The Ph.D. Training area in Human Development
The Graduate School of the City University of New York

HANDBOOK OF PROCEDURES AND REQUIREMENTS
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Outline of Training area Requirements

 The following are the formal requirements of The City University Graduate School and the Human Development Training area for the Ph.D. in Psychology:

 ☐ Completion of 60 credits (including all required courses) with on overall average of B or better. At least 30 of these credits must be taken at CUNY

 ☐ Supervised research in the Human Development Training area; submission of an acceptable written report of a completed research project and an oral presentation to Training area faculty and students (Second year research requirement)

 ☐ Completion of Research Tools requirements: a) completion of EPSY 705 and EPSY 706Psych (statistics I & II) with grades of B or better;

 ☐ Completion of Research Methods in Developmental Psychology I and II

 ☐ Completing the course in Ethical and Legal Issues (U77100) or its equivalent

 ☐ Passing the Doctoral examinations

 ☐ 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.

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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 Human Development Training area. Students need to be aware not only of the Human Development Training area 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, and the Psychology Training area's coordinator on all matters contained herein.

These processes are to the best of the judgment of the faculty consistent with our goals to provide comprehensive, purposeful, and innovative research training so that graduates of the Training area have broad knowledge of the field, mastery of at least one but ideally several approaches, topics, and methods in the field of human development and developmental psychology (also known as developmental science and with some reference to childhood studies). This rigorous development of researchers is also complemented by individualized guidance according to students' ultimate goals, which are, typically, to obtain high quality academic and research positions. In addition, we strive to help students meet these goals within a reasonable time frame, especially as current pressures within and outside the academy require briefer periods of time in Ph.D. training, and also to allow for increasingly important post-doctoral work, publication, or fieldwork relative to the student's ultimate goals for achieving a Ph.D. in Psychology.

Admission procedures

Students are admitted into the Human Development training area 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 Human Development and the relevance of our Training area in particular to that mission. After an initial screening of credentials, potential students area are invited for interviews (in person or by phone/skype) 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

Training area 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 Training area 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 Training area Coordinator, 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. Although it is the policy of our Training area, 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 might be appropriate to seek a waiver of said policy in order to admit a student for the Spring semester. Therefore, the decisions regarding Spring semester admittance 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 Training area's Admission Committee and, if found favorable for admission under special circumstances, the case will be presented to the Training area's Executive Committee in Executive Session for a waiver of the Fall admission policy.

Full-time attendance

The training area in Human Development is based on full-time attendance. 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 Training area will limit their employment so as to be able to fully participate in the Training area activities. It is important that because courses and activities are offered, typically, between the hours of nine and six o'clock, students' work situation must be flexible enough to accommodate their studies. Students cannot be excused from Training area activities or courses because of prior work commitments.

Students enrolled in the Training area 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 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

For students with Enhanced Chancellor Fellowships, 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

Human Development courses are designed to implement the goals of the Training area. 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 written permission of the instructor(s) in the course.

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 Training area 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, Training area 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 and e-mail. Students are provided with individual mailboxes. E-mail is the standard mode of communication between the Training area and its students. Students are responsible for all information transmitted to them in Training area memoranda via the e-mail facilities of the Graduate School. It is recommended that students retain a file of such Training area 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 arrange for their GC e-mails to be automatically forwarded to their preferred account.

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

Computer support. When considering the choice of computer word processing, it is suggested, though not required, that students choose current editions of *Microsoft Word or Word Perfect,* which are used by most of the faculty and are available on the Graduate Center Computer Network. Other useful Training areas include *Citation* or *EndNote*, bibliographic reference Training areas, *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 last 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*, available at http://www.chicagomanualofstyle.org/home.html.

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, Society for Research on Adolescence, International Society for Cultural and Activity Research, International Society for the Study of Behavioral Development, and American Educational Research Association.

Interdisciplinary concentrations, certificate Training areas, and affiliated courses

Several interdisciplinary concentrations and a certificate Training area at the GC are available in which students may participate and also meet the requirements of the Human Development Training area. Current concentrations and Training areas with which the Developmental Faculty are currently affiliated include, for example, the Women's Studies

Certificate Training area, and the Interactive Technology and Pedagogy Certificate Training area. Students should consult with the Directors of these concentrations and Training areas and the affiliated Human Development faculty for further information.

Students can also consider doctoral courses offered in the other Training areas in psychology as well as doctoral Training areas 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 Psychology Ph.D. 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 Human Development Training area faculty advisor at all times. The advisor (a) reviews Training area 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 is 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 and all parties concerned must be notified of such changes.

It is important for students and their advisors to view progress in the Training area as the consequence of a series of decisions that take into account Graduate School and Human Development Training area 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 Training area requirements and practices. Registration for courses should take place only after such a conference or its follow-up is 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 Training area. However, students are expected to consult with their advisor 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 is required** if they plan to present themselves as being affiliated with our Training area.

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 Center of the City University of New York.**

Transfer of credits

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, approval of more than 12 transfer credits would be an exception and would need to be approved by the Executive Committee. The principle for accepting such credits is that they replicate course work that would ordinarily be taken in the Human Development Training area. The transfer of nine or fewer credits requires approval of the student's advisor and is subject to review by the Executive Officer. The transfer of more than nine credits requires additional approval of the Executive Session of the Executive Committee of the Human Development Training area. 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 Training area. The transfer of credits will not be approved prior to students beginning their matriculation in the Training area.

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 (currently conducted with a registration pin). If a student is unable to obtain the signature (pin number) from his or her advisor for course registration, the Training area Coordinator should be consulted.

Student Progress Letters

Each student is required to submit a Progress Letter to his/her advisor once a year. The purposes of this letter are to maintain student management of their progress in the Training area, to maintain ongoing contact with the advisor, the Training area executive committee 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.

Each student summarizes his/her progress since the last letter in a letter to the current Advisor/Mentor. The advisor adds a cover letter 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 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 Training area and at the Graduate Center, participation in Training area 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 academic year:
Depending on where you are in the Training area, write a timeline of activities toward your next goal.
a. Next goals: (e.g. complete proposal for 2 year project; draft dissertation proposal, defend dissertation, etc.)
b. Dates and milestones toward meeting that goal

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, 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 Training area Coordinator, 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 Training area 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, a plan 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 annual reviews of students' progress in the Training area. All extensions require the approval of the Executive Officer.

Course requirements for the Ph.D. Training area in Human Development
The required courses are:

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 and Psych U72020: Proseminar in Developmental Psychology I & II (1 credit each)
Students register for this course in the Fall and Spring semesters of their first year. This seminar provides the opportunity for new students to become acquainted with the research interests of each member of the Human Development Faculty, including affiliated faculty. Several sessions per semester are reserved for the faculty and students to meet to discuss professional development topics and also, research and policy issues presented by guest speakers. Speakers are students and faculty from within the Training area, from other doctoral Training areas 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 Training area are expected to register for this seminar and attend.

Psych. U72900: Research Methods in Human Developmental Psychology I (3 credits)
Students register for this course in the Fall semester of their first year. The course focuses on developmental psychology 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 in developmental psychology.

Psych. U72902: Research Methods in Human Developmental Psychology II (3 credits).
Students register for this course 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

developmental methods will be surveyed with particular focus on those methods most apt for various research topics considered for the second year research project.

Psych. U80260: **Second Year Research Seminar I** and **U80270**: **Second Year Research Seminar** (3 credits each).

This seminar is taken in the Fall and Spring semesters of the students' second year of matriculation for 3 credits each semester.

EPSY 705 and EPSY 706: Statistics and Computer Training I & II
(3 credits each)

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: 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/Human Development. These may be in any areas among those offered by the Human Development Training area.

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
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 doctoral examination, and approval of the Dissertation Topic Proposal Form).

Additional required credits in Human Development
In addition to the present first and second year requirements (Developmental Psychology I & 2, Statistics I & II, Research Methods I & II, Proseminar I and II, Research Methods Tutorials I & II, Ethics, and Independent Research with Second Year Research Seminar [i.e., 30 credits]), all students will be required to take *a minimum of* **12 additional credits** of basic and advanced courses and seminars designated as "Human Development Courses." These may be among any of the Training area's course offerings, the distribution to be designed to fit the student's Training area goals and to provide background in the broad areas of developmental theory and research. Students are advised to consult with their advisor on the courses they plan to take and on which ones would be among the Human Development Courses. The faculty also recommend that students take two advanced research methods courses of choice in consultation with the advisor.

Sample of student's registration in the first year in the Training area

> <u>Fall semester</u>
>> \> Developmental Psychology I (3 credits)
>> \> Proseminar I (1 credit)
>> \> Research Methods I (3 credits)
>>
>> \> Statistics I (3 credits)
>> \> Research Supervision (0 credit with advisor listed as instructor)
>> \> Option of an additional course for 3 credits

> <u>Spring semester</u>
>> \>Developmental Psychology II (3 credits)
>> \> Research Methods II (3 credits)
>> \> Proseminar II (1 credit)
>> \> Statistics II (3 credits)
>> \> Research Supervision (0 credit with advisor listed as instructor)
>> \> Option of an additional course for 3 credits

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.

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

> <u>Fall semester</u>
>> \> Research Supervision (0 credit with advisor listed as instructor)
>> \> Second Year Research Seminar (3 credits)
>> \> Ethics (3 credits)
>> \> plus electives among the12 credits Developmental Psychology requirement
>> (selected in consultation with the Advisor)

> <u>Spring semester</u>
>> \> 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 Developmental Psychology requirement
>> (selected in consultation with the Advisor)

Auditing courses

Auditing (i.e., enrolling in a course without earning a grade) is permitted after students have completed their course work (60 credits) and fulfilled the requirements of the Training area. 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 <u>qualified</u> 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, U80200 (Independent Research) and U90000 (Dissertation Research), enrollment in the Training area'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/Fall 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 Executive Office of Psychology and Human Development Training area 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 Training area 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.

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

1. A faculty member serves as coordinator for the <u>pay and not-for-pay</u> 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 <u>not-for-pay</u> may be undertaken by the coordinator or by the student; those for-pay, the student. All proposals initiated by students in <u>for-pay</u> or <u>not-for-pay</u> 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 <u>optional</u>.

Research study groups

Research in the Training area often is conducted within research study groups. The focus of each group is ordinarily related to the research Training area 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

Learning to conduct research in Human Development is one of the cardinal components in the education of students in the developmental doctoral Training area. Research competence is achieved through a variety of means and students are expected to avail themselves of all the opportunities the Training area 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, proseminars, 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 Training area requirements, however, are:

<u>Independent Research - Second Year Research Project</u>

Introduction. "Independent research" despite its name, is not really independent. It is conducted under the supervision of a member of the Human development 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 Training area designated as Editor of the Second Year Research Projects. The research is then presented at a Students Research Festival to students and faculty. 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 so as to be completed in the time suggested above. 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 Training area 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 approximate 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.

Second Year Research Seminar.

The Second Year Research Seminar I and II is a year-long course to be taken consecutively during the second year of study in the Training area. 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; 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 2nd year paper project material in the article listed in #2, at the Second Year Research Festival.

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 Pro-seminar will also devote some time to various aspects of working on 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.

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 2nd Year Research Seminar course professor.

The 2nd Year Paper Presentation.

To allow for students' advancement to Level II as soon as they have met all the requirements, the Second Year Research Festival will be held in the spring of the second year (rather than in the fall of the third year), coordinated by the faculty member who is teaching the Second Year Research Seminar that semester.

For the current (2013-2014) second year cohort, who, as in the past, will complete the oral presentation requirement of the second year project, the advisor-second reader team who approves the written paper in time for the September level change deadline, can also confirm that a student will present in October, thereby meeting all requirements for the second year project.

At a Second Year Research festival, the entire class presents for the community. Students may be at different stages toward completion of their projects at that time, but this presentation will provide a forum for feedback that may help with ongoing analyses and/or the final write up.

The 2nd Year Research Paper Submission.

The final write up of the paper should be presented to the advisor and another Human Development faculty member the student chooses, in consultation with the advisor, 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

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 Human Development Training area evaluate student status and progress at the end of each academic year. The purpose of this evaluation is to make sure that students maintain a satisfactory level of performance and are working effectively to fulfill the requirements of the Training area. 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 area where they are not making progress. However, students who do not improve, may be dropped from the Training area. 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 the GC Student Handbook).

A letter discussing the findings of a student's evaluation is prepared by the Training area Coordinator 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

A first doctoral examination is required in all Training areas 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 Training areas.

Students will submit a written draft of the second year paper in the 2nd Year Research Seminar and present it at the end of the Spring semester at the Students Research Festival (see above), in coordination with the advisor. Students will have time to revise the papers, pending advisor and second reader approval, before the September deadline for changing level. This process will be in effect beginning in the fall of 2014.

Second Doctoral Examination/*Critical Review Paper*

The format of the Second Doctoral Examination is submitting a critical review paper approved by the advisor and an additional reader from among HD faculty. The examination dates by which the paper is submitted are June 1st and Nov. 1st. The paper is read and collectively evaluated by the Human Development faculty.

Examination Objectives:

1. Allow a student to review the broad base of knowledge he or she has acquired based on all required and elective courses completed to meet the requirements for the doctoral degree.
2. Allow a student to demonstrate that he or she can use critical thinking skills to apply to extant and historical theories, research methods, and ethics, and to generate new research ideas.
3. Encourage a student to identify a focus in developmental inquiry and to demonstrate psychological expertise that might be applicable to their research interests.

Critical Review Paper Format.

    i.   Each student will select a specialization area of study on which she or he wishes to be examined. The specialization area is to be developed in consultation with two developmental faculty members and must be a topic of broad interest in developmental theory and one in which at least two members of the faculty have expertise.

    ii.   The exam requires the student to submit a 15-20 page (not counting references) critical synthesis of empirical, methodological and theoretical sources that demonstrate his or her critical thinking skills and expertise in the specialization area chosen. Details on the requirements for this review and on the criteria by which the paper will be graded will be available on the Program website and other specifics provided at the time of the application.

    iii.   Students must apply to take the exam app. one week before the Fall and Spring examination dates (which are June 1st and Nov. 1st). All submissions must be electronically sent and received by the Examination Coordinator on or before the deadline and requires the prior approval of two Developmental Program faculty members.

    iv.   An application for the exam must identify the specialization area and include a bibliography of 10-20 references that the student has used to develop a critical synthesis. This is by no means a limit on the number of citations used, but will provide a basis for approving the specialization area.

    v.   Students will submit an electronic copy of the paper to the exam Coordinator.

    vi.   Whenever possible the exam will be graded by the HD faculty well prior to the deadline for advancing to candidacy.

    vii.   The three possible grades for the paper are "Pass," "Revise and resubmit," and "Fail."

    viii. If a student receives a grade of "Revise and resubmit", the student will be given a set of comments and questions to which she or he must respond within seven days. A response must consist of:

        1. A written response to each of the comments and questions, explaining if and how the answer has been revised or explaining why it has not been revised.
        2. A revised paper in which the "track changes" feature in WORD or some other method is used to clearly and definitively show the revisions that have been made to the paper.

3. If the student does not hand the revised paper within 7 days, the revision will be accepted for evaluation at the next second doctoral exam administration.

ix. If a student receives a grade of "Fail," she or he will be given comments as in viii above, with the same requirements for response as in viii.1 and viii.2, however, with the expectation that revisions will take longer than 7 days and, thus, only allowed to be handed in at the next administration of the exam. The timing of faculty scoring should allow the student to advance to candidacy should they pass the exam on the second attempt.

Writing Guidelines and Grading Criteria for the 2nd Doctoral Exam/Critical Review paper

1. Statement of the focal topic, explanation of why it is important or timely, and overall argument/rationale for choosing it.
2. Rationale and criteria for selecting the articles in your review (includes standpoint and purpose).
3. Overview of the organization of this essay.
4. Address each of minimum 10-20 reference articles that are conceptually relevant to you research topic:
    4.a Summarize the theory, question, method, results of the research presented in the articles.
    4.b Critically evaluate strengths and limitations in the research presented in the articles. Support critiques with specifics arguments and alternatives.
    4.c. Transitions presenting alternative approaches;
5. Summarize the "field" related to the focal topic, as addressed in the research articles reviewed, with a statement about the state of the art in the chosen research area, offering overall critique, and suggestions for moving forward positively.
Total 15 – 20 pages plus references.
The model for such an essay is the critical review published in journals like *Psychological Bulletin*, *Developmental Review*.
Some qualities of the writing to be assessed include: Integration; organization; analysis; critique; logical progression; style; APA standards

En-route masters degree

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; below 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 Human Development (and other) Training areas. 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 Human Development (and other) Training areas who have met the following requirements are eligible:

1. Successful completion (grade 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, including 12 in Human Development offerings.
2. Successful completion of the First Doctoral Examination, approved by the Executive Committee of each Training area's doctoral faculty.
3. Successful completion of a Second Year Research Project. Successful completion of the Second Year Project involves an oral presentation of the research to the Human Development community AND a write up of the research in journal format, which has been approved by two faculty members who have read it (one should be the project advisor).

Developmental Psychology Sequence

      72000/72100 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
      Statistics (6 credits). All students are required to take a two-semester sequence of statistics courses. 70500/70600 (2 semesters) Statistical Methods in Psychology I & II
      Electives (18 credits). 12 of these elective credits must be in Human Development offerings; the remaining 6 credits may also be in Developmental Psychology, another Psychology Training area, or in an allied field related to the student's research goals. 8-10

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

Advancement to Level II

      Criteria for advancement to Level II require the completion of 45 credits and first examination.

Advancement to Level III

      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 Psychology Program 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 completed before a student is classified Level III for tuition purposes.

Research tools

Statistics. The research tool is satisfied by statistics I & II, 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 Training area'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 Training area's policy that the chair of the committee must be a member of the Human Development Faculty. Other members of the committee may be chosen from among members of the Human Development faculty as well as from other doctoral Training areas in Psychology, other doctoral Training areas at the Graduate School, or doctoral faculty outside the Graduate School, with the approval of the dissertation sponsor, Training area Coordinator, 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 Training area Coordinator 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 <u>two</u> 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 Training area Coordinator for approval. The second is sent to the Executive Officer.

Dissertation proposal

Prior requirements. Presentation of the Dissertation proposal is made <u>only</u> 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 Training area'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 in the form of the second year research project (i.e., filed the written report and reported orally).
3. the Second Doctoral Examination

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 Training area 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 Training area 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 Training area'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 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 Training areas' 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 Training areas (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.
Please note that as of Spring 2010, Human Subjects approval is an on-line process.
If you have any questions, 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 Training area'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. Training area in Developmental Psychology Training area governance

      Amending By-laws. Motions to amend the by-laws requires a vote of two-thirds of the Executive Committee.

      Training area Executive Committee.
The Human Development Coordinating Committee (HDCC) is composed of the following Committee Chairs and Student Representatives:
Chair of Student Progress
Chair of Curriculum
Chair of Communications and Special Events
Chair of Admissions and Recruitment
Chair of the Examinations
Student Representatives are selected from the 1st Year Cohort, 2nd Year Cohort, and 3rd Year and Above Cohort.
For the current listing of faculty and students making up the Human Development Coordinating Committee (HDCC) please check the Human Development Training Area website.

      Students determine their own voting procedure. Appointments are for one year, with elections in September.

      Criteria for faculty membership. Criteria for faculty membership in the Human Development Training area typically include:

      1. Supervising student research
      2. Contributing in another way to the Training area's professional or intellectual activities
      3. Contributing unique research focus
      4. Achievement of independent scholarly training and research

      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.

      Sub-Committees of the Executive Committee. There are three standing sub-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 and Awards Committee. There is a three-member student admissions committee elected by the Human Development Training area students consisting of 3 representatives from among the second year students, third year students, or beyond. These students recruit others for interviews and/or informal meetings with candidates.

      Student representatives:

        1. participate in Admissions Committee meetings to discuss potential applicants to invite for interviews;

        2. have access to applicants' files, excluding their letters of recommendation;

        3. conduct student interviews with each applicant invited to the Graduate Center as part of the official admissions process;

        4. write notes about their meetings with candidates and advise the faculty but do not make final decisions.

        Faculty Admissions Committee: 3 or 4 core Human Development faculty members serve on the Committee with one vote each. This is typically done on a rotating basis guided by the Chair of the Admissions Committee (a core Human Development faculty member) and the Training area Coordinator. Final decisions are made by the faculty committee members in close consultations with other faculty who participate in interviewing the applicants. The Faculty Admissions Committee makes available to the student representative their (anonymous) votes prior to informing applicants of the admission decision.

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

Review of Training area Milestones & Deadlines
Course work
    Required courses. Developmental I & II, Statistics I & II of Developmental Psychology, Research Methods I & II; Proseminar I & II, Second Year Research Seminar; 12 credits course work in approved Human Development electives.
    <u>Suggested</u>: First and second years
    <u>Required</u>: Before the second examination

Incompletes
    <u>Suggested</u>: None
    <u>Required</u>: No more than two per semester with instructors' consent and must be made up within one year

60 credits (incl. required courses and minimum additional 12 credits in developmental courses)
    <u>Suggested</u>: End of fifth term
    <u>Required</u>: Before taking the second doctoral exam

Second Year Research
    <u>Required</u>: Completion of two semester of the 2nd Year Research Seminar. Oral presentation; Written paper signed off on by advisor and another reader on the developmental faculty by the end of the Fall semester of the third year. Any exceptions need to be presented by the advisor at the Student Progress Meeting in January following the Fall semester of the third year.

First doctoral examination

Second doctoral examination
        <u>Suggested</u>: Third year
        <u>Required</u>: Before dissertation proposal

Ethics course
        <u>Suggested</u>: Second or third year
        <u>Required</u>: Prior to advancement to Level III

Registration of the dissertation topic (also referred to as the "topic proposal)
        <u>Required</u>: To advance to candidacy; Before dissertation proposal seminar

Advancement to candidacy
        <u>Required</u>: On completion of all required course work with at least a "B" average, and
        second examination + Registration of the dissertation topic

Dissertation proposal
        <u>Suggested</u>: Third to fourth year
        <u>Required</u>: End of fifth year

Dissertation completed
        <u>Suggested</u>: Fourth to fifth year
        <u>Required</u>: End of eighth year

<u>Statement regarding State Licensing in Psychology</u>

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 <u>not</u> 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 Training area, which is licensure eligible. The Human Development specialization 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 Training area 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 (Training areas) in the Psychology Training area and in the Educational Psychology Training area. In addition, students may take some of these remaining courses in psychology Training area 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 and is of a general nature. Individual students and graduates should consult the New York State Licensing Board for further details and updates.

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

All official forms are available from the Psychology Executive Office.