



Psychological Sciences

University of Missouri

Graduate Student Handbook



August 2020



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Department of Psychological Sciences Website
psychology.missouri.edu

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A Statement of Values

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.

Introduction

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.

In addition to the Graduate Student Handbook, which presents departmental requirements, the University Registrar, <http://catalog.missouri.edu/academicpolicies/>, 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, <http://gradstudies.missouri.edu/forms-downloads/>

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.

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.

Diversity and Inclusion

Diversity is a reality in the world and in our American 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, despite 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. Being open to diversity is essential for discovery 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, University of Missouri, is committed to fostering and supporting a climate of inclusion and diversity. A diverse department is one in which faculty, staff and students represent differing cultural, gender, gender identity, political, racial, socio-economic, and sexual orientation backgrounds. A diverse department offers a rich environment that leads to greater knowledge, understanding, acceptance, and mutual respect. We celebrate diversity and encourage cutting-edge diversity science. The department's commitment to diversity is consistent with the university's Diversity Initiative that fosters a diverse and inclusive campus environment for students, faculty, and staff.

Diversity and Inclusion Resources

Faculty members serve as faculty mentors for Gay, Lesbian & Bisexual Students, Gender Issues, International Students, Minority Students and Students with Disabilities. In addition, the department has a standing Committee on Diversity & Inclusion. Contact information for the mentors and committee is available from the department Chair's office.

The campus Office 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 at <https://diversity.missouri.edu/>.

June 2020 Statement Concerning Racism

The University of Missouri Department of Psychological Sciences stands in solidarity with #BackLivesMatter on the imperative of addressing issues of racism and discrimination. We condemn systemic injustices that disproportionately impact persons of color. These include, but are not limited to, mass incarceration, violence, inadequate access to quality health care and educational resources, as well as inequitable access to stable sources of food, safe and affordable housing, and gainful employment. It is with considerable pain that we stand in the wake of the recent manifestations of such injustices with the brutal and untimely killings of George Floyd, Breonna Taylor, Ahmaud Arbery and the countless victims of police brutality, racial intolerance, and violence.

We know statements are not enough. We understand the critical importance of our individual and collective action to influence and enact systemic change. We also understand that we have much to learn. As a department, we ask questions and seek answers. Among the most pressing questions we must ask: How do we change a society that, for too long, has existed amidst a history of waves of genocide, slavery, racial injustice, inequity, and intolerance? How do we authentically acknowledge our past as well as make progress toward meaningful healing? As we seek answers, we also look to each other to uphold our values for diversity, inclusion, and compassion.

The Department of Psychological Sciences commits to thoughtfully identifying and implementing actions that emanate from two core principles that social science research has taught us are critical for helping to shift racist attitudes and behavior. The first principle is to stop the institutionalized practices and policies that perpetuate inequity. The second principle is to foster positive, equal-status, and supportive contact among our the members of our diverse community. We encourage all who read this statement – from university leadership to students to community members and, critically, ourselves – to hold us accountable in making meaningful progress toward an inclusive climate in which all persons can work, study, learn, and thrive.

Chair, and Committee on Diversity and Inclusion, Department of Psychological Sciences

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 Disability Center and its resources can be accessed at <https://disabilitycenter.missouri.edu/>. 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.

Financial Assistance

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, who thus comprise the junior teaching staff. 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 Graduate Student Services Office 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 (<http://gradstudies.missouri.edu/financials/tuition-support-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. To apply for a teaching assistantship, students should see the Director of Graduate Studies (DGS). 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 a minimum of twenty hours per week devoted to the assignment.

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 will 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 TOPP Practicum (Psych-9910) in the spring semester. TOPP students are strongly encouraged to enroll in the TOPP Practicum in the fall and subsequent spring semesters.

Robert S. Daniel Teaching Fellows will be those students who have completed two semesters of the TOPP Practicum and have successfully taught an undergraduate course.

Students who do not participate in TOPP may also teach an undergraduate course and be eligible to teach during the summer. Students selected will 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.

Students who do not have plans to teach but want to learn about teaching may enroll in the TOPP Practicum in the spring semester.

External Grant Graduate Research Assistants

GRAs are appointed by individual faculty members with funded research grants. Work time and compensation rates are similar to those of GTAs. Application must be made to the faculty member holding grants.

Department Research Assistants

GRAs in this category are appointed by the Chair.

Clerkships and Traineeships

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.

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.

Assistantships

Applicants to the graduate program who are accepted with financial support are given a full academic year appointment (nine months). 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) performance in graduate studies (see below for details). 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. 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 (however, fee waivers are not guaranteed). Students who are sixth year and beyond should submit a written request for support to the Department Chair which 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 Advisory Committee when possible.

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 as a teaching assistant.

Each semester faculty supervisors are asked to fill out an evaluation form for each GTA. After discussing the evaluation with the teaching assistant, the faculty supervisor submits the

evaluation and any other relevant materials (e.g., Teacher Evaluation Questionnaires) to the DGS. A teaching assistant 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 the graduate studies 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 Associate Chair for Curriculum, Instruction and Advising.

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.

Finally, those students who hold appointments other than teaching assistantships will have priority for GTA appointment only to the extent needed to achieve the goal of a half-time equivalent per academic year (e.g., a student who holds a quarter-time fellowship will be given priority only for a quarter-time GTA appointment).

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), and more than the average number of hours per week when the duties of the appointment require it (e.g., after students' midterm papers are submitted). 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 in Expectations for Graduate Teaching Assistants on page Expectations for Graduate Teaching Assistants in Psychological Sciences on Page 48.

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.

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 also teach an undergraduate course under the procedures described on Page 18.

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 provide 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 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 in the Fiscal Office in McAlester Hall and need to be turned in to the Graduate Student Services Office in McAlester Hall.

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 in the Fiscal Office and need to be turned in to the Graduate Student Services Office.

Graduate Student Awards

The Director of Graduate Studies will notify students about departmental and campus awards. The award calls will include information on required submission material, deadlines and award review criteria.

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 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.

Outstanding Graduate Teaching Assistant Instructor Award

The Outstanding GTA 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.

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.

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).

Advisement Procedures

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. Students who enter a graduate training program with prior graduate training should alert their advisers before registering for their first semester at MU. This is necessary in order to determine whether previous graduate course work will satisfy degree requirements.

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 Graduate Student Services office. This form is available on the Graduate School website.

The Master of Arts Degree

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 and the student's distribution courses, (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 will 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. Before completion of doctoral comprehensive exams (see Page 37) 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.

Domestic students that are supported by an assistantship or fellowship (0.25 or 0.5 FTE) should enroll in at least 4.5 hours in the Fall and Spring semesters. International students that are supported by an assistantship (0.25 or 0.5 FTE) should enroll in 6 hours. International students supported by a fellowship should enroll in 9 hours.

Summer enrollment is not required while working on the M.A.. However, those with student loans should consult their agency for enrollment requirements specific to their loan agreements. As federal requirements have International students should consult with the 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 director of graduate studies.

The Graduate School requires that 15 or more of the 30 hours be at the 8000 or 9000 level. No course may be removed from the approved program after the course has been taken. Allowable course credit for thesis research (8090) must be at least three hours, and is typically six, or as much as eight hours. 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 Graduate Student Services office by submitting the form *Program of Study Course Substitution Form*.

Course Registration

Preceding the opening of each semester students must consult with their faculty adviser concerning their programs. 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 doctoral 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 Graduate Student Services office by the end of the second semester after entering the program and must be submitted no later than the semester preceding the semester in which the student expects to receive the degree. The M-1 should be completed with great care and should list only those credit hours required for the M.A. degree.

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. A third committee member must be from outside the department and hold the academic rank of assistant, associate, or full professor. 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 Graduate Student Services office.

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 (available in the department), 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. In addition to the electronic copy that is submitted to the Graduate School, the student is required to furnish bound copies to the thesis supervisor and to the department. The bound copy for the department should be presented to the Director of Graduate Studies so that records will reflect the completion of this requirement.

The Final Oral Examination

The final oral examination for the M.A. degree must be conducted by at least three members of the University faculty. 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 Graduate Student Services office.

Completing the M.A.

Students must apply for graduation for both the M.A. and the Ph.D. The window to apply for graduation is several months prior to the thesis or dissertation defense. It is the students 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 ANY DELAYED GRADES, WELL BEFORE THE ANNOUNCED DEADLINES.

The Doctoral Program

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. Specific programs are described in detail on the web site at <http://psychology.missouri.edu>.

Due dates for forms and other requirements can be found on the web (<http://gradstudies.missouri.edu/academics/process/doctoral-process/>)

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. Complete the form *Approval of Thesis from Another University* found on the common drive in the folder Forms and turn into the Graduate Student Services office.

Students with a non-thesis master's degree must 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.

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. It does not constitute admission to doctoral candidacy in the department. This form should be submitted to the Graduate Student Services office by the end of the first semester and no later than the end of the second semester of doctoral study.

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 semester ****

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. The six distribution areas and some approved courses are listed below. Additional courses may be approved each semester to satisfy the distribution requirement. Course grade requirements are discussed in a later section.

Abnormal

8510 Developmental Psychopathology
8520 Adult Psychopathology
8530 Experimental Psychopathology
9590 Clinical Pediatric Neuropsychology

Biological

8210 Functional Neuroscience
9110 Studies in Experimental Psychology
9210 Psychopharmacology for Psychologists
9220 Clinical Neuropsychology Seminar
9240 Advanced Neural Systems

Cognition/Learning

8110 Cognitive Psychology
9110 Studies in Experimental Psychology
9140 Conditioning and Learning: Theory and Application

Developmental

8410 Psychology of Development
8420 Cognitive Development
8430 Temperament and Personality Development
8440 Social and Emotional Development
9470 Women's Professional Development

Motivation/Personality

8610 Motivation

8620 Personality Psychology

Social

8310 Survey of Social Psychology

9310 Theories of Social Psychology

9350 Studies in Social Psychology

9365 Positive Psychology

In addition, students may petition the Council of Directors to allow other courses to count for this 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

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:

9330 Applied Research Methodology

9710 Multivariate Statistics in Psychology

9715 Multilevel Modeling

9720 Latent Variable Models in Statistical Analysis

9725 The Literature Review

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 courses. 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.

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 27).

Enrollment minimums decrease with after candidacy for a doctoral degree is established 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).

Doctoral candidates are currently assessed Missouri resident tuition rates for two hours or enrollment Fall and Spring semesters and one hour for Summer terms, regardless of the student's state or country of official residence. Note: tuition rates are subject to change at any time.

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 programs. They should not delay this conference until registration day. 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.

Residency Requirement

In order to satisfy the residency requirement, a student must complete at least two nine-hour semesters or three six-hour semesters in an 18-month period at MU. 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.

Doctoral Program Committee

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

The Doctoral Program Committee must have four members and the committee chair must be a member of 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. Two of these department committee members must be from within the student's training area and one from outside the training area. One member of the committee must hold a regular appointment in an academic unit within the University, outside the Department of Psychological Sciences 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, 2 additional inside/inside members and one 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 Graduate Student Services Office no later than the end of the second semester of doctoral study.

Program of Study

If the Doctoral Program Committee favorably evaluates the student's performance on 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, who the instructor was 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 Graduate Student Services office 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.

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 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 Graduate Student Services office no more than 14 days after the exam. A sample D-3 form can be found on page 64. 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.

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)* and the Approval Page, which must be signed by all members of the approved committee, should be submitted to the Graduate Student Services office after the defense has been completed and must include an electronic copy 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 intersession.

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 Graduate Student Services office 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 in the current Graduate School Academic Process Guideline, <http://gradstudies.missouri.edu/academics/thesis-dissertation/>.

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.

Timeline for Graduate Study

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.

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.

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. Determine who your thesis adviser will be, most often your adviser, and consult regularly with him or her on your readings and the definition of a thesis problem.
4. Seek advice of students and faculty on the composition of your committee and seek faculty member consent to sit on the committee.
5. Submit M-1 form (*Program of Study*) to the Graduate Student Services office.
6. Submit M-2 form (*Request for Thesis Committee*) to the Graduate Student Services office.

Summer Session & Third Semester

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 is 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.

Fourth Semester and Summer Session

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.
5. Submit M-3 (*Report of the Master's Examining Committee*) to the Graduate Student Services office.
6. Complete all requirements for awarding of the Master's degree.

Fifth Semester

1. The Doctoral Program Committee should be established.
2. 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.
3. Submit the D-1 form (*Qualifying Exam and Doctoral Committee Approval*) to the Graduate Student Services office.
4. Submit the D-2 form (*Plan of Study for the Doctoral Degree*) to the Graduate Student Services office.

Sixth Semester & Summer Session

1. The comprehensive examination should be completed, including the oral defense.
2. Submit the D-3 form (*Doctoral Comprehensive Examination Results*) to the Graduate Student Services office within 14 days of exam completion.

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 will 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.

Seventh Semester

1. The dissertation proposal should be written and approved by your committee.

Eighth Semester & Summer Session

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 Graduate Student Services office as soon as possible after the defense.
5. Complete all requirements for awarding the Ph.D.

The Minor in Psychological Statistics and Methods

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 of 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 advisor 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. *

* 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.

Please see below for the URL to the University Registrar Webpage regarding the Graduate Minor in Psychological Statistics & Methods for further information:

<http://catalog.missouri.edu/undergraduategraduate/collegeofartsandsocialscience/additional-minors-certifications/grad-minor-psychological-statistics-methods/>

The Graduate Certificate in Lifespan Development

Objectives

Developmental psychology and lifespan developmental studies include the scientific study of 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 psychological 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

For the Department of Psychological Sciences, students admitted to the doctoral program who are in good standing within any training area *other than* developmental psychology may elect to earn a graduate certificate in lifespan development. 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

For the Department of Psychological Sciences, 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.
 - a. *Core Courses (9 credit hours)*: students are required to take 3 core courses. These courses are offered regularly (every 2-4 semesters).
 - i. Psychology of Development (Psy 8410) or Theories of Human Development (HDFS 8210)

- ii. Cognitive Development (Psy 8420 or HDFS 8420)
- iii. Social and Emotional Development (Psy 8440 or HDFS 8440)
- b. *Electives (6 credit hours)*: students must complete 6 additional credit hours in developmental studies through several possible options or combinations of these options.

- i. 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 faculty. These courses are offered sporadically, but in the past have included courses such as: Personality Development, Peer Relationships, 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. Please get permission prior to taking a course as to whether or not it meets the elective requirement.
- 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).

- ii. 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. The following is a list of courses offered somewhat regularly which would meet the elective requirement.

8020 Family Dynamics and Intervention

8110 Developmental Perspectives on Illness and Health

8220 Family Theories

8300 Advanced Seminar on Multi-Cultural Families

8450 Seminar on Adolescence and Young Adulthood

8460 Life Course Perspective
8470 Identity Development
8610 Remarriage & Stepfamilies
8620 Work & Family
8630 Gender Relations in Families
8640 Family Interaction
8710 Children, Families and Public Policy
8770 Children and Families in Poverty

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).
- iii. 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 Sciences and Disorders, Educational, School and Counseling Psychology, Social Work, etc. The following list of courses have been pre-approved. Other courses in these departments (or possibly others) may be appropriate as well. In order to ensure that a course not on this list will count as an appropriate elective, please obtain permission prior to taking the course.

Educational, School, & Counseling Psychology Department

ESCP 7160: Developmental Aspects of Human Learning
ESCP 8015: Child & Adolescent Development
ESCP 8580: Social & Cultural Identity Development
ESCP 8135: Foundations of Career Psychology

Communication Sciences & Disorders Department

CSD 7001 (may change numbers): Language and Development in Infancy
CSD 7810: Psycholinguistics
CSD 7830: Individual Differences in Language Processing

Social Work Department

SOC WK 7360 Working with Minority Youth
SOC WK 7390 Helping Strategies with Children and Adolescents

Special Education Department

SPC-ED 7325 Language Development of Exceptional Students

SPC-ED 8340 Advanced Studies in Developmental Disabilities

Management Structure

- Interested students should contact the certificate coordinator:
Nicole Campione-Barr, Assistant Professor of Developmental Psychology
CampioneBarrN@missouri.edu
204D McAlester Hall
- Advisory Committee Members
Debi Bell, Psychological Sciences
Nicole Campione-Barr, Psychological Sciences
Marilyn Coleman, Human Development & Family Studies
Larry Ganong, Human Development & Family Studies
Jean Ispa, Human Development & Family Studies
Amanda Rose, Psychological Sciences
- Participating/Affiliated Faculty
Various faculty from the following departments:
Psychological Sciences
Human Development and Family Studies
Communication Science and Disorders
Educational, School, and Counseling Psychology
Special Education
Social Work

Expectations for Graduate Teaching Assistants in Psychological Sciences

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) 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), and more than the average number of hours per week when the duties of the appointment require it (e.g., after students' midterm papers are submitted). 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.

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.

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.

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?

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

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 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 Mizzou 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 employee, 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

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 offers 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 573-882-6776
Student reporting sex-based discrimination, including sexual assault or harassment, stalking, intimate partner/relationship violence	Title IX Office 573-882-3880

Teaching Resources at MU

Educational Technology

Educational Technologies at MU (ET@MO, 573-882-3303) supports the use of technology to improve teaching and learning. ET@MO provides support to instructors and GTAs with the following.

- Management of Canvas, MU’s learning management system
- Online documentation and help with technology tools frequently used by instructors,
- Training sessions for novice and experienced educational technology users,

Classroom Testing

The Assessment Resource Center (ARC) 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.

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.

Detailed information about the BA and BS 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

MyLearn 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.

CIRTL at MU is an initiative involving a larger network of other universities in the United States and Canada that has the goal of improving undergraduate teaching and learning. This initiative provides graduate student, postdoctoral fellows and faculty the opportunity to participate and develop workshops, webinars and programming on teaching, learning and the scholarship of teaching and learning through the national CIRTL network and additional programming and teacher credentialing here on the MU campus.

The minor in college teaching, available to all MU graduate degree-seeking students, helps prepare students to be effective educators. The MICT requires 9 credit hours, including a 3-hour core course, a teaching practicum and 3-6 elective hours.

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.

Department of Psychological Sciences Graduate Student Evaluation Policy

Approved by faculty on February 8, 1988

The purpose of this document is to describe procedures for the evaluation of graduate students in all of the programs 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 program to refine the procedures and specify evaluation criteria that they are suitable to the circumstances of their particular program. The procedures described in the last phase, herein referred to as feedback, are intended to be binding on the faculty in all of the programs 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. It is suggested that these faculty/supervisors can be identified in two ways. First, the student could identify (on the student input form) all faculty/supervisors with whom they have worked outside the classroom. Second, all of the Psychological Sciences faculty could be polled and asked to identify students with whom they have had substantial contact outside of the classroom. By following both of the above procedures, we are more likely to ensure that we do not overlook a given effort on the part of a student. After identifying all faculty/supervisors each student has had substantial contact with, the faculty/supervisors will be asked to provide a rating concerning the students' performance in each activity. The rating will be on a 7-point

scale with 1=poor, 4=adequate, and 7=outstanding in comparison with other graduate students. In addition to the rating, a written comment can be provided.

- C. 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 programs, 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, the area director, and the department chair 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 and discuss the written statement of feedback.¹ The end of the written statement of feedback contains four options. The student chooses the appropriate option, and signs and dates it to indicate his/her response to the written

_____ Signature	I have read and agree with the above statement.
_____ Date	
_____ Signature	I have read the above statement and have no comment.
_____ Date	
_____ Signature	I have read the above statement and wish to make a written response.
_____ Date	
_____ Signature	I have read the above statement and request that the faculty in my area re-review my work in consideration of the written response that I will provide.
_____ Date	

feedback. The options are as follows:

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 days² 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 days² 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. As in the earlier described feedback procedures, this feedback statement will also contain a place at the end for the student to indicate that he/she has read the statement and to sign on one of the four lines indicating his/her response to the statement.

If the student chooses to not sign next to one of the first three options (agrees with the statement, wishes to make no comment, or wishes to make a comment) and 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 Department³.

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.

¹ If a student is out-of-town, a face-to-face discussion may not be possible; however, a phone conversation may be possible and useful. In any event, all out-of-town students must be sent the statement of written feedback, to be signed and returned to the advisor.

² This refers to days within the normal academic calendar.

³ If all reasonable efforts to reach a student, including the use of registered mail, are unsuccessful a student may be evaluated without his/her participation.

Termination Procedures and Appeals

Revised July 1, 1995, Council of Directors

"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, <http://gradstudies.missouri.edu/academics/progress/probation-termination.php>, retrieved 8/1/2017).

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 will 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 four and five years. Note that the department has typically not offered more than five years of financial support to students. In addition, the department has adopted a policy whereby 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 Leadership must be informed of this, either by the student's adviser or by the department chair, 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 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 Leadership (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.

Miscellaneous

Intra-Departmental Transfers

A student who wishes to transfer from one emphasis 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 program 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. If 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 (i.e., 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). Any student may receive journals at reduced cost.

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 Noyes 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.

Appendix

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)
_____	M-1 - Program of Study for the Master's Degree** <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 Graduate Student Services office by the end of the second semester.</i>
_____	M-2 - Request for Thesis Committee** <i>Submit to the Graduate Student Services office by the end of the second semester.</i>
_____	M-3 - Report of the Master's Examining Committee** <i>This form reports the final results of the master's thesis defense. Submit to the Graduate Student Services office as soon as possible after the thesis defense.</i>
_____	D-1 - Qualifying Examination Results & Doctoral Committee Approval** <i>A student qualifies for Ph.D. study upon completion of the M.A. The department does not require a qualifying examination, therefore this form is normally submitted immediately after the M.A. has been awarded.*</i>
_____	D-2 - Plan of Study for the Doctoral Degree** <i>Include Program of Study listing courses taken & anticipated and expected date of comps & 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>
_____	D-3 - Doctoral Comprehensive Examination Results** <i>This form should be completed and submitted to the Graduate Student Services office within one month of exam completion.</i>
_____	D-4 - Report of the Dissertation Defense** <i>This form should be completed and submitted to the Graduate Student Services office as soon as possible after the defense (with an electronic copy of dissertation). 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. If you have questions, contact the Psychological Sciences Graduate Student Services office.

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:

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

Emphasis area: Clinical, Developmental, etc.
(if applicable)

☒ Thesis
 ☐ Project
 ☐ Portfolio
☐ Comprehensive Exams
☐ Other (please describe):

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
---------------------	------	-----------------------------	------

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: _____
(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	
			Yes	No
1. <small>(Inside Member (usually your advisor))</small> Chair (first reader)	<u>Psychological Sciences</u>	<u>doctorwonderful@missouri.edu</u>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Inside Member</u> Member (second reader)	<u>Psychological Sciences</u>	<u>doctoramazing@missouri.edu</u>	<input type="checkbox"/>	<input type="checkbox"/>
3. <u>Inside/Outside</u> Member (third reader)	<u>Psychological Sciences</u>	<u>doctorbrilliant@missouri.edu</u>	<input type="checkbox"/>	<input type="checkbox"/>
4. <u>Outside</u> Member	<u>For example, Biological Sciences</u>	<u>something@missouri.edu</u>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ Outside member	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Results of the qualifying process: ☒ Passed ☐ Failed*

Specify process, if other than by examination: completed via

*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 _____
DO NOT WRITE IN THIS BOX (office use only)			
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

Sample D2 Form Continued

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

Doctoral Comprehensive Examination Results Form <i>(This form should be completed and filed with the Graduate School within one month of exam completion)</i>			
Student name: _____ <small>(Last Name, First Name)</small>			
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> <small>(If applicable)</small>		
The above-named candidate has <input checked="" type="checkbox"/> PASSED <input type="checkbox"/> FAILED			
The examination concluded on _____ according to this committee. <div style="text-align: center;">DATE</div>			
Signatures of doctoral committee members <small>(Please sign full names legibly)</small>			
Chair: _____ <small>print & sign</small>	Should be the same as your D1, otherwise you'll need to submit Change of Committee form	Pass	Fail
Outside member: _____ <small>print & sign</small>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <small>print & sign</small>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <small>print & sign</small>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <small>print & sign</small>		<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <small>print & sign</small>		<input type="checkbox"/>	<input type="checkbox"/>
Director of graduate studies _____ Date _____		Dean of the graduate school _____ Date _____	
DO NOT WRITE IN THIS BOX <small>(Office use only)</small>		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 & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Outside member: _____ <i>print & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>
Member: _____ <i>print & sign</i>	<input type="checkbox"/>	<input type="checkbox"/>

Director of graduate studies _____	Date _____	Dean of the graduate school _____	Date _____
<div style="display: flex; justify-content: space-between;"> <div style="background-color: black; color: white; padding: 5px; font-weight: bold;">DO NOT WRITE IN THIS BOX (office use only)</div> <div> Continuous enrollment list number: _____ Date copies sent to members and director of graduate studies: _____ </div> </div>			

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. Click here to enter text. (Chair)	Click here to enter text.
2. Click here to enter text. (Inside Member)	Click here to enter text.
3. Click here to enter text. (Outside Member)	Click here to enter text.
Additional Members (optional)	
4. Click here to enter text.	Click here to enter text.
5. Click here to enter text.	Click here to enter text.

Student Signature

Date

Adviser Signature

Date

Director of Graduate Studies Signature

Date