Counseling Psychology and Applied Human Development Doctoral Program
Boston University – Wheelock College of Education and Human Development

Student Handbook
2019-2020
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Updated Version: August 26, 2019
I. Welcome

Dear Student,

Welcome to the Counseling Psychology and Applied Human Development doctoral program at Boston University’s Wheelock College of Education and Human Development (WCEHD)! The faculty, staff, and current students are all eager to meet you and work with you throughout your doctoral training.

This Handbook is designed to orient you to, and inform you about, our Counseling Psychology and Applied Human Development Program, including our mission and goals, our faculty and staff, and the coursework and other tasks in which you will become engaged. In addition, this handbook provides information for you on procedures and practices that will be important for you as a doctoral student at WCEHD/BU.

Please discuss with your advisor any questions that you have—we are always here to help you!

Best wishes for your future successes,

The CPAHD Department Faculty
Dear Student,

Welcome to the doctoral program in Counseling Psychology and Applied Human Development at Boston University’s Wheelock College of Education and Human Development. This program consists of comprehensive and valuable coursework, diverse research experiences, and access to various internship/clinical opportunities to train us to become leaders as professionals in the field of developmental psychology/counseling psychologists, education, and research.

Our program uniquely integrates two tracks: Child and Adolescent Mental Health & Development and Sport/Performance Psychology, both of which integrate positive psychology by considering individuals, groups, and communities’ strengths and wellness.

The faculty’s guidance and wide range of research will not only help you develop research skills but also provide opportunities to explore community programming, research, and clinical interests as well as professional identities. For example, active engagement in research may lead you to share and expand your ideas, findings, and suggestions through professional conferences and publications. For those of you pursuing Counseling Psychology, Boston has numerous leading medical and mental health center. You may be working with other disciplines, such as psychiatry and social work, and in different practicum sites, including inpatient settings, outpatient programs, in-home therapy, crisis interventions, college counseling, and VA medical centers. Through these experiences, all graduate students will develop research skills and identify areas of inquiry that align with your own interests.

One of the many advantages of being at Boston University is the city of Boston itself. It is a dynamic place with countless colleges, students, organizations, concerts, and sporting events. School is important, and self-care is even more important amidst a busy schedule. Learn to sail or take a break at the beautiful Charles River. Visit historical sites in the city. Get to know people in and outside the program. Enjoy Boston!

Please do not hesitate to reach out to the current students if you have any questions. We look forward to meeting and getting to know you. Welcome to BU!

Warmly,
The WCEHD Doctoral Students

II. Overview of Programs
Graduates of our program use their specialized knowledge, research skills, and counseling/programming competencies in a wide variety of post-doctoral career choices including the following: faculty positions in colleges and universities; clinical or consulting positions in K-12 schools, government, industry, or human service agencies; work with
individuals, teams, or organizations dedicated to superior performance in sport and other areas.

Based in a College of Education and Human Development, we are particularly focused on children and youth, and on educational and sport settings. Such settings include elementary, middle and high schools, college counseling centers, college athletic teams/departments, and residence halls. We see ourselves as part of “Boston’s University” and have a longstanding tradition of providing service to some of the most underserved schools and disenfranchised students in the city. We are also dedicated to working in school settings because education provides a crucial contribution to the formation and maintenance of free and just societies by helping students become responsible and by instilling democratic values.

**Applied Human Development Program**

The Doctoral Program in Applied Human Development Psychology resides within the Counseling Psychology and Applied Human Development Department within the Boston University Wheelock College of Education and Human Development. Students in our program receive training in three core areas of study: 1) psychological foundations of behavior, 2) research methods and data analysis, and 3) applied psychological practice. Further, students follow one of our two program tracks (Child and Adolescent Mental Health or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

**Counseling Psychology Program**

The Doctoral Program in Counseling Psychology is accredited by the American Psychological Association. It is part of the Counseling Psychology and Applied Human Development Department within the Boston University Wheelock College of Education and Human Development. Students in our program receive training in four core areas of study: 1) psychological foundations of behavior, 2) counseling psychology foundations and practice, 3) research methods and data analysis, and 4) applied psychological practice. Further, students follow one of our two program concentrations - Child/Adolescent Mental Health or Sport/Performance Psychology - and receive additional training in the concentration area they choose.

**A. Mission Statement**

The mission of the Ph.D. in Counseling Psychology and Applied Human Development is to prepare students to be leaders in their fields of study and to be committed to developing and
using evidence-based practices to promote optimal development for children, youth, and young adults in diverse settings. Following a scientist-practitioner model of training, program is organized around and endeavors to train psychologists who:

1) Work effectively with children through emerging adult populations,

2) Contribute to the empirical knowledge base of Developmental/Counseling Psychology,

3) Assume leadership roles as professional psychologists, educators, and/or researchers, and

4) Are committed to and serve as role models of cultural competence, ethical practice, and social justice.

Please see section C, below, for details on the objectives and competencies associated with each of these four program goals.

B. Brief Program History & Current Status of CPAHD

Over the past few years, CPAHD has added six Counseling and/or Clinical Psychologists, two Developmental Psychologists, and an expert in physical education and coaching to our CPAHD Programs. With this infusion of new faculty we have made considerable programming revisions in order to expand the range of course offerings, training experiences, professional development and mentoring opportunities. In 2015, the doctoral program in Counseling Psychology and Applied Human Development Programs changed from an EdD degree to a PhD degree. Students applying in the Fall of 2015 and matriculating in the Fall of 2016 were the first official PhD cohort while many students who entered prior to 2015 were able to successfully transfer to the PhD program. Most recently, the Counseling Psychology specialization of the CPAHD PhD program completed the extensive application process to become a program accredited by the American Psychological Association. In August 2017 we received notification that we are now an APA-accredited program, with the accreditation date backdated to October 2016.
Applied Human Development History and Status

The PhD degree in Applied Human Development program aims to promote more cross-talk between students with varied backgrounds, more opportunities for collaboration amongst our faculty, and should offer an attractive option for students with a set of shared core interests that they can learn together as well as integrate into their work in their different fields. Students will select one of the following tracks:

- Child and Adolescent Mental Health & Development
- Sport/Performance Psychology

The PhD degree aims to draw upon the expertise of multiple faculty members from across the Wheelock College of Education and Human Development, all of whom have a shared interest in positive youth development, but are currently teaching across several programs. The overarching interest in Applied Human Development promotes coherence in the curriculum across several programs (currently those housed in different departments—Teaching & Learning, Counseling Psychology & Applied Human Development, and Language & Literacy) and provide a distinctive signature program for potential applicants. The PhD coursework is organized around 4 areas: developmental foundations, social and cultural development, research methods, and individually specified electives.

Students completing this program will use their specialized knowledge, research skills, and applied developmental competencies in a wide variety of postdoctoral career choices, including the following: faculty positions in colleges and universities; consulting positions in K–12 schools, government, industry, or human service agencies; and work with individuals, teams, or organizations dedicated to superior performance in sport and other performance realm.

Counseling Psychology History and Status

While the BU Counseling Psychology program has been in existence for almost half a century, significant revisions to the program have been made in the past decade. These revisions led to the program receiving “designation status” from the Association of State and Provincial Psychology Boards/ National Register in April, 2008.

In accordance with this accreditation, the Counseling Psychology Program meets guidelines set forth by the American Psychological Association. Therefore, graduates of this program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing. However, in each jurisdiction there may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.
C. Program Goals

The Doctoral Program in Counseling and Applied Human Development endeavors to meet the following goals:

GOAL 1: TO TRAIN DEVELOPMENTAL/COUNSELING PSYCHOLOGISTS TO WORK EFFECTIVELY WITH CHILDREN THROUGH EMERGING ADULT POPULATIONS

Objective 1.1: Students will acquire an advanced understanding of the role and function of the psychologist in a wide range of settings.
- Competency 1.1a: Students of developmental psychology will understand the range of roles assumed by psychologists in school, community, and research settings. Students of clinical psychology will understand the range of roles assumed by psychologists in clinical, training, and research settings.

Objective 1.2: Students will acquire an advanced knowledge of the theories and evidence-based scientific findings of psychology, broadly, and developmental/counseling psychology, specifically.
- Competency 1.2a: Students will understand the current body of knowledge in the psychological foundations areas and in the history and systems of psychology.
- Competency 1.2b: Students will understand the scientific, methodological, and theoretical foundations of developmental/counseling psychology.

Objective 1.3: Developmental students will demonstrate the practical skills and abilities to work in, and with, programs that serve children through emerging adult populations in the role of a developmental psychologist. Counseling psychology students will demonstrate the practical skills and abilities to work with children through emerging adult populations in the role of a counseling psychologist.
- Competency 1.3a: Students will demonstrate comprehensive knowledge of developmental/counseling theory, program development, group work, and evidence based practices.
- Competency 1.3b: Developmental students will gain knowledge of how to effectively and appropriately design and implement programs for children, families and emerging adult populations, that are informed by a social-ecological framework and a strengths-based focus. Counseling students will effectively and appropriately counsel children, families and emerging adult populations using advanced interviewing and counseling skills that are informed by a social-ecological framework and a strengths-based focus.
- Competency 1.3c: Students will demonstrate competence in assessment techniques, including administration, analysis, and reporting of findings.
- Competency 1.3d: Students will demonstrate the knowledge and skills necessary to critically evaluate and develop interventions used in individual, small group, and organizational settings.
- Competency 1.3e: Students will demonstrate the knowledge and skills necessary to provide effective leadership in youth serving organizations.
- Competency 1.3f: Students will work ethically in the role of a developmental/counseling psychologist.

GOAL 2: TO PROVIDE STUDENTS WITH TRAINING THAT ALLOWS THEM TO CONTRIBUTE TO THE EMPIRICAL KNOWLEDGE BASE OF APPLIED HUMAN DEVELOPMENT/COUNSELING PSYCHOLOGY

Objective 2.1: Students will understand the evidence-base for various interventions and demonstrate the ability to develop, implement, and disseminate research protocols for evaluating youth
programming or professional counseling, and educational activities within school and/or community settings.

**Competency 2.1a:** Students will apply their knowledge of evidenced-based practices to plan effective developmental and/or educational interventions.

**Competency 2.1b:** Students will apply their knowledge of research methods to develop protocols for evaluating intervention efficacy.

**Competency 2.1c:** Students will demonstrate the ability to explain the evidence-based rationale and results of efficacy studies to a broad audience.

**Objective 2.2:** Students will demonstrate the ability to critique and advance extant research to improve practice.

- **Competency 2.2a:** Students will understand a range of research methodologies commonly used in psychological and educational research.
- **Competency 2.2b:** Students will demonstrate the ability to critically evaluate the extant research in their area of interest and conduct independent research to advance the field.

### GOAL 3: TO TRAIN DEVELOPMENTAL/COUNSELING PSYCHOLOGISTS WHO ARE COMMITTED TO AND SERVE AS ROLE MODELS OF CULTURAL COMPETENCE, ETHICAL PRACTICE, AND SOCIAL JUSTICE

**Objective 3.1:** Students will demonstrate an awareness of and sensitivity to diversity and individual differences.

- **Competency 3.1a:** Students will demonstrate the self-awareness, knowledge, and skills necessary to be a culturally competent psychologist.
- **Competency 3.1b:** Students will demonstrate the ability to consider cultural values, beliefs, and practices of the youth, families, communities, and colleagues with whom they work.

**Objective 3.2:** Students will demonstrate effectiveness working as a developmental psychologist with diverse groups in the roles of educator, researcher, and advocate.

- **Competency 3.2a:** Students will demonstrate the ability to develop a culturally informed understanding of the clients, supervisees, youth, families, communities, and students with whom they work.
- **Competency 3.2b:** Students will demonstrate the ability to design, deliver, and advocate for evidence-based, culturally competent interventions, assessments, and learning environments.
- **Competency 3.2c:** Students will demonstrate the ability to design and implement culturally responsive research.

### III. Academic Requirements

#### A. Coursework

Following a scientist-practitioner model of training, the doctoral program follow provides training experiences in core areas:

**Applied Human Development Doctoral Program Core Areas**
1) Psychological Foundations of Behavior
2) Research Methods and Data Analysis

Students follow one of our two program tracks (Child and Adolescent Mental Health & Development or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

Counseling Psychology Doctoral Program Core Areas
1) Psychological Foundations of Behavior
2) Counseling Psychology Foundations and Practice
3) Research Methods and Data Analysis
4) Applied Psychological Practice

Further, students follow one of our two program concentrations (Child/Adolescent Mental Health or Sport/Performance Psychology) and receive additional training in the concentration area they choose.

While specific concentration courses are indicated, flexibility in meeting track requirements is allowed; with any course substitutions first discussed with the student’s primary advisor and then a formal request made to the Doctoral Training Director. Once approved by the Doctoral Training Director, petitions will be submitted to Student Records and the Associate Dean of Student Affairs. A list of courses can be found on our Applied Human Development Bulletin site:

http://www.bu.edu/academics/sed/programs/counseling/phd-counseling-psychology-applied-human-development/ and a suggested semester-by-semester plan of study can be found below (see Tables that follow). This sequence is likely to be modified by factors such as students’ previous academic experiences, current needs, course availability, changes in the program, and other factors. Students should plan to meet with their advisor to discuss their academic work prior to registering for courses each semester.
## 2019 Program Requirements

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## 2019 Program Requirements

### YEAR ONE (32 CREDITS)

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**CPAHD Policy on Students Taking Courses Remotely:** As some of you are aware, previously on occasion students were allowed to take classes remotely, particularly 2 credit classes, if practicum placements conflicted. This was allowed because the program was undergoing changes and we were trying to facilitate students successfully transitioning from the EdD program to the PhD program, and to allow students to take courses that were consistent with APA standards. In many cases these students had already set up practicum placements before the Tuesday class schedule for the 2-credit series of classes had been set. Now, however, course sequences are clearly set out, and students are aware of when courses are typically offered. Moreover, all students are asked yearly to design their individual course sequences for their doctoral studies. As such circumstances have changed, and as a Department we believe that the optimal way in which for students to learn and engage in critical discussions about course materials is through being present during course meetings. Except in extreme circumstances, and only with written permission from the doctoral program committee, students will therefore no longer be allowed to take courses remotely.

Should you have any questions about this new policy, please do not hesitate to reach out your advisor, who will submit these questions to the Department Chair or the doctoral program directors.

**B. Clinical Practica (Counseling Psychology program ONLY)**

The Counseling Psychology doctoral program provides students with opportunities to develop their clinical competencies through practicum training experiences starting their second year. Counseling Psychology doctoral students are required to take a minimum of four credits of practicum in their 2nd and 3rd years. Second year students enroll in CE 846 (Foundational Practicum), which focuses on the development of counseling skills, competencies, and theoretical and philosophical perspectives needed for practicum. Third year students enroll in CE 946 (Advanced Practicum), which overlaps with CE 846 to discuss clinical cases and material based on the clinical practicum. During the fourth year, if students choose to continue practicum experience (which is not required but is recommended), they enroll as “externs” in SED CE 947 and meet monthly with the practicum class. In CE 947, students gain further clinical experience in either a new setting or a specialized area of training if they choose to continue to gain practicum experience. In CE 846/946, students are provided group supervision regarding their clinical experience at their practicum training site. Weekly readings on clinical issues, therapeutic modalities, and trends in the field are also discussed as a group. Students will also have the potential to enroll in Advanced Practicum relating to Assessment and Supervision. Please note that in order to continue with practicum training, students may not earn a supervisory rating of 0 (on a 0-3 scale) for any single item on their supervisor evaluation form. If this occurs, they will not successfully complete the practicum experience for that year.

**Preparing for Practicum**
For first year students, the Clinical Director of Training holds a meeting in early Fall to discuss the practicum application process in detail. For all students, students must provide application materials to the Clinical Director of Training and advisors for review and feedback prior to submitting them.

It is important for students to review both the BU Wheelock Field Policies Guidelines (http://www.bu.edu/wheelock/files/2019/08/BU-Wheelock-Field-Policies.pdf) for further information) prior to applying for a practicum placement. Further, all placements must comply with the BU Wheelock Standards for Sites and Site Supervisors (see Appendix A).

Our program strongly encourages students to apply to sites that are part of the Practicum Training Collaborative (http://www.massptc.org/welcome/default/index). If you are interested in applying to a non-Practicum Training Collaboration (PTC) site, you should set up a meeting with the Clinical Director of Training to discuss this further. In no circumstance should students accept a site prior to the common notification day for the PTC.

- **Timeline:**
  - Cover letters and updated CV’s should be sent to the Clinical Training Director and advisors by November.
  - Applications to Practicum Training Collaborative (PTC) sites are due in early January.
  - Interviews are scheduled in January with PTC sites.
  - There is a common notification date – typically mid-February – for PTC sites.
  - Please review the PTC site carefully for the timeline and procedures.

- **Opportunities:**
  - Dr. Holt maintains a list of sites where students have completed practicum placements in the past that she will distribute via email. In addition, she has a binder with more detailed information students have provided about recent placements; students are welcome to set up a time to come to her office to review this binder.
  - Please also note that competition for placements from various clinical training programs has been increasing at sites in the Greater Boston area. Further, based on economic and other considerations, training sites sometimes discontinue or reduce their training capacities. Thus, the CP doctoral program cannot guarantee students that they will be chosen by a particular site.

- **Example practicum sites of current/former students:**
  - Child and Adolescents
    - Franciscan Hospital for Children
    - Center for Anxiety and Related Disorders – Child and Adolescent Treatment Program
    - McLean Hospital Anxiety Mastery Program
    - Cambridge Health Alliance
• Boston Latin School
• McLean Hospital Arlington School
• The SPARK Center – Boston Medical Center
  o Young Adult/Adult
    ▪ Prevention and Recovery of Early Psychosis (PREP) at Beth Israel (Mass. Mental)
    ▪ North End Waterfront Community Health Center
    ▪ Massachusetts College of Pharmacy and Health Sciences (MCPHS University)
    ▪ Wentworth Institute of Technology Center for Wellness and Disability Services
    ▪ The Stone Center Counseling Services – Wellesley College
    ▪ Salem State University: Counseling and Health Services

• On-site supervision
  o On-site supervision by a licensed psychologist is strongly preferred for doctoral practicum placements. APA-accredited practicum training programs can negotiate supervision by a license-eligible psychologist, provided that this supervisor is receiving supervision from a licensed staff psychologist. Please consult with your program faculty to gain approval for supervision.
  o Each semester of the practicum, students will meet with the CE 846/946 professor and the on-site supervisor to discuss the training experience (e.g., goals, strengths, areas for development).

Documenting Hours

• Each week students must track their clinical practicum hours, including:
  o Direct service (intervention and assessment) to clients, hours of supervision, and support hours (e.g., paperwork, preparing for and reviewing sessions).
• How to track: Time2Track
  o Students will use Time2Track to keep track of hours. The hours documented on this service can be linked to the online AAPI (Application for Pre-Doctoral Internship). Supervisors will be given access to approve hours students submit. In addition, supervisors will complete evaluation forms through a Time2Track function.
  o Please note, the required documentation for the pre-doctoral internship AAPI is very detailed. For example, you will need documentation of patients’ demographic information, specific testing instrument experience, etc. Using Time2Track allows you to keep on top of this documentation so that all details required in the AAPI application are available.

Internship Education Agreement

• Supervisors will complete evaluations of student performance and progress once per semester.
Advanced Practicum Courses

Students also enroll in two advanced practicum courses: CE926-Advanced Assessment-Child and CE948-Supervision. These are detailed below:

- Prior to engaging in the CE926 Advanced Assessment Practicum, doctoral students learn about various assessment approaches and practice specific aspects of commonly-used assessments (e.g., WISC) during the CP Proseminar Series course CE826 Child Assessment. As with all practica experiences, students engage in the applied work, in this case, completing a comprehensive psychoeducation assessment battery, integrative report, and mock feedback session with a child/adolescent and his/her family. The doctoral students in CE926 meet for 3 hours, every other week, using a case conference model. Specifically, students are first presented with practice case intake forms and are required to determine the assessment plan and initial conceptualizations. These are discussed with the team and all assessments are reviewed in class and practiced with a classmate prior to administration. Students then schedule their practice case and complete the testing battery. Classmates provide reliability scoring for one another and the cases are discussed in the next team meeting (class). Scoring and interpretation are reviewed and integrative report writing is practiced in class. A final case staffing is presented to the class, with feedback and discussion incorporated into the written report. Integrative report drafts are provided feedback from the course instructor until complete. Finally, a mock feedback session is held with the course instructor, with the student receiving feedback on their presentation of the findings, as well as the actual content of the written report.

- Prior to engaging in the CE948 Supervision Practicum doctoral students study various models of supervision (in addition to consultation models) in the CP Proseminar Series course CE850 Theories and Models of Supervision and Consultation. As with all practica experiences, students engage in the applied work, in this case, providing training and supervision to master’s students in the BU Ed.M. in Counseling program, and have regular Supervision of Supervision meetings with a licensed psychologist. The master’s students who are the recipients of supervision are registered for CE635 Counseling Skills and Techniques. This course experience included both a 1-hour didactic classroom component during which various counseling skills and counseling-related issues are introduced, discussed, and modeled, as well as a 1.5-hour laboratory component during which they practice the skills and engage in roleplays. The doctoral students in CE948 each have their own lab that includes 5-6 master’s student supervisees. As the supervisor of the counseling skills labs, doctoral students set the training agenda each week, lead the supervisees in training exercises, provide feedback on supervisees’ skills and development, facilitate peer-to-peer feedback, etc. Further, outside of the lab each master’s student supervisee conducts mock counseling sessions with volunteer clients that are recorded, transcribed, analyzed, and shared with the doctoral student supervisor. The doctoral supervisor reviews the recorded sessions, transcripts, and analyses and, with the use of a common rubric, provides detailed feedback to each master’s student supervisee. Close coordination between the supervisor/instructor of
CE948 and the instructor of CE635 is an essential component of this experience to ensure that the training needs of both the doctoral student supervisors and master’s student supervisees are being met.

C. Qualifying Tasks (formerly referred to as Comprehensive Examinations)

Each doctoral candidate is required to successfully complete three qualifying tasks: one paper reporting original research, one literature review or grant proposal, and one oral applied practice/clinical examination. These tasks are designed to give students experience that will be critical to their future professional endeavors. Some or all of these tasks are likely to have their origins in coursework that the student undertakes in the first few years of the doctoral program, and therefore feedback from course instructors can and should be incorporated. Thus, students should thoughtfully consider how their assignments might lay the foundation for more detailed study and have the potential to fit qualifying task requirements. Short descriptions of each task are given here; more detailed guidelines are provided in the Appendices.

There is not a set order for completing the qualifying tasks; although typically the oral applied practical qualifying task would be completed later in the student’s training as it draws from advanced training experiences. In general, students should expect to complete 1 qualifying task per year for the first three years. At a minimum, students are required to submit 1 of the three qualifying tasks for evaluation by the full committee by the end of the second calendar year after matriculation—regardless of whether the student has full-time or part-time status in the program. All three qualifying tasks must be completed and accepted by the end of the student’s third year (more information on this below) and Qualifying Task 1 (Research Paper) and Qualifying Task 2 (Literature Review/Grant Proposal) must be completed prior to the problem hearing for the dissertation. Students will not be permitted to request a date for the problem hearing for the dissertation until these two qualifying tasks have been passed. Note that, depending on the student’s progress in the first few years, students may work on more than one qualifying task simultaneously, and it is likely that they will work on qualifying tasks simultaneously with taking courses. This is often recommended so that the student may take advantage of a down time in one project to make progress on another.

Brief Descriptions of the Qualifying Tasks (students must complete all 3)

Qualifying Task 1:

Research Paper: The research paper is a report of an original research study that the student has conducted, and must be suitable for submission to a refereed academic journal. The paper should include an introduction, a review of the main literature relevant to the study, a statement of the research questions and hypotheses, detailed information on the design and method of the study, a report of the results of the study, an analysis and discussion of reported findings and their implications, and recommendations for implementation and/or further research. A pilot study for the dissertation or a small project conducted with the primary
advisor or another CPAHD faculty member are examples of appropriate topics for the research paper. Candidates should consult journals in their field as to appropriate content and format of a typical research paper in that field. The goal of this task is for students to demonstrate independence in their ability to compose a publication-quality manuscript based on the work they are completing during their doctoral training.

Qualifying Task 2:

**Literature Review:** The literature review is a comprehensive review of publications that pertain to a topic that the student wishes to study in depth. The review should integrate summaries of the relevant findings with a critical analysis and evaluation of the work within the context of the related knowledge, theory, and research. It must meet the standards of a journal or research handbook in the student's field of interest. Students are encouraged to examine published review articles in their specialty field in order to develop a manuscript that can be submitted for peer-review.

OR

**Grant Proposal:** The grant proposal is typically a proposal for a research study, intervention, training, or significant professional development offering. It should be appropriate for submission to a funding agency, and guidelines specific to the target agency should generally be followed. Typical proposals include a rationale for the project, specific research questions or goals, likely significance of the outcomes, relevant previous research or similar projects, a plan for implementation of the project (e.g., setting, design, methods, data analysis), potential limitations of the project, personnel required, budget and justification, and often a plan for evaluation of the project. Typical funding agencies include governmental offices (e.g., Department of Education, National Science Foundation), private foundations (e.g., Spencer Foundation, Nellie Mae Education Foundation, American Psychological Foundation, American Psychological Association), and corporate sponsors (e. g., Apple, Coca-Cola). Information about possible funding agencies is available from the Grants Development Coordinator, School of Education, Room 356, (617) 353-3211. While current NIH proposals may be as short as six single-spaced pages, and this may be the case with small foundation grant proposals as well, we will be asking you to write a detailed 25-page proposal for the qualifying task. Once you have completed this, you can revise to meet specific program application requirements; your advisor and/or other CPAHD faculty along with the SED Grants Development Coordinator can provide guidance for actual submission. Additionally, you may identify a small grant opportunity (e.g., several thousand dollars) that you wish to apply for, however, the requirement of the qualifying exam is to prepare a proposal for a project of significant scale. Again, once the full large-scale proposal is completed you can use portions for a submission to a smaller funding opportunity.

Qualifying Task 3:

**Oral Applied/Clinical Qualifying Task:** At least once each year, the Doctoral Training Committee will set official oral applied practice qualifying task dates. The oral qualifying task will provide an evaluation of students’ critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various developmental psychology
and professional competencies (e.g., evidence-based practices, culturally-sensitive approaches). Students will officially declare their intention to complete the oral qualifying task at least 3 months prior to the set date, by providing a written notice to the Doctoral Training Director. The examination will include the student and at least 3 members of the CPAHD Faculty (1 faculty will be a Doctoral Training Committee member). The examination itself (for counseling psychology students) will be comprised of case presentations, case planning/conceptualizing using vignettes, and/or open question sessions. The examination is intended to last 1-2 hours overall.

**Applied Human Development Students will have the opportunity to choose from one of three options:**

**Course Development Presentation:** Students will prepare a course that they would propose to teach in a new faculty job. This is not a course they have taught at SED or elsewhere. Written components will include a syllabus with clearly written lesson plans and/or PPTs for 2-3 model sessions, and a teaching statement. The syllabus, informed by guidelines from existing SED course proposal procedures for faculty, must (1) clearly state objectives and goals; (2) articulate course methods that include ordered listing of topics and corresponding readings and assignments; and (3) clearly describe texts, journals, bibliographies, databases, reference materials, films, and video, that are of sufficient rigor and clearly related to course topics. In addition, methods to assess student knowledge, competencies, and skills must be clearly specified. Grading rubrics for assignments should be noted. The teaching statement is an approximately two-page description of the student’s theory of teaching and summary of existing teaching experience, and related instructional experience. The oral component will include a model lesson (approximately 20-30 minutes) from one session on the proposed course syllabus, followed by a brief presentation on the student’s theory of teaching.

**OR**

**Program Evaluation Study:** Students will conduct a small-scale program evaluation and provide a written evaluation report of findings. We encourage the design of an evaluation with input from the organization or entity so that the results are useful for performance measurement and that can have an influence on continuous improvement. The written report will be comprehensive in detailing how the evaluation documents both effectiveness and value of the program, how stakeholders have been engaged in the process, and should include consideration of cultural responsiveness. The student will present the evaluation results to the committee and, if possible, local stakeholders will attend the presentation (though they will be asked to step outside the room during the committee discussion).

**OR**

**Original Research Paper and Mock Conference Presentation:** The research paper is a report of an original research study that the student has conducted, and must be suitable for submission to a refereed academic journal. The paper should include an introduction, a review of the main literature relevant to the study, a statement of the research questions and hypotheses, detailed information on the design and method of the study, a report of the results of the study, an
analysis and discussion of reported findings and their implications, and recommendations for implementation and/or further research. A pilot study for the dissertation or a small project conducted with the primary advisor or another CPAHD faculty member are examples of appropriate topics for the research paper. Candidates should consult journals in their field as to appropriate content and format of a typical research paper in that field. Along with the research paper, the student will prepare a brief edited conference proposal for submission to a relevant association meeting, following the format of calls for proposals from organizations such as AERA, APA, SRA, SRCD, etc. For the oral component, the student will give a 20-minute presentation followed by a Q&A session, as would be done if presented at a national conference. The goal of this task is for students to demonstrate independence in their ability to compose a publication-quality manuscript based on the work they are completing during their doctoral training and to present such work effectively to a national audience.

Qualifying Tasks Procedures:

For Qualifying Tasks 1 & 2, a 2-3 member faculty committee is formed by the student, in consultation with the primary advisor, to guide and evaluate these two written tasks. A separate committee may be arranged for each task, or there may be overlap in members. The First Reader of each committee should be the student’s primary advisor or another research-active member of the Counseling Psychology & Applied Human Development (CPAHD) Department, whose expertise lies in the content and research methods pertinent to the qualifying task. The Second Reader of each committee must be a member of the CPAHD Department and typically will have complementary expertise to the First Reader. An optional Third Reader can be selected for inclusion on a committee, and may be a member of the faculty of WCEHD, another unit within Boston University, or another university. It is considered desirable for the student to benefit from faculty readers who represent multiple viewpoints. All committee members must have earned doctoral degrees. While the work is in progress, the student has the option of meeting with any member of the committee to discuss a change in the committee membership.

For Qualifying Task 1 (Research Paper), students should adhere to the following procedures. First, when a student determines that s/he is prepared to begin Qualifying Task 1, s/he will set a formal proposal meeting with his/her primary advisor/First Reader. These meetings must occur within the academic year and during the meeting, the student will present his/her research paper ideas. The student should prepare a written proposal, not to exceed one page, that briefly outlines the rationale, questions to be pursued, methods (and analyses when applicable) proposed, and literature to be consulted. This proposal must be sent to the First Reader at least ONE week prior to the set proposal meeting date. During the meeting, the student and the First Reader may modify the student’s proposal.

If the student’s proposal is not approved, the student will have the opportunity to revise the proposal based on the feedback of the First Reader, and to arrange additional meetings with the First Reader, as appropriate. Note that the above format applies: students are required to
submit a modified 1-page proposal 1 week before the formal meeting. Note that students have 3 times to re-submit the proposal. If the student does not receive approval after 3 resubmissions will be required to meet with the First Reader and Doctoral Training Director(s) to determine next steps, which may include a formal review of the student’s academic standing by the student’s program or submission of a new proposal idea for the Qualifying Task.

If the student’s proposal is approved, the First Reader will sign the proposal form and the student’s “clock” for completing the task will begin on that date. Students will have exactly 1 YEAR from the proposal approval meeting to complete this task. The final paper should be 20-40 pages in length (excluding references) and written in APA-Style. Final papers with minor formatting or style errors may be considered; however, papers with substantial errors will be automatically rejected. Students can receive feedback from the First Reader ONCE in the first 6 months after the student initiates this Qualifying Task. The student will submit the draft to the First Reader, who will respond with a written evaluation including recommended changes and refinements within four weeks of submission. Upon completion of the Task, the student will submit the complete manuscript to the entire Qualifying Task Committee, who will provide a written evaluation within 4 weeks of submission. Committee members will provide feedback in the format typical for review by an academic journal.

The most typical response by committee members is a Revise and Resubmit. As is typical with journal submissions, students will be required to submit a revised version of the article as well as a formal cover letter detailing how they have responded to the committee members’ concerns. Students will have 4 weeks to make changes and “resubmit” to the committee for review.

In order to receive a Pass on Qualifying Task 1, the First and Second Readers must approve the final paper. Should they disagree, a Third Reader, appointed by the Doctoral Training Director, will review and make a final determination.

For Qualifying Task 2 (Literature Review or Grant Proposal), students should adhere to the following procedures. First, when a student determines that s/he is prepared to begin Qualifying Task 2, s/he will set a formal proposal meeting with his/her primary advisor/First Reader. These meetings must occur within the academic year and during the meeting, the student will present his/her identified plan (lit review or grant proposal). The student should prepare a written proposal, not to exceed one page and send it to the First Reader at least ONE week prior to the set proposal meeting date. During the meeting, the student and the First Reader may modify the student’s proposal.

If the student’s proposal is not approved, the student will have the opportunity to revise the proposal based on the feedback of the First Reader, and to arrange additional meetings with the First Reader, as appropriate. Note that the above format applies: students are required to submit a modified 1-page proposal 1 week before the formal meeting. Note that students have 3 times to re-submit the proposal, after which students will be required to submit a new idea for research.
If the student’s proposal is approved, the First Reader will sign the proposal form and the student’s “clock” for completing the task will begin on that date. Students will have exactly 6 MONTHS from the proposal approval meeting to complete this task. The final paper should be 20-40 pages in length (excluding references) and written in APA-Style (Note—with committee approval, grant proposals may be reduced to 15 pages in overall length, if and only if, that length is consistent with the grant mechanism selected). Final papers with minor formatting or style errors may be considered; however, papers with substantial errors will be automatically rejected. Students can receive feedback from the First Reader TWICE after initiating this Qualifying Task. For the first feedback point, the student should prepare a brief synopsis of the paper/proposal (incorporating any changes discussed in the proposal meeting). Students will receive written feedback from the First Reader within 10 days. For the second feedback point, the student should prepare a detailed outline for the complete paper. Students will receive written feedback from the First Reader within 10 days. Upon completion of this Qualifying Task, the student will submit the complete paper/proposal to the entire Qualifying Task Committee, who will provide a written evaluation within 4 weeks of submission.

The most typical response by committee members is a Revise and Resubmit. As is typical with journal/grant submissions, students will be required to submit a revised version of the paper, as well as a formal cover letter detailing how they have responded to the committee members’ concerns. Students will have 4 weeks to complete the “resubmission” and submit it to the committee.

In order to receive a Pass on Qualifying Task 2, the First and Second Readers must approve the final paper. Should they disagree, a Third Reader, appointed by the Doctoral Training Director, will review and make a final determination.

As noted above, for Qualifying Task 3 (Applied Practice Task), the Doctoral Training Committee members will annually select 3 members to serve as the oral applied practice qualifying task committee.

First, when a student determines that s/he is prepared to begin Qualifying Task 3, s/he will set a formal proposal meeting with his/her primary advisor/First Reader. These meetings must occur within the academic year and during the meeting, the student will present which of the three options will be chosen and his/her teacher, evaluation, or research paper ideas. The student should prepare a written proposal, not to exceed one page, that briefly outlines the rationale, goals of course or questions to be pursued (depending on choice), methods for evaluation or research (and analyses when applicable) proposed, and literature to be consulted. This proposal must be sent to the First Reader at least ONE week prior to the set proposal meeting date. During the meeting, the student and the First Reader may modify the student’s proposal.

If the student’s proposal is not approved, the student will have the opportunity to revise the proposal based of the feedback of the First Reader, and to arrange additional meetings with the First Reader, as appropriate. Note that the above format applies: students are required to submit a modified 1-page proposal 1 week before the formal meeting. Note that students have 3 times to re-submit the proposal. If the student does not receive approval after 3
resubmissions will be required to meet with the First Reader and Doctoral Training Director(s) to determine next steps, which may include a formal review of the student’s academic standing by the student’s program or submission of a new proposal idea for the Qualifying Task.

If the student’s proposal is approved, the First Reader will sign the proposal form and the student’s “clock” for completing the task will begin on that date. Students will have exactly 1 YEAR from the proposal approval meeting to complete this task. If course development is chosen, then the final syllabus, lessons, and teaching statement will be required. If option 2 or 3 is chosen, the final paper for an evaluation or research project should be 20–40 pages in length (excluding references) and written in APA-Style. Final papers with minor formatting or style errors may be considered; however, papers with substantial errors will be automatically rejected. Students can receive feedback from the First Reader ONCE in the first 6 months after the student initiates this Qualifying Task. The student will submit the draft to the First Reader, who will respond with a written evaluation including recommended changes and refinements within four weeks of submission. Two weeks prior to the meeting for the Oral Qualifying Task, the student will submit the complete course materials or manuscript to the entire Qualifying Task Committee.

Following the oral qualifying task, the committee will ask the student to step out of the room to make a determination. Once a determination has been made, the student will return to the room and the committee (or one representative from the committee) will provide feedback on the outcome of the task. The most typical response by committee members is a Revise and Resubmit. For this qualifying task, the nature of the revision varies based on the student and case. For instance, the committee might ask the student to expand on part of the written portion, or to return at a later date to present the case again. In cases when a written resubmission is requested, the student will have 4 weeks to submit it. At that point, a final determination about the outcome will be made. Students must receive a “pass” determination from at least 2 of the 3 committee members to pass the oral qualifying task.

The most typical response by committee members for written products is a Revise and Resubmit. If this is the case, students will be required to submit a revised version of the course materials, evaluation report, or journal manuscript as well as a formal cover letter detailing how they have responded to the committee members’ concerns. Students will have 4 weeks to make changes and “resubmit” to the committee for review.

Please note that the four-week response time for each submission does not include official university breaks – Thanksgiving, Winter Break, Spring Break. In addition, faculty are not obligated to read qualifying tasks during the Summer (June 1 through August 31). Students should discuss plans with the reader(s) and agree on a timetable before submitting any work during the Summer.

Stages of Progress

If the First Reader determines at any point that the student is not making satisfactory progress on the qualifying tasks, the First Reader shall notify the Doctoral Training Director, who will call a meeting of the committee and the student. Subsequently, a contract between the student
and the committee, specifying deadlines and required accomplishments, will be developed and signed by the student and the members of the faculty committee.

When a given qualifying task is passed, a Report of Completion of Qualifying Task form is completed by the student and signed by the First and Second Reader, as well as the Doctoral Training Director. The student then submits to the Department Administrator the following documents:

(a) Report of Completion of Qualifying Task form
(b) Final accepted version of the qualifying task
(c) Signed proposal form
(d) Signed committee evaluation and grade from Final Submission

The Department Administrator records the completion and title of the task on the student’s transcript. The student is responsible for staying informed of all policies and procedures related to the qualifying tasks, and for making sure that his/her record is correctly updated.

Qualifying Task Failures and Extensions

When a given qualifying task is not passed, the First Reader will call a meeting of the committee, the student, and the Doctoral Training Director to discuss the next steps.

All three Qualifying Tasks must be passed by the end of the student’s 3rd year in the doctoral program. Failure to complete all tasks by that time will result in termination of the student’s doctoral study OR in the student filing a formal petition for an extension with the ADSA, which will, in turn, result in a formal review of the student’s academic standing by the student’s program.

D. Doctoral Dissertation

Each candidate must demonstrate the ability to make a significant and original contribution to the field and to report this contribution in a doctoral dissertation. After the first two qualifying tasks (Research Paper and Literature Review or Grant Proposal) have been completed and approved, a dissertation committee is formed, and the student prepares a proposal to be presented at a problem hearing.

1. Composition of the Doctoral Dissertation Committee

A minimum of three individuals with earned doctoral degrees, including at least two members of the WCEHD faculty of Boston University (further details below), will constitute the official Dissertation Committee. Additional members are encouraged and should be selected in consultation with the Dissertation Committee Chair. A maximum of five will hold voting rights.

The First Reader of each committee holds the title of Dissertation Committee Chair and should be a faculty member within the Counseling Psychology & Applied Human Development (CPAHD) Department who is the student’s primary advisor or another research-active member
whose expertise lies in the content and research methods pertinent to the doctoral dissertation. The Second Reader of each committee must be a member of the CPAHD Department and typically will have complementary expertise to the First Reader. The Third Reader must be a faculty member outside the candidate's department or outside the Wheelock College of Education and Human Development. Additional readers should be added to the committee to enhance knowledge and expertise (e.g., pertinent to the topic area or methodology). The Dissertation Committee Chair provides consultation and approval of committee membership and then sends a signed form listing all committee members to the WCEHD Records Office.

Once students have decided on the composition of their committee, they must fill out the online form that will be sent to the Doctoral Training Committee. The Doctoral Training Committee will send written approval to the student that they are able to go ahead with their oral proposal hearing. This form should be submitted during the semester prior to the proposal hearing and no less than 2 months prior to the proposal hearing.

Only in rare cases will the composition of the committee be changed. Changes to the committee after the proposal has been approved require the written consent of the Dissertation Committee Chair and Doctoral Training Committee and submission of such documentation to the Associate Dean of Student Affairs.

2. Research with Human Subjects

Before engaging in research as a member of a team, starting with your first research project, and no later than the end of your first semester, all students must complete an online certification for conducting ethical research and be familiar with the Belmont Report. The online certification is provided by the National Institutes of Health (NIH) and is referred to as the CITI Program. The NIH CITI Program can be found at: http://www.bu.edu/orc/training/human-subjects/. You will be completing the Charles River Campus training for social and behavioral sciences. Depending on how long you are a student at BU, you may need to become recertified when it is time to complete your dissertation.

All human subjects research at Boston University is governed by an Institutional Review Board (IRB). Before engaging in gathering new data or analyzing existing data, the IRB must approve each study that involves human subjects. As a student, your IRB application will first be submitted to a WCEHD faculty member who serves as the IRB contact. Information on the procedure and IRB checklist used within WCEHD can be found at: http://www.bu.edu/sed/research/student-opportunities/. Once the application has been approved by WCEHD and your research advisor, it is sent to the BU IRB for final approval. Expect this process to take several weeks-months to complete as you will likely be asked to make edits at each phase of the process.
3. Arranging a Problem Hearing or Oral Defense

The Problem Hearing (to present the proposal for the study) and the Oral Defense (to describe the conduct and the outcomes and defend explanation and interpretation of findings of the completed study) are scheduled in consultation with the student’s Doctoral Dissertation Committee Chair and Committee Members. Two weeks prior to the agreed upon date, students must visit the Administrative Coordinator for Counseling Psychology and Applied Human Development to prepare a notice for posting and for distribution to the faculty of the School of Education. These announcements serve as an invitation to faculty and students to attend the hearings. At the same time, students should ask the Administrative Coordinator to reserve an appropriate room for the proposal meeting. When all the arrangements have been made, and the announcement form is complete, the Doctoral Dissertation Committee Chair and the Doctoral Training Director sign the form.

4. The Problem Hearing

Upon preliminary review of the dissertation proposal, the Doctoral Dissertation Committee Chair, in consultation with the other members of the committee, will recommend that the student schedule a Problem Hearing, a meeting of the Committee at which the student will formally propose the dissertation study and explain its theoretical and research rationale, methodology, and significance. During the hearing, each member of the Committee will comment, and, as appropriate, make suggestions for strengthening the description and/or the conduct of the study. If a member of the committee will be away from the Wheelock College of Education and Human Development on the day of the hearing, the student may arrange for video or telephone participation by contacting sed-it@bu.edu.

At least four weeks prior to the scheduled hearing, the student will provide Committee members a complete copy of the proposal. All committee members are expected to read and comment on the document.

Acceptance of the proposal shall be by majority vote of all of the members of the Dissertation Committee holding voting rights. One of the positive votes must come from the Doctoral Dissertation Committee Chair. However, no vote shall take place unless at least three voting members of the Dissertation Committee are present. Acceptance of the proposed dissertation is final, regardless of later changes in the composition of the Committee. At the conclusion of the Problem Hearing the Dissertation Committee Chair completes and signs the Report of the Problem Hearing form, and the student files the form with the Administrative Coordinator who will send a copy to the Office of Student Records.

5. The Dissertation

It is expected that the study will be carried out precisely as approved by the Dissertation Committee. Should any circumstances necessitate methodological changes, these must be conveyed to, and approved in writing by, the members of the Committee (and possibly the IRB).
Draft chapters of the dissertation may be prepared and submitted to all committee members for review and/or revision while the dissertation is in progress. Revising and editing on the basis of committee criticism is the norm in dissertation work.

6. The Oral Defense

The student will receive ongoing consultation from the Dissertation Committee Chair until both are in agreement that the dissertation is complete. At that time, the student will provide all committee members with the complete written dissertation document and begin scheduling procedures for the oral defense. The oral defense should be scheduled at least 4 weeks from the date of providing the complete dissertation document to all Dissertation Committee members. Following the same procedures described above for the Proposal Hearing, the student will then schedule a hearing for an oral defense of the dissertation before the Committee and the invited public. If a member of the committee will be away from the School of Education on the day of the hearing, the student may arrange for video or telephone participation by contacting sed-it@bu.edu.

At the completion of the oral defense meeting, the Dissertation committee may accept the dissertation, accept the dissertation with recommendations for changes, or reject the dissertation. All changes must be made and approved by the Dissertation Committee before the student is approved for graduation. Acceptance of the dissertation shall be by majority vote of all of the members of the Dissertation Committee holding voting rights. One of the positive votes must come from the Dissertation Committee Chair. However, no vote shall take place unless at least three voting members of the Dissertation Committee are present. Once the Dissertation Committee has voted to approve the dissertation (whether at the oral defense meeting or subsequently following review of the requested changes made by the committee during the oral defense), the Dissertation Committee Chair completes and signs the Report of the Final Oral Defense Form, and the student files the form with the Administrative Coordinator who will send a copy to the Office of Student Records.

Should the Doctoral Dissertation Committee, by majority vote, fail to accept the dissertation (whether at the oral defense meeting or subsequently following review of the requested changes made by the committee during the oral defense), the Doctoral Dissertation Committee Chair will call a meeting of the committee, the student, and the Doctoral Training Director to discuss the next steps.

7. Submitting the Dissertation to Mugar Memorial Library

The student must prepare the approved dissertation for submission to Mugar Memorial Library, following the guidelines provided at: http://www.bu.edu/library/guides/theses/index.html. The student must submit two original copies of the completed work to Mugar Memorial Library. One copy is placed in the archives, and the other is sent to the Pickering Educational Resources Library for circulation for five years, after which it is returned to Mugar Memorial Library. The dissertation is microfilmed and distributed by the Mugar Library Microfilm Department and by University Microfilms International. In addition, a copy of the abstract and title page must be given to the Dissertation Coordinator in the Bibliographic Services Office in the Mugar
Memorial Library, 3rd floor.

To order dissertations from University Microfilms International, complete the Dissertation/Masters Thesis Reproduction order form, available at the reference desk in Mugar Memorial Library. Orders paid with VISA, Master Card, or American Express, can be placed at 800/521/3042. Forms accompanied by check or money order are sent to 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Several formats are available: microfilm/fiche, paper cover, or hard cover. When placing an order, the order number (the number of the dissertation) and the author’s full name as it appears in the dissertation are required.

8. Student Records Office

Once the above steps are complete, students turn the following items into student records: (1) A copy of the dissertation title page; and (2) The page with all readers’ signatures.

E. Pre-doctoral Internship (For Clinical Students Only)

After a student has had his/her Doctoral Dissertation proposal accepted, he/she may “go on internship,” the full-time clinical training experience. This is ordinarily done in the student’s fifth year in the doctoral program. All doctoral students are required to complete a pre-doctoral internship before receiving the Ph.D. To be deemed ready for internship, students must have: successfully completed the doctoral qualifying tasks; completed all required practica successfully; and either have completed their coursework or be in the process of completing their final course requirements during the semester of application for internship. It is highly recommended that students also complete their Doctoral Dissertation Problem Hearing prior to applying for internship.

Students may request consideration to apply for their pre-doctoral internship in the Spring prior to the AY Match cycle in which they plan to apply. Specifically, students are to contact the Doctoral Training Director (DTD) with their desire to apply for internship by May 1. The Doctoral Training Committee meets in early May to review all students and determine initial eligibility. Students will be alerted to the committee determination of their eligibility by May 30.

Students who are eligible to apply for internship are then expected to meet with their advisor to complete a comprehensive list of internship programs to which they are applying and to plan their essays. Students should prepare for this meeting by identifying their interests, skills, areas of expertise and clinical areas or populations with whom they would like to develop more expertise/have more experience. Students should also identify any constraints (e.g., geographic) and begin to develop a list of sites to which they hope to apply.

After meeting with their advisor, students begin the process of mapping their profile to specific internship sites and finalizing their essays. In order to do so, the student may consult with the DTD, their advisor, and other faculty members, as well as current and past students, interns and
supervisors. In late August/early September, an internship workshop will be held by a member of the Doctoral Training Committee and all internship-applying students are required to attend.

By **September 1**, students are to send the complete list of sites to which they plan to apply and the first draft of ALL of their essays and cover letters to their primary advisor. Any special circumstances should be explained with the list. Feedback on sites and essays will be provided to students by **September 15th**. Second drafts will be due to the co-Training Directors by **October 1st**; feedback will be provided by October 15th. Please note: Essays must be revised until the advisor and DTD determine them to be well-developed, well-written, and clear in meaning and expression. Internship applications may be delayed until essays are deemed “ready.” In addition, the Doctoral Training Committee will meet to approve students’ internship sites.

**Internship Selection Process**

Determining one’s primary choice(s) for internship can be anxiety-provoking. In part, this is because of the nature of the selection process itself. Whether one receives an invitation from a site is dependent on several factors, including the number of slots versus number of applicants. The entire selection process is computerized. The specific regulations for making and accepting offers of internship placement are in the front of the APPIC Directory (http://www.appic.org), and must be conscientiously followed by both applicants and internship sites. Additional information on the application, interview, and match process will be provided to students at the annual internship workshop.

**Internship Evaluation Process**

Student interns are required to have at least 1 written evaluation submitted to the Doctoral Training Director during the course of the internship. Ideally, if possible there will be two evaluations - one at mid-term and one final evaluation at the conclusion of the internship. Typically sites will use their own evaluation forms, but if they do not have one the program can provide one. State licensing boards may request additional quarterly evaluations.

**F. Graduation**

**Graduation Application**

An application for graduation, available in Room 113, should be submitted according to the following schedule: December 1 for May graduation, June 1 for September graduation, and October 1 for January graduation. Students who do not complete the requirements for graduation should submit a new application form for the subsequent graduation date.

In order to meet the schedule for graduation at one of three times during the calendar year, the following deadlines must be met:
May Graduation:

March 1: Final edition of the dissertation submitted to the Committee
April 1: Oral defense
Two weeks prior to Commencement: Submission to Mugar Memorial Library

September Graduation: (possible only when agreed to by Dissertation Committee)

June 1: Final edition of the dissertation submitted to the Committee
July 1: Oral defense
Two weeks prior to date of graduation: Submission to Mugar Memorial Library

January Graduation:

October 1: Final edition of the dissertation submitted to the Committee
November 1: Oral defense
Two weeks prior to date of graduation: Submission to Mugar Memorial Library

IV. Student Procedures and Policies

A. Student Selection

Students are selected into the Counseling Psychology and Applied Human Development Doctoral Program following several steps. Students complete formal admissions procedures through the Wheelock College of Education and Human Development online application system. Each student’s file is reviewed by 2-3 faculty members, including the faculty member(s) indicated by the student (or selected by the faculty when no indication is made by the student) whose work best matches their research and training interests. The Counseling Psychology and Applied Human Development Faculty next meet to discuss applicants and determine a short list of individuals to invite for in-person/on-campus interviews. Applicants are evaluated on all application components (e.g., academic record, essays, research & training experiences and goals, letters of recommendation, etc.), as well as on their match with an advisor in the program. Short-listed applicants are invited to campus for one-day of interviews, meetings with current students, and tours of campus. Students who cannot attend on-campus interviews may be permitted to conduct interviews via video-conferencing when necessary. Following completion of all interviews, faculty meet once more to determine which candidates to recommend for admission, which to place on a wait-list, and which to remove from consideration. Recommendations are made to the Associate Dean for Student Affairs and processed by the Admissions office, who provides the official status notification to students.
B. Doctoral Fellowship

Each PhD student awarded a Doctoral Fellowship receives tuition remission as outlined in the offer letter provided by the BU Wheelock Graduate Student Services office. This is a service stipend, which means that students work 20 hours/week on faculty-supervised research and teaching.

Contract Dates: The fellowship begins September 1st each year and runs through May 15th. The Fall semester fellowship begins on the first day of September and ends when the university closes in December for the winter holidays break, and the Spring semester fellowship begins on January 15th and runs through the second week of May. [Please note: If you are on a grant-funded project your contract dates may vary. Please check with your advisor for details].

Vacation Days and Holidays: Per the BU Vacation Policy for PhD Students (see Appendix G) CPAHD Doctoral Fellows receive 6 days of vacation during each 8-month appointment. Students who are grant-funded with longer contracts receive additional vacation days, as specified in the vacation policy. In addition to these vacation days, students also are entitled to take all BU holidays – that is, all days when the university is closed (please see http://www.bu.edu/calendar/holidays.html for specific holiday and intersession days for the current academic year). This does NOT include Spring Break. Students wishing to have Spring Break off will need to use their vacation days for this period of time.

Careful planning of vacation days is important. Your vacation days cannot interfere with any TF or IR duties you may have and must be negotiated with your faculty advisor so as to not compromise the research activities in which you are engaged.

Fellowship Activities: It is important to note that while you receive tuition remission and a stipend for the 20 hours/week of fellowship activities in which you engage, the ultimate purpose of the fellowship is to support your development as a scholar and a professional. Working closely with faculty on their research projects gives you the experiences and mentorship needed to develop your competence as an independent researcher. During the admissions process we attend very closely to the overlap of interests between applicants and faculty expertise, so that the work you do on faculty research projects will support you in developing your own area of research. We recommend that, whenever possible, you work with your faculty mentor to “grow” your research out of their existing projects.

Activities that can be counted for your Fellowship include the following:

- Research tasks assigned by your faculty mentor
- Teaching Fellow and Instructor of Record positions (7 hours on average for TF, 10 hours on average for 3-4 credit IR course)
- Conference preparation and attendance (10 hours total per year)
Qualifying task research if the research is part of your faculty mentor’s overall research endeavors. Note that this can include up to 20 hours of analysis time. The time you spend writing your qualifying task document does not count.

At times students request to do some of their Fellowship hours during the Summer or Winter breaks. When doing so does not compromise the research activities in which you are engaged, you may shift 40 hours of Fellowship time per semester into either the Winter or Summer breaks. Spring hours should be completed by June 30th. Hours towards the next Fall can be completed in July and August.

At the beginning of each semester students will meet with their faculty mentors to set their Fellowship work schedule for the semester. All vacation requests should be discussed and decided upon at that time. Students will track their hours on a weekly basis and will submit their hours monthly to the Doctoral Training Committee.

C. Student Performance Evaluation, Feedback, and Advising

Upon admission to the Counseling Psychology and Applied Human Development Doctoral Program, all students are matched with a faculty member who serves as the student’s primary advisor. Students meet regularly (at least once/semester) with their advisor to discuss progress and goals. Students may schedule additional advising meetings, as needed with their advisor. In addition, the School of Education has a Graduate Student Services Office where students may seek support or advisement. Note: students may work with more than one faculty member on research/scholarship or other training projects; however, the student would retain one primary advisor who would be involved with advising and evaluating student progress. Students may also switch to a different primary advisor when appropriate or necessary to do so. Students wishing to change their primary advisor contact the Doctoral Training Director, who works with the student to determine the appropriateness and procedures for making such a change. The Doctoral Training Director consults with the student’s current and prospective advisors to make determinations on the appropriateness of the change and forwards the petition with final recommendations to the Associate Dean of Student Affairs.

Students receive regular feedback on their progress in the program via course projects and grades, faculty-student advising meetings, research project supervisor evaluations (as applicable), and through the annual evaluation process. Annual evaluations are completed in the spring of each academic year and begin with the student completing a formal evaluation form. Students discuss their evaluation report with their advisor and the advisor adds additional comments. All student evaluations are then discussed among the Counseling Psychology and Applied Human Development Faculty and further comments, praises, and concerns are denoted on the evaluation forms. The advisor then meets again with the advisee to discuss faculty input. Advisees may disagree with any aspect of the evaluation and provide a written statement reflecting this on their evaluation form. The final evaluation is signed by both the advisor and advisee. Copies of the evaluation are forwarded to the Doctoral Training Director and placed in the student’s file.
D. Student Retention and Termination

Students are held to the School of Education Academic Standards (see descriptions and policies at: http://www.bu.edu/academics/sed/policies/academic-standards/). Doctoral candidates are allowed seven years from the date of admittance to complete all degree requirements. Consideration of an extension beyond the seven-year limit will only occur through a formal petition process. Leaves of absence do not extend the seven-year limit and courses taken more than seven years before graduation will not be counted toward the degree. Failure to complete the degree requirements or petition for extension within the seven-year limit will result in termination from the program.

The annual evaluation report represents a time each year wherein students are provided feedback on their progress in the program. Students whose progress is not satisfactory are provided: 1) verbal and written feedback on the specific domains of concern; 2) corrective actions and the timeline necessary to achieve satisfactory progress in that domain; 3) specific consequences for failure to complete the corrective actions or to do so in the timeframe specified. Examples of such consequences may include being placed on probation by the program or discontinuation in the program. For any student who is not making satisfactory progress, the Associate Dean of Student Affairs will be provided the above information and consulted on appropriate corrective actions and consequences. Should a student concern arise outside of the evaluation period, an off-cycle student review will be conducted. In all instances, the student can appeal the feedback by first providing a written appeal to the Doctoral Training Director, who will then consider the appeal, meet with relevant faculty as necessary to rule upon on the appeal, and provide the student with a written response to the appeal. Should the student continue to feel aggrieved following this process, the student would follow these procedures (which are consistent with the Wheelock College of Education and Human Development Academic Grievance policies):

1. In the event that a student feels aggrieved, the first step is to contact the student’s advisor and schedule a meeting to discuss the matter. This should be done within two weeks of when the student became aware or should have become aware of the issue. (All time limits are subject to revision upon the agreement of both parties). The advisor may contact the Doctoral Training Director and/or the Associate Dean for Student Affairs to determine the appropriate of their inclusion in this initial meeting.

2. In cases where the aggrieved student feels that a meeting with the advisor would be unproductive, he/she may ask the Associate Dean for Student Affairs for the initial meeting. This shall be granted and a meeting held within two weeks of the request.

3. In the event that the student feels as a result of the meeting with the advisor that the matter was not resolved to his/her satisfaction, he/she may bring the matter to the attention of the Associate Dean for Student Affairs. This must be done within one week of the meeting with the advisor.

4. Prior to the meeting, the Associate Dean for Student Affairs will ask the relevant parties to supply all pertinent written material and correspondence in the matter. In addition, the Associate Dean for Student Affairs will ask two faculty members to serve as ad hoc members of the Grievance Committee.
5. A hearing will be scheduled where the grievant, the relevant faculty member(s), the two ad hoc members of the Grievance Committee and the Associate Dean for Student Affairs will meet to discuss the matter. One of the ad hoc faculty members shall chair the meeting. A student may bring an observer along with him/her but this person may not play an active role in the meeting.
6. At the conclusion of the meeting, the Grievance Committee will meet and render a decision within three days, and notify all parties. In the event the student is dissatisfied with the result, he/she may appeal to the Dean of WCEHD. The Dean’s decision is final.

E. Due Process and Grievance Policies

There are several Grievance Policies in place depending on the nature of the grievance experienced. For Grievances of Alleged Discrimination, including Sexual Harassment, students should refer to the University policies and procedures outlined on the BU Equal Opportunity Office website: [http://www.bu.edu/eoo/](http://www.bu.edu/eoo/). For Academic Grievances, students should refer the School of Education policies ([http://www.bu.edu/academics/sed/policies/academic-grievance/](http://www.bu.edu/academics/sed/policies/academic-grievance/)). For Evaluative or Other Program Grievances, students should refer to the Program Grievance policies described in Section IV, Part C of the Student Handbook (above).

F. APA Ethical Principles of Psychologists and Code of Conduct

Please refer to the following website for the APA-Ethical Principles of Psychologists and Code of Conduct, including the 2010 Amendments: [http://www.apa.org/ethics/code/](http://www.apa.org/ethics/code/)

V. General Information – WCEHD

A. Identification Cards

Identification cards are issued at the Terrier Card Office in the George Sherman Union, 775 Commonwealth Avenue. A student is entitled to a new card when there are changes to the information, but a fee is charged for replacing a lost card.

B. Registration

Incoming graduate students receive an email from the Office of Information Technology inviting them to join the Boston University online community via the Early Bird Access site and to select a login name and Kerberos password. The login name and Kerberos password allow students to register online via the student link: [www.bu.edu/studentlink](http://www.bu.edu/studentlink). Students are advised to consult with their academic advisor before registering for courses.

C. Active Status

To maintain active status, students must register for a minimum of three semester hours each semester unless leave of absence has been granted. Students register for Directed Study (LC
while preparing their qualifying tasks and dissertation proposal, and for Dissertation Advisement (LC 999) while writing the dissertation. Registration is required in the semester when the problem hearing and the final oral are held, and in the semester of graduation.

D. Dropping/Adding a Course

Students should consult with their advisor before adding or dropping a course. Students who are in good standing may use Web-Reg on the Student Link or complete a "Course Adjustment Form," available from the Office of Student Records, Room 125, (617)353-3286. Courses may be added only during the first two weeks of classes, and the signature of the instructor is required.

If a student drops a course during the first five weeks of the semester, the course will not appear on the student's permanent record. After the first five weeks, the course will appear on the student's record with a "W" (Withdrawal) grade, and the student will be charged for the course. A course may not be dropped after the end of the eighth week of the semester.

E. Cross Registration

In consultation with the advisor, students may register to take courses at other Boston University schools and colleges or at one of the colleges in the Consortium: Boston College, Tufts, Brandeis, or Hebrew College.

Registration for courses within the University is subject to space availability and the permission of the school where the course is offered. If the student is not paying full-time tuition and the course is scheduled before 4:00 PM, the day rate for tuition is charged.

To register for a course in a Consortium school, students must complete a form available at the Registrar/Consortium Office at 881 Commonwealth Avenue. Three signatures are required on the form: the student's academic advisor, the Boston University consortium officer, and the consortium officer at the school where the course is offered. The form is filed at the Consortium Office where the course is housed to initiate the process of tuition transfer and grade entry on the Boston University transcript. Registration for a course in a Consortium school is not permitted during the summer terms.

Additional information is available at the Boston University Consortium Office, 881 Commonwealth Avenue. The telephone number is (617)353-3267, and the website address is: www.bu.edu/reg.

F. Incomplete Grades

The policy, as stated in the Wheelock College of Education and Human Development Bulletin is: "In the School of Education, students must complete an “Incomplete Contract.” This contract should be filled out by both the student and instructor to dictate the completion deadline and circumstances of an Incomplete grade. Both student and instructor will need to sign this form and the signed form should be returned to the WCEHD Student Records Office, Room 127, for processing. Incomplete grades should not be awarded without this contract. Students have one
year to resolve the terms of the contract or the grade will become the grade earned at the time the “I” grade was issued.”

G. Leave of Absence

Students are permitted to take two, one-semester leaves of absence. The leaves do not extend the seven-year completion limit for the degree. A Withdrawal/Leave of Absence form, available at the Office of Student Records, must be completed, and the appropriate signatures secured.

H. Withdrawal

If a student has registered for a semester and decides to withdraw, a Withdrawal/Leave of Absence form, available at the Office of Student Records, must be completed, and the appropriate signatures secured.

I. Residency Requirement

All programs in the WCEHD, require students to complete two consecutive semesters of full-time study, taking a minimum of 12 credit hours each semester: Fall and Spring, Spring and two Summer terms or two Summer terms and Fall. Guided inquiry courses can be included in the credit hour count. If a student is appointed as a graduate or research assistant, the residency requirement can be met by enrolling for a minimum of 8 credit hours of course study during the semester(s) of the assistantship. (In some instances, an assistantship may be awarded for only one of the two semesters in-residence. If that is the case, the student may complete 8 credit hours in the semester of the assistantship, and 12 or more credit hours in the semester without the assistantship). In addition to the 1-year full-time residency requirement, Counseling Psychology Doctoral students are required to spend at least 2 years at the university.

J. Minimum GPA to Graduate

Graduate students in the Wheelock College of Education and Human Development must achieve a cumulative Grade Point Average of 3.0 in order to graduate. (See: http://www.bu.edu/academics/sed/policies/academic-standards/)

K. Time to Degree

Doctoral students at Boston University must complete their degree within 7 years of admission. Courses taken more than 7 years before graduation do not count toward the degree. (See: http://www.bu.edu/academics/sed/policies/academic-progress-and-graduation/.)

L. Academic Conduct Code

All students at WCEHD must comply with Boston University’s Academic Conduct Code. Please familiarize yourself with the code, which can be found here: http://www.bu.edu/academics/policies/academic-conduct-code/
Instances of academic misconduct will be addressed by the Associate Dean of Student Affairs and the WCEHD Academic Conduct Board

M. Travel Funding

The Office of Research is committed to helping faculty and students travel to conferences around the world to present their own research and connect with others conducting research in the field of education. Students and faculty from within WCEHD regularly present at the annual American Educational Research Association and American Psychological Association conferences and also travel to field-specific conferences across the United States and the World. Students and faculty may apply for funding through the Office of Research; priority is given to those who are presenting research.

N. Libraries

The Pickering Educational Resources Library is located in the lower level of the School of Education, and the main library, Mugar Memorial, is located at 775 Commonwealth Avenue. All students with valid Boston University ID cards may use the Pickering Library, the Mugar Memorial Library, and the libraries in other schools and colleges of the University.

Students of Boston University who present a valid student ID are allowed access to the libraries at the following colleges and universities: Boston College, Brandeis, Harvard, Massachusetts Institute of Technology, Northeastern, Tufts, Wellesley College, all campuses of the University of Massachusetts and the Boston Public Library and the Massachusetts State Library. Students may use the resources and study in these facilities, but they are not allowed to check out any material, unless an arrangement has been made to accommodate students who are doing specialized research. Applications for the inter-library card are available at Mugar Memorial Library.

O. Carrels at Mugar Memorial Library

Shared carrels are available to doctoral students while they are working on their dissertations. The application form is available at the circulation desk at Mugar Memorial Library and must be accompanied by a letter from the student’s advisor confirming doctoral status.

P. Assistantships

Students who have been admitted to a degree program and are registered for at least half-time study (8 credits) are eligible to apply for a graduate assistantship. The assignment may be assisting with teaching, research, administration, or field supervision. Assistantships are limited in number and may not be available to all who apply. Students are advised to contact the Wheelock College of Education and Human Development Office of Graduate Student Services for additional information.
Q. Useful Resources for Graduate Students

The staff in WCEHD’s Graduate Student Services Office, located on the first floor of 2 Silber Way, is always eager to point you toward appropriate resources on campus.

The Educational Resource Center, located at 100 Bay State Road, provides academic support services for undergraduate students and graduate students: [http://www.bu.edu/erc/](http://www.bu.edu/erc/).

If you need academic accommodations based on a disability, you should contact the Disability Services Office, located at 19 Deerfield Street: [http://www.bu.edu/disability/](http://www.bu.edu/disability/).

BU has a variety of health and wellness resources. Students may want to explore Student Health Services ([http://www.bu.edu/shs/](http://www.bu.edu/shs/)), Behavioral Health Services ([http://www.bu.edu/shs/behavioral/](http://www.bu.edu/shs/behavioral/)), and/or the Fitness and Recreation Center ([http://www.bu.edu/fitrec/](http://www.bu.edu/fitrec/)).

For information about childbirth and adoption policies, please see [http://www.bu.edu/academics/policies/childbirth-and-adoption-accommodation/](http://www.bu.edu/academics/policies/childbirth-and-adoption-accommodation/) or the Associate Dean for Student Affairs.

For information about Title IX policies, procedures, and resources, students can see [http://www.bu.edu/eoo/](http://www.bu.edu/eoo/) or [http://www.bu.edu/safety/sexual-misconduct/](http://www.bu.edu/safety/sexual-misconduct/). WCEHD’s Deputy Title IX Coordinators are always happy to help with Title IX related issues.

Boston University’s Sexual Assault Response and Prevention Center ([http://www.bu.edu/sarp/](http://www.bu.edu/sarp/)) provides 24-hour confidential consultation, care, and support.
Appendix A

BU Wheelock Standards for Sites and Site Supervisors

This document presents the BU Wheelock shared standards organized by site and site supervisor. The standards represent the ideal, aspirational conditions for sites to approximate over time rather than a fixed or absolute expectation. These standards are stated broadly and further delineated via more specific documents such as evaluation instruments and site development processes.

Site Standards

• Alignment with BU Wheelock mission and values, especially a commitment to equity, diversity and inclusion, as well as socio-emotional learning;

• Commitment to a mutually beneficial working relationship that deepens each organization’s efficiency, impact, and capacity for continuous improvement;

• Openness to co-developing processes to select, support, and evaluate supervisors (site and university) as well as to enhance all aspects of the student’s learning experience;

• Supportive administration and structures that allow the site supervisor to engage with the Wheelock student (e.g., release or relief for observations or meetings with the student); and

• Culture of professionalism such as evidence-based practices; data informed decisions; meaningful learning experiences; warm, supportive relationships; culturally appropriate practices; and strengths-based approaches.

Site Supervisor Standards

• Meets the requirements of an approved site supervisor as defined by the individual BU Wheelock academic program, the field site, and any other applicable standards or regulations;

• Provides consistent guidance, support, and high-quality feedback along with dedicated time to the BU Wheelock student to improve practice;

• Possesses the appropriate knowledge bases to effectively supervise, including but not limited to knowledge of:
  o Evidence based theory to practice;
  o Supervisory models, methods, and techniques;
  o Appropriate professional development activities for the student;
  o Supervisory relationship, roles and responsibilities;
  o Culturally sensitive issues relative to the population being served;
  o Legal and ethical issues of practice and within the profession; and
- Evaluation including data informed judgement as well as ongoing, high quality feedback via formal/informal mechanisms.

- Possesses the relevant skill to effectively supervise, including but not limited to skill in demonstrating:
  - Clear communication about expectations, professional boundaries, and knowledge bases as indicated above;
  - Self-reflection, goal-oriented collaboration, and ethical behavior;
  - Problem solving, conflict resolution, and appropriate interventions;
  - Culturally appropriate practices relative to the population being served; and
  - Integration of fieldwork and academic requirements into a seamless learning continuum.

- Engages in ongoing professional learning;

- Uses data to self-assess practice, specifically the effects of one’s choices and actions on others (learners, families, other professionals, and the community);

- Adapts practice to meet the needs of each child or adolescent.

Note

- For cases in which student self-placements are permitted by the academic program, the site must still be approved by BU Wheelock and also must provide the following baseline conditions:
  - Qualified, willing mentor;
  - Needed experiences for the student to demonstrate competence relative to academic and/or licensure requirements; and
  - Program of high enough quality to indicate a positive learning experience.
Appendix B

Guidelines for qualifying task: Literature Review

Wheelock College of Education and Human Development, Boston University

Overview

The literature review is a comprehensive review of publications that pertain to a topic you wish to study in depth; this will usually be an area in which you plan to undertake your own research. Although a literature review could consist of a simple summarization of the material, for the purposes of this program requirement, the review must also include an evaluation or critical analysis of the information.

Getting ready

Be sure to bring any clarification or formatting questions to the proposal meeting with your First Reader, including how to identify your area of focus, what sources (books, journal articles, websites) you should include, and how the paper should be formatted. It is important to remember that most topics will have hundreds (or thousands) of sources and that by narrowing your topic, it will be easier to keep the review manageable.

Read published literature reviews in your field to develop a sense of how to organize your work. (See, for example, the various research handbooks published in many disciplines.) As you read, note the particular organization, the ways studies are summarized and evaluated, and the ways the author synthesizes findings, draws conclusions, and suggests implications.

Searching for relevant literature

Conduct a comprehensive search of published literature that relates to your focal topic. If you are not already adept at the process of using search engines to locate related publications, you should contact ERL staff to request a tutorial. As you locate related literature, refer to the references of key articles as an additional means of identifying useful resources for your review. As you gather and read related materials, you should consider effective ways to present the information: will you take a historical look at the subject or will you maintain a focus on the most recent work in the area in order to avoid obsolete information? As well, as you read through the material, you should look for themes or trends that are important to your review.

Organizing and writing the review

There are several ways to organize your findings (e.g., chronologically, thematically, by methodology). Work with your committee to select an appropriate framework for your review.

As you write, it is important to maintain a clear, tight focus on the stated purpose of your review, to present the most salient points in the texts you are reviewing, and to back up your evaluation and interpretation of your topic with evidence.
Conclude with a synthesis of findings across the various studies and articles reviewed and a statement of implications for theory, research, and practice. As at the start of this work, it may be helpful to return to published literature reviews and reread and re-examine the concluding sections. It is important that this section constitutes more than a reiteration of information presented; an effective conclusion extends the information by explaining, interrelating, and interpreting the combined results.
Appendix C

Guidelines for qualifying task: Grant Proposal

Wheelock College of Education and Human Development, Boston University

Overview

There are a number of types of granting agencies and each has different guidelines for its grant proposals. Remember that the purpose of this qualifying task is for you to learn about conceptualizing and structuring a proposal to receive funding for research or other professional activities, and further, learning how to meet the submission requirements. Its purpose is to prepare you to submit a grant proposal to an agency or foundation in your area of interest. Although it is possible for you to pass this qualifying task without submitting your grant proposal for funding, we encourage you to do so. Students whose grant proposals are accepted for funding will receive a mark of “pass with distinction” on this qualifying task (and will receive funding, which is its own reward!).

Does the grant proposal have to be about funding for my dissertation research?

In general, students who select this qualifying task option will be aiming to increase their knowledge of the funding mechanisms appropriate to their area of research. However, there are other purposes for seeking funding, including support for materials development, school-based interventions that are not primarily research, and other activities. This is something you should discuss with your primary advisor. Together, you can decide on a topic and funding source that will further your own particular professional trajectory.

How do I find a funding agency?

There are many funding agencies that fund work related to Applied Human Development. These include governmental offices (e.g., Department of Education, National Science Foundation), private foundations (e.g., Spencer Foundation, Nellie Mae Education Foundation, American Psychological Association, American Psychological Foundation, Templeton Foundation), and corporate sponsors (e.g., Apple, Coca-Cola). You should discuss with your advisor the types of agencies appropriate for your proposed work. In addition, information about possible funding agencies is available on the web, and from the Grants Development Coordinator, School of Education, Room 356, (617)353-3211.

Do I have to follow the length guidelines of the granting agency?

Funding sources vary widely in what they expect in terms of length and detail. Predictably, major grant proposals are much longer than small grant proposals. Some small grants require only a few paragraphs, and some even provide a form with blanks to fill in. These are not good targets for the qualifying task. Some major grant proposals allow up to 20 single-spaced pages of proposal narrative. You and your primary advisor should decide what is most appropriate for you. However, it will not be considered sufficient to simply submit a minimal proposal like those described above. The point of this qualifying task is to help you learn how to structure a
persuasive proposal. You may of course edit your proposal down to match the requirements of a small grant competition with minimal requirements, after you have submitted it for the qualifying task requirement.

What should be included in the grant proposal?

The rather formulaic guideline that follows is not intended as a set of steps to follow blindly. Rather, it is intended to highlight the obligations that any writer of a proposal is required to convey to the readers. A proposal is generally written in order to get approval of some kind: funding, committee approval, and so on. Its structure, therefore, necessarily carries a persuasive burden. The description below should give you a sense of what a prototypical proposal looks like. Yours may differ in significant ways, but every function that is outlined below must somehow be carried out in your proposal.

Section One: Introduction
This section of the proposal is usually short, and contains an overview of the entire proposal. In a 20-page proposal, it should take no more than three pages or so. After reading your introduction, the reader should have a sense of your research questions, the reasons these questions are important, how you propose to carry out the inquiry, how you will analyze your findings, and the possible significance of your findings for the audience. The rest of the proposal will add supporting detail and will flesh out the arguments you make.

1.1 Rationale for the study – The main point of departure: why this and why now? Most proposals do not begin with a bald statement of the research questions guiding the inquiry. They take off from a carefully selected 'point of departure.' This point of departure is intended to immediately begin the process of convincing the reader that this inquiry is worth doing and that it will be worth waiting around to find out about results.

One way to start is to locate your proposal within a research field and topic. Quickly you will move to what we have been calling the "rationale" or the "problem" (recall Booth et al.). What is the larger issue or problem that your research question will address?

Notice that you haven’t yet told the reader what your research questions are. Instead of starting with the research questions, and then stating what larger problem they will address, a proposal often takes a more persuasive tack. You start out with the larger problem and gradually build to the specific questions.

The most effective proposals present an important problem and quickly narrow it, briefly stating what we do know about this problem, and what other researchers have already successfully shown. Just as quickly, an effective proposal moves on to what we still do not

1 Sometimes this section is partially supplanted by an abstract, a very brief skeleton of the entire proposal. An abstract (sometimes required for grant proposals) is often limited to 350 words or so.
know. While the work of other scholars must obviously be part of this section, only brief citations are given. Your goal is to present your rationale for asking certain questions. At this point, the reader has been skillfully led to ask him or herself just the questions you want to pose.

1.2 Specific research questions – What exactly do you want to find out?

By this point you will be in a position to state your research questions fairly precisely. Since this is the introduction, you will have another chance later to add even more detail. But in this section, the reader should be able to tell exactly what you want to look at.

Although the introduction is too short to allow a full-fledged stabilization of concepts, you will be giving the reader a short-hand version of your conceptual framework—the ideas and concepts that you are assuming and that are accepted by the audience you are addressing. There will be time later to get back to these in more detail. At most you will include a citation or two in this introduction to anchor your mention of important theoretical or conceptual contents.

1.3 Plan of inquiry – How exactly do you want to carry out the inquiry?

There are a number of ways to carry out an inquiry. The field you are in, the audience you are addressing, and the way you think about the problem will to some extent determine how you proceed. Nevertheless, you have to lay out for the reader the kind of study you will be conducting, the kind of data you will be collecting, a rough time course and an approximation of the activities that will be involved.

For all studies, it will be necessary to state not just the type of data you will seek out, and how you plan to gather it, but what you will do with it when you get it. What kinds of analytical tools will you use?

1.4 Significance of study – Who will care about the results?

When you are done with this study, what will we know that we don't know now? Who should pay attention to the results? This may seem like the same question you posed in section 1.1, but the "significance" can often go beyond the immediate rationale. For example, the problem you address may not have arisen in the context of educational policy discussions at all; your rationale for asking your research questions may not bear any relation to policy. Nevertheless, once your results emerge, policymakers may want to know about it.

Section Two: Relevant Previous Research

This section of the proposal is sometimes the longest part. In a 20-page proposal, it might take ten pages. Although it is not a full-fledged literature review, its basic structure and function is the same as the literature review in the dissertation: it should inform your readers about the relevant previous work on (a) the concepts you are assuming, (b) the discoveries and findings that you will rely on, and (c) other work that supports your argument and plan of inquiry, including work that demonstrates what is not yet known or fully understood.
Remember that the cranky reader will now be saying: OK, you claim we don't already know the answer to your questions, and that other people have offered alternative accounts, but can't deal with your question. Let's see some details. Have you really looked at the literature thoroughly? What have you found? Why should I believe you?

After reading your section on review of relevant research, the reader should have a very good idea of the legitimacy and place of your research questions in the larger field of inquiry. They should also know what is not known, and have some confidence that you have looked closely enough at the literature to know that you are not reinventing the wheel.

**Section Three: Plan of Inquiry**

This section of the proposal should include several aspects of the plan. It should include as much information as you have about the setting of your inquiry. These will differ in terms of the kind of inquiry. In a historical study, this would include a brief description of the time period, the place, and the location of the primary and secondary sources you'll be consulting. In an ethnographic study you would provide information about the setting, your entry into the setting, etc. In an experimental study you would discuss the types of subjects you need, how you will recruit them, etc.

Next, you should review the methods you will use to collect the data. If this is a conceptual study, you would relate the ways you will go about finding and accounting for previous scholars' work on the concept you are concerned with. If you are carrying out an experimental study, you would go through the methods to be used and give citations to previous studies in which those methods have been validated. If you are carrying out an ethnographic study, you will need to acquaint your readers with important exemplars or models, giving citations and brief descriptions.

Finally, you must, if possible, describe how you will analyze the data once you have it. If you cannot do this, you must say why.

You also must make sure that the plan of inquiry you propose is clearly related to the questions. This may seem obvious, but often proposal writers leave this out. For each aspect of your plan of inquiry, imagine the cranky reader asking, "Why the heck are you going to do that? What will that prove?" If the answer is not totally obvious, spell it out in this section. (It's probably not wise to rely on your own opinion for this. We all tend to think that everything we write is obvious and transparent. Get a friend who is tired, cranky or uninformed about the topic to help you.)

**Section Four: Significance**

Obviously, you haven't carried out the study yet, so you don't know what you'll find. Some say that one hallmark of research (as opposed to journalism) is that when you begin the inquiry you don't know what the answer will be. Therefore, it may seem difficult at this point to make a claim about the significance of your study. Writing this section is actually a very good check on the quality of your research questions. Stop yourself at this point and imagine possible
outcomes of your study. What if you find the opposite of what you expect? Will the study still be meaningful? If your study is well conceived, virtually any outcome should be meaningful, informative, and useful. Try to project to whom it will be useful, meaningful, or significant.

Section Five: Logistics

Each project has a variety of logistical requirements that typically must be specified in a grant proposal. Once the funding agency has decided that your project is worthwhile in the abstract, a significant part of the funding decision is determining whether you have conceptualized the implementation of the project realistically and whether it can be achieved with the time and resources requested.

5.1 Personnel Requirements

You must specify how many people will work on the project, in what capacity, and for how long. This should include faculty, graduate students, undergraduate students, non-student research assistants, teachers, course instructors, technical assistants, and any other required personnel.

5.2 Budget and Budget Justification

One of the most daunting parts of a grant proposal writing process is the budget. If you can learn the basics of budgets for this qualifying task, you will be ahead of the game as you start an academic career. For the qualifying task, you must learn about overhead/indirect costs, fringe, direct cost categories, and the assumptions of your chosen granting agency (and BU) about other relevant parts of the budget. You must also provide a justification for each item in the budget – why is this item necessary, how did you arrive at the cost (if applicable), etc.

5.3 Timetable

It is very useful to include a timetable showing what the steps are in the project, how long each will take, and when they will occur. Preparing the timetable is helpful in getting you to realize how realistic it might be to complete your project in the allotted time. It is also helpful for the granting agency to see what steps are involved in your project, and that the goals are achievable.

Caveats

Depending upon what agency or foundation you are aiming for, there may be other categories or questions you must answer. The sections above are generic parts of a proposal. One of the biggest failures of proposal writers is to fail to follow the guidelines of the granting agency. Read their guidelines and address their questions, in addition to or within the sections above.
Appendix D

Guidelines for qualifying task: Research Paper

Wheelock College of Education and Human Development, Boston University

Purpose

The purpose of writing a research paper as a qualifying task is twofold:

1. To practice conducting and reporting a relatively small and contained research project as preparation for the much larger project that will constitute your dissertation. Many students do a pilot study for their dissertation as a qualifying paper, or expand a study done for a class paper.

2. To demonstrate your ability to conduct and report a research project at a high level, as an indicator of your likely success at later stages in your program. The research paper is a qualifying task that must be successfully completed in order to progress to later stages of the program. The research paper is meant to be publishable, and many students submit theirs to a research journal in their field of study.

Topic

Choose a topic that is narrow enough to be studied and reported thoroughly in a single paper. Do not try to tackle every aspect of the topic. The most important thing is for the paper to have a specific goal, i.e. a clear and precise question that you set out to answer, or a hypothesis that you will either prove or disprove. Your study should always be objective and reliable. You may take a qualitative or quantitative approach, or used mixed methods. Any hypothesis should be falsifiable (i.e. later research should be able to test the validity of your hypothesis again). Most typically, you will conduct your own empirical study, i.e. gathering, analyzing and interpreting a substantial amount of original data.

Note that this document focuses on the research paper, not the research project on which the paper is based. You should work closely with your committee to define a project that is well-motivated within your field of interest, with appropriate methods and analyses. All studies involving human subjects must receive approval by a research review board within WCEHD and/or Boston University. This includes studies that use questionnaire data or other data collected from humans. Please discuss this with your First Reader and advisor to make sure you have taken the appropriate steps.

Length

The length of your paper will depend to some degree on your questions and methods. In general, you should aim in the range of 25-35 double-spaced pages plus tables, figures, references, and appendices. This is the typical length of a manuscript that one would submit to a journal.
**Tone and Style**

The structure of the paper reflects your particular way of dealing with the topic, specifically your line of argumentation. It is thus highly important to spend a considerable amount of time thinking about the optimal way of presenting the storyline from question and literature review through results and discussion. It is crucial that every part of the paper be immediately relevant to your question or hypothesis, i.e. at any stage of the paper it should be clear to the reader why this paragraph is important for achieving your goal. If you can’t justify this, cut it out! You should always aim at the clearest possible way of presenting your study, i.e. keep your words relatively simple (‘scientific’ does not mean ‘stylish’, ‘particularly complex’ or ‘rhetorically elaborate’) and get rid of every line that you can dispense with. Be precise and consistent in your use of terminology: define relevant terms when they first occur, and use them consistently throughout the entire paper. It is not ‘bad style’ at all to use the same scientific words multiple times, so refrain from using synonyms that potentially lead to confusion. Remember that the internal structure of the main parts of your paper also reflects the way you weight the different aspects of your topic. In general, your style of writing the paper is as important as the contents.

**Structure**

Your paper should typically include the following sections:

A. **Introduction**

1. Background and preview: Why are you conducting this study? What makes it interesting? Short statement of purpose/hypothesis.

2. Literature review: Summarize the main literature and findings relevant to each central aspect of your question. Only concentrate on those aspects of the literature that are immediately relevant to your own study. Your literature review should not be a blow-by-blow summary, but rather convey a logical and purposeful building of information in the relevant area organized in some strategic way (e.g. by theme, by historical progression). Identify the gaps in the literature. Say what you intend to do in your study to fill one or more of those gaps (e.g. look at a particular phenomenon that has not been investigated thus far; challenge a previous hypothesis; replicate a previous study to see if the results of that study carry over to other data; etc.). If there are no previous studies, make that clear: “To our knowledge, this is the first study to investigate...”

3. State research questions and hypotheses: State your questions and/or hypotheses and, if necessary, explain them in more detail. This may include a preview of your most important results.

B. **Method**

1. Participants: Describe the participants in your study including values on variables relevant to your study (e.g., age, grade level, reading ability, IQ, language background).

2. Materials: Describe the materials you used (e.g., experimental stimuli, questionnaire,
corpus).

3. Procedure: Describe the way you collected the data or conducted the experiment.

4. Coding: Describe how you categorized the data. Give an overview of all categories and state how you assigned a particular response to a particular category.

C. Results

1. Descriptive summary of results: For each question or hypothesis tested, describe your results. Present tables and/or figures to summarize your findings. The tables and figures in the text serve to provide easy access to your most important findings. The appendix may include a more detailed summary of your results presented in more comprehensive tables. Say what the descriptive statistics suggest.

2. Inferential statistics: Once you have described your data for a particular question or hypothesis, submit them to statistical analysis. Say what type of test you used and present the relevant measures (e.g., p-value, F-value, degrees of freedom, effect size, confidence intervals). If it is not obvious why you used a particular test, explain your decision. Say also what the statistical analysis suggests, i.e., how the results should be interpreted.

D. Discussion

1. Summary: Provide a short summary of your results

2. Relevance to questions: Discuss the relevance of your results for the questions/hypotheses raised, and for the literature discussed in the introduction.

3. Theoretical implications: Consider your paper from a broader theoretical perspective and mention implications of your study for related questions.

E. Future directions of research

Mention open questions: What should be done as a next step? Ideas for an experiment?

F. Appendix

If the data are too comprehensive to be included in the text, include them in the appendix. If the data are very comprehensive, you might only present parts of your data in the appendix.

G. References

List all articles and books you have cited, using APA style or the style required by the journal you intend to submit this manuscript to.
Appendix E

Guidelines for the Oral Applied Practice Qualifying Task (AHD Students)

Wheelock College of Education and Human Development, Boston University

The purpose of the oral applied practice qualifying task is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a developmental psychologist-in-training, with an emphasis on the competency areas relevant to research competence and professional functioning. The faculty examining committee for the oral qualifying task consists of three faculty members from the Applied Human Development program. The oral qualifying tasks will occur each spring, with the faculty announcing the dates for the task by the end of the prior (fall) semester. For example, in November 2015, the faculty announced that the oral clinical qualifying task dates would be May 9-11, 2016. Students intending to complete the oral clinical qualifying task should email the AHD Doctoral Training Director (mporche@bu.edu) at least 3 months prior to the announced task dates to formally announce their intention to complete the task that spring. The Doctoral Training Director will provide official confirmation and a schedule of available times for completing the task.

The oral qualifying task will provide an evaluation of students’ critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various applied developmental psychology and research competencies (e.g., evidence-based practices, culturally-sensitive approaches). The examination is intended to last 1-2 hours overall.

Option 1: Components of the Course Development and Model Lessons qualifying task are derived from WCEHD course proposal procedures and designed to prepare students for a faculty career:

- **A brief course proposal narrative** will include: Describe the rationale for the course, why it is needed, what purpose it will serve, and its potential for growth. The rationale as written for the qualifying task can related to needs at WCEHD or can focus on needs of an institution that student intends to apply to. Generally, courses should be additions to programmatic sequences either vertically, adding depth to those programs, or horizontally, adding breadth. Attention should be given to the relation of the proposed course to existing courses, programmatic gaps, changing professional needs, marketing needs, and/or certification requirements. Also, the proposal should address whether the course will be a requirement or an elective; the prerequisites for the course; whether it is a new area of specialization and how it will connect with existing courses.
- Syllabi must include all required statements (plagiarism, incompletes, religious observance, disability policies).
- Specific readings are aligned with weekly topics.
- Complete descriptions of assignments are included with rubrics.
- **For the syllabus:**
  - Objectives and goals are clearly stated.
Curriculum: The course methods are clearly articulated including ordered listing of topics with corresponding readings and assignment.

Materials: Texts, journals, bibliographies, databases, reference materials, films, video are clearly described, are of sufficient rigor, and are clearly related to course topics.

Assessment: Methods to assess student attainment of content are clearly specified.

What is to be assessed? Knowledge, competencies, skills, literacy, application.

What is the basis of assessment? Professional (external) standards, student competency (minimal or maximal), participation, competitive (internal).

How will student performance be assessed?

• Your teaching statement should be no more than two pages long. Please include 1) your teaching experience; your learning objectives; examples that show how you have accomplished goals (e.g., how you have engaged students, helped them understand difficult concepts, assess learning); how you have addressed classroom challenges, how your research relates to your teaching, and the courses you would like to teach. Ground your teaching statement in your specific discipline and include reference to student evaluations as applicable.

• Model lessons will include written narrative of goals and activities along with lecture slides. For the oral presentation, the student will run a mock class session of approximately 30 minutes using one of the model lessons.

Option 2: Components of the Program Evaluation Project qualifying task include:

• The written report will include:
  o Description of the program being evaluated including organization, clients, services provided.
  o A logic model should be developed for the evaluation.
  o Clear purpose that is addressed in the evaluation, e.g., is this a needs assessment, evaluation of program effectiveness, investigation of a specific intervention within a larger program or organization, etc.?
  o Clear description of the audience for this evaluation and how it will help in specific decision-making or continuous improvement.
  o Comprehensive methods section that details procedures, sample, measures, and protocols, and analysis plans. A logic model and timeline will be included.
  o Theoretical orientation
  o Individual, cultural, and ethical considerations
  o Results – formative and summative.
  o Discussion section including implications and recommendations.
  o References are required using APA style.

• The oral presentation (20-30 minutes) will reflect the written report including problem statement, description of the program, purpose of evaluation, methods used, formative and summative results, and implications and recommendations for stakeholders. A
The subsequent question and answer period will allow for the committee and stakeholders (if attending the presentation) to discuss the evaluation with the student.

The written evaluation report should be approximately 25 double-spaced pages (excluding references, logic model, tables, and figures).

**Option 3: Components of the Original Research Paper and Mock Conference Presentation qualifying task** include:

- See Appendix D for manuscript requirements.
- The oral presentation should last approximately 20 minutes followed by a question and answer period, as would be conducted at a national research conference.
- The student will prepare a written conference proposal that is ready for submission to a national conference related to the content area, for example, AASP, AERA, APA, SRA, SRCD,
- Ideally, this task prepares the student for dissemination of the research study at a national conference.

The written portion of the oral qualifying task should be submitted to the examining committee members by 5pm, at least **two weeks** prior to the scheduled meeting date of the exam. The oral portion of this qualifying task consists of an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60-90 minutes are reserved for questions and discussion addressing particulars of the presentation and also general understanding of developmental and research issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, and strengths/limitations). Students should consult the competency rating form for a detailed list of the competencies to be demonstrated on this exam.
Appendix F

Guidelines for the Oral Clinical Qualifying Task (Counseling Psychology Students)

Wheelock College of Education and Human Development, Boston University

The purpose of the oral clinical qualifying task is to provide a formal opportunity for in-depth reflection on strengths and growth areas as a psychologist-in-training, with an emphasis on the competency areas relevant to clinical competence and professional functioning. The faculty examining committee for the oral clinical qualifying task consists of three faculty members from the Counseling Psychology program. The oral clinical qualify tasks will occur each spring, with the faculty announcing the dates for the task by the end of the prior (fall) semester. For example, in November 2015, the faculty announced that the oral clinical qualifying task dates would be May 9-11, 2016. Students intending to complete the oral clinical qualifying task should email the Doctoral Training Director (khoward@bu.edu) at least 3 months prior to the announced task dates to formally announce their intention to complete the task that spring. The DTD will provide official confirmation and a schedule of available times for completing the task.

The oral clinical qualifying task will provide an evaluation of students’ critical thinking, conceptualization, assessment, and intervention knowledge and skills, as well as provide an assessment of various counseling competencies (e.g., evidence-based practices, culturally-sensitive approaches). The examination will be comprised of case presentations, case planning/conceptualizing using vignettes, and open question sessions. The examination is intended to last 1-2 hours overall.

Resources for the oral clinical qualifying task include standardized client assessments, interview data, outcome measures, and other case material. The case presentation will include a written component. It is, of course, necessary to secure the client’s permission to make use of these case materials, on the understanding that his or her identity will remain confidential and that the case study (which will use a pseudonym and change such details as you consider essential to maintain case study confidentiality) will be read only by you and by your department faculty. The written portion of the clinical case study may be prepared as a paper document, or as an on-line portfolio that is password protected (and may incorporate audio, video, or hyperlinks if desired). It should be a maximum of 20 double-spaced pages (excluding references), and should include sections addressing the following issues:

- Theoretical orientation
- Assessment and case conceptualization
• Intervention goals

• Course of treatment and evaluations of treatment goals

• Outcome assessments

• Use of supervision/consultation

• Individual and cultural considerations

• Ethical considerations

• Awareness of therapist role

• Evaluation of strengths and growth areas

The written portion of the clinical case study should be submitted to the examining committee members by 5pm, at least two weeks prior to the scheduled meeting date of the exam. The oral portion of this qualifying task consists of an oral presentation of approximately 30 minutes, including slides and/or handouts as visual aids. The remaining 60-90 minutes are reserved for questions and discussion addressing particulars of the case and also general understanding of clinical issues (e.g., integration of science and practice, ethical and cultural issues, assessment, intervention, supervision, and strengths/limitations). Students should consult the competency rating form for a detailed list of the competencies to be demonstrated on this exam. Students must receive a clear pass from at least 2/3 Doctoral Training Committee members.
Appendix G

Boston University Vacation Policy for PhD Students

The University’s policy is that all PhD students receiving stipended support are entitled to paid vacation time.

- Students with a 12-month stipend are entitled to two weeks (10 working days) of paid vacation time per academic calendar year (September 1 through August 31 of the following year).
- Students with shorter appointments are entitled to a pro-rated amount of paid vacation time per academic year, such as 6 days for 8-month appointments and 8 days for 10-month appointments.

This vacation time is in addition to the standard Boston University holidays / intersession days (Boston University holidays/intersession days do not include Spring or Summer recess periods). The guarantee of vacation time must be taken during a single academic year period, and may not be rolled over or accumulated across multiple years.

PhD students are expected to coordinate with their research advisor, training grant PI and/or their teaching supervisor in a timely way about their requested vacation time. Students who wish to take additional periods of time off, paid or unpaid, must receive the approval of their advisor, training grant PI and/or teaching supervisor and are subject to funding agency restrictions. Students who are supported by teaching fellowships cannot take time off that interferes with teaching obligations, including class time and planning meetings, and must discuss time off in advance with their teaching supervisor. Unauthorized absences may result in a prorated withholding of a student’s stipend.

Questions or concerns related to this policy should be directed to the Office of the Associate Provost of Graduate Affairs.

Effective Date

The Boston University Vacation Policy for PhD Students takes effect on September 1, 2019.

History

The Boston University Vacation Policy for PhD Students was drafted by the University Council Committee on Graduate Academic Programs and Policies. It was approved by the University Council on 2/26/19.
Appendix H - Relevant Forms

Boston University Wheelock College of Education and Human Development

Counseling Psychology & Applied Human Development

Report of Completion of Literature Review/Grant Proposal Qualifying Task

Student's Name: ________________________________

BUID# ________________________________

Major Advisor: ________________________________

Program: ________________________________

Task Selected: Literature Review / Grant Proposal

Student Proposal Meeting Date(s) with First Reader: ________________________________
(Note: students have 3 opportunities to receive approval on their initial proposal)

First Reader Signature of Approval: ________________________________

Task Submission Date: ________________________________
(Note: submission date must be 6 months or less from the date of approval)

Initial Determinations:

Committee Member #1: Committee Member #2: Committee Member #3 (if applicable):

___ Accept ___ Accept ___ Accept
___ Revise and ___ Revise and ___ Revise and
Resubmit Resubmit Resubmit
Reject Reject Reject

If Final Decision is Accept or Reject, committee members sign on page 2.

If Final Decision is Revise & Resubmit:

Date of student notification with requested revisions: ________________________________
Resubmission date: ________________________________
(Note: Resubmission date must be 4 weeks or less from the resubmission request date from the first reader)

Resubmission Determinations:

Committee Member #1: Committee Member #2: Committee Member #3 (if applicable):

___ Accept ___ Accept ___ Accept
___ Reject ___ Reject ___ Reject
Final Decision Date: ______________________________________

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<td>Date</td>
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<tr>
<td>Third Reader Signature (if applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Associate Dean for Student Affairs Signature</td>
<td>Date</td>
</tr>
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</table>
Boston University Wheelock College of Education and Human Development

Counseling Psychology & Applied Human Development

Report of Completion of Research Paper Qualifying Task

Student's Name: ________________________________

BUID# ________________________________

Major Advisor: ________________________________

Program: ________________________________

Student Proposal Meeting Date(s) with First Reader: ________________________________
(Note: students have 3 opportunities to receive approval on their initial proposal)

First Reader Signature of Approval: ________________________________

Task Submission Date: ________________________________
(Note: submission date must be 12 months or less from the date of approval)

Initial Determinations:

Committee Member #1: Committee Member #2: Committee Member #3 (if applicable):

___ Accept    ___ Accept    ___ Accept

___ Revise and Resubmit    ___ Revise and Resubmit    ___ Revise and Resubmit

___ Reject    ___ Reject    ___ Reject

If Final Decision is Accept or Reject, committee members sign on page 2.

If Final Decision is Revise & Resubmit:

Date of student notification with requested revisions: ________________________________

Resubmission date: ________________________________
(Note: Resubmission date must be 4 weeks or less from the resubmission request date from the first reader)

Resubmission Determinations:
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<td>___ Reject</td>
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Final Decision Date: ___________________________

__________________________    __________
First Reader Signature       Date

__________________________    __________
Second Reader Signature      Date

__________________________    __________
Third Reader Signature (if applicable)  Date

__________________________    __________
Associate Dean for Student Affairs Signature  Date
Please indicate your evaluation of the student on each of the items listed below. A rating of 4 ("Meets expectations") or higher indicates that you consider that the student demonstrates developmentally appropriate mastery in terms of preparation for post-doctoral internship, while a rating of “NR” indicates that you have not had the opportunity to observe this competency.

### Personal Competencies

Based on oral and written case materials, the student:

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<th>Needs attention</th>
<th>Emerging</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
<th>NR</th>
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<tr>
<td>3. Reflectivity regarding professional practice.</td>
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</tr>
<tr>
<td>4. Awareness of impact of own behavior on client.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Discussed own strengths and growth areas articulately.

<table>
<thead>
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<th>7</th>
</tr>
</thead>
</table>

Comments:

**Clinical Skills**

Based on oral and written case materials, the student:

<table>
<thead>
<tr>
<th></th>
<th>Needs attention</th>
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<th>Meets expectations</th>
<th>Exceeds expectations</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formed and maintained a productive and respectful relationship with the client.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Demonstrated competence in the application of culturally appropriate clinical skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Demonstrated familiarity with psychotherapy theory, research, and practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Articulated developmental features and clinical symptoms relevant to client presenting problem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Based diagnosis and case conceptualization on case evidence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Appropriately used assessment tools to augment clinical data for case conceptualization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Presented a case conceptualization and treatment plan that reflect a coherent theoretical orientation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Appropriately attended to multiple levels (i.e. individual, group, and universal) in conceptualizing the client’s presenting issue and setting treatment goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Weighed merits of different intervention approaches, taking into account empirical and clinical literatures, client worldview and values.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Comments:
## Multicultural Competence

Based on oral and written case materials, the student:

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<tr>
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<th>Exceeds expectations</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated awareness of self as a cultural being and potential impact on work with this client.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Articulated influence of own cultural values, attitudes, and assumptions related to intervention with the client.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discussed cultural similarities and differences within counselor-client relationship.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tr>
<tr>
<td>4. Integrated client’s cultural values and context as part of clinical conceptualization.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Demonstrated knowledge of the values and cultural influences inherent in the theories, interventions, and applications used with client.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Comments:

## Scientific Mindedness (Integration of science & practice)

Based on oral and written case materials, the student:

<table>
<thead>
<tr>
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<th>Exceeds expectations</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulated the relevance of scientific findings in case conceptualization and treatment planning.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
2. Generated and tested hypotheses about her or his own role in the therapeutic process.

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<th>3</th>
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</table>

3. Applied the concept of evidence-based practice (EBP) in case conceptualization, treatment planning, and intervention.

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</table>

4. Demonstrated knowledge of literature on ICDs (individual and cultural differences) and APA policies in practice.

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**Comments:**

**Law and ethics**

Based on oral and written case materials, the student:

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</thead>
</table>

1. Obtained informed consent from client to begin treatment.

<table>
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<tr>
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<th>4</th>
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</table>

2. Demonstrated sensitivity to potential ethical and legal issues relevant to work with this client.

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<tr>
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</thead>
</table>

3. Managed therapeutic boundaries appropriately.

<table>
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<th>4</th>
<th>5</th>
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<th>7</th>
</tr>
</thead>
</table>

4. Consulted appropriately with supervisors, peers, and others regarding ethical issues for this case.

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<th>4</th>
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<th>7</th>
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</table>

5. Attended to cultural considerations and related APA guidelines in ethical decision-making processes.

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**Comments:**
### Presentation Quality

Based on oral and written case materials, the examinee:

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Organized written case materials well and provided evidence on the relevant competencies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Organized the oral presentation well and used presentation effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Used allotted oral presentation time efficiently; presented the most relevant elements of the case.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Demonstrated an emerging professional identity as a psychologist.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Respond non-defensively to questions and feedback from the examining committee.</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

**Comments:**

**Student’s Overall Strengths:**

**Student’s Areas for Growth:**
Required Revisions (if applicable):

Student Signature ________________________________ Date __________

Examiner 1: ________________________________ Date __________

Examiner 2: ________________________________ Date __________

Examiner 3: ________________________________ Date __________

Advisor Signature ________________________________ Date __________

Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.
**Personal Competencies**

Based on oral and written case materials, the student:

<table>
<thead>
<tr>
<th></th>
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<th>Exceeds expectations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated self-assessment, self-monitoring.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Willing to acknowledge and correct errors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Reflectivity regarding professional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Awareness of impact of own behavior on work with youth, families, communities, and/or colleagues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Discussed own strengths and growth areas articulately.</td>
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Comments:
Applied Developmental Skills

Based on oral and written case materials, the student:

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</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated a productive and respectful relationship with stakeholders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Demonstrated competence in the application of culturally appropriate knowledge and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Demonstrated familiarity with developmental theory, research, and practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Articulated developmental concepts relevant to research presented or proposed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Research presented or proposed was framed in context of what is known in the field.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Appropriately identified measurement tools and protocols to answer research or evaluation questions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Presented a clear rationale for methodological approach to research or evaluation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Appropriately attended to multiple levels (i.e. individual, group, and community) in conceptualizing research or evaluation goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Comments:
## Multicultural Competence

Based on oral and written case materials, the student:

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</thead>
<tbody>
<tr>
<td>1. Demonstrated awareness of self as a cultural being and potential impact on work with others.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Articulated influence of own cultural values, attitudes, and assumptions related to research, programs, or interventions with target populations.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discussed cultural similarities and differences within practitioner/scientist-stakeholder relationship.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Integrated stakeholder’s cultural values and context as part of program evaluation design.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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</tr>
</tbody>
</table>

**Comments:**

## Scientific Mindedness (Integration of science & practice)

Based on oral and written case materials, the student:

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</tr>
</thead>
<tbody>
<tr>
<td>1. Articulated the relevance and significance of scientific findings in research and evaluation design.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrated competency in use of chosen methodological approach to research or evaluation.</td>
<td>1 2 3 4 5 6 7</td>
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</tr>
<tr>
<td>3. Showed understanding of the scope of work and necessary time and resources for completing the proposed evaluation.</td>
<td>1 2 3 4 5 6 7</td>
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</table>

**Comments:**
### IRB and ethics

Based on oral and written case materials, the student:

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</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates correct approach for obtaining informed consent from participants in program or intervention.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrated sensitivity to potential ethical and legal issues relevant to work with this population.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Managed professional boundaries appropriately.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Consulted appropriately with supervisors, peers, and others regarding ethical issues for this program/intervention.</td>
<td>1 2 3 4 5 6 7</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Attended to cultural considerations and related APA guidelines in ethical decision-making processes.</td>
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**Comments:**

### Presentation Quality

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<tbody>
<tr>
<td>1. Organized written case materials well and provided evidence on the relevant competencies.</td>
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<tr>
<td>2. Organized the oral presentation well and used presentation effectively.</td>
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<td></td>
<td></td>
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<tr>
<td>3. Used allotted oral presentation time efficiently; presented the most relevant elements of the case.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated an emerging professional identity as a developmental psychologist.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
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<tr>
<td>5. Respond non-defensively to questions and feedback from the examining committee.</td>
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**Comments:**
Student’s Overall Strengths:

Student’s Areas for Growth:

Required Revisions (if applicable):

Student Signature ___________________________ Date _____________

Examiner 1: ________________________________ Date _____________

Examiner 2: ________________________________ Date _____________

Examiner 3: ________________________________ Date _____________

Advisor Signature ___________________________ Date _____________

Note: Advisor signature certifies that student has satisfactorily completed any required revisions to the written case study (described above) and demonstrates readiness for internship.
Minimal Levels of Acceptable Achievement

The following serves as a check regarding completion of requirements for the receipt of the Ph.D. degree. Documentation of all of these milestones should be in the student’s file. The date the requirement was completed should be included on the appropriate lines.

Completion of at least 3 year of academic work  Yes _____  Date __________

Residency Requirement (at least 1 full-time year)  Yes _____  Date __________

Completion of all required courses after waivers considered within 7 years of admission (≥ 81 credits)
BU GPA above 3.00  Yes _____  Date __________
2 or fewer grades of “C” at BU  Yes _____  Date __________
If “C” grades, request to accept present  Yes _____  Date __________

Satisfactory evaluations by practicum supervisors (if applicable)  Yes _____  Date __________

Satisfactory ratings on Annual Student Evaluation  Yes _____  Date __________

Completion of remediation plans  Yes _____  Date __________

Qualifying Tasks passed
Literature Review/Grant Proposal  Yes _____  Date __________
Original Research  Yes _____  Date __________
Oral Applied Practice:  Yes _____  Date __________
Course Development/Evaluation/Original Research

Dissertation
Successful proposal prior to November 1 of the 4th year  Yes _____  Date __________
Successful defense within 7 year of beginning the program  Yes _____  Date __________
Recommended professional development activities

Member of professional organizations
Yes ______ Date ___________

Author/Co-author of at least one
presentation at a professional conference per year
Yes ______ Date ___________
Date ___________
Date ___________
Date ___________

Author/Co-author of at least one
manuscript submitted for publication
Yes ______ Date ___________

Involved in a grant submission
Yes ______ Date ___________

Teaching assistant experience
Yes ______ Date ___________

Instructor of record experience
Yes ______ Date ___________