

Developmental Psychology Program
Graduate Degree Requirements: Outline
Revised 8/17/06

The doctoral program in developmental psychology is structured so that all requirements for the degree can be completed in five years. This entails satisfying all the requirements listed in the Psychology "General Requirements Document" and the Graduate Bulletin. This document represents a summary of the current requirements for students in the Developmental Program. Requirements might change, but will occur only with notice.

REQUIRED DEVELOPMENTAL COURSEWORK

In addition to general course requirements listed in the Graduate Bulletin, the Developmental Program requires the following courses:

Theories of Development (PSY 60200)

Choose at least two of the following (although all are recommended as students are responsible for the material covered for the prelim examinations).

Cognitive Development (PSY 60250)

Socioemotional Development I (Infancy and Childhood) (PSY 60260)

Socioemotional Development II (Adolescence and Adulthood) (PSY 60261)

Marriage, Children and the Family (PSY 60280)

Developmental Psychopathology (PSY 60282)

Moral Psychology (PSY 60243)

Choose 1 of the following (both are recommended)

Psychological Measurement (PSY 60121)

Research Methods (PSY 60160)

Students are encouraged to take as many of the quantitative courses as possible and to sign up for research credits (regular, thesis (master's), and dissertation) each semester. Students are also encouraged to take a section of Ethics in Research and the Teaching seminar. Students will also complete the 2-semester Quantitative Methods (PSY 60100 and PSY 60101) sequence during their first year of study.

Recommended sequence and terminal program deadlines for non-course requirements

These deadlines apply to all students entering the program in 2006 and later. Students who entered in prior years should consult the Psychology “General Requirements” document for their deadlines and procedures.

For graduation in 5 years, the Developmental program recommends the following sequence:

First-Year Project – Completed at the end of the first year

Master’s Thesis – Proposed and defended during the second and/or third year

Preliminary Exam – Completed during the third and/or fourth year

Dissertation – Proposed and defended during the fourth and/or fifth year

The program maintains the following recommended and terminal deadlines:

First Year Project

The program accepts the first-year project presentation terminal deadline imposed by the Department of Psychology:

First week of classes in August of the student’s second year.

MA Thesis Defense

Recommended deadline, MA Thesis defense – April 14th, third year

This deadline is in time for May graduation

Terminal deadline, MA Thesis defense – July 14th, third year

This deadline is in time for August graduation

Preliminary Examination

Recommended deadline – August, at the start of the 4th year

Terminal deadline – January of the 4th year

Dissertation Defense

Although the terminal deadline is graduation in August, the program recommends graduation in May.

Recommended deadline, Dissertation defense – April 14th, fifth year

This deadline is in time for May graduation

Terminal deadline, Dissertation defense – July 14th, fifth year

The terminal deadline is in time for August graduation

Students who miss a terminal deadline will automatically be considered not in good standing. Students not in good standing may lose their funding and/or may be asked to leave the program. For further discussion of good standing, see Evaluation Criteria, Funding, and Supplementary Evaluations, below.

In rare circumstances, students may request an extension of a terminal deadline. Students should request an extension form from the program director and the request will be considered by the Developmental Faculty. Faculty will consider the student’s progress in the program to date and

the potential for the student to meet a new deadline, assuming that the request does not conflict with the Graduate School deadlines.

ANNUAL EVALUATIONS OF STUDENT PROGRESS BY PROGRAM FACULTY

The Developmental Program asks students to submit annual reports of accomplishments and activities. Such annual reporting is expected of faculty members and is often used for merit pay increases and recommendations for awards. Student annual reporting allows students to begin such professional development practices and provides needed information to faculty for assessing student progress. Student annual reports are read by program faculty and feedback is provided through a program letter, an advisor letter, and a meeting with the advisor.

Primary annual evaluations of student progress are conducted by program faculty in the first part of May. In preparation, all students submit specific information according to their year in the program (see below) by the last week in April. Additional information about any student can be submitted by faculty who are inside and outside of the program who may have had direct contact with the student (e.g., supervising class work, teaching, or other activities).

Annual Report: Developmental Program **Students in Years 1, 2, & 3**

Please give your annual report and a copy of your Curriculum Vitae (CV) to Judy Spiro by the last week in April.

The following form is an annual report of your activities and accomplishments during the past year (e.g., 2005-2006). This report is used for a variety of reasons: to inform the developmental program faculty of your activities and achievements, to maintain a record of your progress through the requirements of the program, to supply a personal record for you.

If you need any information regarding these questions, please feel free to contact the program director or any other developmental faculty member.

Name:

Major Advisor:

Year Entered the Program:

Please provide information regarding all items and where relevant list faculty most closely associated with each.

1. Papers

- Published or in press (list coauthors and place of publication)
- Submitted (list coauthors and place submitted)

2. Presentations

- At conferences (list co-authors); did the department provide any financial support to enable you to attend?
- At departmental meetings (e.g., lunch meetings).

3. Research projects underway (include supervisor)

4. Courses taken, by semester (e.g., Fall 2006, Spring 2007), grades received (if Spring grades are known at this time).

5. Techniques learned (e.g., programming, statistical techniques, analyses).

6. Requirements satisfied (e.g., first-year project, master's thesis proposal, master's thesis defense, prelim exams).

7. Teaching (TA, grader, tutoring, etc.).

8. Departmental, university, or other service of any type.

9A. Honors and Awards received including external research support from prizes, student competitions, or regular grant proposals.

9B. Note any external funds applied for that weren't funded.

10A. Next departmental and/or Graduate School milestone (e.g., MA defense, prelim exams)

10B. Target date, earliest possible and latest likely dates for satisfying next requirement (if target date does not meet a deadline, explain). Specify your current plans for satisfying this requirement.

11. Plans for summer not covered by preceding categories.

12. Plans for the upcoming academic year not covered by preceding categories. In particular, what courses do you plan to take next year? Also describe any other relevant plans beyond coursework.

Annual Report: Developmental Program
Students in Year 4 and Year 5
 (who will not complete the Ph.D. requirements in current year)

Please prepare a copy of your CV and a statement that describes (1) your program of research; (2) your teaching philosophy and experience; and (3) your service to the department, University, and community; and (4) your goals for the next 1-2 years. Please give all materials to Judy Spiro by the last week in April.

Annual Report: Developmental Program
Degree-Seeking Students

Students who will complete final degree requirements by August of current year

Please submit a copy of your CV and placement information to Judy Spiro by the last week in April.

Evaluation of Annual Reports

Faculty will gather all relevant materials described above and will evaluate progress based on the following expectations:

Year 1

Successful completion of all first year courses

Progress on first year project

Student meets or exceeds expectations in TA responsibilities, if required

Involvement in research:

Student is thoroughly engaged in research advisor's laboratory

Student is performing lab tasks at a level that meets or exceeds what is typically expected of a first-year student as assessed by advisor

Student is developing increasing proficiency with the techniques of data collection, management and analysis for the research in the advisor's lab

Student is immersing him or herself in the literature base surrounding the research produced by the laboratory

Student is showing increased research-related efficacy

Student is taking on increased leadership responsibilities as expected by the advisor (e.g., supervising undergraduates, leading or co-leading meetings or other activities, trouble-shooting or problem-solving with the assistance of the advisor, but within the limits indicated by the advisor)

Student should be showing some independence of thought regarding new research ideas or in critiques of research issues as they arise in the lab

Student should be showing increasing initiative in activities related to the productivity of the lab

Written and oral skills meet or exceed expectations

Student is responsive to feedback about written work. Will complete revisions, shows ability to conceptualize abstract information and summarize knowledge in the field.

Student begins co-authorship and submission of papers and presentations, if appropriate

Work Habits:

Student demonstrates a willingness to work

Student is responsive to advisor feedback about work habits

Student strives to maintain good peer relations in the lab

Professionalism:

Student behaves in a manner consistent with openness to inquiry and the scientific enterprise

Student demonstrates ethical behavior in interacting with or discussing undergraduates, graduate student peers, and faculty

Student demonstrates understanding of the content of the APA Ethical Code of Conduct for research and should pass the online Human Subjects training certificate program.

Student demonstrates respect for others by attending and by being punctual to classes, meetings, and departmental and program events; by informing relevant persons if absence is anticipated; by arriving prepared for classes and meetings, and by considering the needs of the group.

Student demonstrates a professional demeanor in how s/he speaks to and treats others, in being a team player, contributing to the community and intellectual life of the department.

Year 2

Successful completion of all second year courses

Presentation of first year project

Student meets expectations in TA responsibilities, if required

Continuing and deepening of Involvement in Research as described above, with additional emphasis on co-authorship and submission of papers and presentations.

Continuing Professionalism as described above

Successful proposal of Master's Thesis project

Year 3

Successful completion of all third year courses

Student meets expectations in TA responsibilities, if required

Continuing and deepening of Involvement in Research as described above, with additional emphasis on co-authorship and submission of papers and presentations.

Continuing Professionalism as described above.

Successful defense of Master's Thesis project, with submission of the project for publication. **The terminal deadline for the defense is July 14th, third year.**

Progress toward the preliminary examination

Year 4

Successful completion of fourth year courses, if any

Student meets expectations in TA/IOR responsibilities, if required

Continuing and deepening of Involvement in Research as described above, with additional emphasis on first-authorship and co-authorship of papers and presentations.

Continuing Professionalism as described above

Successful completion of the preliminary examination. **The terminal deadline for the preliminary examination is January of the 4th year.**

Progress on the dissertation proposal

Year 5

Student meets or exceeds expectations in TA responsibilities or IOR responsibilities

Continuing and deepening of Involvement in Research as described above, with additional emphasis on first-authorship and co-authorship of papers and presentations.

Continuing Professionalism as described above

Successful defense of the dissertation in time for May or August graduation. **The terminal date is July 14th, fifth year, which is the deadline for August graduation.**

Result of the Annual Evaluation

The result of each annual evaluation will be a determination of whether each student is in **good standing** with respect to progress in coursework and research, teaching, and service. Program faculty will review each student's progress with respect to deadlines, as well as other qualitative information, and will collectively determine if the student will be considered to be in **good standing**. The program director will write a letter to the student, briefly stating whether the student is in good standing and whether funding will continue for the next year. The student's advisor will write a more detailed letter to the student noting student strengths as well as suggestions or recommendations related to areas of coursework, research, teaching, service and goals. Copies of the summary and the detailed letter will be submitted to the program and department for inclusion in the student's file.

The student will have an opportunity to respond to the written evaluation if he or she so chooses. Students **not in good standing** will have 30 days to appeal their status to the Graduate Curriculum Committee. To appeal, students should first meet with their advisor. If the matter remains unsettled, students may then write a letter to the program director. If students are still unsatisfied, they may appeal to the Graduate Committee.

For students **not in good standing**, the letter written by the advisor must contain a specific plan agreed to by the advisor and the student that specifies how the student can regain good standing. The plan would need to detail specific strategies and deadlines for completing any unmet requirements, along with a date for regaining good standing status, provided that the student has satisfied the stated requirements. The letter must also clearly state the consequences and the date they will occur should the student not meet the stated requirements. Generally, evidence of improvement must be demonstrated within three months of the determination of "not in good standing." Any improvement plans, including outcomes and dates, must be approved by program faculty before the letter is sent to the student.

A student **not in good standing** may have funding removed for part or all of a current or upcoming semester or year and might also be asked to leave the program and department. A date must be stated by which funding will be removed and the student asked to leave. Generally, funding would be stopped three months after the negative evaluation, if there is not enough evidence of improvement. The student may also be asked to leave the program at this time.

In the early August following the annual evaluation, a supplementary evaluation will be conducted to gauge progress of students who have previously been determined to be not in good standing. Feedback letters regarding progress toward goals will be sent to these students and copies placed in their department files.

FUNDING

Funding is guaranteed for the first through fifth years provided the student remains in good standing. Requests for a sixth year of funding will be considered for students in good standing who have been actively involved in research but who have not completed the dissertation. These requests will be approved by the program and submitted for final approval to the Graduate Committee by the Graduate Curriculum Committee. A student not in good standing may have

funding removed for part or all of a current or upcoming semester or year and might also be asked to leave the program and department. A date must be stated by which funding will be removed and the student asked to leave.

INVITATION TO THE PH.D.

The program will also conduct a specific advancement to Ph.D. work evaluation of every student in the program within 4 weeks of a student's successful defense of the master's thesis or at the end of three academic years in the program. The evaluation will be based on prior annual evaluations, the master's project, the CV, grades, research, teaching, and service. The program will determine if the student should proceed with additional preparation for the Ph.D. or should terminate at the point of evaluation (which may include a master's degree). All program faculty will contribute to this decision and will attend a mandatory meeting. All program faculty will be required to vote "yes" or "no" on each student. No abstaining votes will be allowed.

If there is at least a clear majority vote, the program faculty will complete a brief letter summarizing their judgment and the factors most relevant to this judgment. This will be signed by the advisor and the program director. The original goes to the student and copies go to the program director, advisor, and the student's department file.

If there was not at least a clear majority vote then the case would be forwarded to the Graduate Committee for review before the student is permitted to proceed with work specific to the Ph.D. (e.g., prelim preparation). In such a case, all program faculty would prepare written justification for their votes. These justifications are provided to the Graduate Committee with other supporting documents (e.g., program standards and procedures, annual reports, transcript) prior to the meeting to review the case. Students may not proceed to doctoral work until the Graduate Committee reviews the case.

PRELIMINARY EXAMINATION

The doctoral preliminary examination is an exam in the major field of study, developmental psychology. Its purpose is to assess students' knowledge of their area of specialization within psychology.

The form indicating intention to take prelims is due 6 weeks before the prelim dates (see forms packet). There are two options for prelims: a two day written exam or writing a grant proposal to a major funding agency.

Written examination

Written exams are administered twice a year, on a Monday and Tuesday morning the week before classes begin in the fall and spring semesters. Exams last for four hours each day. Students are typically asked to write on two questions (one required question and one of two optional questions) during each day of this exam.

A preliminary exam committee will grade the exams. Students use an ID number so that they remain anonymous to the graders. The committee will consist of at least two faculty members from the developmental program.

Students will be notified within three weeks after the test date regarding their performance. The readers assign a score to each exam question, using the following six point scale:

- 6 - Excellent performance, highest pass
- 5 - Good performance, high pass
- 4 - Average performance, pass
- 3.5 - Cut off point, minimal pass
- 3 - Below average performance, "high fail"
- 2 - Poor performance, fail
- 1 - Very poor performance, low fail

The average of the two examiners' scores across all questions serves as the overall exam grade. If a student receives an overall grade exceeding 3.5 *and* receives an average score of at least 3.5 on 3 of the 4 questions contained in the exam, he or she passes the written prelims.

Faculty will write comments highlighting strengths and weaknesses in students' answers. Students will also be told of a "pass" or "not pass" decision. The comments and decision are to be included with the letter summarizing students' performance.

Students who fail more than one question on the exams will fail the preliminary exam, even if their overall average was higher than 3.5. Thus, a student may fail by receiving an overall average lower than 3.5 or receiving failing scores on more than one question. Students who fail preliminary exams may request to see the scores they received, averaged across readers (but not averaged across components of the exam). This, we believe will enable students to identify particular strengths and weaknesses as well as how far below a "minimal pass" (i.e., 3.5) their performance was.

A student who fails the written preliminary examination may take it once more.

Grant writing option

The student may choose to write a major grant to submit for review to a major funding agency, such as NIMH, NICHD, IES (Institute for Education Sciences), the Spencer Foundation or may to write an F31 (predoctoral fellowship). The procedure is that the student meets with the advisor before designing the grant to verify that it is a good option and to obtain any permission to use existing data. The student then works alone to write the grant and hands it in to prelim evaluators. After that, the student may consult with the advisor to ensure that all components are

in place (but not for revision) and then must submit it to a funding agency. The student's advisor may not be a prelim evaluator.

The grant proposal must be approved and submitted to the funding agency during the student's 4th year.

Recommended deadline – August, at the start of the 4th year

Terminal deadline – January of the 4th year

Two faculty members will evaluate the grant proposal using the same 6 pt. scale as used for the written exam option. The average of the two examiners' scores serves as the overall exam grade. If a student receives an overall grade exceeding 3.5, he or she passes the prelims.

Faculty will write comments highlighting strengths and weaknesses in the grant proposal. Students will also be told of a “pass” or “not pass” decision. The comments and decision are to be included with the letter summarizing students' performance.

Students who entered the program before 2006 should consult the Psychology general requirements document for their deadlines and procedures.

Note: The grant writing option is subject to revision by the Developmental Faculty in 2006-07.