address during medical leave: _____

City, ST, Zip: _____ Phone:

Email during medical leave:

Please Note:

The Graduate School does require continuous enrollment even while on medical leave of absence. Students should register for the nonresident candidate fee. This status will not defer student loans. Nonresident status will continue your e-mail account and library privileges may be continued by paying a small fee to Olin Library circulation. The nonresident fee may be waived if on official medical leave approved by the Student Health and Counseling Service.

Student's Signature

Date

Reminder: A medical leave will not be granted without the signature of your graduate program advisor or department chair and approval from the Student Health and Counseling Service.

Form filed by (if other than student requesting leave)

Date

Department Use Only:

Graduate School Use Only:

Approval Signature: _____ Date _____

Notification of Leave Sent To:

Date Leave is Effective (start date): _____

_____ Student

Is student enrolled for classes next semester?

_____ Department

If yes, drop courses? Yes No

_____ Instructors (e-mail before dropping courses)

Comments: _____ Assistant to Dean (re remission)

_____ Assistant Dean (re financial aid)

If leaving mid-semester:

_____ Office of International Students (F1 visa only)

Drop Course Work:

_____ MLA Milestone online (1124)

_____ With a "D" (does not appear on transcript)

_____ With a "W" (appears on transcript)

_____ Date Completed

(EXAMPLE ONLY – do not use this form)

GRADUATE SCHOOL OF ARTS AND SCIENCES
REQUEST FOR REINSTATEMENT

(Submit to the dean's office at least four weeks prior to registering for classes or start of semester.)

PLEASE PRINT

Name: _____
_____ (Last) (First) (Middle)

SSN or ID#:

Home Address:

_____ (Street) _____ (City & State) _____ (Zip Code)

International Student? Yes No

Present mailing address (if different from above):

Until what date? _____ Phone (____) _____ - _____ Date of Birth: ____ / ____ / ____

Current email address:

Semester of desired re-enrollment: Fall 20____ Spring 20____ Summer 20____

Check one below:

- Application for **Re-Enrollment**
- Reinstatement from **Leave of Absence**
- Reinstatement from **Medical Leave of Absence** (see box below)

Reinstatement from an approved Medical Leave of Absence is granted by the Dean's office

Reinstatement from an approved Medical Leave of Absence is granted by the Dean's office in consideration with a recommendation from Student Health & Counseling Service.

This form will not be considered until a recommendation from Student Health & Counseling Service is received.

***Have you contacted Student Health & Counseling Service for this recommendation? Yes ___ No ___
~ Recommendation must be submitted at least four weeks prior to registering for classes ~***

(Student's Signature)

(Date)

Return this form to the dean's office.

For Departmental Use Only:

Approval signature for reinstatement _____ Date _____

For Office Use Only:

If medical leave of absence, date return recommendation was approved by Student Health Services: _____

Subject Matter Exam Process Information Sheet for Graduate Students and Advisors

- Discuss with your advisor as to whether you will do the review paper option or the exam option. It is necessary for your advisor to agree on the option.
- With your advisor's approval, pick a committee of three faculty with primary appointments in psychological & brain sciences. You may have more than three faculty if you wish to have additional members who did not have primary appointments in psychological & brain sciences.
- The written work and oral defense for either option should demonstrate critical thinking and not just the ability to organize and regurgitate a lot of information on one or more topics. Further, you should be able to discuss the value/importance of the topic/research to the field.
- Remember, the expectation is that the subject matter exam process should take no more than 3-6 months in total.

Review Paper Option:

- Generate a topic for a review paper in discussion with your advisor. The topic of this paper should be in your area of specialization but should not simply be the introduction to your dissertation. 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.
- Develop a reading list with input from your subject matter exam committee (~100 papers).
- The reading list should cover a range of topics relevant to your area of specialization, with the topics selected in discussion with your advisor.
- After your advisor has approved the outline and the reading list, circulate it with the rest of your committee to get feedback. If necessary, have an in-person committee meeting to finalize outline and reading list.
- The outline and reading list should be approved by all three members of your committee.
- You may receive written and oral feedback on the outline and reading list from your advisor, from your committee and from any other colleagues (students, postdocs) that you wish.
- Once your committee has approved your outline and reading list, schedule a subject matter exam date approximately 3 months from outline approval. This means you should aim to take ~ 3 months to write the paper.
- You must provide the committee with the review paper at least two weeks in advance of the scheduled subject matter exam date.
- You may not receive oral or written feedback on the review paper draft (outside of the outline) from ANYONE prior to the subject matter exam date. However, you may discuss the paper with your advisor or committee members if specific questions arise and you may get feedback after the exam (it is encouraged for faculty to provide written feedback if possible).
- The 1-hour oral defense will focus on topics either covered in the paper or directly relate to the topics covered in the paper.
- The members of the subject matter committee should keep in mind that the student will not have had any feedback on the written document prior to submission to the committee. The committee should focus on evaluating how the document provides an indication of the

student's independent writing and conceptual abilities prior to written feedback from others. The decision as to whether or not a student passes should take into account both the written paper and the oral defense as well as the student's critical thinking skills and ability to articulate and synthesize ideas.

Exam Option:

- Develop a reading list with input from your subject matter exam committee (~100 papers).
- The reading list should cover a range of topics relevant to your area of specialization, with the topics selected in discussion with your advisor.
- The reading list should be approved by all three members of your committee.
- You should schedule an exam date approximately three months from the approval of your reading list. This means you should aim to take ~ 3 months to prepare for the exam.
- The subject matter committee (guided by the advisor) will generate a list of 6-12 questions of which the student will be required to answer 4-6 in written form, based on the decision of the committee.
- 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 exact times for receiving the questions and returning the answers should be agreed upon between the student and the committee, with the following constraints: 1) The student should have up to 9 hours to work on the exam, but no longer than 9 hours; 2) the start and stop time of the exam should take into consideration the timing of the oral defense (e.g., if the oral defense is the following day, faculty need time to read the answers). A 1-hour oral defense of the written responses will then take place within one week. Students will be allowed to have a copy of their written answers with them during the oral defense (but no other materials) but will not receive any feedback prior to the oral defense.
- Questions during the oral exam can address the student's written responses or any related topics.
- The subject matter committee will consider BOTH the written and oral components of the exam and the student's ability to articulate and synthesize ideas.

Evaluation and Retakes

- 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 specific additional requirements that must be satisfied to achieve passing performance (e.g., specific changes to review paper, new questions).
- 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. The most common form of a retake involves a revision of the review paper (paper option) or new questions on the same reading list (exam option). In some circumstances, it may make sense for a student to switch options or to generate a new topic, but this should only be done with consultation and approval from the committee and would not be grounds for extending the time before the retake.

APPENDIX P [\[Return to TOC\]](#)

Dissertation Process Information Sheet for Graduate Students and Advisors

- Come up with ideas for potential dissertation projects and discuss them with your advisor.
- Once you have some relatively firm ideas, identify members of your dissertation committee.
- Guidelines for construction of dissertation committee:
 - At least five members: 3 faculty with primary appointments in psychological & brain sciences, 1 with a primary appointment outside of psychological & brain sciences, and 1 with either. At least 4 out of 5 of these individuals must be tenure-track or tenured. At the point at which you are beginning work on your dissertation, you must at minimum form a **core dissertation committee** consisting of your primary mentor, and two additional faculty members whose primary tenure-track affiliation is in psychological & brain sciences (chosen by you and your advisor) and will generally be chaired by your faculty advisor or research mentor. In other words, all three of your core dissertation committee members must have primary tenure-track appointments in psychological & brain sciences. If the student and advisor wish to do so, they may add the fourth, and even the fifth, committee member(s) at the time of the proposal defense. As a reminder, either the fourth or fifth member must be from outside psychological & brain sciences and the other may either be from outside or within psychological & brain sciences. However, adding these additional members is not required at the time of proposal and you can wait to add them to the committee at the time of the completed dissertation project.
- Dissertation Proposal:
 - You must complete a written dissertation proposal that includes hypothesis/specific aims, background, proposed methods and analyses. This should be ~ 25 pages double spaced.
 - Many students choose to have a pre-proposal meeting with the core dissertation committee where you present the ideas and make sure you are all on the same page before writing a proposal. This is not a requirement but tends to speed the process.
 - Once your mentor is happy with the written dissertation proposal, you should give it to **the core dissertation committee**. The core dissertation committee has up to four weeks to read the proposal. Once the core dissertation committee is satisfied with the draft, you can schedule the formal proposal defense. If you have chosen to add additional members of your committee besides the three core members at the time of the proposal, you should give them the draft approved by your core committee at least two weeks before the dissertation proposal defense.
- Dissertation Proposal Defense
 - You should prepare a brief presentation (~15 minutes) and should be prepared to answer questions about background, hypotheses and methods
 - If your committee is fine with your proposal, they will sign the Dissertation Proposal Approval Form **AND** the Title Scope and Procedure Form, and this constitutes approval of your dissertation proposal.
 - If they require significant changes, they should indicate whether these require a new meeting or can be dealt with by email or reading alone.

- **NOTE:** Clinical graduate students must have an approved dissertation proposal by Oct 1 of the year in which they wish to apply for internship in order to apply for internship.
- **NOTE:** Non-Clinical graduate students must have an approved dissertation proposal by at least six months before the month in which the degree is expected to be conferred (August, December, or May) or before beginning the 5th year of full-time enrollment in the Graduate School, whichever is earlier and regardless of when the program is expected to be completed.
- Get IRB approval for your dissertation work, conduct your dissertation work, and analyze the data and write the results and discussion.
- When your mentor is happy with the full written dissertation, provide a draft to your **core dissertation committee**. They have up to four weeks to read it, and either say that they think you are ready to schedule a defense, or say that they require changes that they wish to re-review before they approve you to schedule a defense.
- Once your core dissertation committee says you can schedule a defense, identify the remaining members of your dissertation committee and schedule a defense. Do not contact committee members about scheduling a defense until you have approval to do so by all three members of your core committee. The remainder of your committee must be provided with the written dissertation at least two weeks prior to the defense.
- Dissertation Defense
 - Prepare a brief presentation ~15-30 minutes. After the presentation, there will be a Q&A for non-committee members of the audience. When their questions have been answered, they may be asked to leave, and your dissertation committee will continue to ask questions. Be prepared to answer questions on any aspect.
 - Possible outcomes:
 - All committee members are happy with the dissertation and they are ready to sign your dissertation approval form with no additional requests for changes
 - One or more members wants some additional analyses or textual changes, but is fine with your advisor approving those changes.
 - One or more committee members wants changes that they wish to approve before they sign, but they do not think a new dissertation defense meeting is required.
 - One or more committee members wants such extensive changes that they feel a new defense is needed (this has never happened in my time at Washington University, but it is a theoretical possibility).

APPENDIX Q [\[Return to TOC\]](#)

Procedures for Handling Data and Human Subjects Protocols Post-Graduation

Student Name: _____ Date of Departure: _____

Study Name: _____

Disposition of IRB Protocol: Closed _____ Transferred: _____ If so, to whom: _____

Permission Requested from HRPO to Take Data: _____

Plan for Data Storage for 7+ Years: _____

Study Name: _____

Disposition of IRB Protocol: Closed _____ Transferred: _____ If so, to whom: _____

Permission Requested from HRPO to Take Data: _____

Plan for Data Storage for 7+ Years: _____

Study Name: _____

Disposition of IRB Protocol: Closed _____ Transferred: _____ If so, to whom: _____

Permission Requested from HRPO to Take Data: _____

Plan for Data Storage for 7+ Years: _____

Study Name: _____

Disposition of IRB Protocol: Closed _____ Transferred: _____ If so, to whom: _____

Permission Requested from HRPO to Take Data: _____

Plan for Data Storage for 7+ Years: _____

Study Name: _____

Disposition of IRB Protocol: Closed _____ Transferred: _____ If so, to whom: _____

Permission Requested from HRPO to Take Data: _____

Plan for Data Storage for 7+ Years: _____

This handbook was revised in August 2022.