

Georgetown University

Department of Psychology



Graduate Handbook

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The Graduate Program in Psychology at Georgetown University offers a program of study in developmental science leading to a Ph.D. in Psychology with concentrations in (1) Human Development and Public Policy (HDPP) and (2) Lifespan Cognitive Neuroscience (LCN). A dual degree in Psychology (Ph.D.) and Master of Public Policy (M.P.P) is also offered in collaboration with the Georgetown Public Policy Institute (GPPI).

Both concentrations offer strengths that include an interdisciplinary education in the processes and contexts of development across the lifespan. Program requirements are designed to offer students rigorous training in the range of theories and methods that characterize the developmental sciences and enable them to place the study of development into the broader contexts- biological, familial, social, cultural, economic, historical, political- from which the field draws its societal applications.

Students must meet all requirements for *either* the HDPP *or* LCN concentration, but they may also take courses from the “other” concentration and count them as electives.

The objectives of this graduate program are to:

- Provide students with in-depth understanding of the historical and philosophical origins, the central issues, and the contemporary dilemmas that characterize the Developmental Sciences.
- Provide students with instruction in the range of research methods used by developmental scientists and ample opportunities for developing their own original research, as well as gaining experience with grant writing and with publication and presentation of original research.
- Instruct students in a range of disciplinary approaches to questions of lifespan development and encourage their capacity for interdisciplinary collaboration.
- Prepare students for a variety of post-degree positions, as well as positions that are not defined by discrete disciplinary boundaries, by emphasizing critical analysis skills, teaching proficiency, and communication and writing skills in all facets of their education.

These objectives are grounded in the Department’s mission statement as follows:

We are an intellectually diverse community of scholars engaged in research addressing both basic psychological processes and social issues. We strive for excellence in our scholarship and teaching, and we seek to cultivate in our students a dedication to the highest standards in their endeavors. We are committed to collaboration within and across disciplinary lines, and to sustaining professional links with relevant local, national, and global organizations.

Georgetown University has among its unique mix of resources the Georgetown Public Policy Institute, Georgetown Law Center, and Georgetown School of Foreign Service, each of which is among the leading programs in the nation. The Georgetown School of Medicine, including the Interdisciplinary Program in Neuroscience (IPN), offers resources for cognitive neuroscience studies, including fMRI facilities and colloquia.

Located in close proximity to the White House, Congress, the National Institutes of Health, the National Academies, and many of the world’s most prestigious research and nonprofit organizations, the Psychology Department provides a unique graduate education that bridges academic study and practice in both public policy and health/medicine. The two graduate concentrations take full advantage of these resources.



Human Development and Public Policy Concentration

The concentration in Human Development and Public Policy and the dual degree in Psychology and Public Policy link students to Georgetown's extensive network of policy scholars and programs; integrating a solid grounding in the theoretical, conceptual and empirical work that defines Developmental Science with rigorous instruction in quantitative and policy analysis skills, the policy process, and additional disciplinary perspectives common to policy studies, notably economics and political science. This concentration maintains close ties with the Masters in Public Policy (M.P.P.) program at the Georgetown Public Policy Institute (GPPI).

The developmental element of this concentration emphasizes social, emotional, and cultural dimensions of development from infancy through adolescence. In addition to the core requirements for all of our graduate students, students in the policy concentration become well-versed in methods of policy analysis and program evaluation, and gain direct experience in applying scientific knowledge to policy issues affecting human development. Students who select this concentration take a substantial share of the core courses required for masters' students at the Georgetown Public Policy Institute. They become well versed in basic processes of human development; highly skilled in research methods, statistics, and policy analysis; and well prepared to apply their knowledge and skills to real public policy issues affecting human development.

Graduates are prepared to assume positions as academic teachers and researchers, policy analysts, and research specialists in an array of policy, nonprofit, and other institutions, both national and international.

Lifespan Cognitive Neuroscience Concentration

The concentration in Lifespan Cognitive Neuroscience integrates grounding in the theoretical, empirical, and conceptual scholarship that defines Developmental Science with rigorous preparation for teaching and research on cognition and its neural bases from a variety of methodological approaches. Students choosing this concentration may focus their own research on the behavioral/cognitive level to explore the processes of cognition from a systems perspective, and/or they may opt to use neuroimaging techniques to explore the brain bases of cognition. This concentration maintains close ties with Ph.D. programs in Linguistics and the Interdisciplinary Program in Neuroscience (IPN).

Students may focus their research primarily on normal development in childhood and aging, and/or on developmental disorders of childhood (e.g., attention deficit hyperactivity disorder, dyslexia, autism) and aging (e.g., Alzheimer's Disease). Regardless of their particular research focus, all students choosing this concentration gain a firm grounding in basic theories and methods of cognitive psychology and in applying these theories and methods to investigating the brain bases of cognition and behavior.

Students also gain a broad background in neuroscience in order to participate in interdisciplinary research and to appreciate how neuroscience at all levels contributes to, and benefits from, research on cognition. Students leave the program well-prepared to assume positions as academic researchers and teachers in medical and applied settings, or if they elect to take courses in our public policy concentration, to serve as policy analysts and applied researchers in various organizations.

To foster a broad background in neuroscience and to strengthen graduate student ties across disciplines, during their first year, in addition to Psychology courses, Lifespan Cognitive Neuroscience students take the Neuroscience Core course which is also taken by the Interdisciplinary Program in Neuroscience (IPN) students. In addition, graduate students in Linguistics and in the IPN often take Psychology's graduate core seminars in Cognition (PSYC-511) and in Cognitive Neuroscience (PSYC-512).

Degree Requirements for Ph.D. in Developmental Science

The core graduate curriculum includes course work in statistics/methodology, advanced theory and evidence, applications of developmental science, and scientific ethics, as well as experience and instruction in teaching, grant writing, and other practical skills. There are a total of 42 credit hours required for the stand alone Ph.D. in Human Development and Public Policy (36 credit hours of required concentration courses and 6 credit hours of electives), 47 or 48 credit hours (depending on the ethics course that is taken) required for the stand alone Ph.D. in Lifespan Cognitive Neuroscience (41 or 42 credit hours of required concentration courses and 6 credit hours of electives), and a total of 48 credit hours required for the dual Ph.D./MPP degree. The requirements of this graduate program are designed to:

- Ensure that students receive solid grounding in the interdisciplinary roots and methods of developmental science.

- Involve students in research immediately upon starting their graduate education and, over the course of their education, support them as they develop their own original research.

- Instruct students in the critical analysis, teaching, and communication skills that are critical to success in an array of post-Ph.D. positions.

Summary of Required Courses

Required Concentration Courses: Human Development and Public Policy (42) ¹	Required Concentration Courses: Lifespan Cognitive Neuroscience (47/48)²
<ul style="list-style-type: none"> ■ PSYC 501 – Conceptual Foundations of Developmental Science (3) ■ PSYC 502 – Human Development in Context (3) ■ PSYC 503 – Social and Emotional Development (3) ■ PSYC 504 – Lifespan Development: Brain and Cognition (3) ■ PPOL 508 – Quantitative Methods I (3) ■ PPOL 509 – Quantitative Methods II (3) ■ PPOL 512 – Quantitative Methods III (3) ■ PPOL 517 – Public Policy Process (3) ■ PPOL 501 – Introduction to Microtheory (3) ■ PPOL 560 – Ethics, Values and Public Policy (3) ■ PSYC 505 - Graduate Tutorial in Teaching (3) ■ Choose PPOL 524 or PSYC 365 <ul style="list-style-type: none"> ■ PPOL 524 – Child Development and Public Policy (3) -OR- ■ PSYC 365 – Science, Children and Politics (3) ■ 2 electives (6) 	<ul style="list-style-type: none"> ■ PSYC 501 – Conceptual Foundations of Developmental Science (3) ■ PSYC 502 – Human Development in Context (3) ■ PSYC 503 – Social and Emotional Development (3) ■ PSYC 504 – Lifespan Development: Brain and Cognition (3) ■ Choose an Ethics course <ul style="list-style-type: none"> ■ PHAR 534 – Ethical Issues in Scientific Research (2) -OR- ■ PPOL 560 – Ethics, Values and Public Policy (3) -OR- ■ A comparable course ■ 2 semesters of Statistics (6) ■ NSCI 501 – Cellular & Molecular Neuroscience (6) ■ NSCI 503 – Systems & Cognitive Neuroscience (6) ■ PSYC 505 - Graduate Tutorial in Teaching (3) ■ PSYC 511 – Seminar in Cognition (3) ■ PSYC 512 – Seminar in Cognitive Neuroscience (3) ■ 2 electives (6)

¹ It is strongly recommended that students entering this concentration have had at least one course in microeconomics at the introductory level.

² Depending on the ethics course that is selected, this concentration consists of 47 or 48 credits.

Additional Required Courses for Dual Ph.D/MPP Degree (12 additional credits, but 6 of them replace the electives above, so this degree carries a total of 48 credits)

- PPOL 503 – Public Finance (3)
- PPOL 580 – Public Management (3)
- PPOL 700-701 – Research Practicum in Policy Assessment (counts as the 2nd year research project for psychology) (6)

Typical Course Sequence in Each Concentration

Typical Course Sequence: Human Development and Public Policy	Typical Course Sequence: Lifespan Cognitive Neuroscience
Year 1 PSYC 501 (3) Fall PPOL 508 (3) PPOL 501 (3) Total Credits: 9	Year 1 PSYC 501 (3) Fall Psych 511 (3) NSCI 501 (6) Total Credits: 12
Year 1 PSYC 502 (3) Spring PPOL 509 (3) PPOL 517 (3) Total Credits: 9	Year 1 PSYC 502 (3) Spring PSYC 512 (3) NSCI 503 (6) Total Credits: 12
Year 2 PSYC 503 (3) Fall PPOL 512 (3) PPOL 524/PSYC 365 (3) Total Credits: 9	Year 2 PSYC 503 (3) Fall Stats 1 (3) PHAR 534 (2)/POL 560 (3) Total Credits: 8 or 9
Year 2 PSYC 504 (3) Spring PPOL 560 (3) Elective I (3) Total Credits: 9	Year 2 PSYC 504 (3) Spring Stats II (3) Elective I (3) Total Credits: 9
Year 3 Thesis Research (0) Fall Elective II (3) Total Credits: 3	Year 3 Thesis Research (0) Fall Elective II (3) Total Credits: 3
Year 3 Thesis Research (0) Spring PSYC 505: Graduate Tutorial in Teaching (3) Total Credits: 3	Year 3 Thesis Research (0) Spring PSYC 505: Graduate Tutorial in Teaching (3) Total Credits: 3
Year 4 Fall/Spring Thesis Research (0)	Year 4 Fall/Spring Thesis Research (0)
Year 5 Fall/Spring Thesis Research (0)	Year 5 Fall/Spring Thesis Research (0)
Total Credits: 42	Total Credits: 47 or 48

Typical Course Sequence: Dual PhD/MPP Degree

Year 1
Fall PSYC 501 (3)
PPOL 508 (3)
POL 501 (3)
PPOL 517 (3)
Total Credits: 12

Year 4
Fall/Spring Thesis Research (0)

Year 1
Spring PSYC 502 (3)
PPOL 509 (3)
PPOL 580 (3)*
PPOL 503 (3)*
Total Credits: 12

Year 5
Fall/Spring Thesis Research (0)

Total Credits: 48

Year 2
Fall PSYC 503 (3)
PPOL 512 (3)
PPOL 524/PSYC 365 (3)
PPOL 700-701 (3)**
Total Credits: 12

Year 2
Spring PSYC 504 (3)
PPOL 560 (3)
PPOL 700-701 (3)**
Total Credits: 9

Year 3
Fall Thesis Research (0)
Total Credits: 0

Year 3
Spring Thesis Research (0)
PSYC 505: Graduate Tutorial in Teaching (3)
Total Credits: 3

***Meets electives requirements**

****Meets psych 2nd year research requirement**

Examples of Electives

(2 electives, 6 credits required)

- CCTP 729 – The Code War: Policy Implications of Internet Architecture
- LING 555 – Formal Approaches to Language Acquisition
- NSC 522 – Introduction to Neuroanatomy
- NSCI 521 – Elements of Imaging
- NSCI 523 – Brain & Language
- NSCI 532 – Skills and Ethics to Survive and Thrive in Science
- PPOL 502 – Macroeconomics
- PPOL 523 – Poverty and the Social Safety Net
- PPOL 525 – The Policy and Politics of Entitlements
- PPOL 553 – Education Policy and Inequality
- PPOL 660 – Family Demography and Policy Issues
- PSYC 361 – Children and Technology

Psychology Department Graduate Course Descriptions

- For descriptions of PPOL classes see <http://gppi.georgetown.edu/academics/mpp/courses/12350.html>
- For descriptions of NSCI courses see <http://neuroscience.georgetown.edu/gscourses.html>

Psychology Courses Required for Both Concentrations

PSYC-501 - PSYC-504: CORE SEMINARS IN DEVELOPMENTAL SCIENCE

These seminars are designed to help students gain a deep and broad background in the basic theories and methods of developmental science. They are required of all students in Developmental Science. (4 semesters @ 3 credits each = 12 credits)

PSYC-501: CONCEPTUAL FOUNDATIONS OF DEVELOPMENTAL SCIENCE

(3 credits)

This graduate course examines the historical and philosophical foundations of scientific psychology, with special emphasis on issues of fundamental relevance to contemporary developmental science. Beginning with an overview of the intellectual landscape of 19th century thought, various enduring issues in philosophy of mind (e.g., reductive materialism, empiricism, rationalism, social constructionism) and in philosophy of science (e.g., the meaning of such notions as causation, prediction, explanation, and understanding) are taken up. Discussion of these matters is embedded within a consideration of the actual historical transformation of scientific psychology from its beginning as a relatively inconspicuous “basic” experimental science to a large and multifaceted discipline incorporating much work of a more “applied” nature with significant implications for institutional practices (e.g., in schools, business and industry, the military) and for social policy. Throughout the course, students are expected to articulate and critique the various schools of thought that have arisen in connection with these historical and philosophical matters, and, eventually, to situate their own respective scientific agendas within this context.

Offered Wednesdays 3:15-5:45 in the spring semester of even-numbered years.

PSYC-502: HUMAN DEVELOPMENT IN CONTEXT (3 credits)

This course is designed to introduce graduate students to the theories and research about the contextual influences on human development. The first part of the course examines ecological, life course, and systems theories of development. Then, we consider many of the major developmental contexts highlighted by those theories, including those settings in which individuals have direct experience (e.g., neighborhoods, schools, child care settings) and macro-level influences that set the stage for daily life (e.g., culture, socioeconomic status, policy). The study of human development generally, and systems/contextual influences specifically, is by nature an interdisciplinary enterprise. As such, most of our readings come from psychology but we also draw from sociology, policy, legal scholarship, and related disciplines. Students are encouraged to do the same in their own work for this course.

Offered Wednesdays 3:15-5:45 in the fall semester of odd-numbered years.

PSYC-503: SOCIAL AND EMOTIONAL DEVELOPMENT (3 credits)

This graduate course examines the theories, empirical literature, and issues that are essential for understanding social development. A focal question guiding these inquiries is the extent to which there is constancy and change in basic social processes over the life span. The history of life span psychology and the methodologies used to separate normative age-graded experiences, normative history-graded experiences, and non-normative experiences that are unique to individual development are examined. Individual areas of social development, such as attachment and aggression, as well as the links between various social processes, such as attachment and later friendship formation, or empathy, prosocial behavior, and the development of moral character, are considered. Qualities of children that optimize resilient outcomes when confronting biological and environmental risks are assessed.

Offered Wednesdays 3:15-5:45 in the fall semester of even-numbered years.

PSYC-504: LIFESPAN DEVELOPMENT: BRAIN AND COGNITION (3 credits)

This course introduces graduate students to the key concepts of developmental trajectories and timing, malleability, plasticity and compensation and normal and abnormal development that are critical to understanding developmental changes in cognitive and brain functioning across the lifespan. The study of development generally, and cognition and brain functioning specifically, is by nature an interdisciplinary enterprise, so readings draw from psychology, neuroscience and related disciplines. The role of neuroscience findings and policy translation are considered throughout the semester. This is a team-taught class and is divided into 4 modules that cover embryology, infancy, childhood, and aging. The first module examines prenatal development including the use of embryonic development, prenatal assault and animal models. The second module examines infant cognition including memory and communication development. The third module covers cognitive neuroscience in school-aged children with a particular focus on executive function and dysfunction. The final module covers cognitive and brain aging. The intent in all four modules is to offer an overview of the constructs and some sense of the theoretical, empirical, and application issues. Each professor highlights the role that very different methods play in assessing cognitive and brain functioning, and covers some of these specialized methods, including animal models, nonverbal methods with infants, fMRI with children, and special considerations with aging populations. Offered Wednesdays 3:15-5:45 in the spring semester of odd-numbered years.

PSYC-505: GRADUATE TUTORIAL IN TEACHING (3 credits)

The goals of this tutorial are (1) to give students guidance in creating an upper level course which the student will teach during the fourth year, and (2) to help students develop their teaching skills and philosophy. The tutorial is usually taken in the third year, under the mentorship of a faculty member with expertise in the content area of the student's planned course. The tutorial typically consists of weekly meetings in which the student and faculty member discuss the course syllabus and materials the student is developing, as well as more general teaching techniques and goals. In addition, as part of the tutorial, the student participates in at least some components of Georgetown's CNDLS (Center for New Designs in Learning and Scholarship) *Apprenticeship in Teaching Program* (http://cndls.georgetown.edu/atprogram/teaching_courses). The student chooses the program components, or the full program, in discussion with the faculty member teaching the tutorial, who must approve the student's choice. By the end of the tutorial, the student will have completed a full draft of the student's course syllabus, and will have completed, or planned a timetable for completing, the CNDLS components

Psychology Courses Required for the Lifespan Cognitive Neuroscience Concentration

PSYC-511 - PSYC-512: CORE SEMINARS IN LIFESPAN COGNITIVE NEUROSCIENCE

These seminars are required for students in the Lifespan Cognitive Neuroscience track and are open to all graduate students.

PSYC-511: SEMINAR IN COGNITION (3 credits)

This graduate course offers grounding in the history, methods, central issues, and theories of cognitive psychology. Students gain a critical understanding of major theories of cognition and of how they are tested via behavioral measures such as errors, reaction times, and protocol analyses. The focus is on behavioral techniques developed for normal adult populations, but throughout the course, we also consider examples of how these theories and techniques have been, and could be, used to study development and aging, the effects of brain damage, and applied problems. Students read, present, and discuss contemporary and classic original research articles, review articles, and chapters. Offered Mondays 3:15-5:45 every fall semester.

PSYC-512: SEMINAR IN COGNITIVE NEUROSCIENCE (3 credits)

This graduate course offers grounding in the history, methods, central issues, and theories of cognitive neuroscience. Students gain a critical understanding of the neural organization of mental function by examination of processes that mediate the functional experience using functional neuroimaging tools, and also by examining clinical conditions, psychiatric and degenerative or acute lesions that perturb it. Students read, present and discuss contemporary and classic original research articles, as well as review articles and chapters. Offered Mondays 3:15-5:45 every spring semester.

Psychology Courses Required for the Human Development and Public Policy Concentration

PSYC-365: SCIENCE, CHILDREN, AND POLITICS (3 credits)

(Alternately, students can take PPOL 524: Child Development and Public Policy). This combined graduate and undergraduate course is designed to engage students in a critical examination of the relation between knowledge and advocacy, and the influence of both on the development of child policy in the United States. Students are introduced to the opportunities, dilemmas, and constraints that affect the relation between science and policy, particularly federal legislative policies for children and families. Roles for psychologists in the policy arena, as well as ethical issues associated with these roles are explored.

Additional Psychology Courses Available to Both Concentrations

PSYC-520: APPLIED MULTIVARIATE ANALYSIS (3 credits)

This course introduces multivariate techniques commonly used in behavioral studies, including traditional methods such as Factor Analysis and more recently applied approaches such as Structural Equation Modeling. Emphases are on the conceptual understanding of various techniques, interpretation/presentation of the findings and hands-on experience of applying the methods to real data. Examples to illustrate the methods are demonstrated with popular software packages such as SPSS, SAS and Stata. At the end of semester, students are expected to be able to understand publications using the methods covered in this course and to analyze their own data for publication. This course is reading and analysis intensive.

Offered Tuesdays 10-12:30 in the spring semester of even-numbered years.

PSYC-901: GRADUATE TUTORIAL: PSYCHOLOGY (3 credits)

PSYC-999: THESIS RESEARCH: PSYCHOLOGY (0 credits)

Additional Requirements

Weekly Developmental Lunch Meetings

All students participate in a weekly lunchtime meeting on Fridays from 12:15-1:00, the major purpose of which is to establish a community of scholars among the graduate students and faculty. The content varies from week to week, based in part on graduate students' suggestions, but the central activity consists of research presentations by students. Developmental Lunch also provides an opportunity to bring in outside speakers (Psychology Department Colloquia usually on the first Friday of each month. To ensure that graduate students have ongoing input into the structure and function of the program, the last Developmental Lunch of each semester consists of a graduate-students-only discussion of what is working and what could be improved about the program. The group then sends the co-directors a summary of their concerns and suggestions.

First-Year Research Project

As part of the admissions process, each incoming student is assigned a faculty mentor, based on faculty and student preferences and faculty availability, prior to arrival. During the student's first year in the program, intensive research experience with the mentor will result in a first-year research project. This project is likely to be part of an ongoing project in the mentor's research. It is designed to ensure that students are rapidly involved in research and gain experience in presenting research results in a poster format. The project is written up as a conference poster and presented at developmental lunch during the student's second year. Under the best of circumstances, the poster will be accepted for presentation at an appropriate conference.

The first-year research project is designed to get students rapidly immersed in research and to give them an early "product". The product is a conference poster, in poster format, along with a brief list of conferences where the poster could be submitted. The student is first author on the poster, with the mentor and any others who have made substantive contributions being co-authors. In many cases, this first project will be derivative of the mentor's research, but students are welcome to conduct original research, including original (secondary) analyses of existing datasets, subject to the approval of the mentor.

The project is developed with the student's mentor and must be read and approved by the mentor and a second reader from either the ordinary or affiliated faculty (exceptions to this restricted list of faculty may be made at the request of the student and mentor).

Guidelines for Timing of First-Year Research Project

- a. Select topic and reader: Dec 15th, 1st yr
- b. Collect and analyze data: spring semester through summer, 1st year
- c. Draft poster and get feedback from mentor and reader: end of summer after 1st year

- d. Present research at Developmental Lunch: 2nd year

Second-Year Research Project

In the second year of the program, each student conducts an independent research project under the supervision of the mentor and one reader. This project may grow out of the first-year project, or it may be completely different. The project is to be completed during the second year, and is presented at Developmental Lunch in the 3rd year. It is also expected that the work will be presented as a poster or paper at a conference. This project is intended to be an independent research project designed and conducted by the graduate student, in contrast to the first year research project, which is likely to be an offshoot of faculty research. Original (secondary) analyses of existing datasets, or further analyses of data collected in conjunction with the first-year project, to address new hypotheses may constitute the second-year project if approved by the mentor.

In addition, the student should submit the first year project and/or the second year project to a professional journal by the end of the fall semester of the 3rd year. Preparation of a journal article entails a more sophisticated literature review, data analysis, and discussion of results than for posters. In many cases, the first and/or second year projects also provide pilot data for inclusion in the second-year pre-doctoral research proposal.

Guidelines for Timing of Second-Year Research Project

- a. Select topic and reader for second year project: Oct 1st, 2nd yr
- b. Collect and analyze data for second year project: October – March, 2nd year
- c. Draft second-year poster or paper and get feedback from mentor and reader: July 1
2nd year
- e. Present second-year project at Developmental Lunch: 3rd year
- f. Final journal article submission approved by mentor and reader: Dec 15, 3rd year

Second Year Pre-Doctoral Grant Proposal

Each student writes a pre-doctoral grant proposal under the supervision of the faculty mentor. The mentor and two readers critique the proposal. The student then revises and submits the proposal to the appropriate funding agency. This requirement accomplishes several goals, giving the student experience with grant writing; jump starting preparation for the dissertation research; and, under the best of circumstances, bringing in a predoctoral award for the student's dissertation. This proposal should be submitted during the summer of the student's second year in the program or as early as feasible during the student's third year. Actual deadlines will vary with the granting agencies (i.e., NIH and NSF Predoctoral proposals).

Which external funding sources are appropriate will depend on the student's area of research, and so this is a topic for students to discuss early and often with their mentors and other faculty and student colleagues, as the students' research plans develop. The

Graduate School also offers guidance in identifying funding sources. Students should review the website at http://grad.georgetown.edu/pages/student_research.cfm, and should meet with the appropriate resource people in the graduate school.

Area Paper and Defense

During the third year, each student submits an area paper that provides a synthesis and critique of the literature pertinent to the student's dissertation topic. The area paper is to be written as a Psychological Bulletin style article and includes a discussion of the history of thought and research on the topic. The paper is presented to a committee of three faculty, including the faculty mentor, and one member outside of the Psychology Department, who conduct an oral exam based on the paper. Committee members should be supplied with an updated CV before the exam.

The oral exam also provides an opportunity for the faculty and student to reflect on the first two years of study, preliminary plans for the dissertation, and career plans. The area paper and its oral defense serve as the *Ph.D. qualifying examination*. At the end of the defense, the student's examining committee signs the appropriate form from the Graduate School (which may be obtained from the Psychology Department office) (see note regarding "passing with distinction" below). The mentor gives the signed form to one of the co-directors of the graduate program who signs for the Department and submits the form to the registrar. Upon successful completion of this requirement, the student begins work on the dissertation and, if desired, may obtain a Masters degree in passing.

Overview of Pre-Dissertation Research Requirements & Timelines

In summary, to fulfill program research requirements, by the end of the summer of the third year in the program, the student should have:

- Completed first- and second-year projects, resulting in
 - at least two poster presentations at conferences
 - at least one submitted first-authored journal article.
- Written and defended the area paper (fulfilling the PhD qualifying examination)
- Submitted a grant proposal to an external funding agency.

The paragraphs above contain suggested timelines for accomplishing each of these, but students' circumstances will vary, depending on factors such as funding agency and conference submission deadlines, so that the order in which these goals are accomplished will vary. It is the student's responsibility to keep these requirements and timing guidelines in mind and to discuss them frequently with the research mentor to ensure timely completion of the degree.

Dissertation Research and Defense

General Guidelines: The dissertation is the final, original project that each graduate student completes. It is intended to be the primary focus of the 4th and 5th year in the program, although students may have begun collecting data that becomes part of their dissertation during their earlier years in the program. There are a variety of ways in which the dissertation research may be conducted, within two main parameters: (1) It is important that the dissertation be the original work of the student, rather than derivative of a faculty members' research. This is not to say that a dissertation cannot be part of a larger project, for which the mentor may be the P.I. It is important, however, that the dissertation be a substantial addition to the larger project that is conceived and executed by the student. (2) The dissertation must contain at least one publishable set of findings, which is to say that it makes an original, empirical (quantitative and/or qualitative) contribution to the field and thus advances knowledge. Indeed, part of the dissertation may have been published by the time of the defense. Sometimes a dissertation will be a collection of inter-related studies. In other cases, it will be a single study. We prefer that it involve new data collection, as distinct from secondary data analysis. It is the job of the dissertation committee to guide the student so that the proposal meets the two criteria described above and can feasibly be completed and defended by the end of the student's 5th year in the program.

Dissertation Committee. In consultation with the mentor, the student should identify a dissertation committee which must consist of at least three Georgetown faculty (including the mentor) and one reader from outside Georgetown. The outside reader may be an affiliated faculty member from another institution or may be another expert in the topic of the dissertation. If the outside reader can attend meetings and the defense, this is ideal, but the requirement is that the outside reader approve the dissertation itself.

Dissertation Proposal. The student should write a dissertation proposal, using the appropriate Graduate School form, as soon as possible after successful completion of the area paper, (See http://grad.georgetown.edu/pages/current_student_forms.cfm#thesis_forms.) In most cases, the dissertation is expected to involve original data collection. The student should meet with the dissertation committee to discuss the proposal and to obtain their approval before submitting it to the Graduate School.

Format of dissertation. The dissertation is written as a journal article (or a pair or set of articles, depending on what is appropriate to the dissertation research) which will be submitted, or already has been submitted, to an appropriate peer-reviewed journal.

Dissertation defense. The dissertation defense consists of a 45-minute presentation of the research in colloquium format, which is announced (by the Graduate School) to the entire university community. All Psychology Department faculty and graduate students are encouraged to attend, as are friends and family of the candidate. After an opportunity for brief questions from the audience, the candidate and committee go into closed session during which the committee questions the candidate. At the end of the questioning, the candidate will be asked to leave the room so the committee can come to a conclusion about

the status of the dissertation. The candidate is then invited back into the room and informed of the committee's decision. The committee signs the appropriate forms. Candidates and their mentors are encouraged to announce tentative dates for a doctoral defense as early as possible so that departmental faculty and students can make plans to attend. In addition, committee members should be supplied with an updated CV before the defense.

Regarding "distinction". The forms provided by the graduate school offer the examining committee the option of selecting "high pass" and "distinction" when grading the area paper/defense and "distinction" in the awarding of the dissertation, in addition to the options of "pass" and "fail". Many schools do not use these additional categories at all, and when they are used, their application varies widely from committee to committee and school to school. We regard passing either the area paper or the dissertation defense as being a distinction in itself. Because of the inherent variability in the awarding of such categories, the only designations to be used in our program in the future for both area paper examinations and dissertations are "pass" and "fail."

Teaching Experience

Teaching is an essential and central part of training for a career in Developmental Science. Therefore, all students, regardless of financial support, are required to teach for at least four semesters distributed as follows. The purpose is to build teaching expertise and credentials.

- 1 semester assisting in General Psychology or a large lecture class such as Social Psychology, Childhood & Adolescence, or Abnormal psychology. This typically occurs during the first or second year.
- 1 semester assisting in Research Methods & Statistics, typically during the second year. This includes teaching a recitation section each week.
- 1 semester assisting in an upper level seminar, typically during the third year
- 1 semester teaching the student's own 3-credit advanced seminar in the student's dissertation area, typically during the fourth year. Following at least two semesters of teaching assistance, each graduate student will prepare a syllabus (as part of PSYC-505) and serve as instructor for an advanced undergraduate seminar under the supervision of the mentor or another appropriate faculty member. The students in the course complete written evaluations of the seminar using the standard University forms.

In addition to the above requirements, which all students must fulfill as part of their education, most students will receive financial support for at least some semesters via a graduate school Teaching Fellowship. In such semesters the expectation is that the student will be a teaching fellow (TF), assisting in a Psychology course assigned by the Psychology Department, for one course each semester, requiring approximately 15 hours/week. The

exception to this is that the 3-credit course taught by the student (usually during the fourth year) fulfills the financial obligation for both semesters.

Teaching Fellows are expected to keep a teaching timesheet during the semester, recording the hours spent each week. See Appendix A for a sample. The primary purpose of this requirement is to give us accurate information on the amount of work required by the different teaching assignments.

Mentor/Student Meetings

Our program is small and individualized. Its success depends on students having close and frequent contact with their fellow graduate students, and with the other members of their research team/lab, particularly the research mentor. Having a regular one-on-one mentor-student meeting is the best way to insure that the student gets ongoing guidance. These meetings can be used to discuss ongoing work including program/research project progress and research ideas, as well as longer term “big picture” issues such as career plans and time-management skills.

Yearly Review of Student Progress

All graduate students (including first years) will submit, by March 15, an annual progress report and a copy of their current vita and graduate transcript to the Directors of Graduate Studies and their current mentor. The reviews are posted on each student’s web area under GUShare, which is available to the Graduate Program Committee of the faculty which reviews the progress of all graduate students in a meeting in April/May of the Spring semester. Brief written comments are sent to each student shortly after this review. These provide the student with an opportunity to correct or update an incomplete file as well as to review plans and to assess his or her progress. The student’s annual progress report and vita will be used as a major input for these evaluations, as will the comments of the student’s mentor and other informed faculty members. See Appendix B for more details on this review, including a list of the materials students should submit.

The annual reviews are used to determine whether the graduate student is in good academic standing. Satisfactory performance must include not only coursework but also progress in research and satisfactory performance as a TF. Unsatisfactory reports are grounds for probation or dismissal from the program.

Performance in the graduate program is judged on the basis of the following three criteria, which incorporate the Graduate School requirements for maintaining good academic standing, eligibility to graduate, and termination of candidacy. **These criteria concern (1) research, (2) teaching, and (3) work in graded courses. They are outlined below.**

1. **Research.** Satisfactory performance on all research requirements as described above by required deadlines.

2. *Teaching.* Satisfactory performance as a TF in all required courses, as well as in teaching the required advanced undergraduate seminar.
3. *Work in Graded Courses.* Grades for graduate coursework are recorded as follows:

Assigned Grade:	Grade Quality Points:
A	4.000
A-	3.670
B+	3.330
B	3.000
B-	2.670
C	2.000
F	0.000
I	Incomplete
W	Withdrawal
S	Satisfactory (for pass/fail courses only)
U	Unsatisfactory (for pass/fail courses only)
AU	Audit
IP	In Progress
NR	No Grade Required

The Department discourages the use of the grade “I”. Incompletes should be made up within two or three weeks of the end of the semester. Any student with 2 or more “I”s may be placed on probation unless there are extraordinary circumstances to justify the incompletes.

Any student who receives a “C” or lower or a “U” in any course will automatically be considered on probation until reinstated to good standing. A student receiving a “C” or lower or “U” will be considered on probation until the course has been retaken or a full semester of additional course work has been taken with satisfactory grades, and, in cases in which the unsatisfactory course is required for the degree, that required course has been retaken successfully (a grade higher than a C).

A Quality Point Index (QPI) of no less than 3.330 will be required to maintain good academic standing and to graduate. Grades of “S” and “U” are not included in calculations of a student’s QPI. However, for the purpose of reviewing academic performance leading to probation and termination, a “U” will be considered the same as an “F”. Grades received in courses which have been approved for transfer credit and in courses taken through the Consortium are not computed in calculations of the QPI. Once a final grade for a course has been correctly posted to the transcript, a student may not retake any portion of the course requirements or do additional work to change the posted grade.

Students may not repeat courses for credit. The sole exception is that a student is permitted to repeat a course in which a grade of “F” or “U” is received. If such a course is repeated, all registration for the course and their respective grades, including the original grade of “F” will remain on the transcript record. Both the original grade of “F” and the grade for the repeated registration will be included in calculating the QPI used to evaluate the student’s academic standing and eligibility to graduate.

The initial responsibility for recognizing an academic difficulty and for taking steps to resolve it rests with the student. Those encountering academic difficulty in courses or other degree requirements are expected to consult with the appropriate faculty member immediately and, if necessary, to seek additional assistance. When it is found that a student is in academic difficulty, and depending upon the severity of the situation, the student may receive:

- a.) An oral warning from the department;
- b.) A written warning from the department;
- c.) A written warning from the Graduate School; or
- d.) A written termination of degree candidacy from the Graduate School.

The first, second, or third actions will be taken when the student receives one “F”, or when the student’s grade point average or letter grade average falls below 3.330, the minimum level for good academic standing. The fourth action, termination of candidacy, will be taken either when the student has accumulated two failing grades (grades of “F” or “U”) regardless of the number of credits assigned to those two courses, or when it is no longer possible for the student’s Quality Point Index (QPI) to reach the minimum level required for graduation in his or her degree program. *Students will not be allowed to register for additional credits beyond those required for graduation for the purpose of raising an inadequate GPI.*

Switching Concentrations

In general, we discourage students from switching concentrations. However, in the unusual case that a student discovers that his or her interests have changed while in the program, the student may petition the Graduate Program Committee to transfer from one concentration to the other. Decisions will be based on preparation prior to graduate school, performance in the Georgetown graduate program, and reasons for proposing to switch concentrations. Such petitions will not be accepted after 3 semesters in the graduate program.

Graduate Student Funding

We expect that students will usually take 5 years to complete the degree, and that this requires full-time commitment all year long.

Except in circumstances when a student brings outside funding (e.g., an NSF predoctoral fellowship already awarded), acceptance to the program comes with a commitment from the Graduate School of 4 years of academic-year funding as a Teaching Fellow, assuming the student remains in good standing and continues with satisfactory progress toward the degree. Occasionally, exceptionally qualified students will receive funds from other sources,

such as University Fellowships. For both of these sources, the student's tuition is paid and, in addition, the student receives health insurance and a stipend. This stipend usually increases slightly each year, and the amount for the current year may be found on the Graduate School website. http://grad.georgetown.edu/pages/financial_information.cfm

Thus the Graduate School does not provide funding for the summers or for the fifth year. Regarding fifth year funding, all students are required to submit a grant proposal for outside funding as part of their training, and so some students will be able to cover the fifth year (and perhaps even earlier years) via such outside funding. Still others will be funded by external grants of their mentors, or by external internships. In addition, funds freed up in this way will be used to enable the program to fund other students via graduate school TF funds for their fifth year.

Regarding summer funding, applicants should discuss this topic with their prospective mentor when they are considering coming to Georgetown. Depending on the mentor's current external funding situation, some mentors will be able to assure students of summer funding, but others will not. In addition, for upper level students, there are likely to be opportunities for teaching courses in the summer for pay. Regardless, it is the responsibility of the mentor to work with the student and the graduate directors to attempt to find appropriate summer support. It is also understood that in taking on the role of mentor, the mentor becomes responsible for working to obtain funds to support the student's research.

Guidelines for Summer Pay for Graduate Students

Summer salaries being paid to graduate students working on faculty grants should be calculated as follows. This plan is based on the fact that the graduate school stipend covers only 8 months, even though the graduate students receive their stipend over 9 paychecks. Given that students take approximately 1 month off during the calendar year for holidays and vacations, the Psychology Department views full summer support for the student as being for 3 months, so that overall the student is paid for 11/12 months of the year (8 of those from the grad school stipend and 3 from grant or other funds). Therefore, the summer salary to pay a graduate student full time for a month is calculated by determining the graduate school stipend amount for the academic year which follows the summer in question, and then dividing it by 8.

For example, for the 2008-2009 academic year, the graduate school stipend for 8 months is \$18040. So for one summer month in 2007, the student would be paid $\$18040/8 = \2255 . To be paid full-time for the summer, then, the student would receive 3 paychecks of \$2255 each.

Students being paid summer salary on a grant should register for summer research; otherwise FICA will be charged. Those who are already in the thesis research phase of their studies should register for PSYC-999-61 in the summer, whereas those still doing coursework should register for PSYC-999-06 (pre-thesis summer research).

TF Funds for Non-Psychology Graduate Students

In years in which we do not need our full departmental stipend for Psychology Graduate Students, the Graduate School encourages our department to support graduate students in other Departments as TFs. Typically, we do not know whether there will be funds available for a given academic year until after the recruitment of new graduate students is completed (and we know how many new students will be joining the program) and the extent to which Psychology's upper level students have obtained outside funding or will be completing their degrees.

In years in which the Co-Directors determine that such funds will be available for the coming year, they will notify the Psychology Department faculty of the presence of such funds as soon as possible, typically by mid-May. Full-time Psychology faculty will be invited to submit brief requests for such funds for the coming year, specifying the amount they would need, the name of the student (if identified), the program in which the student is enrolled, the graduate student's CV and transcript, and the relation of that student to the faculty member making the request.

Typically the faculty member making such a request will have one of two reasons for doing so. (a) The faculty member is the non-Psychology student's dissertation mentor, and thus is requesting that the student receive a full TF stipend of the sort Psychology graduate students get, so that the student will have financial support and gain teaching experience. (b) The faculty member is not the student's dissertation mentor, but needs a TF (or an additional TF) for a class and knows that this student is interested in undertaking the TF assignment. In this latter case, typically the student will be reimbursed on an hourly basis, and so the faculty member should request the amount needed. In either of these cases the maximum TF time commitment of 15 hours/week applies.

Such requests will be reviewed by the graduate co-directors (who may decide to involve the full graduate committee), with priority typically being given to cases in which the faculty member is the non-Psychology student's dissertation mentor. Such commitments will be made for a single year, but are subject to competitive renewal if funding becomes available in following years.

Life in White Gravenor

Office Space and Keys

Graduate students who are in their second year or above usually have workspace in the mentor's laboratory. However, graduate office space and desks for first-year and some upper-year students are located in White Gravenor Hall, Suite 303. Students should note that this space is shared with Adjunct Faculty and sometimes used when undergraduate students are taking make-up exams. Please keep personal valuables out of sight, since this building is not secured. Graduate students are issued submaster keys that open the main entrances to Suite 301, 303 and Suite 306. Graduate students should not lend their keys to unauthorized personnel under any circumstances. If keys are lost please notify the Psychology Department administrator.

Mailbox and Telephone

Each graduate student has a mailbox in Suite 306. Mail for graduate students is placed in these individual boxes daily. Be sure to check your mailbox frequently. For your convenience, there is a telephone located in Suite 303. If this phone is out of service or busy, please use the phone at the front desk in Suite 306.

Travel Funds

Graduate students are expected to present their work regularly at major conferences, and the Department aims to support their expenses as much as possible. Please see Appendix C for more details and a form to be used to request Department travel funds. Funds must be used within the fiscal year awarded, so paperwork with original receipts should be submitted no later than June 10. This fiscal year restriction applies to all funds, including those awarded by the Graduate School.

Funds for Extramural Workshops/Courses

Many workshops, such as those offered by the APA, provide important opportunities for learning specialized skills, such as longitudinal data analysis techniques or advanced neuroimaging techniques or analyses, and also for networking. Our graduate students are encouraged to apply for and attend these, as appropriate. Therefore, students may apply to the Psychology Department for funding up to the amount of \$500 to participate in such workshops. An application form is attached as Appendix D. Note that the student must write a brief description of how the work will benefit her/his training, and this request must be endorsed by the student's mentor. The graduate co-directors then make a recommendation to the Department Chair regarding whether a proposal should be supported. Typically, each student is limited to receiving funding for only one such workshop during the course of training here.

Kitchen

There is a kitchen located in Suite 301 for the use of faculty, staff and graduate students. Water, coffee and tea are available, as well as storage space, a refrigerator and microwave for individual convenience. Please help keep these facilities in good condition and clean up after yourself.

APPENDIX A: Teaching Fellow Timesheet

Instructions: Each TF should set up this spreadsheet for her/his course at the beginning of the semester and keep this record of her/his hours . An e-version should be given to the professor teaching the course, and should be posted to the student's GUShare area at the end of the semester so that it is available in the TF's evaluation portfolio for the yearly evaluation.

Times should be rounded to the half hour.

Examples of categories for the tasks column are listed here. If you choose Other, please add a few words of explanation.

e.g., homework grading
 exam grading
 attending lecture
 office hours
 professor/TF meeting
 conducting review session
 writing exam/quiz
 preparing lecture
 giving lecture
 proctoring exam
 reading for class
 organizing gradebook
 other

To be completed:

Semester and Year:

Course Number and Name:

Professor:

Teaching Fellow:

Number of Students:

Date	Time Start	Time Finish	Hours	Task(s)
<i>e.g., 2/24/2020</i>	<i>9:00 AM</i>	<i>10:30 AM</i>	<i>1.5</i>	<i>conducting review session</i>

APPENDIX B: Yearly Review of Student Progress

Details of What Students Should Submit

- Time period covered: through March 1 of current year
- Prepare e-version via GUShare
- Student should seek mentor's advice in preparing, particularly for CV and progress report narrative
- Student should include the following, as applicable, given year in program (cumulative across all years—but highlight current year)
 - Current CV (student should star or highlight substantive changes since previous year)
 - Transcript (unofficial is fine)
 - Slides from developmental lunch (and any other) presentations
 - Copies of posters & articles listed in CV
 - Copies of work in progress or unpublished writing such as
 - Conference abstracts submitted for presentation
 - Journal articles submitted for publication
 - Grant proposals submitted
 - IRB protocols submitted
 - Don't include papers written for classes
 - Teaching Evaluations from Undergraduate Students
 - Copies of lecture notes and/or powerpoints from lectures you gave in undergraduate classes (if appropriate)
 - Teaching Timesheets
 - Syllabus from seminar course
 - Progress report narrative for **current year** (one to two single-spaced pages MAXIMUM) including sections on:
 - Summary and self-evaluation of the student's progress/accomplishments during the past year in terms of research, coursework, teaching, and service.
 - Research: focus on summarizing what was done—referring to materials submitted—and whether this progress is satisfactory in the student's view.
 - Coursework: focus on your performance and (if applicable) your choice of courses
 - Teaching: focus on what was done and what student has learned. Include here description of any undergrad research mentoring.
 - Service: indicate any service such as committees served on at university or in discipline or community
 - Statement of where the student stands regarding relevant major deadlines/requirements in the program (e.g., area paper) and, if behind, plans for completion
 - Goals for next year
 - Thoughts on long-term goals (post Ph.D.) and current trajectory to achieving them
 - Progress report narratives from all earlier years

Faculty Input: Graduate Program Committee will Request that Faculty Submit

- Brief written commentary on the performance/progress of any students with whom they have had contact during the year(s) in question either because they mentored the student in research or because the student was TF for them. This includes comments on professionalism in the department in interactions with faculty and students
- Faculty are also welcome to comment on notable aspects of any students' work in their classes (e.g., exceptionally strong or weak contributions to class discussion)
- These comments will be used by the Graduate Program Committee to review progress in the program.

APPENDIX C: Graduate Student Conference Funds Requests

Graduate Student Conference Funds Requests Cover sheet

Revised 10/26/07

Signature of Graduate Student

Signature of Mentor

Signature for Approval of Graduate Student Conference Funds Request:

Psychology Department Chair
Dr. Sandra Calvert

Policy. Graduate students are expected to present their work regularly at major conferences, and the Department aims to support their expenses as much as possible. Therefore, graduate students in Developmental Science may request up to \$500 per year in departmental travel funds to attend major conference/s at which they are presenting their work. It is possible that in some years, departmental budget restrictions will mean that these funds have to be reduced across the board, but we will do our best to avoid that.

Students must first apply to another source for the funds (typically from the Graduate School). Then, they may apply to the Department for the remaining funds (in the event their application to the Graduate School was successful) or for the full amount (if their Graduate School application was not successful) up to \$500/year.

Funds must be used within the fiscal year awarded, so paperwork with original receipts should be submitted no later than June 10. This fiscal year restriction applies to all funds, including those awarded by the Graduate School.

Applying for the Graduate School funds: Students should prepare their budget (as the Graduate School requires) and then indicate in their application that Psychology will cover up to half of the total funds so as to match the Graduate School funds (assuming that this half would not result in the student exceeding their \$500 possible from the Department for the year).

Applying for Department funds: To request the departmental funds, students should complete the form below, print it out, and submit it with the indicated attachments to the Administrative Officer in the Psychology Main Office. The faculty mentor should make sure that all paper work is in order before it is submitted for processing. The Chair will sign off on the paper work once all is ready for processing.

(1) Student's name:

(2) Indicate the source to which the student applied for funding (e.g., Graduate School):

Attach: application and notification of acceptance/rejection received

(3) Amount requested from the department (up to \$500/year):

Attach: receipts, including boarding passes, and completed reimbursement form if travel is complete

(4) Full citation to the presentation (as might appear on the student's cv, including authors, title, name of conference, date, city):

Attach: documentation such as email notification of acceptance

(5) Nature of the student's role (e.g., presenting poster):

(6) If this is not one of the typical major conferences in developmental science (e.g., SRCD, APA, SFN, APS, ICA, EPA), indicate why this conference is important for the student's professional development. Note that conferences that are not mainstream to the discipline will receive greater scrutiny and may not be funded by the department. You may want to request clearance for any conference in advance if you are unsure whether it is mainstream or not.

(7) Signature of mentor, indicating endorsement:

APPENDIX D: Graduate Student Workshop Funds Requests

Graduate Student Workshop Funds Requests Cover sheet

Revised 6/3/08

Signature of Graduate Student

Signature of Mentor

Signature for Approval of Graduate Student Conference Funds Request:

Psychology Department Chair
Dr. Sandra Calvert

Policy. Many workshops, such as those offered by the APA, provide important opportunities for learning specialized skills, such as longitudinal data analysis techniques or advanced neuroimaging techniques or analyses, and also for networking. Our graduate students are encouraged to apply for and attend these, as appropriate. Therefore, students may apply to the Psychology Department for funding up to the amount of \$500 to participate in such workshops. Typically, each student is limited to receiving funding for only one such workshop during the course of training here.

Funds must be used within the fiscal year awarded, so paperwork with original receipts should be submitted no later than June 10.

Applying for Department funds: To request the departmental funds, students should complete the form below, print it out, and submit it with the indicated attachments to the Administrative Officer in the Psychology Main Office. The faculty mentor should make sure that all paper work is in order before it is submitted for processing. The student should then give the application to one of the co-directors of the graduate program, who will then make a recommendation to the Department Chair.

(1) Student's name:

(2) Amount requested from the department (up to \$500):

Attach: receipts, including boarding passes, and completed reimbursement form if travel is complete

(4) Full description of the workshop (e.g., title, date, city):

Attach: documentation such as brochure for the workshop or printout of information from workshop's website

(5) Brief statement explaining why this workshop is essential for the student's training. Exactly what skills will the student learn and why are they important for her/his work?

(6) Signature of mentor, indicating endorsement:

