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The Ph.D. Program in Developmental Psychology

The Graduate School of the City University of New York

HANDBOOK OF PROCEDURES

AND REQUIREMENTS

Thirteenth Edition, August 2009

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Outline of Program Requirements

The following are the formal requirements of The City University Graduate School and the Developmental Psychology Program for the Ph.D. in Psychology:

- Completion of 60 credits (including all required courses) with an overall average of B or better. At least 30 of these credits must be taken at CUNY
- Supervised research in the Developmental Psychology program; submission of an acceptable written report of a complete research project and an oral presentation to program faculty and students (Second year research requirement)
- Passing the First Doctoral Examination
- Completion of Research Tools requirements: a) completion of Psych. U70500 and U70600 (statistics I & II) with grades of B or better
- Completing the course in Ethical and Legal Issues (U77100) or its equivalent
- Passing the Second Doctoral examination
- Submission of a Dissertation topic proposal; establishing a Dissertation committee and presentation to Dissertation proposal seminar
- Approval of Dissertation by the Dissertation Committee
- Passing the Oral Defense of the Dissertation

These requirements must be met within eight years of matriculation.

The Ph.D. Program in Developmental Psychology

The Graduate School of the City University of New York

Procedures and Requirements for the Ph.D. in Psychology

Introduction

The purpose of this procedural handbook is to serve as a reference guide for faculty and students in the conduct of doctoral studies in the Developmental Psychology Program. Students need to be aware not only of the Program requirements but also of the times and the schedules of meeting these requirements.

Students are advised that the procedures and requirements contained in this procedural handbook are subject to revisions and, therefore, they should consult with their advisor, the Program Head, and the Program's Administrative Assistant on all matters contained herein.

Admission procedures

Students are admitted into the Developmental Psychology program based on an evaluation of their application materials as prescribed by the Graduate School's Office of Admissions. The criteria for admission are based on Graduate Record Examination scores (verbal, mathematical, analytic and Psychology advanced subtests), undergraduate and graduate transcripts, letters of recommendation, and personal statements. The personal statement is important to indicate an applicant's rationale for seeking a Ph.D. in Developmental Psychology and the relevance of our program in particular to that mission. After an initial screening of credentials, potential students in the geographic area are invited for interviews by the faculty and by student representatives; such interviews are not a requirement for admission. Prior to admission, students must have successfully completed undergraduate courses in statistics and experimental psychology. Applicants who have not met this requirement at the time of applying to the program can be admitted on a conditional basis pending their completion of the required undergraduate courses no later than the summer before they begin their matriculation. Applicants who do not have an undergraduate major in psychology can have the requirement of the Advanced GRE examination in psychology waived at the discretion of the Chair of the Admissions committee. Admission to the program takes place once a year in the fall semester. The application deadline is December 15 of the year prior to desired attendance. The admission process continues into the winter of the preceding semester.

In unusual circumstances and in accordance with special procedures, a student, may be admitted on a non-matriculated basis. To be admitted on a non-matriculated basis, the student must have the approval of the Chair of the Admissions Committee, the Program Head, as well as each course instructor. Non-matriculated students normally are limited to no more than two courses per semester.

Waiver of Fall admission policy (4:14:97). Although it is the policy of our Program, consistent with the policy of the Graduate School, to admit students only for each Fall semester,

we recognize, as does the Graduate School, that there are occasions when it would be appropriate to seek a waiver of said policy in order to admit a student for the Spring semester. Therefore, we hereby propose that decisions regarding Spring semester admittance to the Program will be considered on an individual basis once an applicant has submitted a completed admission file. The application materials will then be reviewed by the faculty with input from student representatives to the Program's Admission Committee and, if found favorable for admission under special circumstances, the case will be presented to the Program's Executive Committee in Executive Session for a waiver of the Fall admission policy.

Full-time attendance

The Program in Developmental Psychology is based on full-time attendance and only students who can commit themselves to full-time work are admitted. It is understood that students often need to maintain part-time employment to meet their financial obligations. However, it is expected that students engaged in part-time work in their first three years in the program will limit their employment to 15 hours of work per week and will work in situations that are relevant to their studies and interests in the program. It is important for students to understand that because all Program courses and activities are offered between the hours of nine and six o'clock, their work situation must be flexible enough to accommodate their studies in the Program. Students cannot be excused from program activities or courses because of prior work commitments.

Students enrolled in the program cannot be enrolled concurrently in any other academic institution. Permission to take individual courses at other institutions must be obtained from the student's advisor and the Program Head prior to such enrollment. Such courses should be relevant to and promote the student's progress toward the Ph.D. degree.

Graduate Center research aid: Responsibilities (10:1:84 & 8-09)

For students with Chancellor Fellowships, Graduate Center Research "B" fellowships, work-study assistantships and other student aid: These types of aid serve three purposes: (1) to provide financial assistance to students. In the case of aid that has mandated service requirements: (2) to provide research training for students, (3) to provide teaching assistantships, (4) to provide research assistance for faculty. Students who have fellowships with service requirements do research with the advice and guidance of the faculty advisor to whom the student is assigned, which is not necessarily the student's academic advisor. Such students do not serve in a secretarial role. An exception is a college work/study award specifically designed for clerical/secretarial work.

Non-matriculated students

Developmental Psychology courses are designed to implement the goals of the Developmental Program. On occasion they may meet needs of students from other institutions with the prerequisites for taking such courses. Non-matriculated student attendance in developmental courses is not encouraged except in special cases. Students who wish to be admitted to a course on a non-matriculated basis must obtain the permission of the Chair of the

Admissions Committee and the Program Head, as well as the written permission of the instructor(s) in the course. Non-matriculated students are normally limited to not more than two courses.

Course credit

Students are required to complete a minimum of 60 credit hours of courses of which no more than 30 credits can be transfer credits.

For registration purposes, there is another type of credit in addition to course credit which is used for maintaining matriculation as a Ph.D. student. Please see the Graduate Student Handbook for the most current information about Weighted Instructional Units (WIU). In brief, they are limited and do not count toward the 60 required credits for the degree.

Twelve course credits is the maximum number allowed during any semester and 9 credits, the minimum while students are still working toward their 60 credit requirement.

Orientation procedures

In the first week of the Fall semester an orientation meeting is held for new students at which the faculty and students are introduced to each other. The Program and its requirements are discussed and general housekeeping procedures are explained.

Student handbook. Students are advised to consult the Student Handbook, which is published each year by the Graduate Center. It contains the academic calendar, academic regulations including information concerning leaves of absence, en-route masters degrees, program changes, tuition and fee schedules, dissertation procedures, offices of the University, including financial aid, and a great deal more that is of vital importance to students.

Student mail. Students are provided with individual mail boxes. Student mail is distributed by the Program Administrative Assistant once each day. The Program's Administrative Assistant maintains a list of the addresses, e-mail addresses, and phone numbers of all students. If a student changes his or her address or phone number, the Administrative Assistant should be informed. This list is only for Program administration and will not be distributed to anyone outside the University.

E-mail. As of the Fall, 1996 semester, e-mail is the standard mode of communication between the Program and its students. Students are responsible for all information transmitted to them in Program memoranda via the e-mail facilities of the Graduate School. It is recommended that students retain a file of such Program communications in order to be abreast of deadlines, dates of examinations, requirements, etc.

Students are expected to use the e-mail facilities of the Graduate Center. Students who prefer to rely on another e-mail address should program their GC e-mail accounts to automatically forward to their preferred account any messages sent to them at their GC address. All students are required to obtain an e-mail account and inform the Program Administrator of

their e-mail addresses. Students need to open a computer account with the Graduate Center's Computer Center to use e-mail and network facilities. Students have access to the e-mail network and the main frame computer at their homes through modem access. Students should check with the computer center for configuring their communication software to the Graduate Center computer systems. Students can use their computer to enter the Graduate School Library's data base. Students also should consider regular use of various WEB sites, including those of the American Psychological Association and the Chronicle of Higher Education, both of which list academic job openings.

Workspaces and temporary storage. Space at the Graduate Center is at a premium, but we have done pretty well by being able to offer students the choice of a locker or drawer in the physical space of the program. (See Jude Kubran to sign up for those spaces.) In the corridor across from the program mailboxes, we have 3 rooms with a total of 17 computers including PC's and Macs for student use. There are also 2 small conference rooms with computers, 2 thesis rooms with computers and 1 large conference room with projection capabilities. The conference rooms and the thesis rooms are available for program activities, requiring a sign up.

Offices supplies. Students are expected to furnish their own office supplies. Departmental office supplies are not available except for program activities; phones are used also only for program purposes. Students may not use the mail facilities of the Graduate School for posting letters.

Computer programs. When considering the choice of computer word processing programs, it is suggested, though not required, that students choose current editions of *Microsoft Word* or *Word Perfect*, which are the programs used by most of the faculty and are available on the Graduate Center Computer Network. Other useful programs include *Citation* or *EndNote*, bibliographic reference programs, *SPSS for Windows (SPSWIN)*, for statistical analyses, *Quatro Pro*, for graphs and diagrams, and *Powerpoint*, for slides and overheads.

Writing style. All written scholarly materials submitted to faculty, unless otherwise stipulated by individual faculty, should follow the guidelines contained in the fifth edition of the *Publication Manual of the American Psychological Association (APA)*. The Manual includes information on how to organize reports, how to reference published materials, and how to solve a myriad of technical problems that arise in the preparation of manuscripts. Students are advised to purchase their own copies of the Manual (from the American Psychological Association, Book Order Department, P.O. Box 2710, Hyattsville, MD 20784-0710, 1-800-374-2721 or visit www.apa.org/books).

Matters of grammar and linguistic style should adhere to the guidelines in *The Chicago Manual of Style*, 14th ed.(1993), Chicago: University of Chicago Press.

Professional affiliations

Students are encouraged to join one or more professional associations and consider attending their annual meetings. They typically offer substantial discounts for student affiliates and one of the benefits of membership is receiving their research journals. Some of the

associations with which the Faculty are affiliated include the American Psychological Association, American Psychological Society, Society for Research in Child Development, Jean Piaget Society, International Society for Cultural and Activity Research, International Society for the Study of Behavioral Development, International Society for the Study of Human Development, American Educational Research Association, and Society for Research on Adolescence.

Interdisciplinary concentrations, certificate programs, and affiliated courses

In addition to the program of study within the Developmental Psychology Program, several interdisciplinary concentrations and a certificate program are available in which students may participate and also meet the requirements of the Program. Current concentrations and programs with which the Developmental Faculty are currently affiliated include, **Concentration in Psychology and Law**, **Concentration in Health Psychology**, **Concentration in Cognitive Science**, **Concentration in Language in Context**, **Fashion Studies**, the **Women's Studies Certificate Program**, and the **Interactive Technology and Pedagogy Certificate Program**. Students should consult with the Directors of these concentrations and programs and the affiliated Developmental Psychology Faculty for further information.

Students can also consider doctoral courses offered in the other programs in psychology as well as doctoral programs in other disciplines at the Graduate School. Prior to the start of each semester, the Graduate School publishes the *Calendar, Registration Guidelines, and Announcement of Courses* which lists all of the doctoral courses to be offered in the coming semester, the instructors, schedules and the unique code numbers for all courses (which must be included on students' registration cards). In addition, the Developmental Psychology Program prior to the start of each semester, issues its own list of course offerings along with a description of each course.

Faculty advisor and course planning

Each student is required to have a Developmental Program faculty advisor at all times. The advisor (a) reviews program requirements and deadlines, (b) advises students on courses taken each semester, (c) reviews student progress, approves registration and other forms and requests, and (d) discusses with students the semi-annual faculty reviews of student progress. Incoming students are assigned an advisor. When students define an area of interest, they may request a change of advisor so that the advisor and research mentor are the same person. At the student's discretion the original advisor can be maintained with a different research mentor. The student-advisor relationships may be terminated at any time at the request of either party. Changes in advisors and mentors should be discussed with the Program Head in anticipation of such changes and all parties concerned must be notified of such changes. The Program's Administrative Assistant also needs to be so notified.

It is important for students and their advisors to view progress in the program as the consequence of a series of decisions that take into account Graduate School and Developmental program requirements as well as the student's individual goals and research interests. At a minimum, the student and faculty advisor each year should assess the student's progress toward

the Ph.D. degree, taking into account progress made in the prior year. Future plans should be reformulated to take into account changes in student objectives and possible changes in program requirements and practices. Registration for courses should take place only after such a conference or its follow-up are held.

Student presentations at professional meetings and student publications

The faculty encourages students to present their research at professional meetings and recognizes that scholarly presentations by our students reflect very well on our Program. However, students are expected to consult with their advisor or the Program Head prior to submitting an abstract for review by professional organizations and prior to making a presentation. Such consultation also is expected prior to submitting a manuscript for consideration for publication in a journal. Arrangements for joint authorship among faculty and students are matters for those parties involved to decide in accordance with APA ethical guidelines on this issue. However, even in cases where students are the sole authors of a presentation or publication, **consultation with their advisor or Program Head is required** if they plan to present themselves as being affiliated with our Program.

While the review of proposals for presentations and manuscripts for publication typically is done blind, students should identify themselves in cover letters as having affiliations with the Graduate School of the City University of New York as either graduate students or doctoral candidates (when they have been advanced to candidacy). The official designation of our institution is: **The Graduate School and University Center of the City University of New York**. The official informal designation is **The Graduate Center**.

Transfer of credits (11:98)

Students who have taken course work beyond a bachelor's degree at another accredited institution may request to have these credits transferred, up to a total of 30 credits, however, the history of the Program is such that rarely have more than 12 transfer credits have been approved by the Executive Committee. The principle for accepting such credits toward the Developmental Ph.D. is that they replicate course work that would ordinarily be taken in the Developmental Program. The transfer of fewer than nine credits requires approval of the student's advisor and is subject to review by the Program Head and Executive Officer. The transfer of more than nine credits requires additional approval of the Executive Session of the Executive Committee of the Developmental Program. Students wishing to transfer credits must complete an "Advanced Standing Transfer Credit Recommendation" form indicating the "CUNY equivalent" course against which transfer of credits for each course is being requested. They submit this form along with an official transcript of those courses for which they are requesting transfer credits, to their advisor for approval and, when necessary, for approval of the Executive Session of the Executive Committee. After approval has been obtained, these documents must be deposited with the Executive Officer who will submit them to the Registrar.

Students may request the transfer of credits anytime **after** their first year of matriculation in the Program. The transfer of credits will not be approved prior to students beginning their matriculation in the Program.

Registration

It is important that students register each semester within the time limit established by the University. Late registration is costly to the University and the student. Students who fail to register by the final cut-off date will not be permitted to register by the registrar.

Registration for courses each semester must be approved by the student's advisor. Other faculty (including the Executive Officer) should **not** sign a student's registration form. If a student is unable to obtain the signature of his or her advisor for course registration, the Program Head should be consulted.

Student Progress Letters (5-09)

(Approved by the Executive Committee, Spring 2009)

Each student is required to submit a Progress Letter to his/her advisor twice yearly. The purposes of this letter are to maintain student management of their progress in the Program, to maintain ongoing contact with the Advisor, the Program Head, and, eventually for reporting purposes, with the Executive Officer of Psychology. Ideally, students will have met with their advisors well in advance of submitting the letter.

Twice a year, each student summarizes his/her progress since the last letter in a letter to the current Advisor/Mentor. The Advisor adds a cover letter to the Program Head indicating that he/she concurs with the student progress letter. The Program Head files these letters as a record for the semi-annual student progress faculty review meeting and, submits these student/advisor letters to the Psychology Executive Officer, when requested (such as when the EO is asked to submit SAT PROG forms to the Registrar).

The Student Progress letters (student and advisor copies) are due to the Program Head by December 15 and May 15 of each year. These can be submitted via email attachment.

The student letter should include the following:

1. Overview paragraph updating current status, stating what you are currently working on (course work, milestones (credits successfully completed, mention incompletes and reasons , exams taken/passed, progress on Second Year Research Project, dissertation proposal, dissertation work, dissertation writing), committee membership at The Program and at the Graduate Center, participation in Program Events, conference presentations accepted, presented since last update, publications accepted or presented since last update, conferences attended since last update, professional development, membership in professional organization, etc. discuss any external funding, seminars, awards, as well.

2. Timeline – plans for the next 6 months:

Depending on where you are in the program, write a timeline of activities toward your next goal.

a. Next goal: (e.g. complete proposal for 2yp; draft dissertation proposal, defend dissertation,etc.

b. Dates and products toward meeting that goal

3. Faculty Cover Letter:

Faculty may simply write that they concur with the student's letter, add congratulatory detail, explain any issues, and/or write about supports being offered to address issues.

Leaves of absence

Students, who for personal reasons (e.g., illness of their own or members of their family), find it necessary to suspend work toward the degree may apply for a leave of absence for up to one year. Such applications are in the form of a letter describing their situation. Students who are requesting a leave and who have incomplete courses pending, should present, as part of their letter requesting a leave, their plans for completing their courses when they resume matriculation. It should first be submitted for approval to the student's advisor and the Program Head, and then to the Executive Officer. A student may receive a maximum of four semesters' leaves of absence. Students who feel they require additional leaves will need to resign from the program and reapply for re-admission at a later time when they are able to return to continue progress toward the degree. There is no guarantee however that a student will be readmitted. (See Graduate School Student Handbook for additional details.)

A student on a leave of absence is not permitted to use the resources of the Graduate School (e.g., library, mentor consultation) and may not take any examinations. A student may not defend his or her dissertation during the semester they return after a leave. Similarly, a student who has withdrawn and is subsequently readmitted may submit and defend the dissertation no earlier than the second semester after resuming active study.

Time limit for the degree

Students who require time beyond the eight-year limit for completion of the Ph.D. degree should, no later than two months prior to the end of the Spring semester of their eighth year, prepare, in conjunction with their advisor and the Program Head, a "contract" setting forth a timetable of progress expected in the coming academic year. Further extensions must be requested annually and no later than two months prior to the end of each Spring semester. They will be considered pending a review of the student's success in meeting the previous years' contract and the development of a new contract for the next academic year. Contracts will be discussed by the Faculty during the semi-annual reviews of students' progress in the program. All extensions require the approval of the Executive Officer.

Course requirements for the Ph.D. Program in Developmental Psychology

The required courses are:

Psych. U2300: Current issues in psychology (Brown Bag) (0 Credit)

Each Tuesday from 12:00 to 1:30 during each semester the faculty and students meet to discuss research and policy issues presented by guest speakers. Speakers are students and faculty from within the Program, from other doctoral programs at the Graduate Center, or from outside the Graduate Center. Students are encouraged to suggest names of speakers to be invited to these

meetings. A list of scheduled speakers and topics is posted and distributed at the beginning of each semester and all students who are actively matriculating through course work in the Program are expected to register for this seminar and attend.

Psych. U72000 & 72100: Developmental Psychology I & II (3 credits each)

Students register for these courses in the Fall and Spring semesters of their first year.

Psych. U72010: Proseminar in Developmental Psychology I (1 credit)

Students register for this course in the Fall semester of their first year. This seminar provides the opportunity for new students to become acquainted with the research interests of each member of the Developmental Psychology Faculty, including affiliated faculty.

Psych U72020: Proseminar in Developmental Psychology II (1 credit)

Students register for this course in the Spring semester of their first year. This seminar provides the opportunity for new students to become acquainted with research issues and topics in psychology that go beyond the field of developmental psychology.

Psych. U72900: Research Methods I (3 credits)

Students register for this courses in the Fall semester of their first year. This course is coordinated with the Environmental Psychology and Social-Personality Psychology subprograms. The course focuses on epistemologies and theories guiding research design and methods, the related development of research questions, informed and critical reading of research articles, and orientation toward students' original research.

Psych. 80101 Tutorial in Developmental Research Methods I (1 credit)

Psych. U72902: Research Methods II (3 credits).

Students register for this courses in the Spring semester of their first year. The contents "specific" to the research methods course would be research techniques and methods--with particular relevance to the development of the second year research proposal. A wide range of methods will be surveyed with particular focus on those methods most apt for various research topics considered for the second year research project.

Psych. 80101 Tutorial in Developmental Research Methods II (1 credit)

Psych. U80260: Second Year Research Seminar I and U80270: Second Year Research Seminar (3 credits each) [10:03]

This seminar is taken in the Fall and Spring semesters of the students' second year of matriculation for 3 credits each semester. Thereafter, if the student has not completed their second year project, he or she will continue to register for the seminar as an Audit until having completed the project.

Psych. U70500 & 70600: Statistics and Computer Programming I & II (3 credits each semester)

Students register for these courses in the Spring semester of the first year and Fall semester of the second year.

Psych. U77100: Ethics and Legal Issues for Psychologists (2 or 3 credits, depending on instructor)

Additional required courses (2:10:97): Beyond the course specific requirements, students are required to take **at least** 12 credits of basic and advanced courses and seminars in the Developmental Psychology. These may be in any areas among those offered by the Developmental Psychology Program.

Students who have completed their 60 credit requirement but who have not advanced to candidacy, will register as a Level II student and continue registering for U89800 -- Research Supervision for 0 credits and list their advisor as the instructor. In addition, they may choose to register for credit bearing courses beyond their 60 credits or audit courses

Psych. U90000: Doctoral Dissertation Supervision (1 credit) (4:22:98)

Students will register for U90000: Doctoral Dissertation Supervision listing their advisor as instructor each semester after they have advanced to candidacy (completion of 60 credit course requirement, completion of the second year research project, passing second doctoral examination, and approval of the Dissertation Topic Proposal Form).

Additional required credits in Developmental Psychology (3:10:97)

In addition to the present first and second year requirements (Developmental Psychology I & 2, statistics I & II, Research Methods I & II, Ethics, and Independent Research with Second Year Research Seminar [i.e., 30 credits]), all students (beginning with those admitted in the Fall of 1996) will be required to take *a minimum of 12 additional credits* of basic and advanced courses and seminars in Developmental Psychology. These may be among any of the Program's course offerings, the distribution to be designed to fit the student's program goals and to provide background in the broad areas of developmental theory and research.

Sample of student's registration in the first year in the Program (4:22:98)

Fall semester

- > Developmental Psychology I: (3 credits)
- > Proseminar I (1 credit)
- > Research Methods I (3 credits)
- > Developmental Psychology Tutorial in Research Methods I (1 credit)
- > Topics in Developmental Psychology (0 credit)
- > Elective in Developmental Psychology (3 credits) – pending advisor approval
- > Research Supervision (0 credit with advisor listed as instructor)

Total course credits = 9

In the first semester, the suggested maximum number of course credits is 9.

Spring semester

- > Research Methods II (3 credits)
- > Developmental Psychology Tutorial in Research Methods II (1 credit)

- > Statistics I (3 credits)
- > Developmental II (3 credits)
- > Topics in Developmental Psychology (0 credit)
- > Proseminar II (1 credit)
- > Research Supervision (0 credit with advisor listed as instructor)
- > Option of an additional course for 3 credits

Total course credits = 9 or 12. In the second semester and beyond, in addition to the maximum of 12 credits per semester, distributed as four three-credit courses, students will be allowed to take an additional maximum of two credits of methods modules in a semester without requiring a special waiver of requirements by their advisor (4:17:00).

Sample of student's registration in the second year in the Program (required courses)

Fall semester

- > Statistics II
- > Research Supervision (0 credit with advisor listed as instructor)
- > Second Year Research Seminar (3 credits)
- > Ethics (3 credits)
- > plus electives from among the 12 credit requirement in Developmental Psych

Spring semester

- > Research Supervision (0 credit with advisor listed as instructor)
- > Second Year Research Seminar (3 credits)
- > Ethics, if not taken in the Fall (3 credits)
- > plus electives among the 12 credit requirement

Auditing courses

Auditing (i.e., enrolling in a course without earning a grade), with the exception of the second year research seminar, is permitted after students have completed their course work (60 credits) and fulfilled the requirements of the program. Students are required to register as "audit" students in such courses. Students at level III do not have to pay additional fees for attending as "audit" students. Students are not permitted to "sit in" on courses without having registered for the course.

Auditing by other qualified students is permitted in developmental courses only with the permission of the instructor. Students are required to formally register as "audit" students.

Grades

With the exception of audited courses, U80260 and 80270 (Second Year Research), U80200 (Independent Research) and U90000 (Dissertation Research), enrollment in the Program's courses and seminars is subject to the usual grading practices. Students enrolled in Second Year Research, Independent Research and Dissertation Research enroll on a Pass/Fall

basis. In special cases, and with the concurrence of the students enrolled, student performance in a seminar also may be graded on a Pass/Fail basis.

Incomplete grades: (INC) & (INP)

Students who will not be able to complete course requirements for a given course must so notify the course instructor prior to the end of the semester to request an incomplete grade (INC) and negotiate with the instructor a contractual schedule for completing all remaining course requirements. Students should be aware that instructors may choose not to accept late course completions.

To resolve incomplete grades, students must fulfill their course obligations within the next two semesters that they are in residence. If not completed in that time, the incomplete grades automatically will become Permanent Incomplete (INP) grades. Unless otherwise noted, students who have two or more pending INC's or permanent INP's will be targeted by the Registrar's office for automatic review by the Program Head each semester.

A student who has more than two pending incomplete (INC) grades at any time will be considered not to be making satisfactory progress in the Program and will be asked to account for his or her failure to meet the negotiated timetable for completion of course work.

To receive financial aid students may not have more than two incomplete grades on their records.

No record of progress (NRP)[12:03]

A new grade, "NRP", signifying "no record of progress" is to be used for students at Level III who have not made progress on their dissertation research over the semester. In the past, the only grade that faculty had available to assign to students at the dissertation level was SP (satisfactory progress); in cases where a student had not made progress on dissertation research over the semester, faculty advisers were compelled to improvise-- by either inappropriately assigning the INC (incomplete grade) or simply not assigning a grade at all. The new NRP grade provides a way for the dissertation adviser to indicate to the student and to the EO that the student is not making progress on his or her research. It is intended to bring all parties together to set in motion a plan to get the student's work back on track toward successful completion.

Developmental practicum option

The developmental practicum is an option that is designed to provide students, who lack experience in empirical research and/or working with the population/context of research interest, some supervised opportunities for such work. Both paid and non-paid experiences are considered as fulfilling this need.

1. A faculty member serves as coordinator for these students who for pay and not-for-pay work in external settings (i.e., external to the university), and are provided with experience in working with people in a developmental perspective.

2. It is the responsibility of the practicum coordinator, together with the student and the student's advisor, to ensure that the external activity has adequate supervision in the field.

3. The initiation of student practicum experience not-for-pay may be undertaken by the coordinator or by the student; those for-pay, the student. All proposals initiated by students in for-pay or not-for-pay categories will require two faculty signatures (one of which is the student's advisor) for approval. The proposal will specify the skills to be developed, the time commitments involved and the conditions of supervision.

4. Students within both types of practica meet once a month with the coordinator at the Graduate School individually or in groups, as appropriate, for regularly scheduled sessions to discuss their work and their progress.

5. Research experience undertaken in work settings will not qualify for the developmental practicum. Conducting research in work settings follows the requirements of the Independent Research requirement.

6. The development practicum provides weighted instructional units, up to 3, upon student request.

7. This practicum is optional.

Research study groups

Research in the Program often is conducted within research study groups. The focus of each group is ordinarily related to the research program of a member of the faculty. Membership in such a group is voluntary and the obligation of members in a group are defined within each group. Students may join more than one group. Frequently, second-year research and dissertation topics evolve from research group activities, but students are not committed to such choices by memberships in a group. Meetings are held at the group's discretion.

Research requirements

Introduction. Learning to conduct research in developmental psychology is one of the cardinal components in the education of students in the developmental doctoral program. Research competence is achieved through a variety of means and students are expected to avail themselves of all the opportunities the program offers to acquire the knowledge and skills required for even the minimum of such competence. Although the focus of the research requirement is *Independent Research* and *Dissertation Research*, students should be aware that much is to be learned about research methodology, as well as substantive knowledge of areas of inquiry, from research study group meetings, colloquia, brown bag seminars, dissertation proposal presentations, and dissertation defenses. Students are encouraged to attend these in

order to gain as broad a base of knowledge as possible. The formal program requirements, however, are:

1. Research in the Research Methods in Developmental Psychology courses.

The student's first encounter with the conduct of research is in these first and second year courses. In these courses, students undertake and complete a research project. The scope of the study, by necessity, is narrow, although meaningful both conceptually and methodologically. The nature of the research is usually defined by the instructors, and may take a variety of forms. The student is expected to complete a written report of the research.

2. Independent Research - Second Year Research Project

Introduction. "Independent research" despite its name, is not really independent. It is conducted under the supervision of a member of the developmental faculty. Ideally, the research is planned during the second semester of the first year and is conducted in the second year. Upon completion of the research, a written report, approved by the student's advisor, is submitted to the faculty member in the Program designated as Editor of the Second Year Research Projects. The research is then presented at a brown bag meeting to students and faculty. Students are expected to present their second year research project by the end of their second year in the program and should plan their projects accordingly. There are no restrictions on the research methods used or the topics chosen for the research so long as they have a direct/or indirect bearing on developmental issues. It must be emphasized that while quality research is encouraged, it should be sufficiently limited in scope as to be completed in the time suggested above.

The Second Year Research Requirement is a pre-dissertation research requirement begun in students' first year in the program, developed and implemented fully in the second year, and presented orally and in writing during the first semester of the third year (at the latest). The goal of the project is to provide students with a supportive context for developing original empirical research to consider, pilot, or implement a project as experience that will help with the larger dissertation research. The Second Year Research Project involves student-advisor interactions, preliminary work in courses during year one, a required two-semester course in year two, and ongoing support from faculty and peers. The variety of topics, research questions, contexts, and methods of the project relate to the individual students' interests, goals, and resources. While most students design their studies, collect the data, do analyses, etc. from beginning to end, others may design original analyses with existing data. Ideally, the papers produced are submitted for publication and/or presentation at a conference to extend the experience and support students' resume-building.

Choice of Advisor. Although each student is assigned an advisor upon entering the program that advisor need not be the supervisor of choice for the second year project. The student is free to choose the faculty member whose competencies and areas of interest most closely approximates the issues to be investigated, and with whom they feel

most comfortable. The student also has the option of changing his or her advisor so that the supervisor of the student's second year project also is the academic advisor.

Credits. Students are required to register for 6 credits of independent research, 3 credits for each semester of the second year. Students cannot earn more than 6 credits for the Second Year Research Project.

Additional Independent Research. Independent research and the second year project are actually two different concepts although the second year projects satisfies the Independent research requirement. Students can undertake, with approval of their advisor, another independent research project and register for up to 6 additional credits. The additional independent research project need not be undertaken with the same supervisor of the second year project. However, additional independent research cannot be taken concurrently with the Second Year Research Seminar. Students may not register for additional credits of independent research until they have met all of the requirements for the Second Year Research Project.

The Course.

The Second Year Research Seminar I and II is a year-long course. Three credits are earned for successful completion of each semester, six credits overall. The two courses are to be taken consecutively during the second year of study in the Program. The course requirements are designed to help students complete the required second-year research project and include: 1) Writing assignments leading to a research proposal due at the end of the fall semester (based on an actual RFP); 2) Submission of a draft research article designed for an appropriate journal of the students' choice (due at the end of the spring semester) and 3) A poster or Power Point presentation based on the 2yp project material in the article listed in #2, in draft form at the end of the spring semester and final form at the Second Year Research Festival early in the Fall of the third year. Students are asked to select and use "calls for proposals" from funding sources and to identify journals that are relevant to research interests as models for the final paper. Published research reports and other articles will offer introduction, method and results sections, sample tables, figures, and discussion sections and other writing formats that can be used as models for the final research report submitted. The professor in the spring course can offer models of posters and/or power point presentations as models.

Formal and informal preparation toward the second year project begins during the first year in the following forums: Research Methods Tutorials I and II will apply and extend Research Methods course work to students' developing ideas for a second year project. The Spring Proseminar will also devote some time to various aspects of germinating the second year project. In those first year contexts, faculty will guide students to identify and critique literature related to their areas of interest, practice developing research questions, considering how various methods apply to different kinds of research questions generally or specifically related to their areas of interest.

In addition to work in courses, students work across the first and second years with their

advisors to design and implement the second year research project. Ideally, the advisor sees the assignments for the course and coordinates with the 2YP course professor.

The Presentation.

At the beginning of the third year, the entire class presents for the community at a second year research festival. Students may be at different places toward completion of their projects at that time, but this celebration will provide a forum for feedback that may help with ongoing analyses and/or the final write up. In addition to celebrating the students' work, it provides practice at presenting and a model for the first year cohort to see what's ahead.

The Paper.

The final write up of the paper should be presented to the advisor and another Dev Psy faculty member the student chooses by the end of the first semester of the 3rd year, at the latest. The 2YP course will have devoted time to writing up empirical research for submission to a relevant journal. The write up should be submitted and evaluated as "publishable," but acceptance of the final manuscript by the faculty does not require that the paper be published.

Defaults. Should a student not complete the second year research project, that is, file the written report, by registration time of the first semester of the fourth year, the student will be required to register only for the purpose of completing the research (without additional course credit for independent research)

Protection of human subjects [revised: November, 1994]

In order to carry out any research (whether for a course, second year project, dissertation, funded or unfunded, and whether the data are collected at the Graduate School or at another site), it is necessary to receive approval regarding the protection of human subjects. The Graduate School's Committee on the Protection of Human Subjects requires that all students' research be approved by them prior to data collection. Human Subjects Applications can be obtained from the Office of Sponsored Research. Most applications can be reviewed on an expedited or exempt basis, with a decision made about two weeks after submission.

Evaluation procedures

_____The faculty of the Developmental Psychology Program evaluate student status and progress at the end of each semester. The purpose of this evaluation is to see that students maintain a satisfactory level of performance and that they are working effectively to fulfill the requirements of the program. Students, who are not performing satisfactorily, will be so informed in writing and, if appropriate, placed on probationary status. In these cases, efforts will be made to determine the nature of the problem and to help the student improve in any deficient area. However, students, in these circumstances who do not improve, may be dropped from the program. In such cases, students may appeal the decision to the Executive Session of the

Executive Committee. If there is evidence that fair procedures were not followed, further appeals can be made to the Executive Officer of Psychology (see Student Handbook).

A letter discussing the findings of a student's evaluation is prepared by the Program Head and sent to each student and placed in the student's file.

Results at each level of student progress are also reported to the registrar when completed: Advancement to Level III, En-route Masters (if so elected by student), First Doctoral exam, Second Doctoral exam, Language exam, Tools of research, Recommendations for Advanced Standing Transfer Credits.

First doctoral examination

Rationale. A first doctoral examination is required in all programs in the Graduate School. By a decision of the University Executive Committee in Psychology the nature of the examination is left to the discretion of the particular doctoral programs.

The Developmental Psychology Program administers the examination one week before the beginning of the Fall semester for students entering their second year of matriculation. It is given in one, three hour session.

_____The format of this examination and the reading lists are revised from time to time by the Curriculum and Examination Committee with the approval by the Executive Committee. Students, therefore, are advised to check with the Chair of the Curriculum and Examination committee for a copy of the most current format and reading lists prior to preparing for this examination.

If a student fails the First Examination it must be taken again before the start of the Spring semester of the second year. A second failure constitutes grounds for dismissal from the program.

En-route masters degree (approved spring 2009)

Consult the complete list of requirements, procedures, and application from the Psychology EO, which you can find on the Psychology website. All instructions there are official; these are only summaries with excerpts.

Excerpted from the Psych EO Statement (August 2009):

The Graduate Center of the City University of New York can grant en route masters of arts (M.A.) degrees to doctoral students who are matriculated and in good standing in the Developmental (and other) programs. Students who meet the requirements for the M.A. degree (described below) should fill out the Application for En-Route Master's Degree (Psychology version).

Students in the Developmental (and other) subprograms who have met the following

requirements are eligible:

1. Successful completion (grade of B- or better) of 45 credits of required course work, including 9 credits in theory, 6 credits in statistics, 12 credits in research methods, and 18 credits of approved electives. A maximum of 12 transfer credits may be applied. See below for specific courses.
2. Successful completion of the First Doctoral Examination, approved by the Executive Committee of each subprogram's doctoral faculty.
3. Successful completion of a Second Year Research Project, which has been approved by three faculty members who have read it (one should be the project advisor).

Required Coursework

Theory (9 credits). Students take a minimum of three semesters of core theory in their subprogram; that is, they take one of the following three sequences, depending on which subprogram they are matriculated in. All psychology students are required to fulfill an ethics requirement; this is achieved in Developmental ... with Course 77100 ...

Developmental Psychology Sequence

72000/72100 Developmental Psychology I & II

77100 Ethical Issues for Research Psychologists

Methods (12 credits). All students are required to take a two-semester sequence of methods courses and two semesters of the Second Year Research Seminar

80103/ 80103 Research Methods and Ethics I & II

80260/80270 Second Year Research Seminar I & II

80101 (2 semesters) Developmental Research Tutorial I & II

Statistics (6 credits). All students are required to take a two-semester sequence of statistics courses.

70500/70600 Statistical Methods in Psychology I & II

Electives (18 credits). Electives may be offered in one of the Psychology subprograms, or in an allied field

Students who are advanced to candidacy may file an application with the registrar for a Master of Philosophy degree from the Graduate School (See Student Handbook).

Advancement to Level II (Revised: July 5, 1995)

At its meeting of June 26, 1995, the Board of Trustees of the City University amended the criteria for advancement to Level II to require the completion of 45 credits and first examination. Students in status (either registered or on an official leave of absence) during the Spring 1995 semester, who are Level II as of September 18, 1995, will have two calendar years to fulfill the new requirement for Level II status.

For students admitted to the Fall 1995 semester, Level I status will be in effect until the successful completion of 45 credits and the first examination.

Advancement to Level III (Revised: July 5, 1995)

When a student has completed 60 credits including all required course-work (which includes completion of the second year research project), he or she should so notify the Program's Administrative Assistant--who will then submit to the Executive Officer Form #3: Certification of required course-work completion (See current regulations regarding ABS, NGR, SP, and INC grades). Certification must be complete before a student is classified Level III for tuition purposes.

At its meeting of June 26, 1995, the Board of Trustees of the City University amended the criteria for advancement to Level III to require advancement to candidacy. Students in status (either registered or on an official leave of absence) during the Spring 1995 semester, who are Level II as of September 18, 1995, will have two calendar years to fulfill the new requirement for Level III status.

For students admitted to the Fall 1995 semester, Level III status will apply to students who have advanced to candidacy.

Second Doctoral Examination [Revised August 23, 2009]

General Information

The second doctoral examination is a requirement of the Graduate School for all doctoral programs. The second doctoral examination for the Developmental Psychology Ph.D. serves two purposes. Its first function is educational. Preparation for the exam helps a student to outline and review acquired knowledge the developmental psychology faculty think a well-educated developmental psychology Ph.D. should know about psychological and related literatures relevant to developmental science. The second function of the examination is to assess student competence in integrating and thinking creatively about his or her acquired knowledge in the field. Students demonstrate these two competencies in written responses to items on the examination.

The second doctoral examination items are based on readings that have primarily been the focus of required and elective developmental courses and that the collective faculty identified as central to developmental inquiry and teaching. Course readings and other recommended readings are selected from classic and current literature on important topics in the field and includes scientific articles and review papers from relevant peer-reviewed developmental journals and important texts.

Preparation for the examination is each student's responsibility in close consultation with an academic and/or research advisor. The focus of preparation should be to achieve a working knowledge of the literature so that the student can demonstrate this working knowledge in writing without using texts or notes in an exam setting. This working knowledge of the literature will be achieved through course-work focused readings, and field-related conversations outside of required course work. Students will be guided to specialized literature that will help him or her prepare for the exam items by his or her advisor and by using recommended the Reading List prepared by the developmental faculty throughout tenure in the Program.

Exam Dates

The exam is given in August the week before the first day of classes for the fall term on Wednesday and Thursday and in January on Thursday and Friday of the week before the first day of the spring term. These administrations are set before the beginning of the fall and spring terms so that the exam administration does not conflict with teaching responsibilities during the academic year and so that students can advance to the next stage in the program after passing it early enough in the next semester to reduce tuition. The second doctoral exam is given in two, 3-hour periods, typically in the morning over two consecutive days.

Eligibility

There are several criteria that must be met before a student can take the second doctoral examination. A student must:

- a. Complete the second year research project. [Completion of the project is defined by the acceptance of the student's advisor and the Program Editor of the Second Year Research Projects of a satisfactory written report of the research and by oral presentation of the research at a program seminar (e.g., Brown Bag meeting).]
- b. Pass the First Doctoral Examination.
- c. Satisfy the statistics requirement.
- d. Complete all required courses in the Developmental Psychology Ph.D. Subprogram.
- e. Complete all other course requirements (NOTE: any pending Incompletes--INC grades--must be removed).
- f. Submit the *Certification of Eligibility to Sit for Second Examination* form and have it signed by his or her advisor. A copy of the form is in the appendix of the *Developmental Psychology Student Handbook*. The form should be returned to the Developmental Psychology Doctoral Examination Coordinator. Professor Vietze is the current Examination Coordinator for our Program—at least one month before the exam (see below).

Scheduling the Exam and the Dissertation Work

A student should plan to take the Second Doctoral examination in the pre-semester following the one in which he or she completes all course work in the Program or shortly thereafter. Exams are offered in January and in August (See above section on “Exam Dates”).

Students intending to sit for the examination should notify the Program's Exam Coordinator no later than one month prior to the examination by submitting the eligibility form so that there is sufficient time to review a student's eligibility.

Formal presentation of a dissertation proposal cannot be made until a student satisfactorily

completes the second doctoral examination.

Preparation for the Exam: Format and Review Readings

Preparation for the exam is from the first semester of enrollment into the program until the exam is taken. Similar to preparation for the first doctoral examination, a review of any course readings, including those assigned after the first “doc” is passed, is good preparation for the second “doc.” Students are advised to consult the Program Reading List. This may serve as a preparation guide for the examination. The examination format and reading list are revised from time-to-time by the Curriculum and Examination Committee with the approval of the Executive Committee. Any updates to this list will be done in early September of the academic year. The first doctoral examination covered readings most relevant to the first year courses. Naturally this material is also relevant to answers you will write for the second doctoral exam. All questions about how to prepare for the examination and how to use the Reading List should be directed to one’s advisor.

The Reading List and Second Doctoral Examination Description will be posted on the Program website. Students, therefore, are advised to check this information regularly.

Examination Format

The exam has two parts. The first part is a set of general items focusing on theory for which students write a response. This is given on day one of the examination. On day two of the examination students write responses to items for which they may have more unique or specialized knowledge. These items may focus on social interaction, cultural or ecological contexts, thinking, knowing and doing, and/or practical applications. Typically these items will be ones that are relevant to literature the student may have focused on courses taken after the first year, including readings related to the second year research project. In other words, this literature may be of special interest to and relevance to a particular student. Typically advisors working with a student on his or her research will help to write these items for this portion of each student’s examination

Examination Questions

Students will receive the potential questions for the first part of the exam one-week prior to the exam date by electronic mail. Students will be asked to confirm receipt of these questions. Students will receive three questions, two of which will actually appear on Part I of the exam. A student can choose to prepare an answer for each of these three questions. On the actual exam, students taking the exam will be given two of the three questions to answer without using notes or any written material. Answers will be written electronically on computers without access to the Internet. Students will not receive the questions for Part II of the exam prior to the exam. Part II of the actual exam will present the student with four questions in his or her pre-selected special topic. Each student taking the exam will be asked to pick two questions of his or her choice from this set and to prepare an answer to these two questions under the same conditions described above.

Preparing for the Examination and The Reading List

The intent of the exam is to give students an opportunity to review previous readings and to

practice reproducing this knowledge by writing unassisted answers. The exam is not meant to probe for in-depth knowledge of specific readings but to assess a student's general knowledge in the area of developmental psychology as shown by their ability to construct a well-conceived statement, based on current and classic literature, in response to an item. It is recommended that students review and show some familiarity with current literature as reflected in journals so that these citations can be used in responding to examination items. Demonstrated knowledge of the current and classic literature is an important expectation for exam responses. Recommended journals include but are not limited to: *Child Development*; *Developmental Psychology*; *American Psychologist*, *Journal of Experimental Child Psychology*, *Human Development*, *Developmental Review*, *Developmental Science*, *Monographs of the Society for Research in Child Development*, *International Journal of Behavioral Development*, *Cultural Diversity and Ethnic Minority Psychology*, *New Directions for Child Development*, *Psychological Science* and other more specialized journals such as *Cognitive Psychology*, *Journal of Applied Developmental Psychology*, *Cognitive Development*, *Journal of Child Language*, *Psychology and Aging*, *Journal of Adolescence*, *Journal of Adolescent Research*, *Mental Retardation*, *Infant Behavior and Development*, *Journal of Child and Family Studies*, *American Educational Research Journal*

Journals relevant to the student's interest area, and major new publications that are very recent should also be reviewed in preparing for the second doctoral examination in developmental psychology. Students are expected to have familiarity with some publications of core faculty if they are deemed relevant to demonstrating knowledge in a specialty area and/or to demonstrate general knowledge in the field. For a more complete list of journals in developmental science see: http://www.psychwatch.com/develop_journals.htm. This is a sub-site of www.psychwatch.com. See also APA website list of journals: http://www.apa.org/journals/by_title.html.

The second doc exam is not meant to "test" students on new material that is studied to take the exam. It is meant to examine you comprehensively on material that you have studied, processed and used during your tenure in the program (e.g. in courses, working on research projects, reading independently, etc.). To prepare for the exam students should focus attention on the any courses taught by developmental faculty. It is also strongly suggested that students read any review chapters published in the recent or any previous editions of the four-volume *Handbook of Child Psychology, Set, 6th Edition*, William Damon and Richard M. Lerner (Eds.) Wiley Blackwell, ISBN: 978-0-471-27287-8, Hardcover and PDF versions, 1,250 pages, March 2006.

The Reading List is prepared by the faculty and can serve as a guide to help students review readings to which they have been exposed. The list is divided into two major sections. The first part of the list includes readings that cover issues in developmental psychology that cut across sub-fields and are considered of historical and foundational significance in the field. Part II of the reading list is considered to be more contemporary readings of significance and includes readings by Program faculty. Both parts of the Readings List will help students prepare to answer broad questions relating to the "common knowledge" in developmental psychology as a science. The second part of the list, includes readings that a student may elect to read because they are more related to their special expertise, interests, and / or are significantly related to a dissertation topic

they plan to pursue. Students are strongly encouraged to consult with an advisor for questions about which readings to review and why.

Evaluation of the Examination and Exam Results Procedures

The Exam Scoring Process

The second examination is normally read and evaluated by five to six members of the developmental faculty. Overall performance is judged as “Pass,” “High Pass” and “Fail.”

Following the exam administration each student’s responses for the exam are printed and distributed, without any personal identifying information, to each member of the faculty scoring the exams. Each exam grader reads each exam response and scores it using preset criteria designed for each item. Each faculty member then assigns a “Pass” or other appropriate grade to each item response. About one week after the exams are distributed the faculty scorers meet to assign a final score to each response. The process of consensus is used to determine a final score for each item’s response, based on a review of individual faculty ratings for each item and a discussion of among faculty about the fit of the response to criteria established for each question. Faculty bases this discussion on written comments recorded by each faculty member during the individual evaluation and scoring process.

Following the exam scoring meeting each advisor will typically contact his or her advisee or typically within 24 hours following the exam scoring to report the overall exam “grade.” Students will also receive a notification in writing of the exam results from the Program Head. The Examination Coordinator will forward the examination results to the Executive Officer for Psychology’s Office so that this information can be added to each student’s Graduate School record. *Exams will typically be scored and results reported to each student well before the deadline for passing to Level III which is about three weeks into a semester.*

In the event of a “Fail” Grade

A failure on any part of the examination is considered a failure on the entire examination and the student is given one additional opportunity to retake the part of the examination that was failed. The student is required to retake the failed examination at the next administration of the examination. This second examination will include new questions for the portion of the exam that was failed. Failure to take the examination at the next immediate administration of the exam will be considered a second failure. A second failure constitutes grounds for dismissal from the program. A student who fails the written second doctoral examination the first time may elect to have the second administration as an oral examination.

Oral Option for the Second Doctoral Examination

Where a question exists as to the evaluation of examination performance a student may be asked to appear before the faculty (see paragraph below) for an oral examination on parts of the examination or for the whole of it. This will occur up to two months following the original date that the written examination was administered. Performance on the oral examination will be “Pass” or “Fail.” Students, not passing the examination on the first administration may elect to take the second doctoral examination a second time in an oral format.

The oral examination is given by at least three members of the developmental faculty. One member of the examining committee is the student's current academic and/or thesis advisor. When appropriate and feasible, an outside expert in one or more of the chosen areas of the examination can be invited by the faculty to serve as a voting member of the examining committee. The outcome of the examination will be decided by score consensus at least two-thirds of the members of the examining committee (including any invited experts). The Reading List for the oral examination is the same as for the written examination.

Research tools

The Graduate School requires that doctoral students demonstrate mastery of one research tool.

 Statistics. The research tool is satisfied by statistics U70500-U70600, which the student is required to pass with a minimum grade of B. If a student receives a grade of less than B in either semester of statistics, the student must take the given course again and receive a grade of B or better. This must be completed before the student can be advanced to candidacy. This must be completed before the student can be advanced to candidacy.

The student should be aware, however, that this is to satisfy the research tool requirement and advancement to candidacy and that the additional course(s) will not be listed on the student's transcript. The student should be certain that a letter from the course instructor(s) certifying that the course(s) had been taken again and passed is filed with the Program's Administrative Assistant.

The dissertation proposal

The doctoral dissertation is the culmination of student's research training in developmental psychology. The scope of the research is more ambitious than that in the second year project, yet it should not be of such scope as to be incapable of completion in a reasonable period of time, and, in any case, within the eight year limit set by the Graduate School for the completion of doctoral training. Students should realistically plan for completion long before the deadline is reached.

 Choice of topic and advisor. The pattern followed for dissertation research parallels that for the second year project in choice of topics and advisor. At one extreme, the research might derive from or be related to work done with a particular faculty member's research group. The expectation however is that the idea for the research and its plan will be developed by the student, in consultation with the advisor. At the other extreme, the idea for the research and its plan might originate independently of the research of any faculty member.

In either case, the student will need to choose an advisor who will chair the dissertation committee (sponsor) and, in consultation with the advisor, choose at least two additional faculty members to serve on the committee. It is the Program's policy that the chair of the committee must be a member of the Developmental Faculty (core or affiliated). Other members of the

committee may be chosen from among members of the Developmental Psychology faculty as well as from other doctoral programs in Psychology, other doctoral programs at the Graduate School, or doctoral faculty outside the Graduate School, with the approval of the dissertation sponsor, Program Head, and Executive Officer. Faculty being considered for membership on a student's dissertation committee who are on a doctoral faculty outside the Graduate School must submit a copy of their curriculum vitae for approval by the Program Head and the Executive Officer.

Dissertation topic proposal. The process of undertaking dissertation research requires that the student follows a series of formal procedures. The first of these is registering the topic proposal.

Registration of topic proposal. The student first satisfies the dissertation sponsor that a manageable research problem has been formulated that is methodologically feasible and for which there are appropriate subject populations available. To register the topic proposal the student completes two copies of the Dissertation Topic Proposal Form. A one-page summary of the student's proposed research is required, as well as the nomination of at least two faculty members for the Dissertation Committee, other than the Dissertation sponsor (Committee Chair). The sponsor then approves the topic proposal and signs the two forms. One copy is sent to the Program Head for approval. The second is sent to the Executive Officer.

Dissertation proposal

 Prior requirements. Presentation of the Dissertation proposal is made only after completing:

1. a minimum of 60 approved graduate credits, with an average grade of B or better, 30 of which must have been completed at the Graduate School and have included all of the Program's required courses. Courses with grades of SP, INC, NGR, ABS, and INP are not counted in computing the 60 credit requirement.
2. the First Doctoral Examination
3. the Second Doctoral Examination
4. the second year research project (i.e., filed the written report and reported orally).

 Presentation of the dissertation proposal at the dissertation seminar. The purpose of the dissertation proposal seminar is to provide a forum in which a student's dissertation proposal is presented to the faculty and students in order to obtain informed open critique. To achieve this, a written proposal is prepared in advance and is circulated among the members of the student's dissertation committee for their approval prior to the seminar. It is next circulated among the core faculty at least two weeks prior to the seminar. Since these proposals often tend to be extensive, a 4 or 5 page summary is prepared for distribution to interested students at least two weeks prior to the seminar. Approximately 15 copies of the summary report should be left with

the Program's Administrative Assistant for distribution among interested students. This is to ensure full participation of students in the informative and critical functions of the seminar.

The date and time for the dissertation proposal seminar needs to be cleared with the Program's Administrative Assistant in consultation with the Program Head, no later than three weeks prior to presentation. Ideally the seminar should not be scheduled at a time when core faculty and students are in classes. Each of the core faculty should be petitioned for a date that is convenient for them to attend. The Program Assistant will need at least a week to arrange a room, prepare and distribute the announcement to the faculty and students. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a presentation at the end of a semester.

The seminar is conducted by the Chair of the Dissertation Committee. The seminar format consists of a 20-30 minute presentation made by the student regarding the essentials of the proposal, followed by general discussion. Upon completion of the discussion, attending program faculty (the dissertation committee plus at least one additional faculty member) meet to decide on whether to accept or reject the proposal, or whether to accept it on the condition that changes be made. In cases where changes are required, they are to be submitted by the student no later than one month after the seminar. A report of the outcome of the examination (**Recommendations of the Doctoral Dissertation Committee** form) along with a copy of the approved proposal, or the approved revision of the proposal (in which case the **Approval of Amended Doctoral Dissertation Proposal** form is also included) is sent by the Program Head to the Executive Officer in Psychology. These forms are specific to our Program and can be obtained from our Program's Administrative Assistant. See appendix for copies of same.

Advancement to Ph.D. Candidacy

Well before the oral defense of the dissertation, the student is advised to consult the staff of the Executive Officer to be certain that all the requirements for the Ph.D. degree at the City University have been met. Before the student can sit for the oral defense, the following must have been satisfied:

- 1) Completed at least 60 graduate credits, with an average of B or better
- 2) Satisfied the statistics requirement with a grade of B or better (see section on Research Tools)
- 3) Passed the First Doctoral Examination
- 4) Filed an accepted topic proposal with the Executive Officer
- 5) Filed an accepted Dissertation Proposal with the Executive Officer
- 6) Satisfied all program requirements
- 7) Passed the Second Doctoral Examination

The procedure is handled automatically by the Office of the Executive Officer in Psychology and not by our Program Office. If a student is missing one of the requirements for candidacy, he or she will be so notified by the Executive Officer who also will notify the Program's Administrative Assistant. Form #4 must be completed (this is done by the office of the Executive Officer) and sent to the Registrar for certification and to the Associate Provost for

approval. A student is required to registrar each semester, even if not engaged in course work, unless a leave of absence is granted. The student must be registered in the semester in which the degree is granted and also in the preceding semester.

Dissertation Proposal Clearance: Human Participants form

CUNY has an ongoing agreement with the federal Office for Human Research Protection (OHRP) of the Department of Health & Human Services concerning all research involving human participants (including interviews, oral history, and database research). That agreement requires prior approval of all research proposals and, if applicable, an annual continuing review by an official CUNY Institutional Review Board (IRB).

To assure compliance with this agreement, The Graduate Center has a requirement that all doctoral students who advance to Level 3 after **September 1, 1999** need to submit a **Dissertation Proposal Clearance: Human Participants** form. The Registrar's Office at the Graduate Center sends the forms to students when they advance to Level 3. Students should submit this form and, if applicable, an IRB application to the office indicated below* after their dissertation topic and methodology are approved by their committee and before research begins. If there are substantial methodological changes that affect human subjects, you must notify the IRB.

- If human participants are involved in your research:** Before you begin your research, submit a human subjects application to CUNY's IRB following the procedures and instructions contained in the *CUNY Principal Investigator's Manual for Submitting Proposals for Review by the CUNY Institutional Review Boards*. The applications and manual are available on the Office for Research and Sponsored Programs' website at <http://inside.gc.cuny.edu.orup>, and in Room 8309. **NOTE:** The review may be conducted by an IRB at any of the CUNY campuses. A copy of the IRB approval letter from the CUNY campus must be submitted with the dissertation form.

After your research has been approved by the IRB, complete the Dissertation Proposal Clearance: Human Participants form and attach a copy of CUNY's IRB approval. Submit the form to the Office for Research and Sponsored Programs (address below).

- If human participants are not involved in your research:** Complete the form and attach your project abstract and methodology and submit to: *Kay Powell, The Graduate Center, Room 8309, 365 Fifth Avenue, New York, NY 10016.

If you are uncertain about the classification of your dissertation research, or have any question, please contact Kay Powell, IRB Administrator, The Graduate Center (212) 817-7525 kpowell@gc.cuny.edu.

The dissertation defense

(1) The final draft of the student's doctoral dissertation must be approved by the Dissertation committee. This evaluation is recorded on the Dissertation Evaluation Form, which is submitted to the Executive Officer in Psychology and the Dissertation Sponsor.

The evaluation permits the following choices: i) Approved as the Dissertation stands, ii) Approved, except for minor revisions, iii) Not approved at this time because the dissertation requires major revisions, and iv) Dissertation is unacceptable to readers.

(2) When all three members of the Dissertation Committee have approved the dissertation on the Dissertation Evaluation Form (either as it stands or with minor revisions) the Dissertation Advisor contacts the Executive Officer and suggests several people to serve as outside readers. The Executive Officer invites two from the suggested list to participate. All faculty outside CUNY must submit a resume unless one is already on file. Upon their agreement, copies of the dissertation are sent to the readers for their evaluation. That evaluation is made on the same Dissertation Evaluation Form. The Dissertation Committee plus the two outside readers constitute the five-member Oral Defense Committee. The two outside readers also must approve the dissertation on the Dissertation Evaluation Form and send it to the Executive Officer and the Dissertation Sponsor at least two weeks before the oral defense. The defense is scheduled only if all the evaluations are in the acceptable categories.

(3) **Arranging the Oral Defense of Dissertation.** The Dissertation Sponsor and other members of the Oral Defense Committee arrange the time and date for the final examination in consultation with the Program's Administrative Assistant. At least two weeks must be allowed for the Provost, at the request of the Executive Officer, to formally invite all members of the Oral Defense to participate in the final Examination. It is the responsibility of the student to see that all arrangements for the Oral Defense have been made. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a defense at the end of a semester.

(4) **The Oral Defense.** The dissertation sponsor chairs the oral defense. The Executive Officer provides the appropriate forms to evaluate the candidate's performance. The options open to the committee are: (i) Candidate passes, Dissertation is accepted as presented, (ii) Candidate passes, Dissertation is accepted with minor revisions, (iii) Dissertation must be resubmitted for approval by sponsor and two members of the oral defense committee, and (iv) Candidate fails the final examination with stated recommendations. The results and recommendations of the Oral Defense are decided by a majority vote of the five members. When revisions are required, the student will receive written notice from his or her sponsor describing them.

(5) **Final Steps.** After the oral defense, the Dissertation sponsor submits the signed evaluation forms to the Executive Officer who informs the Provost and the Registrar of the results. If "minor" revisions are necessary, only the sponsor need approve the revised dissertation and sign the form. If "major" revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the Approval of Revised Dissertation Form is sent to the Executive Officer by the sponsor for his or her signature who then informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their sponsor.

When the final version of the dissertation has been accepted and when all other requirements have been met, the candidate may then arrange with the Dissertation Secretary in

the Library to submit the dissertation to the Graduate Center Library. The Dissertation Cover Sheet must be signed by the Executive Officer. The Ph.D. degree is considered completed on the date that the dissertation is accepted for deposit in the Library. The actual awarding of the degree takes place on: February 1, June commencement, or September 1.

By-Laws of the Ph.D. Program in Developmental Psychology
Program governance (11:9:82; 5:98)

Amending By-laws (3:00). Motions to amend the by-laws requires a vote of two-thirds of the Executive Committee.

Program Executive Committee (5:98). The Executive Committee consists of (1) all faculty who have appointments at the Graduate Center and whose primary affiliation (by appointment or declaration) is with the Developmental Psychology Program, (2) one member of the Developmental Psychology faculty from among the other subprograms located at the Graduate Center (i.e., Social-Personality Psychology and Environmental Psychology), (3) one member of the Developmental Psychology Program from among the campus based subprograms and outside institutions, and (4) one student representative from each of the first three class years plus one student representative from the fourth year and beyond. Post-doctoral fellows, when in residence, have one representative, without vote.

Faculty in categories two and three above are elected by all faculty in that category. Students determine their own voting procedure. Appointments are for one year, with elections in September.

Criteria for faculty membership (4:16:82). Criteria for faculty membership in the Developmental Psychology Program include:

1. Teaching in the Developmental Program
2. Serving on a Developmental Program committee
3. Supervising student research
4. Contributing in another way to the program's professional or intellectual activities

Executive Session of the Executive Committee. The Executive Session of the Executive Committee consists of the faculty members of the Executive Committee. All matters concerning decisions by the Executive Committee about individual students and faculty are the business of the Executive Session.

Program Head. The Head of the Developmental Psychology Program is elected for a three-year term by the Executive Committee. Nominations for Program Head are put forth by a nominating committee representing each voting constituency in the Executive Committee.

(Revised 3:00) Any faculty member holding a full-time CUNY appointment in the Doctoral Faculty of the Developmental Psychology Program is eligible to hold this office. The Program Head may appoint an acting Head during a leave of absence taken by the former. If the Head resigns from office, a new Head is elected who will complete the unexpired term of office.

_____ **Committees of the Executive Committee.** There are three standing committees: 1) Faculty Membership, 2) Curriculum and Examinations, and 3) Admissions and Awards (Faculty and Student sub-committees). The Executive Committee oversees these committees and any other committees it may deem desirable.

Student Admissions Committee (2:9:83). There is a three-member student admissions committee elected by the developmental psychology program students consisting of one representative each from among the first year students, second year students, and third year students or beyond.

Student representatives:

1. have access to applicants' files, excluding their letters of recommendation;
2. conduct student interviews with each applicant invited to the Graduate Center as part of the official admissions process;
3. are entitled to one vote which is submitted to the Faculty Admissions Committee for their consideration. The Faculty Admissions Committee makes available to the student representative their (anonymous) votes prior to informing applicants of the admission decision.

_____ **Faculty Admissions Committee:** All core faculty members serve on the Committee with one vote each.

Doctoral students have the opportunity through their representatives to the standing committees to make known their views on Program policies. Students may also make recommendations to the Graduate Council and the Administration on all matters that affect them (see Student Handbook).

Review of Program Milestones & Deadlines [Edited 8-09]

Course work

Required courses. Developmental I & II, Statistics I & II of Developmental Psychology, Research Methods I & II; Research Methods Tutorials I & II; Proseminar I & II, Second Year Research Seminar; 12 credits course work in approved Developmental Psychology electives.

Suggested: First and second years

Required: Before the second examination

Incompletes

Suggested: None

Required: No more than two per semester with instructor's consent and must be made up within one year

60 credits (incl. required courses and minimum additional 12 credits in developmental courses)

Suggested: End of fifth term

Required: Before dissertation proposal

Second Year Research

Suggested: Before the start of the third year

Required: Before the end of the Fall semester of the third year

First doctoral examination

Required: Beginning of second year

Second doctoral examination

Suggested: Third year

Required: Before dissertation proposal

Ethics course

Suggested: Second or third year

Required: Prior to advancement to Level III

Registration of the dissertation topic (also referred to as the “topic proposal)

Required: To advance to candidacy; Before dissertation proposal seminar

Advancement to candidacy

Required: On completion of all required course work with at least a "B" average, and second examination + Registration of the dissertation topic

Dissertation proposal

Suggested: Third to fourth year

Required: End of fifth year

Dissertation completed

Suggested: Fourth to fifth year

Required: End of eighth year

Statement regarding State Licensing in Psychology (11/21/02)

General Purposes of State Licensing

In New York State, a Psychology license is required for use of the title, *Psychologist*, for fee for service. (Other titles, such as, psychotherapist or psychoanalyst are not so protected.) *Please note that the term is generic, i.e., psychologist, and not clinical psychologist.* The term is not legally required if you serve as a psychologist in a protected institution, such as a college or university, hospital or clinic. However, it is increasingly common for hospitals and clinics to require their psychologists to have a State license. **Therefore, students who think that they may want to work as a psychologist outside of a protected institution or in a hospital or clinic should consider becoming licensed.**

Procedures and Requirements for State Licensing

State licensing requires passing the state licensing examination, which is usually offered twice a year. However, one must qualify to be eligible to sit for the examination. Two processes are potentially available for such eligibility. One is graduation from a program, which is licensure eligible. The Developmental Psychology specialization (subprogram) currently does not offer this option. However, it does provide for conditions to fulfill the requirements for the second option, namely the individual application route for license eligibility.

In addition to a Ph.D. in Psychology, these include the following: (1) Residence in the program for 3 years full-time or its equivalent; (2) fulfillment of a course distribution requirement; and (3) an internship in research or other application of psychological knowledge. Requirements #2 and 3 are now described.

Course distribution requirements include courses in: the biological basis of behavior; the social basis of behavior; the cognitive-affective basis of behavior; individual differences; history and systems of psychology; research design, methodology, and statistics; scientific and professional ethics; psychometrics, the social basis of behavior; a course or its equivalent in *cultural diversity*; and, a 2-hour course in policies and practices regarding Child Abuse. The courses underlined are regularly offered for a specialization in Developmental Psychology. The remaining courses are also available in the curricula of the other sub-specialties (subprograms) in the Psychology Program and in the Educational Psychology Program. In addition, students may take some of these remaining courses in psychology program at other universities, with whom CUNY has a consortium agreement (e.g., Fordham University, NYU, Teachers College-Columbia).

A one-year internship is required and may be fulfilled by a supervised practicum, an internship, field experience (e.g., supervised adjunct teaching or applied research). The internship involves a number of hours of *individual* and of *group* supervision. The supervision needs to be systematic and fulfill hourly requirements, but need *not* be by a licensed psychology faculty member. Our current policies and procedures should readily enable the student to fulfill this requirement. Please check the written state requirements for details. . (A second year internship post-doctoral is also required.)

The information provided here *only* applies to licensing in New York State. Other states may have substantially different requirements and procedures. Students and graduates planning to work in other states need to investigate their policies and procedures.

The above information is based on Part 52.10 of the Regulations of the Commissioner of Education for the Registration of Curricula in Psychology (1/2/02) and is of a general nature. Individual students and graduates should consult the New York State Licensing Board for further details and in order to confirm the information provided here.

For further information the student/applicant may write to the State Board of Psychology, Cultural Education Center, Room 3041, Albany, NY 12230. Information regarding licensure requirements may also be obtained at their Website: www.op.nysed.gov.

Appendix

Forms particular to the Developmental Psychology Program

University of New York

The Graduate Center of the City

**Recommendations of the Doctoral Dissertation Committee and Faculty
regarding a dissertation proposal**

Student _____

Dissertation title _____

Date of dissertation seminar _____

Recommendations:

___ We approve the student's dissertation proposal as written

___ We will approve the student's dissertation proposal after minor revisions are approved by the chair of the committee

___ The student's dissertation proposal requires major revisions that must be approved by the full committee

___ The student's dissertation proposal can not be approved without another presentation before the faculty.

Dissertation Committee Members

Printed names

Signatures

1. _____, Chair _____

2. _____ _____

3. _____ _____

Additional Faculty in attendance

1. _____ _____

2. _____ _____

3. _____

If no revisions are required a copy of the proposal is to be attached to this form and submitted to the Program's administrative assistant.

If revisions are required, a full description of the minor or major revisions required must be given to the student in writing by the committee chair. When the revisions are made by the student, they must be amended to the dissertation proposal and, if minor, approved with the signature of the chair. In the case of major revisions, the amended dissertation proposal must be approved with the signatures of the full committee. This form together with the Chair's description of the required revisions, the Approval of Amended Doctoral Dissertation Proposal form with signatures, and the amended proposal are then submitted to the Program's administrative assistant.

Approval of Amended Doctoral Dissertation Proposal

Student _____

Dissertation title _____

Date of dissertation seminar _____

___ Amended with minor revisions [requires signature of chair]

___ Amended with major revisions [requires signature of full committee]

Dissertation Committee Members (Signatures where required)

Printed names

Signatures

1. _____, Chair _____

2. _____ _____

3. _____ _____

University of New York

The Graduate Center of the City

Certification of eligibility to sit for second examination

Student's name: _____

Choice of special area: _____

Completed at least 60 credits (including all required courses: U720, U721, U705, U706, U771) with on overall average of B or better (any pending Incompletes (INC's) should be removed).

Submitted a written report of the second year research project approved in writing by advisor and faculty editor of second year research reports.

Presented second year research project at a Brown Bag meeting

I certify that the student has met all the requirements to sit for the second examination.

Signature of student's advisor

Date

The Graduate School and University Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

DISSERTATION PROPOSAL CLEARANCE: HUMAN PARTICIPANTS

Must be submitted by all students before dissertation deposit

All dissertation proposals that involve research with human participants (including interviews, oral history, and database research) must be reviewed and approved by The Graduate Center's Committee on the Protection of Human Subjects or another CUNY campus Institutional Review Board (IRB). The review should take place, and final approval be obtained, during the proposal stage of the dissertation; research involving human participants may not begin until approval has been granted. Approval must be obtained before the research has begun; approval will not be granted for research that has already begun. If the dissertation proposal is changed, the proposal must be reviewed and approved again by the Committee or IRB.

Any questions should be directed to Kay Powell, IRB Administrator, at 212-817-7525, kpowell@gc.cuny.edu.

(Student's Name) _____ (Dissertation Advisor's Name)

I.D.No. _____
(Student's Program)

Student's Home Phone & email

Project Title: _____

REQUIRED: Project Abstract (including methodology); attach and submit this form.
Please check one:

_____ **YES**, this dissertation involves the use of human participants or data from human participants. Attached is the IRB approval letter or application.

_____ **YES**, this dissertation involves the use of human participants or data from human participants. Attached is a copy of the IRB approval from another CUNY campus.

_____ **NO**, this dissertation does not involve the use of human participants or data from human participants.

Student's Signature Date

Dissertation Advisor's Signature Date

Send form and abstract to: Kay Powell, IRB Administrator, Room 8309

Approved:

Richard G. Schwartz, Ph.D.

Signature, Chair, The Graduate Center Date
Committee on the Protection of Human Subjects