



# Psychological Sciences

University of Missouri

## Graduate Student Handbook



August 2024





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Department of Psychological Sciences Website  
[psychology.missouri.edu](http://psychology.missouri.edu)



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## A Statement of Values

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The University of Missouri, as the state's major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust. Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding.

We the students, faculty, and staff of MU hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values.

### Respect

Respect for one's self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect—for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions.

### Responsibility

A sense of responsibility requires careful reflection on one's moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources—accountable to ourselves, each other, and the publics we serve.

### Discovery

Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires acceptance of uncertainty and ambiguity. Therefore, the university must support all its members in this life-long process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries—what we know is not all that is.

### Excellence

We aspire to an excellence which is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with no less than the highest goals we can envision. Pursuing excellence involves being informed by regional, national, and global standards, as well as our personal expectations. We recognize and accept the sacrifices, risks, and responsibilities involved in pursuing excellence, and so we celebrate each other's successes. We commit ourselves to this process in an ethical and moral manner.

*These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community, and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.*

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## **Introduction**

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This handbook is a guide for graduate students in the Department of Psychological Sciences. It contains information on departmental procedures and regulations. Students who entered the program in earlier years should refer to that year's version of the Handbook for information on policies and course requirements that apply to them. The Director of Graduate Studies (DGS) should be consulted with questions about the Handbook and departmental policies. The DGS also serves as a liaison between the student and the Graduate School.

In addition to the Graduate Student Handbook, which presents departmental requirements, the University Registrar should be consulted for general requirements of the Graduate School and University fee schedules. Most official forms required by the Graduate School may be downloaded from the Graduate School website. Forms, information on the program, and current announcements can be found on the GASP/DGS Canvas page.

## **Graduate Programs Offered**

The department offers two graduate degrees in several areas of specialization. The Master of Arts (M.A.) degree requires thesis research and prepares the student for doctoral training. The Doctor of Philosophy (Ph.D.) degree is the highest academic award offered.

Seven areas of specialization exist in the Ph.D. program: Clinical Psychology, Cognition and Neuroscience, Developmental Psychology, Quantitative Psychology, Social/Personality Psychology, Child Clinical/Developmental Psychology, and Clinical/Quantitative Psychology. The Cognition and Neuroscience, Developmental, Social/Personality and Quantitative programs offer broad empirical and theoretical training and a research emphasis. The Clinical program, accredited by the American Psychological Association, provides balanced and integrated training, as well as professional and research specialties.

## **Nature of Graduate Training**

An intensive experience in advanced training lies ahead for students choosing a professional career in psychology. This training will be different from that experienced as an undergraduate student. More self-direction will be expected and independent study will become more important. On the other hand, rewards are also greater: satisfaction from demonstrating scholarly ability, discovery through research, and the construction of a firm academic foundation for a productive career. These will amply compensate for the effort, enthusiasm and maturity which are necessary for obtaining a graduate degree.

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## Diversity and Inclusion

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Diversity is a reality in the world and in U.S. society. The University of Missouri values this diversity because it is inherent in our institutional values of respect, responsibility, discovery and excellence. Valuing diversity grows out of respect for others and for self, because of our differences. Honoring diversity is required in order for us to carry out our institutional responsibility and moral obligation to all the citizens of Missouri, as well as to meet the obligations of professionals in the field of psychology. Being open to diversity is essential for discovery and learning because what we ourselves know is not all that is. Welcoming diversity is integral to achieving excellence, since without it our own views and opinions are not challenged and honed.

The Department of Psychological Sciences believes that a diverse community strengthens and enriches our learning and work environments as well as the profession of psychology. We approach diversity broadly to include individual differences across a range of groups including, but not limited to, ability, age, culture, ethnicity, gender, national origin, race, religion, sexual orientation, and socioeconomic status. We view a diversity of students, faculty, and staff to be a strength that is indispensable to our educational and research missions. We are committed to providing an atmosphere of learning within the department that is welcoming and respectful of diverse perspectives and experiences and to actions in our educational training and research that are consistent with our values of diversity, equity and inclusion.

The Department aims to facilitate progress in diversity and inclusion through the leadership of the Associate Chair for Diversity and Inclusion (currently, Dr. Lisa Flores) and the STRRIVE plan which outlines the Department's commitment and goals for inclusion. STRRIVE is an acronym for seven Departmental goals to advance inclusive **S**upport, **T**raining and education, **R**epresentation, **R**esearch, **I**nstruction, and **V**oice in our professional activities and to **E**valuate our progress toward these goals. The STRRIVE plan documents and guides implementation of our promise to acknowledge and address racism and other forms of oppression in all areas of our work, including research, teaching/training, mentorship, clinical practice, and climate.

### Diversity and Inclusion Training Activities

The Department is dedicated to providing students (and faculty and staff too!) with opportunities to develop critical knowledge and awareness of diversity issues in psychological research and practice. Faculty recognize that we have a responsibility to educate ourselves about discrimination and disparities based on race, gender, sexual orientation, and other aspects of human diversity. We seek to enhance our cultural humility and establish a common knowledge-base to better create a department that is anti-racist and where all students, faculty, and staff can thrive.

Formal coursework is available for graduate students both in the department and across campus to facilitate focused study in topics related to social justice and inclusion issues (for

example, Multicultural Psychology; Women's Career Development). We also offer informal learning activities where faculty, graduate students, and staff members are learning alongside one another. One example includes the Department's One-Read program, which provides a common topic and reading that every member of the department can discuss in area seminars once each semester. The Department also has a Diversity Journal Club and Inclusive Science Hour that meet regularly during the academic year. These groups provide opportunities for interested individuals to dig more deeply into relevant topics and consult with one another on ways to improve inclusive excellence of their research, teaching, clinical practice, and other professional activities.

Every month, the Department shares department, campus, community, and national educational resources (links to diversity-related seminars, trainings, conferences or written materials) via an IDE Bulletin and a Communication Committee Newsletter.

### **Diversity and Inclusion Resources**

The Department offers a number of resources to support our inclusion goals as reflected in the STRRIVE plan. These include funding for conferences and workshops related to IDE, funding to diversify research samples in psychological research, and an award to recognize graduate students' outstanding diversity and inclusion efforts in research, teaching, mentoring, service, and/or leadership.

We recognize that students from underrepresented groups in psychology experience unique challenges in pursuing their studies. To provide additional support for these students, we have identified faculty members in the department that serve as informal mentors for multiple student groups, including Gay, Lesbian & Bisexual Students, Gender Issues, International Students, Racially/Ethnically Diverse Students, First Generation College Students, and Students with Disabilities. In addition, the department has a standing Committee on Diversity & Inclusion (CDI) and other standing committees that overlap with CDI's goals, such as the Communication Response Team and the Wellness Resource Committee. The Clinical-Inclusion, Diversity, Equity and Anti-Racism (C-IDEA) committee addresses diversity issues in the Clinical training program. Contact information for the mentors and committee is available from the department Chair's office.

The campus Division of [Inclusion, Diversity & Equity](#) fosters a living, learning, and working community where everyone is valued and inspired to reach their full potential. Its resources can be accessed online.

## **Student Rights and Intellectual Pluralism**

The University community welcomes diversity, intellectual diversity and respects student rights.

The Department's Ethical and Professional Issues Committee (EPIC) facilitates informal problem resolution and provides information for more formal complaints (See Page 63). Students are encouraged to consult with a member of this committee if they have any concerns about ethical or professional issues concerning themselves, faculty, or student colleagues. Students who have questions or concerns regarding the atmosphere in the department may also contact the Departmental Chair, DGS, the director of the Office of Students Rights and Responsibilities, or the MU Equity Office.

## **Students With Disabilities**

Students have the right to equal access to courses, programs, services, facilities and activities offered through the university; an equal opportunity to learn; reasonable and appropriate accommodations and academic adjustments with the goal of diminishing the effect of a disability on academic functioning; appropriate confidentiality; and respect and courtesy.

The University of Missouri's Disability Center and its resources can be accessed online. If disability related accommodations are necessary, please establish an accommodation plan with the Center. Then, then notify your mentor and the DGS of your eligibility for reasonable accommodations.

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## Financial Assistance

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A number of financial awards and appointments are available. A majority of graduate students are employed part-time or hold fellowships. As in many large universities, much of the work of the department is carried out by graduate students. As such, these graduate assistants are expected to recognize and be guided by the same ethical principles and standards of conduct as other members of the department.

### Graduate Student Support Program (GSSP)

Graduate students who hold qualifying assistantships or fellowships from academic departments are eligible for a fee waiver administered by the Graduate Student Support Program (GSSP). Qualifying assistantship appointments at this time include graduate research assistantships (GRA) and graduate teaching assistantships (GTA). The GSSP fee waiver covers the student's resident and non-resident educational fees. It does not cover incidental fees, such as computing, activity, health, or departmental supplementary fees. The student must pay these fees unless an arrangement other than the GSSP fee waiver has been made.

Each semester, the Psychological Science DGS notifies the Graduate School of students that hold qualifying appointments within the department. If the student holds an appointment in another department, the GSSP certificate of eligibility must be initiated in that department and the student should check to make sure this is done.

For further information on the program, please see the Graduate School website page that covers the GSSP program.

## Forms of Support

### Graduate Teaching Assistants

GTAs are appointed by the Dean of the College of Arts and Science, upon recommendation of the department. They are selected from among graduate students in good standing or from prospective students who have been accepted for graduate work. A number of positions are available each semester for either one-quarter (0.25 FTE, 10 hour) or one-half time (0.50 FTE, 20 hour). A one-half time assistantship requires twenty hours per week devoted to the assignment. You can find more information on teaching assistantships on page [9](#).

### Graduate Teaching Assistant Instructors

Students accepted into the Teaching of Psychology Practicum (TOPP) teach an undergraduate course and may be eligible to teach during the summer. The DGS will make a call for applicants for the TOPP program in the fall. Students selected must have completed their M.A. requirement and must be making good progress toward completing Ph.D. degree requirements. TOPP students are expected to enroll in the Teaching of Psychology (Psych-9910) in the spring

semester. TOPP students are strongly encouraged to enroll in the Teaching of Psychology Practicum(9909) in the fall and spring semester.

Students who do not have plans to teach but want to learn about teaching may enroll in the Psych 9909.

Students who do not participate in TOPP may also teach an undergraduate course and be eligible to teach during the summer. Students selected must have completed their M.A. requirement and must be making good progress toward completing Ph.D. degree. In addition, the student must identify a faculty mentor who will assist with course preparation and who will be available to meet with the student on a regular basis while teaching. The graduate student should present a written plan to the DGS that indicates how she/he will become familiar with departmental and campus teaching policies, compliance with guidelines, pedagogical techniques, and grading philosophies. Further information is available from the DGS.

Although students may request a specific course to teach, the course, the number of times the course is offered, and the time-of-day the course is offered will be determined by the department to meet its curricular needs.

Robert S. Daniel Teaching Fellows will be those students who have completed Psych-9909 and Psych-9910 and have successfully taught an undergraduate course.

### **Graduate Research Assistants**

Work time and compensation rates are similar to those of GTAs. Application must be made to the faculty member holding grants. Departmental GRAs may be appointed by the Chair, if funding is available.

### **Clerkships and Assistantships**

Financial support for graduate students in the clinical training area includes a variety of clerkships and internships. The main requirement for eligibility is that the applicant makes normal progress in the clinical program. The Director of the Clinical Training Committee should be consulted for the exact amount of the stipends and other requirements.

Stipends are granted by the faculty on the basis of: (1) the faculty evaluation of the applicant's promise of achieving career objectives and making scientific or professional contributions, and (2) the financial and training needs of the applicant. Application should be made to the director of the appropriate training committee.

In addition to assistantships, Students may be awarded Fellowships. These fellowships can cover the equivalent of either a .25 or a 0.5 assistantship for financial and residency requirements.

## **Other Positions**

From time to time the department recommends graduate students for positions within the department (e.g., coordinator for the research subject pool) or in other departments on campus.

## **Annual Renewal of Financial Support**

Applicants to the graduate program who are accepted with financial support are given a full academic year appointment (nine months), which is paid out over 10 months, starting in August. However, support beyond the first year is contingent on the student's (1) program and year priority, (2) performance as a GTA or GRA, and (3) overall performance. In principle, the department is committed to help provide some form of financial support to all qualified students through the first five years of graduate study at 0.5 FTE or its equivalent. This support may be from internal or external sources.

Students beyond the fifth year may receive support if it is available after new student admissions have been finalized for the academic year in question. Students who are sixth year and beyond should submit a written request for support to the DGS and Chair that describes (a) the number of years since they were admitted, (b) progress toward degree completion (including the last Graduate School form submitted and its date), and (c) previous sources of support (e.g., GTAs, GRAs, clerkships). All such requests will be prioritized by the Chair with input from the DGS & Council of Directors.

## **Appointment Duration**

Appointments to assistantships are typically made on a yearly basis. On occasion, an assistantship may be for a single semester. Also, assistantships may be terminated during the academic year if a student's performance is documented to have been unreliable, unprofessional or otherwise unacceptable.

## **Priority System for Awarding Assistantships**

The department uses three criteria in establishing priorities for awarding assistantships. These have no set order of priority among them. The three criteria are:

### ***A. Year and program considerations (in descending order of priority):***

1. Applicants to Ph.D. program who have been accepted with an assurance of support.
2. M.A./Ph.D. candidates who will be in their 2nd, 3rd, 4th or 5th year of graduate study during the period of appointment.
3. Ph.D. candidates who will be in their post-fifth year of graduate study during the period of appointment.
4. Applicants to Ph.D. programs who have been accepted without an assurance of support.

### ***B. Performance in assistantship.***

Each semester instructors are asked to complete an evaluation of each GTA/GRA they supervise. After discussing the evaluation with the teaching assistant, the instructor submits the

evaluation and any other relevant materials (e.g., Teacher Evaluation Questionnaires) to the DGS. A GTA may also submit a personal statement concerning their performance to the DGS. In any instance, where the DGS makes a recommendation of no reappointment or low priority for reappointment because of a negative evaluation, the recommendation must have the concurrence of the Council of Directors.

### ***C. Performance of graduate students.***

At least once a year the training committees of the department review performance of each of the students in their training program. Course grades, evidence of progress towards completion of other degree requirements (e.g., thesis research), and professional behavior will be evaluated. A summary of these evaluations will be submitted to the DGS.

### ***Special Circumstances***

Periods of time on internship or other approved leave of absence will not be counted as years of graduate study for the student. Also, the teaching needs of the department (i.e., students with specialized skills needed to teach specific courses) can take precedence over the normal criteria.

## **Forms of Summer Support**

### **External Research Grants**

Students may receive summer support from individual faculty members with funded research grants. Application must be made to the faculty member holding grants. Work time and compensation rates are established by the supporting faculty member and will be reviewed by the department for compliance with campus guidelines.

### **Summer Teaching**

Students who have completed TOPP are eligible to teach an undergraduate class during the summer. Students who did not participate in TOPP may teach under the procedures described on Page

The course, the delivery format (e.g., online, on-campus or online/on-campus hybrid) and the time-of-day the course is offered will be determined by the department to meet its curricular needs. Minimum enrollment thresholds for compensation will be established by the department.

### **Summer Grant Writing Fellowship**

The department sponsors a Summer Grant Writing Fellowship for graduate students. The fellowships will allow graduate students to write and submit applications for pre-doctoral fellowships from external funding sources. Examples of appropriate funding mechanisms

include: NSF pre-doctoral fellowships, NIH national research service awards, and APA minority fellowships.

Graduate students considering applying for the Summer Grant Writing Fellowship must discuss the endeavor with their advisor. Students who have previously received departmental funds for grant writing are not eligible. The Council of Directors and Chair will select the awardees.

The program provides a fellowship during the months of June and/or July.

### **Josephine Mitchell-Smith Fellowship**

Josephine Mitchell Smith served as interim head of the Department of Psychology in 1929, and her niece endowed a fund that provides awards to graduate students. Awardees will be outstanding students in good standing who need summer support to help them with their research scholarship and continued progress toward degree completion.

The Council of Directors will select the awardees on the following criteria.

- excellence in research achievements (e.g., publications, presentations and submitted grants), relative to their years in the program
- appropriate progress toward completing degree (i.e., MA, comps or PhD) requirements
- explanation for why the award is needed (e.g., why funding from other sources is not available) and how it will facilitate research scholarship (e.g., collecting and analyzing data, and/or writing) during the summer

The program will provide a fellowship during the months of June and/or July.

### **Other Positions**

From time to time the department recommends graduate students for summer positions within the department (e.g., coordinator for the research subject pool) or in other departments on campus.

### **Travel Awards**

All current students are eligible for a limited number of awards of up to \$400. Students are limited to one award per fiscal year (July 1 – June 30). The department must approve travel prior to departure. Lodging is reimbursed at the single room rate plus tax. Other reimbursable expenses include meals, business telephone calls, computer charges, parking, shuttle, road tolls, conference fees, airfare, and cost of gasoline if riding with someone else. The department provides funding for students to attend conferences and workshops, in which they are presenting their research. Funds may also be used to cover travel expenses related to internships.

Application forms are available on the department's web page and Canvas page and need to be turned in to the Grad Student Contact. In addition, receipts must be provided for approval through Cherwell to receive reimbursement. The link to do so is also available on the Canvas Page.

## **Thesis and Dissertation Research Costs**

The department will, as budget availability permits, provide fiscal support for students' thesis and dissertation research. We will provide up to \$400 for masters and dissertation research costs. To apply, the student and adviser must submit a budget, specifying total research costs, other sources of funds, and the amount requested from the department. Final approval of the research proposal by the student's committee is required prior to submitting the request. Funds must be expended in the appropriate fiscal year. A one-year extension may be requested.

Application forms are available on the department's web page and Canvas page and need to be turned in to the DGS.

## **External Fellowships and Scholarships**

Graduate students are encouraged to seek and apply for external fellowships and scholarships. The Canvas page and messages from the Graduate School periodically contain announcements about these opportunities. Students should consult with their mentor and the Associate Chair for Research on opportunities and departmental policies and procedures for applying for external awards.

Some fellowships or scholarships may limit the number of applications allowed to be supported by the department. Students seeking an award with this restriction must submit a letter of intent to the Director of Graduate Studies no later than 45 days in advance of the funding agency's application deadline. If multiple letters are received, the Council of Directors will determine which application is invited to move forward. If no applications are received by this deadline, the first letter of intent received after the deadline will be reviewed for approval by the Director of Graduate Studies.

## **Graduate Student Awards**

The DGS will notify students about departmental and campus awards via the Canvas page. The award calls will include information on required submission material, deadlines and award review criteria.

## **Graduate School Awards**

Graduate students are encouraged to apply for awards through the Graduate School. These include the Anderson GTA and GRA Awards. When the department is limited in the number of nominees for an award, the Council of Directors will select the department's nominee(s).

### **Graduate Student Excellence Award**

The Graduate Student Excellence Award recognizes advanced students who have demonstrated outstanding scholarship through publications, presentations, and grants. Recipients and number of awards will be determined by the Council of Directors.

### **Graduate Excellence in Diversity Award**

The Graduate Student Excellence in Diversity Award recognizes students who have demonstrated outstanding contributions to diversity and inclusion in their research, teaching and/or clinical scholarship. Recipients and number of awards will be determined by the Committee for Diversity & Inclusion.

### **Graduate Excellence in Undergraduate Mentoring**

The Graduate Student Excellence in Undergraduate Mentoring recognizes students who have demonstrated outstanding contributions to mentoring undergraduate students in research. Recipients and number of awards will be determined by the Director of Undergraduate Studies, Chair and Council of Directors.

### **Outstanding Graduate Instructor Award**

The Outstanding Instructor Award recognizes students who have demonstrated outstanding teaching ability by serving as the primary instructor for an undergraduate class. Recipients and number of awards will be determined by the Director of Undergraduate Studies, Chair and Council of Directors.

### **Outstanding Graduate Research Assistant Award**

The Outstanding GRA Award recognizes students who made outstanding contributions to research during the academic year. Recipients and number of awards will be determined by the Director of Undergraduate Studies, Chair and Council of Directors.

### **Outstanding Graduate Teaching Assistant Award**

The Outstanding GTA Award recognizes students who provided outstanding service to students and instructors each semester. Recipients and number of awards will be determined by the Director of Undergraduate Studies, Chair and Council of Directors.

## **Departmental Training Area Awards**

Training areas within the department may offer awards to recognize outstanding research scholarship, teaching/mentoring, clinical service and commitment to diversity & inclusion.

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## Advisement Procedures

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Faculty advisement usually plays a much greater role in graduate than undergraduate education. Competence in scholarly research and other professional activities is developed through a journeyman-apprentice, learn-through-doing approach.

Every student working toward a graduate degree has a faculty adviser. The adviser performs a number of Graduate School and departmental functions for the student. The adviser is representative to the Graduate School, to the departmental faculty, and to the student's committee. A request for any kind of special consideration normally is submitted through the adviser. The adviser's primary responsibilities, however, are concerned with: (1) helping students plan their programs of training; (2) approving their semester course schedules; (3) conducting, with a committee, oral or written examinations required by the Graduate School; and (4) supervising the M.A. thesis or Ph.D. dissertation. In addition, students are encouraged to consult their advisers (as well as other faculty members) whenever matters arise which may affect their graduate training.

### Initial Faculty Adviser

Upon acceptance into the program, each new graduate student is assigned an initial adviser who is usually a faculty member in the student's area (e.g., Clinical, Social/Personality, etc.) and a member of the graduate faculty. The adviser is expected to orient the student to the program area, help the student select courses, act as an advocate for the student, and direct and assist the student in initiating and continuing active engagement in research and other academic activities.

### Changing Faculty Advisers

The initial faculty adviser may or may not remain as the student's adviser for the master's and doctoral degrees. Students are free to change advisers at any time. If a change is to be made, it is generally beneficial to change advisers as early on as possible, especially relative to the completion of a particular degree. A change should be discussed with the present and proposed advisers and the area program director. The DGS should be notified of any such changes. An Application for Change of Adviser must be completed and submitted to the DGS. This form is available on the Graduate School website.

### An Aspirational Statement on Faculty Mentorship

*Faculty in the MU Department of Psychological Sciences voted in Fall 2019 to endorse this aspirational statement on faculty mentorship articulated by the University of Arizona Department of Psychology. This statement above has been modified only slightly to reflect our specific support of the values and behavior expressed.*

The Department of Psychological Sciences at the University of Missouri-Columbia follows a student-focused, mentorship-based model for training doctoral students in psychological science. Mentors are trusted guides to learning, and mentorship occurs in an educational setting when mentors provide this guidance to advance a mentee's career development.

High-quality faculty mentorship is not only the vehicle for the scientific training conducted in our department, but it also serves to promote graduate student wellbeing and a sense of collective satisfaction in our shared place of work. Mentorship occurs not only in the context of students' development as scientists but in the relationship between an instructor and teaching assistants, clinical supervisor and trainee, or in the context of departmental service and committee work. Equally, students may be mentees in some contexts and mentors in others (e.g., when supervising the work of undergraduate students).

We recognize that the mentorship relationship is a "two-way street" in which both mentors and mentees must take responsibility for good communication—about expectations, about what is working well, and about what can be improved. Mentees should be able to communicate constructively with their advisors without fear of retaliation.

Given the importance of mentorship for achieving the department's strategic plan and training goals, the faculty believe it is critical to codify the observable behaviors that define high-quality mentorship. In many ways, the behaviors listed below constitute a statement of shared values.

We see high-quality mentorship as defined by:

### **Treating Graduate Students as Junior Colleagues**

- 1. Treating doctoral students (and their work) with dignity.** This includes: interacting with doctoral students as junior colleagues who are here to be trained in all aspects of the conduct of scientific research; speaking to doctoral students (or about doctoral students' work) with respect. High-quality mentors acknowledge that graduate students are not simply research assistants who complete work that advances their advisor's career. Students should be included in the scientific publication process in a manner that is directly commensurate with their efforts and in accord with ethical standards in the field.
- 2. A commitment to the development and maintenance of professional boundaries.** It is the responsibility of all mentors to create a professional relationship that is in the best interests of their students, one that is safe, non-coercive, and non-exploitative.
- 3. Recognizing the power dynamic that exists between trainees and mentors.** Given that all mentors are in positions of power, high-quality mentors consider how their words and actions can impact mentees' progress.

## Providing and Asking for Constructive Feedback

4. **Providing constructive feedback.** High-quality mentors aim to make their students' work better and to provide feedback that is concrete, actionable, detailed, constructive, and encouraging. Comments that are critical of students' intentions, capabilities, or motives are avoided. When issues arise with trainees or their work, mentors ask questions in an open and curious manner that is neither critical nor condescending.
5. **Providing timely feedback.** High-quality mentors place priority on responsive and timely feedback to their students. Documents are returned promptly, ideally within two weeks, and, if later, the student is given an explanation about the delay and an expected timetable for receipt of feedback.
6. **Providing regular feedback and conducting a review of goals.** High-quality mentors meet in person at least once every two weeks to review progress and movement toward the mentee's professional and career goals.
7. **Being open to and asking for feedback.** High-quality mentors are open to and solicit constructive feedback from their student. High-quality mentors make it clear to their trainees that they can raise issues in kind and considerate ways to improve their relationship and the efficiency of their work together.

## Supporting Academic Development & Student Wellness

8. **Recognizing that the work of graduate school is inherently difficult and inquiring about students' needs for support.** High-quality mentors recognize there is no "one-size-fits-all" approach to supporting students and enabling their success. These mentors try to understand what would be helpful to each student and, to the best of their ability, provide this type of support or guidance. High-quality mentors inquire about their students' wellbeing and provide positive feedback to encourage students' efforts.
9. **Meeting students "where they are."** High-quality mentors make efforts to "meet students where they are" in their professional development and to provide appropriate oversight and scaffolding that allows for continued growth toward professional independence. When done well, this scaffolding represents a "middle-of-the-road" stance that helps students feel supported in their efforts but not micromanaged.
10. **Maintaining reasonable and predictable expectations for work performance.** People work best under conditions that include reasonable and predictable expectations. High-quality mentors recognize that prolonged, high stress environments, excessive work demands, and unpredictable timelines are detrimental—not conducive—to student

progress. In doing science, work stress is unavoidable; our lives are replete with deadlines and full of major projects. To the best of their ability, high-quality mentors take steps to make their students' experiences as manageable as possible, even during periods of intense work.

- 11. Providing training opportunities for their students and making an effort to be inclusive and equitable with these scientific opportunities.** High-quality mentors provide time, resources, and opportunities fairly and equitably across students they mentor, and recognize that all students desire opportunities to advance their professional development.

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## **The Master of Arts Degree**

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The department considers the M.A. to be a scholarly degree in general psychology and research training. It is a prerequisite to acceptance for Ph.D. candidacy. The requirements are (1) 30 credit hours, including research credit, (2) a thesis, and (3) a final oral examination on the thesis research.

### **Schedule for the Master of Arts Degree**

Due dates for forms and other requirements for earning the M.A. can be found on the Graduate School's webpage.

Students must complete their master's thesis by the end of their third year (sixth semester). If not completed by this point, students may be placed on academic probation during their fourth year (start of seventh semester). Failure to complete the thesis by the end of the fourth year may result in dismissal.

### **Enrollment Requirements**

Although students may be accustomed to completing 12-15 hours each semester as undergraduates, they should not expect to do so in graduate school.

Students that are supported by an assistantship or fellowship (see Page 6) should enroll in at least 4.5 hours in the Fall and Spring semesters.

For students that are not supported by an assistantship (0.25 or 0.5 FTE) or fellowship, full-time enrollment is 9 hours and half-time enrollment is 4.5 hours in the Fall and Spring semesters. In summer full-time enrollment is 4.5 hours and half-time enrollment is 2.25 hours.

Summer enrollment is not required while working on the M.A..

Those with student loans should consult their agency for enrollment requirements specific to their loan agreements. As federal International students should consult with the campus International Center for requirements specific to their visa.

### **Course Requirements**

A minimum of 30 hours of graduate-level courses is required for the M.A. degree. A student must complete 24 hours of advanced study at the University of Missouri to receive the degree. This means that a maximum of six hours of graduate coursework taken elsewhere can count toward the master's degree. Such transfer of credit must be recommended by the student's adviser and approved by the DGS.

The Graduate School requires that 15 or more of the 30 hours be at the 8000 or 9000 level. Thesis research (Psych-8090) must be at least three hours, and is typically more. Courses are selected to fulfill a student's basic academic needs and should be chosen in consultation with the adviser. Changes in courses not yet taken must be filed with the DGS by submitting the form *Program of Study Course Substitution Form* available on the Graduate School's webpage.

## **Course Registration**

Preceding the opening of each semester students must consult with their faculty adviser concerning their courses. They should not delay this conference until registration day. Students must register for the required coursework each semester using MyZou. Students who have enrollment difficulties should contact the Graduate School masters academic adviser for registration assistance.

Permission numbers for graduate courses offered by the department are available from the Undergraduate Advising Office. For courses outside the department, students should consult instructions on MyZou to receive a permission number.

## **The Master of Arts Adviser**

After the successful completion of the first semester of graduate study, and upon notification by the area training director, the student should select a M.A. faculty adviser. The adviser can be any assistant, associate or full professor in the department who is a member of the Graduate Faculty. The faculty adviser will help plan the student's M.A. program and prepare the *M-1: Program of Study for the Master's Degree*. This form should be submitted to the DGS by the end of the second semester after entering the program. The M-1 should be completed with great care and should list only those credit hours required for the M.A. degree (i.e. no more than 30-35 credit hours).

## **The Master of Arts Thesis**

The master's thesis is supervised by the student's adviser. This original research effort provides an opportunity to learn research procedures. The thesis requires considerable preliminary thought and planning as well as time in data collection, analysis and write-up. In this regard, the following guidelines will be helpful.

### **Topic Choice**

Students are expected to begin thinking about possible thesis topics during their first semester. By sometime in the second semester, a student should have decided, in consultation with the initial adviser, who will supervise the thesis research and act as the master's adviser. Students are encouraged to take all the initiative they can in selecting their thesis problems and doing exploratory readings.

## **Research Proposal**

Once a problem and an adviser have been chosen, the student does a critical survey of the relevant literature. Then, with the help of the adviser and other faculty members, the student prepares a research proposal which describes (1) the topic's background, (2) the proposed experimental design, and (3) methods to be used in conducting the master's research.

## **Thesis Committee Meeting**

With the adviser's help, the student forms a committee of at least three faculty members to review the proposed thesis research. The chair of the thesis committee usually will be the student's adviser. One member of the thesis committee must be from within the department but outside the student's training area(also known as the inside/inside member). A third committee member must be from outside the department and hold the academic rank of assistant, associate, or full professor(known as the outside/outside member). Prospective committee members from outside the Department of Psychological Sciences who are not currently on the Graduate Faculty must receive special approval. To serve on a graduate committee, persons holding the title of "adjunct" professor within the Department of Psychological Sciences must (1) hold a regular faculty position in another MU department and (2) serve only as a committee member from outside the department. The *M-2: Request for Thesis Committee* form should be completed and submitted to the DGS.

If a member of your thesis committee changes for any reason (e.g. changing mentors, having a member leave MU), The student will need to fill out and submit a Committee change form, which can be found on the Graduate School website, or the department Canvas page.

Upon approval by the adviser, copies of the thesis proposal should be circulated to the remaining committee members, who review the proposal and react to it at a subsequent committee meeting. In the initial committee meeting the student must discuss the problem being investigated, its background and research issues.

## **Conducting the Research**

After the research plan has been reviewed by the committee, collection of the data is solely the responsibility of the student. However, the student should keep the adviser informed as to the progress being made.

## **Preparing the Thesis**

After examining previous theses, the student should be able to prepare a draft of his or her thesis. This is then reviewed by the adviser. When the draft is acceptable to the adviser, it is submitted to the remaining members of the committee. An oral defense is scheduled where students are expected to explain and defend their work.

The Department of Psychological Sciences requires that the thesis be prepared in accordance with the rules cited in the Publication Manual of the American Psychological Association. On

matters of style and form not covered by the APA Publication Manual, the Graduate School prefers Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, as the authority. It is the student's responsibility to obtain and adhere to the specific requirements of the Graduate School for thesis submission. Note that each emphasis area may also have specific guidelines related to content or form of the thesis.

It is the student's responsibility to provide copies of the thesis to all members of the committee in advance of the final examination. This should be done at least two weeks prior to the defense.

## **The Final Oral Examination**

The final oral examination for the M.A. degree must be conducted by The Committee members listed on the M2. Typically the candidate is asked to present a brief (approximately 10 minutes) summary of the thesis research. A round of questions directly concerning the research itself is then initiated by the members of the examining committee. A second round of questions may cover somewhat broader topics. The candidate is excused at the conclusion of the questioning, and the committee will vote final approval or disapproval on the basis of the thesis and the final oral examination. The results are reported to the Graduate School on Form *M-3: Report of the Master's Examining Committee*. The completed form should be submitted to the DGS.

## **Completing the M.A.**

Students must apply for graduation for the M.A. The window to apply for graduation is several months prior to the thesis defense. It is the student's responsibility to check the Graduate School website for graduation application times and to submit all required materials for degree completion. A student cannot work toward their Ph.D. until the M.A. has been awarded.

IT IS THE STUDENT'S RESPONSIBILITY TO CHECK WITH THE GRADUATE SCHOOL TO BE SURE THAT ALL REQUIREMENTS HAVE BEEN MET, INCLUDING COMPLETION OF INCOMPLETE GRADES.

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## The Doctoral Program

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The Department of Psychological Sciences offers the Ph.D. degree in seven emphasis areas: clinical, cognition and neuroscience, developmental, quantitative, social/personality, child clinical/developmental, and clinical/quantitative. New admissions are selected strictly on a competitive basis. The major features common to the various doctoral programs are presented in the following sections.

### Schedule for the Doctoral Degree

Due dates for forms and other requirements for earning the Ph.D. can be found on the Graduate School's webpage.

### Master's Requirement

Students are not allowed to work toward the doctoral degree until they have completed the master's degree. In most cases this means the completion of the master's degree in this department.

Students who enter the program with a master's (thesis) degree from another university can satisfy the master's degree requirement at MU by having their thesis and course work approved by a three-member committee consisting of the student's adviser, a member of from within the department but outside the student's training area, and a member from outside the department with academic rank of assistant, associate, or full professor. The form, *Approval of Thesis from Another University* found on the department's web page, should then be submitted to the DGS.

Students with a non-thesis master's degree may complete a thesis based on an empirical research project completed at MU. The thesis must be approved by a three-member master's thesis committee, with membership as described above.

### Residency Requirement

In order to satisfy the residency requirement, a student must complete either a. 2 semesters at minimum 4.5 credit hours with a 0.5 FTE assistantship (or equivalent with a fellowship) or b. 2 semesters at 9 credit hours with no assistantship or fellowship. All courses taken to satisfy the residency requirement must be approved by the student's Doctoral Program Committee. Correspondence and off-campus courses may not be counted toward the residency requirement. This requirement is almost always met in the process of earning your Master's degree.

## Application for the Doctoral Degree

Immediately upon completion of the requirements for the master's degree, a student should file a *D-1: Qualifying Exam Results and Doctoral Committee Approval* form. This form notifies the Graduate School of the student's presence in a doctoral program. This form should be submitted to the DGS and Doctoral Committee by the end of the first semester and no later than the end of the second semester of doctoral study. Please keep in mind that despite the title of the D-1 form, there is no qualifying exam.

## Program of Study

If the Doctoral Program Committee favorably evaluates the student's current performance in the graduate curriculum, it will then plan the doctoral Program of Study with the student. The Program of Study for the doctoral degree must not only reflect the training needs of the student but also should be a reasonably attainable plan for completion of all degree requirements. Planning the course of study requires considerable effort on the part of the student, working closely with their doctoral committee. The program of study should include: (1) a list of prior degrees; (2) all courses taken and anticipated as counting for graduate credit, when and where they were taken, and grade received; (3) a realistic projection as to when the doctoral comprehensive examination and dissertation will be completed; and (4) specification of how the Graduate School residence requirements will be met.

After the student's Doctoral Program Committee approves the Proposed Program of Study, the student submits form *D-2 (Plan of Study for the Doctoral Degree)* with the attached program of study to the DGS for review by the end of the second semester of Doctoral Study. Following approval, the form and attached Program of Study will be sent to the Graduate School by the end of the third semester.

## Distribution Requirements

Students qualify for study toward the doctorate by satisfactorily completing the distribution requirements of the curriculum (see below). The requirements listed on the following pages are departmental requirements. Individual training programs may have additional course requirements.

### Graduate Course Requirements

#### Class A - Distribution Curriculum

*21 hours*

8910 Ethics and Professional Issues.....1 hr.

**\*\* Students must complete this course in their first year \*\***

### ***Distribution Requirements (9 hrs.)***

Students must complete three distribution courses before advancement to Ph.D. candidacy. Each of the three courses must come from a different distribution area listed below. Some courses may be listed in more than one area where the student may decide which one area the course will complete.

Examples of approved courses are listed below. Additional courses may be offered to satisfy the distribution requirement. The Undergraduate Advising Office and the Canvas page maintain a list of courses and sections that have been approved to meet distribution requirements.

#### **Clinical**

8510 Developmental Psychopathology  
8520 Adult Psychopathology  
9001 Topics: Multicultural Psychology  
9530 Clinical Child Assessment  
9585 Alcohol and Addiction Studies

#### **Biological**

7003 Topics: Human Developmental Neuroscience  
8210 Functional Neuroscience  
9110 Studies in Experimental Psychology: Consciousness  
9210 Psychopharmacology  
9220 Clinical Neuropsychology Seminar  
9240 Advanced Neural Systems

#### **Cognition/Learning**

8110 Cognitive Psychology  
9110 Studies in Experimental Psychology: Attention & Distraction  
9110 Studies in Experimental Psychology: Cognitive Aging  
9110 Studies in Experimental Psychology: Consciousness  
9110 Studies in Experimental Psychology: Methods in Memory & Attention  
9140 Conditioning and Learning: Theory and Application

#### **Developmental**

8410 Psychology of Development  
8420 Cognitive Development  
8440 Social and Emotional Development  
9470 Women's Professional Development

#### **Motivation/Personality**

8610 Motivation

8620 Personality Psychology

9001 Topics: The Social & Personality Psychology of Everyday Life

**Social**

9001 Topics: The Social & Personality Psychology of Everyday Life

9310 Theories of Social Psychology

9350 Studies in Social Psychology

Students may petition the Council of Directors to allow courses from outside the department to count for one distribution course. Students interested in doing so should contact the DGS for more information.

***Statistics Requirement (11 hrs.)***

The graduate curriculum also includes a statistics requirement. A total of 11 hours are required. Students must earn an A or B in each of the required statistics courses to qualify for doctoral study. The following two courses must be completed within the first two years of graduate study:

8710 General Linear Models in Psychology I

8720 General Linear Models in Psychology II

8730 General Linear Models in Psychology Lab

One additional statistics/methodology course must be completed by the end of the third year of graduate study. Students may choose from the following courses:

9001 Topics: Psychometric Model Estimation

9001 Topics: Machine Learning

9330 Field Research Methods

9710 Multivariate Statistics in Psychology

9715 Multilevel Modeling

9720 Latent Variable Models in Statistical Analysis

9735 Psychological Process Models

9750 Advanced Structural Equation Modeling

9760 Categorical Data Analysis

9765 Cluster Analysis & Network Analysis

In addition, students may petition the Council of Directors to allow other courses to count for this third course. Students interested in doing so should contact the DGS for more information.

## **Class B - Area of Concentration**

*Minimum of 24 hours*

A minimum of 15 hours must be taken at MU, of which 12 hours in the area of concentration must be taken in the Department of Psychological Sciences, exclusive of Readings and Problems (Psych-). These requirements are individualized to each training area, and these minimums may be higher if required by individual area training committees. Area of concentration requirements may include courses used to satisfy area requirements.

The Teaching of Psychology Practicum may not be used to fulfill Class B requirements.

## **Class C - Research**

*As needed to complete minimum of 83 total hours.*

Please note that students must enroll in at least three hours of 8090 to receive a master's degree. In addition, students must complete at least three hours of 9090 to receive the doctoral degree. Most of the credit hours you will be enrolled in while earning your PhD will be Research hours.

8050 Research (Non-thesis)

9050 Research (Non-Dissertation)

8090 Research (Thesis - usually 6 hours for the master's degree)

9090 Research (Dissertation – usually 12-18 hours for the doctoral degree)

All research courses will be graded on an S/U basis.

## **Testing Out**

Students who enter the doctoral program and present evidence in the form of an official graduate transcript that they have received the grade of A or B on relevant and substantive graduate courses elsewhere may test out of one of the three distribution courses (i.e., Class A, Distribution Requirements) based on an appropriate examination. Students begin this process by consulting the DGS, who will then designate a faculty member to conduct the appropriate examination. The appointed faculty member will determine the appropriate type, scope, and content of the examination. The examination may consist of a written exam, an oral exam, or examination of the content and quality of the target course. Approval or disapproval of the target course is entirely up to the appointed faculty member.

This same procedure may be used to "test out" of Psychology 8710 and/or 8720. In extraordinary and rare cases, a student may be allowed to test out of 9710. The DGS will refer decision of such cases to the Council of Directors, who will appoint an appropriate faculty member as examiner, and who may require that a more advanced statistics course outside the department be taken as a substitute.

## **Transfer of Credit**

The doctoral committee may recommend up to 30 hours of post-baccalaureate graduate credit from an accredited university be transferred toward the total hours required for the doctoral degree. It is the responsibility of the doctoral committee to determine the appropriateness of course work for transfer credit.

Students who apply post-baccalaureate graduate credit from another university will be required to provide official transcripts containing the credit to the Graduate School. For most students the official transcripts will have been provided during the initial application process. Students who earn credits from another university after admission to Mizzou should consult with the DGS on the mechanism to submit official transcripts.

## **Enrollment Requirements and Continuous Enrollment**

Before completion of doctoral comprehensive exams enrollment minimums are the same as those for students working on the M.A. degree (see Page 26).

Enrollment minimums decrease with candidacy for the doctoral degree by passing the comprehensive examination. Then, candidacy is maintained by enrolling in two semester hours each fall semester, two semester hours each spring semester and one semester hour each summer session. Continuous enrollment provides access to an adviser's support, doctoral program committee guidance and University research facilities for completion of the dissertation. Failure to continuously enroll until the doctoral degree is awarded terminates candidacy. Candidacy may be re-established by paying the registration and late fees owed and completing the requirements specified by the student's doctoral program committee (check with the Graduate School details on re-establishing candidacy).

Students with loans should consult their agency for enrollment requirements specific to their loan agreements. International students should consult with the International Center for requirements specific to their visa.

## **Course Registration**

Preceding the opening of each semester students must consult with their faculty adviser concerning their courses. They should not delay this conference until registration day. Students must register for the required coursework each semester using MyZou. Students who have enrollment difficulties should contact the Graduate School master's academic adviser for registration assistance.

Permission numbers for graduate courses offered by the department are available from the Undergraduate Advising Office. For courses outside the department, students should consult instructions on MyZou to receive a permission number.

## Doctoral Program Committee

In the course of doctoral study, the student must compose a Doctoral Program Committee, recommended by the student's adviser and approved by the Graduate School before one year has elapsed following the student's first registration for courses as a doctoral student. All members of this committee will actively participate in the varied activities of the doctoral student at all stages of the student's academic career.

The Doctoral Program Committee must have four members, and the committee chair must be a member of both the Department of Psychological Sciences and the University's Doctoral Faculty. Three of the members (including the Chair) must have regular appointments within the Psychological Sciences Department. One of the two department committee members must be from within the student's training area (inside/inside) and other from outside the training area(inside/outside). One member of the committee must hold a regular appointment in an academic unit within the University, outside the Department of Psychological Sciences(outside/outside) and must conform to the Graduate School policies. As with Master's Committees, in order to serve on a graduate committee, persons holding the title of "adjunct" professor within the Department of Psychological Sciences must (1) hold a regular faculty position in another UM department and (2) serve only as a committee member from outside the department.

Members who leave the university while serving on a committee may complete their service on that committee, as long as there is no expense to the university. They may not be appointed to new committees. Persons not affiliated with the university will be approved by the Graduate School to serve as members of committees only by special permission as an additional (fifth) non-voting member.

Graduate students conducting thesis or dissertation research under the supervision of a faculty member who is not a member of their area training committee must arrange to have a "co-adviser" or co-supervisor from the area training committee. (The two faculty members are listed alphabetically by the Graduate School.) In this situation, two of the remaining committee members should be from within the student's training area resulting in a five-member committee (2 co-advisers, 1 inside/inside member, 1 inside/outside member, and 1 outside member).

The composition of this committee must be approved by the departmental DGS and by the Graduate School (see *D-1: Qualifying Exam Results and Doctoral Committee Approval form*). This form should be submitted to the DGS no later than the end of the second semester of doctoral study.

## **The Comprehensive Examination and Admission to Doctoral Candidacy (Comps)**

To be an official candidate for a doctoral degree the student must have passed a comprehensive examination for admission to doctoral study. This is the major examination in the doctoral training program, and must be passed before formal work on the dissertation is begun. It is administered by the Doctoral Program Committee.

The Comprehensive Exam cannot be taken before the student has completed two years of residence (including up to one year of transfer residency if applicable) and must be passed at least seven months before the final examination over the dissertation. The student must also have met the prerequisites for the residency requirement and completed the required Statistics and Distribution courses. The candidate's adviser is the chair of the examination committee. Usually, the members of the student's Doctoral Program Committee serve on the examination committee.

The comprehensive exam in Psychology consists of two parts: 1) a written portion and 2) an oral examination of the student. Specific procedures to be followed for the Comprehensive Exam are laid out by the training area. See your training area director for details.

The committee evaluates the candidate's written and oral examinations as being either satisfactory or unsatisfactory. The Graduate School is notified on form *D-3: Doctoral Comprehensive Examination Results form*. The D-3 must be filed with the DGS no more than 14 days after the exam. The Graduate School academic process contains the following statement:

"For the Comprehensive Examination to be successfully completed, the doctoral program committee must vote to pass the student on the entire exam, both written and oral sections, with no more than one dissenting or abstaining vote. A report of this decision, carrying the signatures of all members of the committee must be sent to the Graduate School and the student no later than two weeks after the comprehensive examination is completed...A failure of either the written or oral section of the exam constitutes failure of the comprehensive exam. If a failure is reported, the committee also must include in the report an outline of the general weaknesses or deficiencies of the student's work...The student who fails may not take a second comprehensive examination for at least 12 weeks. Failure to pass two comprehensive examinations automatically prevents candidacy." (From the Graduate School – Doctoral Process, online, retrieved 8/1/2016).

## **Reasonable Rate of Progress**

A doctoral student will have no more than five years after passing the comprehensive examination to complete the doctoral degree. On petition of the candidate and the candidate's department, an extension of this time limit may be granted by the Graduate School. Departments specifically reserve the right to re-certify currency in the discipline.

Each training area and the Psychological Sciences Department reserve the right to set more specific and stringent requirements concerning reasonable rate of progress. Furthermore, requests for an extension must be approved by the student's adviser and area training committee, and the Council of Directors before being forwarded to the Graduate School.

## **Practical Experience**

For completion of the doctoral degree each student must have the equivalent of a minimum of one year of practical experience under supervision in a professional appointment. For clinical students this requirement normally is met in the internship. Appointments as GTAs or GRAs within the department are counted, as are certain positions elsewhere in the university and in other institutions.

## **The Dissertation**

The doctoral dissertation cannot be formally started until after the comprehensive exam has been passed.

All members of the Doctoral Program Committee are expected to take an active part in the preparation of the dissertation. *The Report of the Dissertation Defense form (D-4)*, which must be signed by all members of the approved committee, should be submitted to the DGS after the defense has been completed. The dissertation will include a signed signature page as specified by the Graduate School.

The candidate must be enrolled to defend their dissertation. The defense must be scheduled when MU is officially in session. This includes the summer sessions, but NOT the summer or winter intersessions.

## **Announcement of Dissertation Oral Examinations**

Ph.D. candidates are required to give public notification of their oral examinations. At least two weeks prior to the exam, candidates should provide the DGS with (a) the title of the dissertation, (b) the date and location of the orals, and (c) the advisor's name. Faculty and students may attend orals and question candidates, but cannot be present when the vote on the result of the examination is taken.

## **Preparation of the Dissertation**

Some of the procedures for completing the dissertation parallel that for the master's thesis (see prior guidelines for the master's thesis). The stipulations for filing the dissertation with the Graduate School are somewhat different from those for the master's thesis. Specific regulations and deadline dates can be found on the Graduate School's web page.

IT IS THE STUDENT'S RESPONSIBILITY TO CHECK WITH THE GRADUATE SCHOOL TO BE SURE THAT ALL REQUIREMENTS HAVE BEEN MET, INCLUDING COMPLETION OF ANY DELAYED GRADES, WELL BEFORE THE ANNOUNCED DEADLINES.

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## Timeline for Graduate Study

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It is understood that the timeline may vary as a function of the nature of the area in which the student is studying, as well as other professional and personal circumstances. The guidelines apply most clearly to students who enter the program with no graduate work. People with graduate work may have completed an acceptable thesis or satisfied course requirements, permitting them to progress more quickly in the program. The timeline provided is in an ideal case, and may take longer.

### First Semester

1. Meet individually with faculty members in your area or with other faculty members in the department whose work interests you. You might also wish to meet with faculty who might have an interest in an area that you are considering as a topic for your thesis.
2. Generate a list of topics that could serve as a problem for your thesis.
3. Begin to plan your Program of Study- importantly, your first 30 hours of graduate course work

The goal for these efforts during the first semester is to help you determine one or more general areas that might interest you for a master's thesis and to identify one or more faculty with whom you might work.

### Second Semester

1. Discuss possible topics with your adviser.
2. Meet with your adviser as necessary to identify a topic and tentative problem for study.
3. Seek advice of students and faculty on the composition of your committee and seek faculty member consent to sit on the committee.
4. Submit M-1 form (*Program of Study*) to the DGS.
5. Submit M-2 form (*Request for Thesis Committee*) to the DGS.

### Third & Fourth Semesters

1. Read thoroughly in the area of interest and consider specific problems that will make up the master's thesis.
2. Write the proposal. The committee meeting may be held to review and approve the proposal.
3. The subjects may be run during the third semester.
4. As time permits the data may be coded and preparations made for data analysis.

The goals by the end of the third semester include the following: You have formed your thesis committee, written the proposal, and obtained committee approval of the proposal. You may

begin running subjects and, concurrent with doing so, the data can be coded and trial analyses conducted.

## **Fifth & Sixth Semesters**

1. Complete data collection if necessary.
2. Write the thesis with the guidance of the thesis adviser.
3. The committee meets to evaluate the thesis.
4. Apply for graduation with the Graduate School.
6. Submit M-3 (*Report of the Master's Examining Committee*) to the DGS, and submit your thesis to the Graduate School.

The Master's thesis must be completed by the end of the sixth semester. If the thesis is not completed by that deadline, the student may be placed on academic probation beginning in the seventh semester. Failure to complete the Thesis by the end of the eighth semester may result in dismissal.

## **Sixth & Seventh Semester**

1. The Doctoral Program Committee should be established.
7. With the guidance of your committee the major areas of study for the comprehensive examination should be determined, and substantial progress should be made toward completion of the comprehensives.
8. Submit the D-1 form (*Qualifying Exam and Doctoral Committee Approval*) to the DGS.
9. Submit the D-2 form (*Plan of Study for the Doctoral Degree*) to the DGS.

## **Eighth & Ninth Semester**

1. The comprehensive examination should be completed, including the oral defense.
2. Submit the D-3 form (*Doctoral Comprehensive Examination Results*) to the DGS within 14 days of exam completion.
3. The dissertation proposal should be written and approved by your committee.

## **Tenth Semester & Beyond**

1. Subjects are run; the data are analyzed.
2. Apply for graduation with the Graduate School.
3. The dissertation is written and defended.
4. Submit the D-4 form (*Report of the Dissertation Defense*) to the DGS soon as possible after the defense.
5. Submit Dissertation document to the Graduate School.

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## **The Minor in Psychological Statistics and Methods**

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### **Objectives**

The statistics and methods minor is designed to (a) acquaint students with state-of-the-art statistical and methodological procedures, (b) give students the skills to handle complex problems in data analysis and research design, and (c) prepare students to teach elementary and advanced courses in statistics and methods.

Successful completion of the minor requirements will be acknowledged on the student's transcript. This minor is offered through the Graduate School and is not limited to the Department of Psychological Sciences.

### **Eligibility**

Any master's level or doctoral student in good standing at the University of Missouri may elect to receive a minor in psychological statistics and methods.

### **Advisement Procedures**

Students considering the minor should first consult with their advisor concerning the advisability and coordination of coursework for the minor with other classes. When a student formally requests admission to the minor, he or she will also request a minor-area adviser who is a consenting member of the Psychological Statistics and Methods Coordinating Committee. The student, adviser, and minor adviser will complete a Minor Plan of Study outlining courses to be taken and the schedule for their completion. The Minor Plan of Study must be approved by the coordinating committee. This plan will then be countersigned by the student's major faculty adviser and submitted to Phil Wood, Ph.D. It is the responsibility of the student to inform both advisers of any changes in the plan or failure to meet requirements.

### **Requirements**

For all doctoral students at the University of Missouri, course options are dependent on the doctoral program in which the student is admitted. For students in the Department of Psychological Sciences, a total of seven courses at the 7000 level or above in statistics and methods is required, at least two of which are offered within the Statistics department. For other departments, more detailed specification of the courses required in the Plan of Study may be stipulated by the student's major department and the student should consult with them as well as the Psychological Statistics and Methods Coordinating Committee in this regard.

Doctoral students in the Department of Psychological Sciences must take at least two of the seven required courses outside their major department.

**A grade of B or better is required in the following courses:**

PSYCH 9710	Multivariate Statistics in Psychology	3
PSYCH 9720	Latent Variable Models in Statistical Analysis	3
PSYCH 9715	Multilevel Modeling	3

**Quantitative Psychology – one of the following is required:**

PSYCH 9330	Applied Research Methodology	3
PSYCH 9520	Psychometrics	3
PSYCH 9725	The Literature Review	3
PSYCH 9750	Advanced Structural Equation Modeling	3
PSYCH 9760	Categorical Data Analysis	3
PSYCH 9735	Psychological Process Models	3

Two approved courses at the 7000 level or above in the Department of Statistics, Mathematics, or in other departments provided those courses are primarily statistics-oriented or methods-oriented.

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\* The following courses **cannot** be used to fulfill minor requirements:

STAT 7050, STAT 7510, STAT 7530, STAT 7560, STAT 4970, STAT 7020, STAT 7070, STAT 8220, STAT 8370.

Students who have a background in calculus (or who complete Math 1500, 1700, and Stat 7315) can select from other offerings in the Statistics Department. Statistics 7980 cannot be used to fulfill the minor requirements.

## Management Structure

- Interested students should contact the certificate coordinators:  
Doug Steinley, Psychological Sciences  
Phil Wood, Psychological Sciences

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# The Graduate Certificate in Lifespan Development

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## Objectives

Developmental Science includes the scientific study of cognitive, physical, social, and psychological changes that occur over the life course. Therefore, developmental studies are inherently interested in many of the same questions of other areas of psychology, education, family studies, etc., but by investigating the ways in which particular processes change and develop from infancy to adolescence, and through to adulthood. The purpose of the graduate certificate in lifespan development is to provide students in other areas of psychological study, or human behavior broadly defined, a better understanding of the ways in which psychological functions change with age, as well as the challenges and special considerations that are a part of research with children and adolescents and how they may be different from those of working with adults.

## Eligibility

Any student enrolled and in good standing in any MU on-campus doctoral-level program are eligible, with two exceptions: students enrolled in the Developmental Psychology Ph.D. program and students enrolled in the Human Development and Family Science Ph.D. program (as their course work overlaps completely with these offerings). Typically, students will make their intension to fulfill the certificate requirements known prior to the beginning of their third year of study.

## Certificate Program Advisement

When needed, advising will be provided to students by lifespan development certificate coordinator (Nicole Campione-Barr), in conjunction with the student's major advisor.

## Requirements

The requirements for acceptance and completion of work for the certificate are as follows:

1. A request to be included in the certificate program must be made in advance of final completion of courses to Nicole Campione-Barr, Ph.D. This can be done via e-mail or hard copy, however, the request must also be approved by the student's major advisor.
2. A formal plan of study must be submitted to the Graduate School no later than the semester prior to graduation. This must be signed by the certificate coordinator (Nicole Campione-Barr) and the DGS of the student's major department.
3. Students must complete a minimum of 15 credit hours to be awarded the certificate.
  1. Core Courses (9 credit hours): students are required to take one of two 3-course sequences.

*Within Psychological Sciences (Content-based sequence)*

1. Psychology of Development (Psy 8410)
2. Cognitive Development (Psy 8420)
3. Social and Emotional Development (Psy 8440)

*Within Human Development and Family Science (Developmental period sequence)*

1. Infancy & Childhood (HDFS 8410)
2. Adolescence & Emerging Adulthood (8450)
3. Adult Development & Aging (HDFS 7252)

1. Electives (6 credit hours): students must complete 6 additional credit hours in developmental studies through several possible options or combinations of these options.

1. Within the Department of Psychological Sciences:

1. Developmental psychology elective courses: these courses are typically more in-depth or content area specific courses offered by developmental psychology and/or child clinical faculty. These courses are offered sporadically, but in the past have included courses such as: Women's Professional Development, Developmental Psychopathology, Human Developmental Neuroscience and Sex Roles. These courses are generally small group discussion oriented around a particular topic and usually worth 3 credit hours each. Courses of this type may be added from time-to-time and courses will not necessarily be offered every year. It is recommended that students discuss these options with the certificate coordinator prior to taking a course to make sure it meets the elective requirement. Additionally, students who choose to take the HDFS developmental period-based core sequence can take any of the 3 PSYC content area-based core courses as electives (i.e., Theories of Development, Social & Emotional Development, Cognitive Development).
  2. Studies in Developmental Psychology (Psy 9440): this is a 1 credit hour research seminar offered every semester within the developmental psychology area. Students pursuing the certificate in lifespan development may elect to register for 1-6 credit hours (up to 6 semesters) of this seminar in lieu of their elective credits.
  3. Psychology Research (Psy 8050/9050) or Readings (Psy 8060/9060): these would include independent study courses with a developmental psychology faculty member (only available by arrangement). Again, the number of credit hours is variable (1-6 hours).
2. Within the Department of Human Development and Family Studies:
  1. Human Development and Family Studies elective courses: these courses are typically more in-depth or content area specific courses offered by HDFS faculty. Examples make include: Black Families, Interpersonal Relationships, Family Interaction, and Family Theories Other courses may count as well and can be approved by the certificate coordinator, but it is recommended that approval be obtained prior to taking the course. Additionally, students who choose to take the PSYC content area-based core course sequence can choose to take any of the HDFS core courses as electives (i.e., Infancy & Childhood, Adolescence & Young Adulthood, Adult Development & Aging).

2. Problems (HDFS 8085) or Research (HDFS 8090) in Human Development and Family Studies: these would include independent study courses with an HDFS faculty member (only available by arrangement). The number of credit hours is variable (1-6 hours).
3. Approved related courses in other departments: some other departments on campus offer graduate-level courses which are related to the study of lifespan development. Examples include courses taught Communication (Interpersonal Area), Educational, School and Counseling Psychology, Social Work, Special Education, Speech, Language, and Hearing Sciences, etc. In order to ensure that a will count as an appropriate elective, please obtain permission prior to taking the course.

## Management Structure

- Interested students should contact the certificate coordinator:

Nicole Campione-Barr, Psychological Sciences  
CampioneBarrN@missouri.edu  
212A McAlester Hall

- Advisory Committee Members

Debi Bell, Psychological Sciences  
Nicole Campione-Barr, Psychological Sciences  
Brenda Lohman, Human Development & Family Science  
Ashlie Lester, Human Development & Family Science  
Amanda Rose, Psychological Sciences

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## **Expectations for Graduate Teaching Assistants in Psychological Sciences**

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Graduate teaching assistants in the Department of Psychological Sciences assist faculty instructors. Responsibilities vary and depend on the class to which a GTA is assigned. They may include tutoring, holding office hours, grading, or teaching students in laboratory or discussion sessions.

GTAs hold appointments in which the work load and compensation are based on a fixed percentage for a full-time position. For example, a 50 percent appointment (0.5 FTE) implies an average of 20 hours of work per week. All duties related to the appointment are included in determining the number of hours worked per week. In no instance may a GTA be required to perform duties that are not related to the instructional or service missions of the position.

GTAs are also expected to assist with proctoring exams for large sections several times through the semester. Proctors should arrive at their assignment promptly and help the instructor or GTA as requested.

When the instructor and GTA experience a problem or conflict, the DGS should be consulted promptly.

### **General Expectations of Graduate Teaching Assistants**

GTAs in the Department of Psychological Sciences assist faculty instructors. Responsibilities vary and depend on the class to which a GTA is assigned. They may include tutoring, holding office hours, grading, or teaching students in laboratory or discussion sessions.

GTAs hold appointments in which the work load and compensation are based on a fixed percentage for a full-time position. For example, a 50 percent appointment (0.5 FTE) would imply an average of 20 hours of work per week. All duties related to the appointment are included in determining the number of hours worked per week. The work schedule should be flexible so that a GTA can work less than the average number of hours per week when other responsibilities arise (e.g., travel to scientific meetings). In no instance may a GTA be required to perform duties that are not related to the instructional or service missions of the position.

GTAs are also expected to assist with proctoring exams for large sections several times through the semester. Proctors should arrive at their assignment promptly and help the instructor or GTA as requested.

More information on expectations for GTAs and recommendations can be found on page 47 of this Handbook.

## **International Graduate Teaching Assistants**

According to university policy, all teaching assistant applicants who received their elementary and secondary education in a country where English is not the official language must participate in a language screening as part of the application for a teaching assistantship. Also, international students may not be appointed to teaching assistantships in their first semester on campus without special waiver from the Chancellor. New international students who successfully pass the language screening must attend a training program conducted by the International Teaching Assistants Program (ITAP) scheduled the week before each semester.

## **GTA-Instructor Working Relationships**

The keys to success in any relationship are respect and communication. Misunderstandings occur between GTAs and faculty instructors when both take each other for granted and expect one to guess the needs and feelings of the other. One instructor might want the GTA to engage in extensive online research for tens of hours each week. Another might want the GTA to come to his or her office 15 minutes before class. Instructors who have worked with many GTAs sometimes assume every GTA knows what the instructor wants the GTA to do, when the reality is that GTAs who are new to an instructor need to know explicitly what is expected. GTAs, for their part, need to ask specific questions, like “Shall I visit your office before class tomorrow?”; “Are there handouts I should review and distribute?” Experience shows that such questions can help both parties form successful relationships.

The most important element in a relationship between a GTA and the instructor is open communication. This should be established at the beginning of the semester and maintained throughout the course. GTAs and instructors should discuss the framework and the background of the course so that they can work together to teach the course more effectively. GTAs should ask the instructor for her/his decisions on many of the following matters before the course begins.

- How much latitude does the GTA have in the course?
- What exactly are the goals of this course?
- Are there any additional materials that would help the GTA be better prepared for the course?
- What is the procedure for handling student complaints, issues of plagiarism or cheating?
- When are the exams? Who will be making up the exams? What kinds of exams will they be?
- How exactly are grades determined?

If you have too much work, or if there are problems of other kinds, it almost always helps to talk to the instructor. Let the instructor know that you respect and trust him or her, and that you understand his or her situation and point of view.

At the end of each semester the instructor will conduct an evaluation of the GTA's performance. The evaluation will be reviewed by the DGS and the GTA's training area. These evaluations may be included as part of a graduate student's annual review to determine if a student is meeting performance standards.

## **The Instructor's and Department's Expectations of the GTA**

Faculty instructors are encouraged by the department to define specific expectations for their GTA before the start of the semester. The following are typical and common expectations the department and instructors have for GTAs.

- Know that discrimination based on one's membership in a protected class and sexual harassment is strictly prohibited. Avoid using discriminatory language or terms of endearment when addressing students; avoid sexual innuendo in interactions with students. GTAs who use the power and influence of that position to force sexual cooperation from students are violating University policy.
- Be mindful that all students should be encouraged to express themselves in class discussions, and all should be treated with equal respect. Jokes or disparaging remarks about individuals based on their sex, race, ethnicity, age, disability status, religion, sexual orientation, public assistance status, veteran status or national origin are inappropriate and unacceptable in the classroom and outside of it. In addition, neither disparaging remarks, nor racist or sexist behavior by students is permitted.
- Meet with your assigned instructor on a regular basis. An initial conversation provides an opportunity for you to get to know each other, learn more about the course and the students you'll be working with, and understand the instructor's expectations.
- Notify the instructor as early as possible of any absences or schedule conflicts (e.g., travel to a conference).
- Establish clear, firm, consistent and objective standards for evaluating student performance. Establish standards (within the instructors' guidelines) and stick to them. Your goal should be to provide intellectual challenge along with instructional support.
- GTAs should be reasonably accessible to students. If requested by the instructor, keep regularly scheduled office hours. Check your MU email on a regular basis (e.g., once-daily or every-other day) and respond promptly to student questions.
- You should become familiar with the class material, at a deeper level than the presentation requires.
- GTAs should be accurate, timely and punctual in all course related activities.
- You should provide feedback to the instructor, to help identify problem areas.
- Teaching assistants should strive to maintain integrity by establishing a strictly professional relationship with students inside and outside of the classroom. Be aware that any amorous involvement with a student may result in formal action against them

if the student should choose to initiate a complaint. Even if the relationship is consensual, the GTA, because of his or her special responsibility, will be held accountable for unprofessional behavior.

## **The GTA's Expectations of the Instructor**

While the requirements and responsibilities for each GTA assignment will vary depending on the course structure, the GTA should always expect that the instructor will provide appropriate guidance and support to ensure success. The following are typical and common expectations that GTAs should have of the instructor.

- The faculty instructor should be available to you, in a time and manner of your mutual choosing, to review the course materials, progress and other concerns. Your concerns should be acknowledged and discussed, including any personal problems that arise with other students.
- If you are in charge of a recitation or laboratory section the instructor should work with you to at least help you plan your first few presentations, and possibly attend some of your initial class periods to give you feedback. Additionally, the instructor could refer you to someone who has been a GTA for the course previously for advice and help.
- The instructor should be explicit about the material you are to present. You should not be expected to create course material or to decide content of the course. Again, you may choose to do some work at this level to gain experience, but the material you create should be reviewed and modified as necessary by the course instructor prior to presentation.
- The instructor should address concerns that affect the entire class, such as continuously disruptive students, problems with the overall course material or timing, class concerns with course material or policy, and other “big issues.” You are not responsible in any way for solutions to these problems, although you may help in their formulation and may be involved in implementation.
- You should always feel comfortable about approaching the instructor with your course-related problems, needs and concerns. At no time should you be made to feel intimidated, “stupid” or to have your concerns and questions ignored or trivialized. You are working as a partner with your instructor to convey knowledge, insight, ideas and feedback to others. Undoubtedly, you will have to work at learning material in order to be an effective teacher, but you should not have to generate your knowledge alone.

## The University's Expectations of the Instructor and GTA

### Prohibition of Discrimination and Culturally-Sensitive Teaching

MU prohibits discrimination on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, gender identity, gender expression, age, genetic information, disability, and veteran status. The MU Division of Inclusion, Diversity & Equity and the Psychology Department's Committee for Diversity & Inclusion offer many opportunities to strengthen skills in the areas of inclusion, diversity awareness, and cross-cultural competency.

### Privacy of Educational Records

GTAs, instructors and all other MU employees who have access to student records are required to complete training on the Family Educational Rights and Privacy Act (FERPA). FERPA is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution and regarding whom the institution maintains educational records.

Prior to receiving security access to student information on myZou, individuals must pass a FERPA test, verifying a working knowledge of the law.

### Equal Opportunity to Education

Instructors and GTAs are required by law to provide academic accommodations when requested by students who self-identify as having a disability. The Disability Center ensures that all students with disabilities have an equal opportunity to a quality education. To this end, the Center offers online resources, training and technical assistance to faculty, staff and students.

### Concerns About Student Safety and Behavior

Every student at the MU is expected to abide by all UM System rules and regulations. The Standard of Conduct, found in the M-Book, is intended to help maintain a safe campus community. The Division of Student Affairs has published a guide to assisting students in distress, "See Something. Say Something. Do Something".

If you have serious concerns about a student's situation or behavior, talk with the instructor. Consult with the appropriate university resources for help addressing student behaviors.

Situation	Contact
Immediate threat, emergency or after-hours crisis	MU Police Department 9-1-1 or 573-882-7201
Student in emotional distress, mental health crisis, including after-hours	MU Counseling Center 573-882-6601

Student in distress who may need additional campus support or student exhibiting concerning behavior	At-Risk Committee, Office of the Vice Chancellor for Student Affairs 573-882-5397
Student reporting sex-based discrimination, including sexual assault or harassment, stalking, intimate partner/relationship violence	Title IX Office 573-882-3880

## Teaching Resources

### Educational Technology Support

The University of Missouri System supports the use of technology to improve teaching and learning through its website, [teaching.missouri.edu](https://teaching.missouri.edu). This website and its connected resources provide support to instructors and GTAs with the following.

- management of Canvas, our learning management system
- online documentation and help with technology tools frequently used by instructors
- training sessions for novice and experienced educational technology users

### MU Connect

MU Connect ([muconnect.missouri.edu](https://muconnect.missouri.edu)) is a student tracking, early alert, appointment scheduling and retention application that supports student success and engagement. The online application helps students connect with instructors, advisors, and staff as well as enhance communication across campus departments.

GTAs may assist faculty members by completing early alert surveys on undergraduates via MU Connect. These reports help retention of struggling students by connecting them to advisors and campus resources (e.g. the campus writing center).

### Classroom Testing

The Assessment Resource Center (ARC, [arc.missouri.edu](https://arc.missouri.edu)) provides scanning, scoring, and reporting of classroom tests for instructors and GTAs of MU courses. Answer sheets, course identification sheets, and key sheets can be picked up at the ARC campus office, located in 112 Townsend Hall. After test administration, instructors need to complete the required documentation and return them with the completed answer sheets to the ARC campus office. Answer sheets brought to the ARC campus office by noon will have results available to the instructor by 4 pm of the same day via the ARC Classroom Testing website.

### Percipio: Online Professional Development

Percipio ([umsystem.percipio.edu](https://umsystem.percipio.edu)) is an online learning system sponsored by the UM System. Grad students and postdocs employed at MU have free access to the learning modules. There's

an extensive library on leadership, cultural competence, communication skills, business meetings, working on a teams, and more.

## **Undergraduate Degrees in Psychological Sciences**

### **Psychological Sciences Undergraduate Handbook**

We offer the Bachelor of Arts in Psychology (BA) degree to students interested in studying human behavior in preparation for either employment after completion of the undergraduate psychology degree, or in preparation for applied psychology and other related graduate programs (e.g., counseling, social work, management). We offer the Bachelor of Science in Psychology (BS) degree to students interested in a more science-oriented curriculum to better prepare them for further study in science-oriented psychology graduate programs, medical school, or other health-related graduate programs.

In addition to the BA and BS, students may earn a minor in Psychology and certificates in Addiction Studies and Neuroscience.

Detailed information about requirements may be found in the Undergraduate Handbook. The Undergraduate Advising Office is located in McAlester Hall.

### **General Education Classes**

Most of our lower-level (i.e., 1000, 2000 and 3000 level) undergraduate classes are part of MU's General Education program. These are the foundation upon which all MU degrees are built. Through our general education courses, students acquire increased understanding of the nature of knowledge and the ways of thinking in the social and behavioral sciences and knowledge to improve critical and analytical thinking.

### **Capstones**

All undergraduates must complete a capstone course during their last 45 hours of study. The undergraduate capstone experience is designed to bring reflection and focus to the whole of the college experience. It should encourage students to integrate facets of their area of concentration with important concepts from related disciplines.

### **Writing Intensive Classes**

Several of the courses in our department (e.g., capstones) are writing intensive. Writing intensive courses maintain a low student-to-teacher ratio and give students ample opportunity to revise their work to improve their performance. Writing assignments are designed to teach course content and to assess students' learning, giving instructors and GTAs the chance to focus on content, concepts and quality of argument while students take responsibility for surface features such as grammar and syntax.

## **Writing Center**

The Writing Center, located in the Student Success Center, offers writing support to all students at MU. Tutors come from all majors and are familiar with a variety of writing styles and formats. Although tutors are not editors, they can help with any stage of the writing process, from initial brainstorming, to major structural revisions, to putting the finishing touches on a final draft.

## **Student Success Center**

The mission of the Student Success Center is to work with students to help define, clarify, and achieve their academic, personal, and professional goals.

## **Opportunities for Development as a GTA**

### **Minor in College Teaching**

The Minor in College Teaching (MCT) is administered through the Graduate School and helps students prepare students to be effective educators. The MCT requires 9 credit hours, including a 3-hour core course, a teaching practicum and 3-6 elective hours. More information on the MCT is available on the Graduate School's webpage and the structure of our TOPP (see Page 15) is integrated well with completing the MCT requirements.

### **Graduate Certificate in College Teaching**

Sponsored by the Department of Educational Leadership & Policy Analysis, the purpose of the online graduate certificate in College Teaching is to enhance the teaching skills and career preparation of graduate students interested in obtaining academic positions in two- and four-year settings. More information on the certificate is available from Missouri Online ([online.missouri.edu](http://online.missouri.edu)).

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## Department of Psychological Sciences Graduate Student Evaluation Policy

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The purpose of this document is to describe procedures for the evaluation of graduate students in all of the training areas in the Psychological Sciences Department. Except for the last step in the process, these procedures are intended to be general, thereby, allowing the faculty in each training area to refine the procedures and specify evaluation criteria that they are suitable to the circumstances of their particular training area. The procedures described in the last phase, herein referred to as feedback, are intended to be binding on the faculty in all of the training areas in the Psychological Sciences Department. The rationale for this is to insure an equitable and defensible set of procedures concerning explicit and verified feedback to the student. It also provides for a defined appeal procedure.

This document is divided into three sections: I) Information collection; II) Evaluation; III) Feedback.

### I. Information collection

- A. **Student input:** The students are clearly an important source of information for the evaluation process. It is important that they play an active role in the process from the very beginning because they may have perspectives on their work that are not evident to the faculty. An efficient mechanism for student input is via a form that is completed by the student, perhaps with the assistance of the student's advisor, concerning his/her activities and accomplishments during the previous year.
- B. **Faculty and supervisor input:** Input from all of the faculty and supervisors who have had more than passing contact with a student during the previous year is critical to a thorough and fair evaluation. It is important to get faculty/supervisor input concerning the student's work as a research assistant, a teaching assistant, a clerk, in non-required research work, etc. If the course grades are not obtained on the student information form they can be obtained from the Graduate Student Services office, upon request.

### II. Evaluation

It is suggested that the review be conducted by the faculty in the training area as a body. The material under review is likely to include course work, research (thesis, dissertation, as well as independent research) and professional activities such as serving on departmental committees. For the students in the Clinical training area, applied work (practicum, clerkship, internship) are likely to also be reviewed. The last step in this process pertains to

the recommendations that grow out of the evaluation. It is urged that this review attend to positive accomplishments as well as shortcomings in the student's work.

### III. Feedback

It is considered imperative that the feedback be in written form, although, the written document should be supplemented, whenever possible, by oral discussion between the student and one or more of the faculty. The written feedback could be provided on a structured form or letter that specifies each of the content areas that was reviewed. In any event, depending on the preference of faculty in each area, the written statement will be drafted by either the advisor or the area training director. Also, there should be a provision for the written feedback statement to be reviewed by the training committee (when so determined by the training committee). The written statement is then signed by the advisor before it is presented to the student.

After the written feedback statement is drafted and signed by the appropriate parties, the student and advisor must meet to review feedback.

In the event of a request for a re-review, the student will consult with his/her advisor and draft a written statement to be presented to the area faculty in a meeting of that body. The written statement of appeal must be presented to the area director within 30 days<sup>2</sup> of the date of the statement of written feedback. The student has the option to request an appearance before the area faculty at the time of re-review. If such an appearance is requested, the area faculty will meet as a body after the student has met with them in order to discuss the student's input as well as the original information upon which the feedback report was based. The re-review by the area faculty must occur within 30 days<sup>1</sup> after the written statement of appeal is presented to the area director.

After the re-review, and based on the substance of that review, a feedback statement is drafted and presented to the student in accordance with the procedures described above.

If the student still finds the feedback statement unacceptable, an appeal may be made to the Department Chair for a review by all of the faculty in the Psychological Sciences Department<sup>2</sup>.

After the process is complete, the signed feedback statement(s) should be given to the Graduate Student Services office, who will see that the material is placed in the student's file.

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<sup>1</sup> This refers to days within the normal academic calendar.

<sup>2</sup>

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## Termination Procedures and Appeals

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"In addition to dismissal for failure to meet the usual examination and grade requirements, departments and graduate-degree-granting area programs have the right to place on probation, and after at least 30 days of probation, to dismiss from their program any graduate student who is deemed to be making insufficient academic progress or whose work is not of the quality required. The faculty adviser or academic program chair must inform the Graduate School as soon as the student is notified and the probationary period begins. The dismissal may occur at any time during a student's work toward a graduate degree" (Graduate School).

### Termination Due to Poor Grades.

- A. By the Graduate School. "At the end of each semester, graduate students with a cumulative GPA below 3.0 are placed on probation. If at the end of the following semester the cumulative GPA is 3.0 or better, the probationary status is removed. A student on probation failing to raise the cumulative GPA to 3.0 may, on the recommendation of the department or area program, be allowed a second probationary semester. A student is subject to dismissal upon failure to raise the cumulative GPA to 3.0 by the end of the second probationary semester, or at any time a semester/term or cumulative GPA falls below 2.0. Note: summer session is not counted as a semester. To graduate, a student must have an overall GPA of 3.0 in all graduate courses taken at MU."
- B. By the Department of Psychological Sciences. Satisfactory grades in the three distribution courses include (1) three As, (2) two As and one B, (3) one A and two Bs. A student who earns (1) three Bs or (2) one C may be disqualified from further doctoral study or may be dismissed from the program. This decision is made by the Council of Directors. All other combinations of grades on distribution courses will result in dismissal from the program. The first course taken in a distribution area constitutes the student's distribution course. (Any/all pluses or minuses attached to letter grades will be ignored in determining what are or are-not satisfactory letter grades as defined in this paragraph.).

In addition, students must earn an A or B in each of the required statistics/methodology courses to qualify for doctoral study.

### Termination Due to Poor Progress

- A. By the Graduate School. A doctoral student will have no more than five years after passing the comprehensive examination to complete the doctoral degree. On petition of the candidate and the candidate's department, an extension of this time limit may be granted by the Graduate School. Departments specifically reserve the right to re-certify currency in the discipline.

- B. By the Department of Psychological Sciences. Regarding the reasonable rate of progress policy of the Graduate School cited above, each training area and the Psychological Sciences Department reserve the right to set more specific and stringent requirements concerning reasonable rate of progress. Furthermore, requests for an extension must be approved by the student's advisor and area training committee, and the Council of Directors before being forwarded to the Graduate School. Academic progress includes all aspects of a student's performance that may have some bearing on his or her ability to effectively function as a doctoral level psychologist. The list of relevant aspects includes (but is not restricted to) performance in classes, research, professional and personal domains. For instance, a student may be dismissed for unethical, irresponsible, incompetent, or unprofessional behavior in any domain.

Although the basic termination procedures are the same for each training area, each area is responsible for assessing its students and for communicating decisions regarding probation and termination to the Graduate School and the Chair of the Department of Psychological Sciences. Thus, the criteria used in assessing students and for making probation and termination decisions will likely vary across areas as a function of the different professional roles to be played by students in the different areas upon completion of the graduate program. All students are expected to meet the professional and ethical standards established by the American Psychological Association.

### **Schedule for the M.A. and Ph.D. Degree**

Students must complete their master's thesis by the end of their third year (sixth semester). If not completed by this point, students may be placed on academic probation during their fourth year (start of seventh semester). Failure to complete the thesis by the end of the fourth year may result in dismissal.

Completion of both the M.A. and Ph.D. degrees will normally take between five and seven years. If a student has not completed the Ph.D. degree within five years after initial acceptance, then a timetable for such completion will be established by the student's training committee, subject to approval by the department Council of Directors. In the case of students admitted to the program with a Master's degree, the time period for completion of the Ph.D. degree will be four years.

### **Termination Procedures**

In keeping with current Graduate School Policies, when the department or an area has a student who is not progressing satisfactorily, that student must be placed on probation for at least 30 days. The Graduate School must be informed of this, either by the student's adviser or by the DGS, as soon as the student is notified and the probationary period begins.

In all cases, an area must give a student an opportunity to correct the deficiencies underlying the probation. The area must specify what the student must do to correct the deficiencies as well as the amount of time to do so (minimum of 30 days). The probation letter must also clearly inform the student that he or she will be terminated if the deficiencies are not successfully corrected within the allotted time.

A letter of dismissal, signed by both the faculty advisor and the DGS, will be sent to the student and a copy will be forwarded to the Graduate School. The student may appeal a termination to the department as a whole or to the Graduate School (see below). Such an appeal must be made within 10 days of notification of termination.

### **Appeals to the Department**

A student may appeal a termination to the department as a whole. In order to do so, the student must request of the Chair and DGS that the hearing of an appeal be placed on the agenda for the next regularly scheduled faculty meeting. The student is free to receive help from others in presenting a case but must inform the Chair in advance if persons not affiliated with the department of Psychological Sciences will attend the hearing. Members of the training committee that terminated the student will be asked to present their case including dissenting opinions, if any. At least two-thirds (2/3) of voting faculty members who are not affiliated with the responding training committee must be present at the hearing. Only faculty present at the hearing, and not affiliated with the responding training committee, may vote on the appeal through secret ballot. A majority of voting faculty must accept the appeal for it to be successful. In cases in which students are terminated because of failure to meet general departmental requirements, such as for example, failure to maintain adequate grades in courses, faculty members from the students training committee are permitted to vote on the appeal. Appeals of termination must be filed within 10 days of the student's notification of the termination. If the student does not file a request for appeal within 10 days, the termination will be considered to have been completed. Students requesting reviews of such termination decisions after the 10 day deadline will be instead considered to be requesting reinstatement in the program.

If a student's appeal fails, the student can: (1) accept the termination; (2) appeal the termination to the Graduate School (a description of these appeal procedures may be obtained from the Graduate School); or (3) apply for admission to a different training area within the department.

If the appeal is successful, the student's training area director will, in consultation with other faculty and the student, appoint a consenting faculty member within the area to act as chairperson for all necessary committees.

Students who elect not to appeal a training committee's termination also may reapply to a new program. A terminated student will be considered readmitted to the department when the DGS is notified by the new training director that previous work meets the training area requirements or specifies how requirements will be met.



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## Miscellaneous

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### Intra-Departmental Transfers

A student who wishes to transfer from one training area to another within the department should observe the following procedures:

1. The student should submit in writing to the director of his/her present training area the reasons for wishing to transfer to another area in the department.
2. The director then calls a meeting of all faculty members on the training committee and takes a vote concerning the student's request.
3. Both the student's request and the training committee's voting results will be transmitted to the Council of Directors. The council will then contact the training committee into which the student has requested transfer and solicit from the committee a recommendation (vote).
4. The Council of Directors will review the student's request, together with voting results from both training committees, and decide whether the student may transfer. The Council has the authority to overrule the recommendation of either training committee, except in the case of a training committee voting not to permit a student to transfer into its area.
5. An Application for Change of Emphasis Area must be completed and submitted to the Graduate School. This form is available on the Graduate School website.

### Leave of Absence

Students desiring a leave of absence should consult with the DGS and Graduate School on the impact of an approved leave on their stipend, tuition support and insurance coverage. While individual cases and campus policies vary, historically the department and university has not provided support to students while on leave of absence.

A student must first direct their Leave of Absence request to their area training committee and the DGS. If the training committee recommends approval, the Council of Directors will examine the request. The Council may request further information. If the Council recommends approval, the DGS will forward the request to the Graduate School for approval. The recommendation for approval by training area and Council of Directors does not guarantee that the Leave of Absence will be officially approved by the Graduate School.

When a leave of absence is approved, the leave year(s) will not count toward that student's number of years in the program for funding purposes. Time spent on leave does not automatically extend limits for completion of the graduate degree, but can be considered in a request for an extension. Leaves will be approved only for specific periods of time.

As soon as possible prior to the student's anticipated return date (, e.g. February or March for a fall semester return), the student should verify the return date with the DGS and the

appropriate training committee. If at the end of that period the student does not return to the program and has not requested and received an additional leave, then the student will be terminated from the Department of Psychological Sciences. Normal appeal procedures will apply in the event of termination.

## **Student Professional Activities**

All professional teaching and research activities of graduate students must have prior faculty approval. For example, no student may conduct a research project or submit a manuscript for publication without a faculty sponsor. Clinical students may not hold unsupervised extracurricular clinical positions. Before accepting any extracurricular professional position, the student's adviser must be consulted.

## **Organizations**

The department has an active chapter of Psi Chi, the honorary fraternity for Psychological Sciences majors. Membership is encouraged in the Midwestern Psychological Association. Advanced students are eligible for membership in the American Psychological Association (APA) and American Psychological Society (APS).

The Graduate Association of Students in Psychological Sciences (GASP) is active in departmental affairs, including the election of student representatives to serve on certain departmental committees.

## **Ethical and Professional Issues Committee (EPIC)**

For ethical and professional concerns, the department's Ethical and Professional Issues Committee (EPIC) facilitates informal problem resolution and provides information for more formal complaints. Students are encouraged to consult with a member of this committee if they have any concerns about ethical or professional issues concerning themselves, faculty, or student colleagues. Areas addressed by the EPIC committee include research issues (e.g., authorship, data tampering), harassment (e.g., sexual, ethnic, religious, disability), and professional misconduct (e.g., in supervisory, therapeutic, or consultative relationships). Consultations with individual members of the committee typically can be totally confidential (except in cases of abuse or harassment) and this committee can provide advice, assistance with informal dispute resolution, or guidance in filing formal grievance procedures. Members of the EPIC committee are listed each year in the department directory. The EPIC Handbook, describing policies and procedures, is available in the Chair's office.

## **Wellness Resource Committee**

The Wellness Resource Committee has been formed to serve as a department resource to promote psychological, emotional, and physical well-being among department members, with a primary focus on graduate students. Its goals include the following.

1. Assess department graduate students' needs and desire for resources.

2. Identify and compile wellness resources available to graduate students, on- and off-campus.
3. Sponsor activities to promote graduate student wellness.
4. Serve as a confidential resource for feedback and advice regarding wellness resources.
5. Recommend wellness promotion activities, resources, and policies to the department.
6. Engage in ongoing evaluation of student needs and committee/department activities, and adjust actions and recommendations accordingly.
7. Address possible expansion of committee's scope to broader department (faculty, staff, post-doctoral fellows, and undergraduate students).

## **Colloquia**

The department regularly sponsors formal presentations by invited speakers. Topics are wide ranging, but typically cover areas of research in Psychological Sciences. Such colloquia offer exposure to a broad range of research and contribute a great deal to the academic atmosphere of the department. Regular attendance at colloquia is expected.

## **Physical Facilities**

The Department of Psychological Sciences is housed primarily in McAlester Hall, which is located on Sixth Street, between Stewart and Elm. The department also occupies space in the Psychology Building at 211 S. 7th Street, which is our research facility and part of McReynolds Hall.

## **Computers**

The Department of Psychological Sciences enjoys a variety of computer facilities, ranging from the large university mainframe to departmental workstations and microcomputers. The university computer, an IBM mainframe, is available for statistical analyses using SAS, BMDP, IMSL and SPSS. Word processing software is also available on this system using the SCRIPT system. General programming is possible using Pascal, Fortran, and C compilers. Short courses on computer languages, terminal usage, and statistical package usage, are offered periodically by the Academic Computer Center at no charge. Remote access to the mainframe from a computer/terminal with phone modem is available. Output from analysis is available in graphic, laser, and impact printer form. Connections to the Internet and electronic mail are available.

Computers in the department can be grouped into three areas. First, individual faculty member frequently has a microcomputer lab for their research. Microcomputers are usually either DOS/Windows based, or Macintosh computers. In addition, the department has a computer lab set up for graduate students. This lab consists of PCs and Macintosh computers configured for word processing and graphics and access to the Internet. Graduate students use this lab for word processing, data analysis, program writing, and conversion of data between IBM and Macintosh environments. Laboratory and faculty computers and printers in McAlester Hall are

connected via Ethernet. Additional statistical software and word processing programs are available at University-wide computer labs.

### **Shop Facilities**

The department maintains both an Electronics Shop and a Carpentry Shop in the Psychology Building. The University has a very good Electronics Instrument Shop and an excellent Science Laboratory Instrument Shop which is headed by a full-time instrument maker who is available for apparatus design and construction.

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## Appendix

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1. Log of Significant Events for M.A. and Ph.D. Candidates
2. Sample M1 Form
3. Sample M2 Form
4. Sample M3 Form
5. Sample D1 Form
6. Sample D2 Form
7. Sample D3 Form
8. Sample D4 Form
9. M.A. Thesis Approval from Another University

## Log of Significant Events for M.A. and Ph.D. Candidates

A timeline of typical progress through the program can be found on Page 40 of the Handbook.

### Date Complete Event and Deadline\*

_____	Assignment of Initial Adviser
_____	Choice of M.A. Adviser (after first semester)
_____	<b>M-1 - Program of Study for the Master's Degree**</b> <i>This form provides the student, the department, and the Graduate School with a plan for all course work, transfer credit, and research hours that will comprise a student's program of study. Submit to the DGS by the end of the second semester.</i>
_____	<b>M-2 - Request for Thesis Committee**</b> <i>Submit to the DGS by the end of the second semester.</i>
_____	<b>M-3 - Report of the Master's Examining Committee**</b> <i>This form reports the final results of the master's thesis defense. Submit to the DGS as soon as possible after the thesis defense.</i>
_____	<b>D-1 - Qualifying Examination Results &amp; Doctoral Committee Approval**</b> <i>A student qualifies for Ph.D. study upon completion of the M.A, including submission of the thesis document to the Grad School. The department does not require a qualifying examination, therefore this form is normally submitted immediately after the M.A. has been awarded.*</i>
_____	<b>D-2 - Plan of Study for the Doctoral Degree**</b> <i>Include Program of Study listing courses taken &amp; anticipated and expected date of comps &amp; completion of dissertation. The program must include a minimum of 15 hours of 8000/9000-level coursework exclusive of problems, readings and research. Submit to the Graduate Student Services office no later than the end of the student's second semester of doctoral study.</i>
_____	<b>D-3 - Doctoral Comprehensive Examination Results**</b> <i>This form should be completed and submitted to the DGS within one month of exam completion.</i>
_____	<b>D-4 - Report of the Dissertation Defense**</b> <i>This form should be completed and submitted to the DGS as soon as possible after the defense and submission of the dissertation document to the Grad School. Be aware of Graduate School deadlines for graduation.</i>

\* Deadlines and sequence may be different for students desiring credit for graduate course work completed elsewhere.

\*\*Graduate School forms are available on the Graduate School website and the department Canvas page. If you have questions, contact the Psychological Sciences DGS.

## Sample M1 Form

M-1 Form



## Program of Study for the Master's Degree

(Submit to the Graduate School, 210 Jesse Hall by the end of the second semester)

Student name: \_\_\_\_\_

Mizzou ID number: \_\_\_\_\_ Anticipated graduation date: \_\_\_\_\_ FOR YOUR M.A.

Academic program: Psychological Sciences Graduate minor: Psychology

Degree (i.e. MA, MS, etc.): MA Graduate certificate: (if applicable)

Major: Psychology (If applicable)  
Final Exam Option (choose one)

Emphasis area: Clinical, Developmental, etc. ☒ Thesis ☐ Project ☐ Portfolio  
(If applicable) ☐ Comprehensive Exams ☐ Other: \_\_\_\_\_

Schools attended & degrees received: If applicable

LIST ONLY COURSES REQUIRED FOR THE DEGREE.

When requesting transfer credits, indicate where these courses were taken, the correct titles and course numbers, and provide the Graduate School with official transcripts.

[illegible]

Total Hours Max 32 8000-Level Hours \_\_\_\_\_ Problems, Readings & Research Hours \_\_\_\_\_  
(30 min.) (12 min. for MA, 15 min for all others) (maximum of 40% of required credit)

The plan of study is approved as stated. Subsequent changes must be reported on a Plan of Study Course Substitution form.

Student's signature	Date	Faculty Adviser's signature	Date
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Director of Grad Studies' signature \_\_\_\_\_ Date \_\_\_\_\_ Graduate Dean's signature \_\_\_\_\_ Date \_\_\_\_\_

12/11

## Sample M2 Form

M-2 Form



### Request for Thesis Committee

*Submit to the Graduate School by the end of the second semester of enrollment*

Please note that this form is to be completed only by students preparing a thesis. For non-thesis option students, a Request for Thesis Committee should not be submitted. Please contact the Graduate School if you change to a non-thesis option after completing this form.

Student name: \_\_\_\_\_

Mizzou ID number: \_\_\_\_\_

Academic Program: Psychological Sciences

Degree (i.e. MA, MS, etc.): MA Major: Psychology

Proposed thesis title: \_\_\_\_\_

#### PROPOSED COMMITTEE MEMBERS:

(please print or type)

	Name	Academic Program	Email Address	GRADUATE SCHOOL USE ONLY Graduate Faculty	
				Yes	No
1.	Inside (usually advisor) Chair	Psychological Sciences		<input type="checkbox"/>	<input type="checkbox"/>
2.	Inside dept/Outside dept	Psychological Sciences		<input type="checkbox"/>	<input type="checkbox"/>
3.	Outside department Outside member			<input type="checkbox"/>	<input type="checkbox"/>
Additional Members (optional)					
4.				<input type="checkbox"/>	<input type="checkbox"/>
5.				<input type="checkbox"/>	<input type="checkbox"/>

I am aware that research involving human subjects (including surveys) requires Institutional Review Board (IRB) approval and that the Animal Care and Use Committee (ACUC) must review and approve most research dealing with animal subjects. I will comply with all current applicable MU regulations pertaining to research on human subjects or animals before and during all stages of my research.

Student signature	Date	Adviser signature	Date
Director of graduate studies	Date		
The thesis advisory committee is approved.			
Graduate dean signature: _____		Date: _____	

08/11

## Sample M3 Form

M-3 Form



### Report of the Master's Examining Committee

(Submit to the Graduate School as soon as possible after the exam, project presentation or thesis defense)

Student Name:			
Mizzou ID Number:		Date examined:	
Academic program:	Psychological Sciences		
Degree:	MA	Major:	Psychology
Thesis title (if applicable):	Thesis Title		

*This candidate has been examined by the committee with the following results:*

☒ PASS

☐ FAIL

Signatures of the committee members:

Pass

Fail

Member 1  
(Print name) \_\_\_\_\_

☐

☐

Member 2  
(Print name) \_\_\_\_\_

☐

☐

Member 3  
(Print name) \_\_\_\_\_

☐

☐

*Additional members (optional)*

Member 4  
(Print name) \_\_\_\_\_

☐

☐

Member 5  
(Print name) \_\_\_\_\_

☐

☐

Committee members must be same as your M1, or you'll need to submit a Change of Committee Form.

*Committee action approved:*

\_\_\_\_\_  
Director of graduate studies' signature

Date: \_\_\_\_\_

*The results of the final examination are recorded:*

\_\_\_\_\_  
Graduate dean's signature

Date: \_\_\_\_\_

8/09

## Sample D1 Form

☒ PhD ☐ EdD

D-1 Form



### Qualifying Examination Results and Doctoral Committee Approval Form

Submit to the Graduate School no later than the end of the student's second semester of enrollment.

Student name: \_\_\_\_\_  
(Last Name, First Name)

Mizzou ID number: \_\_\_\_\_ Degree (i.e PhD, EdD, etc.): **PhD**

Academic program: **Psychological Sciences** Major: **Psychology**

Program Address: **McAlester Hall** Emphasis area: **"Clinical/Developmental/Cognition Neuro/Social/Personality/Quantitative" pick one!**  
(If applicable)

Universities/colleges attended with degrees and dates: \_\_\_\_\_

You must have at least 4 members listed below. Two in your training area, 1 inside our department but outside your training area, and 1 outside our department.

Name	Academic program	Email address	GRADUATE SCHOOL USE ONLY	
			Doctoral Faculty	
1. Inside Member (usually your advisor) Chair (first reader)	Psychological Sciences	doctorwonderful@Missouri.edu	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Inside Member Member (second reader)	Psychological Sciences	doctoramazing@Missouri.edu	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Inside/Outside Member (third reader)	Psychological Sciences	doctorbrilliant@Missouri.edu	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Outside Member	For example, Biological Sciences	something@Missouri.edu	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. _____ Outside member	_____	_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Results of the qualifying process: ☒ Passed ☐ Failed\*

Specify process, if other than by examination: \_\_\_\_\_

\*If student did not pass, please indicate course of action proposed to the student: \_\_\_\_\_

I am aware that research involving human subjects (including surveys) requires Institutional Review Board (IRB) approval and that the Animal Care and Use Committee (ACUC) must review and approve most research dealing with animal subjects. I will comply with all current applicable MU regulations pertaining to research on human subjects or animals before and during all stages of my research.

Student signature	Date	Adviser signature	Date
Director of graduate studies signature	Date	Dean of the graduate school signature	Date
<b>DO NOT WRITE IN THIS BOX (office use only)</b>			
As of _____, official transcripts <input type="checkbox"/> are <input type="checkbox"/> are not on file. Date copies sent to Adviser and Director of Graduate Studies: _____			

9/2009

## Sample D2 Form

☒ PhD☐ EdD

D-2 Form



### Plan of Study for the Doctoral Degree Form

The doctoral plan of study must include a minimum of 72 hours of graduate credit from course work taken at MU, transfer credit and research hours (see sample on reverse side). Complete this form and submit it to the Graduate School no later than the end of the student's third semester of study. The plan must include a minimum of 15 hours of 8000/9000-level coursework completed at MU exclusive of problems, readings, and research.

Student name: \_\_\_\_\_  
(Last Name, First Name)

Mizzou ID number: \_\_\_\_\_ Degree (i.e. PhD, EdD, etc.): PhD

Academic program: Psychological Sciences Major: Psychology

Anticipated graduation date: \_\_\_\_\_ Emphasis area: Clinical, Developmental, Etc.  
Term (fall, spring, summer) Year (If applicable)

Program Address: 210 McAlester Hall Graduate minor: \_\_\_\_\_  
Columbia, Mo 65211 (If applicable)

Graduate certificate: \_\_\_\_\_  
(If applicable)

I understand the approval of this plan of study is conditional and is based on the assumption that I will complete my degree within the time frame required by the Graduate School. In addition, I understand no course on the plan of study should be older than eight years at the time the plan of study is submitted, unless approval has been granted by my academic program and the Graduate School.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

We, the undersigned, recommend this plan of study and the transfer of credit.

Approval signatures: Signatures should match your D1 form

(Please sign full name legibly)

Chair	Member	Outside member
Member	Member	Member

\_\_\_\_\_  
Adviser's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of graduate studies' signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of the graduate school's signature

\_\_\_\_\_  
Date

DO NOT WRITE IN THIS BOX  
(Office use only)

Date copies sent to academic program: \_\_\_\_\_

09/09

The doctoral plan of study must include a minimum of 72 hours of graduate credit from course work taken at MU, transfer credit and research hours.



## Sample Doctoral Plan of Study

Student name: Tiger, Truman the  
(Last Name, First Name)

Mizzou ID number: 08888888

Degree (i.e PhD, EdD, etc.): PhD\*

Major: Health Engineering Communication

### I. Please apply the following graduate-level transfer courses toward the MU credit-hour requirement:

Course No.	Course Title	Credits	Grade	Institution
HE 705	Health Engineering Statistics I	3.0	A	National University
HE 789	Health Engineering Dynamics	4.0	B	National University
HE 892	Health Engineering Seminar	3.0	B	National University
EC 601	Theory of Engineering Communication	3.0	A	National University
EC 701	Readings in Engineering Communication	6.0	A	National University
HE 899	Health Engineering in America	3.0	A	National University
HE 934	Health Engineering Statistics II	4.0	B	National University
ECE 710	Engineering Programming	4.0	B	National University

Total transfer credits: **30.0\*\***

### II. Courses completed at MU:

Course No.	Course Title	Credits	Grade	Institution
HEC 8820	Health Eng. in the Workplace	3.0	A	University of Missouri
COM 8760	Mass Communication	3.0	B	University of Missouri
HEC 9110	Marginal Health Engineering	3.0	A	University of Missouri
MTH 8450	Regression Analysis	3.0	A	University of Missouri
HEC 9415	Health Engineering in Public Sector	3.0	A	University of Missouri

Total hours completed at MU: **15.0**

### III. Courses to be completed at MU:

Course No.	Course Title	Credits	Grade	Institution
HEC 8400	Seminar in HEC	3.0		University of Missouri
HEC 8710	Readings in Health Engineering	3.0		University of Missouri
COM 7840	Methods of Communication	3.0		University of Missouri
COM 9430	Communication in the Workplace	3.0		University of Missouri
HEC 8500	Problems in HEC	4.0		University of Missouri
HEC 9090	Research in HEC	12.0***		University of Missouri

Total Hours to be Completed at MU: **28.0**


Total Hours in Doctoral Plan of Study: **72.0**

\*The Ed.D. degree may have additional requirements, please refer to the appropriate catalog or your Academic Unit for more information. \*\*Effective for students admitted for Fall 2006 and beyond, 30 hours is the maximum number of hours that can be transferred into a Doctoral program at the University of Missouri – Columbia. \*\*\*Additional Hours of 9090/9990 Research may be needed in order to complete the Doctoral dissertation and satisfy the University's Continuous Enrollment requirement. Please be sure to check with your Academic Unit regarding any specific Research requirements at their level.

09/09

## Sample D3 Form

D-3

 <b>Doctoral Comprehensive Examination Results Form</b> <i>(This form should be completed and filed with the Graduate School within one month of exam completion)</i>			
Student name: _____ <i>(Last Name, First Name)</i>			
Mizzou ID number: _____	Degree (i.e PhD, EdD, etc.): <u>PhD</u>		
Academic program: <u>Psychological Sciences</u>	Major: <u>Psychology</u>		
Program Address: <u>210 McAlester Hall</u>	Emphasis area: <u>Clinical, Quantitative, Etc.</u> <i>(If applicable)</i>		
The above-named candidate has <input checked="" type="checkbox"/> <b>PASSED</b> <input type="checkbox"/> <b>FAILED</b>			
The examination concluded on _____ according to this committee. <div style="text-align: center;">DATE</div>			
<b>Signatures of doctoral committee members</b> <i>(Please sign full names legibly)</i>			
Should be the same as your D1, otherwise you'll need to submit Change of Committee form.		Pass	Fail
Chair: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Outside member: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>		<input type="checkbox"/>	<input type="checkbox"/>
Director of graduate studies _____		Dean of the graduate school _____	
Date _____		Date _____	
<b>DO NOT WRITE IN THIS BOX</b> <i>(Office use only)</i>	MILESTONE ____ RPCO ____		
	Date copies sent to members and director of graduate Studies: _____		

03/10

## Sample D4 Form

D-4



### Report of the Dissertation Defense Form

*(This form should be completed and filed with the Graduate School within one month of exam completion)*

Candidate's name: \_\_\_\_\_  
(Last Name, First Name)

Mizzou ID number: \_\_\_\_\_ Degree (i.e PhD, EdD, etc.): PhD

Academic program: Psychological Sciences Major: Psychology

Program Address: 210 McAlester Emphasis area: Clinical  
(If applicable)

Date of examination: \_\_\_\_\_

The above-named candidate has been examined by  
the committee with the following results:

☒ **PASSED**

☐ **FAILED**

#### Signatures of doctoral committee members

(Please sign full names legibly)

	Pass	Fail
Chair: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Outside member: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print &amp; sign</i>	<input type="checkbox"/>	<input type="checkbox"/>

Director of graduate studies	_____	Date	_____	Dean of the graduate school	_____	Date	_____
<b>DO NOT WRITE IN THIS BOX (office use only)</b>	Continuous enrollment list number: _____						
	Date copies sent to members and director of graduate studies: _____						

9/09

## Approval of Thesis from Another University



### Approval of Thesis from Another University

Students who enter the program with a master's degree from another university can satisfy the master's degree requirement at MU by having their thesis and course work approved by a three-member committee consisting of the student's adviser, a member of from within the department but outside the student's training area, and a member from outside the department with academic rank of assistant, associate, or full professor.

Student Name: [Click here to enter text.](#)

Mizzou ID Number: [Click here to enter text.](#)

Intuition Thesis Earned: [Click here to enter text.](#)

Thesis Title: [Click here to enter text.](#)

Fillable Word document found on Common Drive,  
under Forms.

### Committee Members:

<u>Name</u>	<u>Academic Program</u>
1. <a href="#">Click here to enter text.</a> (Chair)	<a href="#">Click here to enter text.</a>
2. <a href="#">Click here to enter text.</a> (Inside Member)	<a href="#">Click here to enter text.</a>
3. <a href="#">Click here to enter text.</a> (Outside Member)	<a href="#">Click here to enter text.</a>
Additional Members (optional)	
4. <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
5. <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>

_____ Student Signature	_____ Date	_____ Adviser Signature	_____ Date
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_____ Director of Graduate Studies Signature	_____ Date
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