

Handbook for the Ph.D. Training Area in Developmental Psychology  
The Graduate School of the City University of New York  
Eighteenth Edition, June 2019

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## **Introduction**

This procedural Handbook serves as a reference guide for faculty and students in the conduct of doctoral studies in the Developmental Psychology training area. Students need to be aware of the Developmental Psychology training area requirements and the timing and schedule of meeting these requirements. These processes are consistent with our goals to provide comprehensive, purposeful, and innovative research training so that graduates of the training area have broad knowledge and mastery of approaches, topics, and methods in the field of developmental psychology. This rigorous development of researchers is complemented by individualized guidance according to students' ultimate goals. In addition, we strive to help students meet these goals within a reasonable time frame.

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. Useful information can also be found on the training area and Psychology department websites. All forms and procedures can also be located in the *Forms and Procedures* section of the Graduate Center website for complete and updated details. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

## **Outline of Training Area Requirements**

The following are the formal requirements of The City University Graduate School and the Developmental Psychology training area 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
- Completion of First and Second Doctoral exams
- Completion of Dissertation

These requirements must be met within eight years of matriculation

## **Admission Procedures**

Students are admitted into the Developmental Psychology 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, undergraduate and graduate transcripts, letters of recommendation, and personal statements. After an initial screening of credentials, potential students are invited for interviews (in person or by phone/skype) by the faculty and by student representatives. 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. Admission to the training area takes place once a year in the fall semester. The application deadline is in December 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 for consideration of granting a waiver of the Fall admission policy.

### **Full-time Attendance**

The training area in Developmental Psychology 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. 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.

Students may also be awarded funding through their faculty advisor. This funding usually takes the form of Graduate fellowships (A or B) from the faculty advisor's home institution, or from grant funding.

### **Non-matriculated Students**

Developmental Psychology 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. 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.

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).

### **Orientation Procedures**

Orientation meeting. 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. During this meeting, 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.

Website. Useful information can also be found on the training area and Psychology department websites. All forms and procedures can also be located in the *Forms and Procedures* section of the Graduate Center website for complete and updated details. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

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, and departmental office phones are used also only for training area purposes. Students may not use the mail facilities of the Graduate School for posting letters.

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. Matters of grammar and linguistic style should adhere to the guidelines in The Chicago Manual of Style.

### **Professional Affiliations**

Students are encouraged to join professional associations and consider attending their annual meetings. Students should discuss relevant affiliations and conference attendance with their faculty advisor.

### **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 Developmental Psychology training area. Students should consult with their faculty advisor, the directors of these concentrations and training areas, and affiliated Developmental Psychology 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). Prior to the start of each semester, the Psychology Doctoral program 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 Psychology 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.

Progress in the training area is the consequence of a series of decisions that take into account Graduate School and Developmental Psychology 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.

### **Mentoring in the Developmental Psychology Training Area**

We offer formal and informal mentoring in three major areas: (1) the research process, (2) undergraduate teaching, and (3) professional development and related areas. General mentoring policies are described below.

A faculty advisor is appointed as a primary mentor for the first year. This typically occurs prior to starting the program and may include a consideration of student preferences. This faculty advisor may serve as the primary mentor until graduation, but this is not required. Students are encouraged to seek advice and mentoring from several faculty throughout training. A student may change the primary advisor with the goal of finding a faculty member who best fits with the student's interests and needs. Primary advisors must be members of the Developmental Psychology faculty.

Mentoring is also provided through the first-year Proseminar I and II courses. These two courses expose students to career and research advice from a variety of developmental psychology researchers. In addition, students often meet with Developmental Psychology training area faculty members who provide individual tutoring and advice about research training, teaching, and career development. These meetings are strongly encouraged throughout the training experience.

During the first year of the program, students are paired with a more advanced graduate student in the program who acts as a peer-mentor. Students are encouraged to serve as informal sources of support and mentorship for each another. Faculty and students may provide opportunities for informal mentorship and collaboration with other students during training.

Students are also offered mentorship during the second year. This mentoring focuses primarily on the development and dissemination of the second-year research project. Mentoring is provided by both the student's primary advisor and another faculty member who serves as a second reader of the project's report. Both mentors must approve the second-year project report for advancement.

Intense mentoring is also offered during the two-semester Second Year Research Seminar course. The primary advisor and second reader may continue to mentor the student and may become two members of the second doctoral examination and dissertation committees. However, this is not required. Students are encouraged to invite the faculty whose expertise best fits the special topic focus of each project and the faculty team may vary for each—a second-year exam and the Ph.D. thesis committees. The student and the dissertation advisor will also need to identify additional faculty members to mentor during the development of the second doctoral examination, the dissertation proposal, and the Ph.D. thesis. These mentors provide mentoring to prepare the student for the thesis defense. These faculty members often may provide general and specific guidance and mentoring as the student completes these program requirements.

Faculty mentorship often continues beyond graduation. Faculty serve as employment references by writing letter writers or speaking with potential employers about a candidate's skill and potential based on the mentoring experience. They also often act as sources of support and guidance. Some faculty continue to collaborate on research or other scholarly projects. Students are encouraged to discuss the ethical considerations of these continuing collaborations and to make sure that expectations about authorship and other aspects of the collaboration are clearly outlined and understood. Memorializing this understanding in writing is highly recommended.

While some commonality can be expected across mentors, each mentor, and each mentor-mentee relationship is unique. To best develop a strong mentor-mentee relationship, students are encouraged to discuss further areas with their primary advisor and others who become part of the student's core group of mentors. Examples of areas to discuss include: (1) goals of mentoring, (2) steps in the mentoring process, (3) best use of the mentor's time, (4) warning signs for when mentoring breaks down, (5) successfully ending a mentoring relationship, (6) diversity in mentoring styles.

Outside resources are also available, which provide general information and help with specific topics. Listed below are some examples:

- Publications: <https://www.apa.org/research/responsible/publication/>

### **Student Presentations and 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 Developmental Psychology 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 Developmental Psychology 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. The student then submits 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 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 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**

Students should 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. In the progress letter, the student summarizes his/her progress since the last progress letter. 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:

- Overview paragraph updating current status (e.g., 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 or presented since last update, publications accepted or presented since last update, conferences attended since last update, professional development and seminars attended, membership in professional organization, external funding applied for or received, and awards received.
- Timeline – plans for the next academic year, and a timeline of activities toward next training area milestone (e.g., first doctoral exam, second doctoral exam, dissertation proposal, dissertation defense etc.).

### **Leaves of Absence**

Students who 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. The leave request 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 Developmental Psychology**

The required courses are:

- Psych. 72000 & 72100: Developmental Psychology I & II (3 credits each). Students typically register for these courses in the Fall and Spring semesters of their first year.
- Psych.72010 and Psych72020: Proseminar in Developmental Psychology I & II (1 credit each). Students register for this class each semester during their first two years. All students in the program are expected to attend outside speaker colloquia.
- Psych. 79200: Research Methods & Ethics in Psychology (3 credits), or equivalent Ethics in Psychology course. Students typically register for this course in the Fall semester of their first year.
- Psych. 80103: Childhood and Youth Studies: Approaches and Methods (3 credits). Students register for this course in the Spring semester of their first year.
- Statistics I and Statistics II (3 credits each). Students register for these courses in the Fall (Stats I) and Spring (Stats II) semesters of the first year. We recommend students take EPSY 705 and EPSY 706: Statistics and Computer Training I & II to fulfill this requirement.
- Psych. 80260: Second Year Research Seminar I, and Psych. 80270: Second Year Research Seminar II (3 credits each). This seminar is taken in the Fall and Spring semesters of the students' second year.
- Psych. 90000: Doctoral Dissertation Supervision. Students will register for 90000: Doctoral Dissertation Supervision listing their advisor as instructor each semester after they have advanced to candidacy.

*Additional required credits in Developmental Psychology*

In addition to the present first and second year requirements (see above), all students will be required to take a minimum of 12 additional credits of basic and advanced courses and seminars designated as “Developmental Psychology Courses.” These may be among any of the training area’s course offerings, the distribution to be designed to fit the student’s 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 Developmental Psychology Courses. The faculty also recommend that students take two advanced research methods or statistics courses of their choice in consultation with the advisor.

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

*Sample of student's registration*

Fall semester first year

- Developmental Psychology I (3 credits)
- Proseminar I (1 credit)
- Research Methods & Ethics (3 credits)
- Statistics I (3 credits)
- Developmental Psychology elective (from those by DP faculty, listed for each semester)
- Research Supervision (0 credit with advisor listed as instructor)

Spring semester first year

- Developmental Psychology II (3 credits)
- Childhood and Youth Studies: Approaches and Methods (3 credits)
- Proseminar II (1 credit)
- Statistics II (3 credits)
- Developmental Psychology elective (from those by DP faculty, listed for the semester)
- Research Supervision (0 credit with advisor)

Fall semester second year

- Second Year Research Seminar (3 credits)
- Proseminar I (1 credit)
- Electives among the 12 credit Developmental Psychology requirement and/or electives outside the Training Area (selected in consultation with the Advisor)
- Research Supervision (0 credit with advisor)

Spring semester second year

- Second Year Research Seminar (3 credits)
- Proseminar II (1 credit)
- Electives among the 12 credit Developmental Psychology requirement and/or electives outside the Training Area (selected in consultation with the Advisor)
- Research Supervision (0 credit with advisor)

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 in a semester without requiring a special waiver of requirements by their advisor.

### *Electives*

Ph.D. Area in Developmental Psychology – Developmental Electives Fall 2019 – Spring 2021 (subject to change). Students required to take 12 credits of these designated DP electives before advancing to Level III

#### *2019 – 2020 Academic year*

- Technology, learning & development
- Language development
- Intergroup relations
- Adolescent development
- Ethics

#### *2020 – 2021 Academic year*

- The politics & psychology of belonging in the United States
- History of Psychology
- Parent-Child Relations
- Developmental Cognitive Neuroscience
- Children's Rights
- Culture & Development

### **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 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, 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/Fail 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**

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 Developmental Psychology 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 possible.

- A faculty member serves as the Coordinator for the pay and not-for-pay work in external settings (i.e., external to the university).
- 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.
- 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.
- 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.
- 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.
- The development practicum provides weighted instructional units, up to 3, upon student request.
- This practicum is optional.

### **Research Study Groups**

Research in the training area often is conducted within research study groups. The focus of each group is ordinarily related to a faculty member's research area. 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.

### **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. For detailed information, please go to the CUNY HRPP

website: <http://www2.cuny.edu/research/research-compliance/human-research-protection-program-hrpp/> . If you have any questions, please contact Marianna Azar, the Graduate Center HRPP Coordinator ([mazar@gc.cuny.edu](mailto:mazar@gc.cuny.edu)).

### **Evaluation Procedures**

The faculty of the Developmental Psychology 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 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.

### **First Doctoral Examination**

In the Developmental Psychology training area, the first doctoral examination consists of a presentation of the student's second year research project to the Developmental Psychology community. This is completed as part of the Second Year Research Seminar, culminating in the oral presentation at the end of the Spring semester during the Second Year Research Festival. Formal and informal preparation toward the second year research project begins during the first year in the program where students learn to identify and critique literature related to their areas of interest, practice developing research questions, and consider 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 Second Year Research Seminar course professor.

#### *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.

#### *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) An oral presentation with accompanying poster or presentation slides based on the second year paper project material in the article listed in #2, at the Second Year Research Festival.

### *Second 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 Spring of the second year (rather than Fall of the third year), coordinated by the faculty member who is teaching the Second Year Research Seminar that semester. Students complete the oral presentation requirement of the second-year project during the Second Year Research Festival.

### *Second Year Research Paper Submission*

Students prepare and submit a final research paper based on the second-year research project. The final write-up of the paper should be presented to the advisor and another Developmental Psychology 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 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. 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). Completing the second-year research paper, including the sign-off by the student's advisor and second faculty reader, is a requirement for the student to be eligible for the second doctoral examination.

### **En-route Master's Degree**

In the Ph. D. Program in Psychology, students seeking an en-route Master's Degree must complete the [Application for En-Route Master's Degree](#). Basic requirements include a minimum of 45 GPA credits with an average grade of "B," passing of the First Doctoral Examination, and satisfactorily completing a major research paper. The major research paper is intended to be the student's second year research paper, pending the approval of a third faculty reader. Students may not use Transfer Credits to qualify for the 45-credit requirement for the en-route Masters. Students should consult the complete list of requirements, procedures, and application from the Psychology EO, which you can find on the Psychology website. Also note that there is Graduate School deadline for the paperwork to be submitted and processed, with all materials needing to be submitted at least 5 weeks prior to the deadline. See the *Forms and Procedures* section of the Graduate Center website for complete and updated details. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

### **Advancement to Level II**

Criteria for advancement to Level II requires the completion of 45 credits and passing the first doctoral examination.

### **Second Doctoral Examination**

*Second doctoral exam prerequisites:*

- Successfully complete the two-semester second year research seminar, including presentation of your second-year research project (2yp) at the Second Year Research Festival at the end of the Spring semester of your second year in the Training Area (the first doctoral exam).
- Complete your second-year research paper, modeled after a journal article submission to a journal that is well-aligned with your work. Submit your paper to your primary mentor and a second reader. Completion entails sign-off by those two faculty readers.
- Complete 60 credits (no incompletes).
- An optional addition (not a requirement) is to apply for Masters of Arts (MA) in passing, if desired, by getting a third faculty member to sign off on your on second-year research paper.

*Second doctoral exam process and procedure:*

- After completing the prerequisites (above), meet with your chosen faculty advisor for the second doctoral exam to discuss your topic, sample empirical articles to review, process, and timeline. The full exam process generally takes at least one semester, with suggested completion dates of November 1st or May 1st in your third year of studies. The exact timeline should be discussed and coordinated with the student's primary advisor prior to starting the second doc process.
- With the guidance of your primary advisor, prepare a proposal for the Second doctoral exam topic, including selection of approximately 12 - 15 empirical articles on the topic, and draft abstract with your overall argument for the paper. This should be done by the beginning of the semester that the student is taking the second doc (e.g., a target date of September 1<sup>st</sup> for students taking the second doc in the Fall semester).
- Write a draft of the second doctoral exam paper and, in consultation with your primary advisor, invite a second reader to read and comment on the draft.
- After both readers have said the paper is complete and acceptable, invite a third reader who has not worked with you on the paper, to read it. At least two of the three readers must be members of the Developmental Psychology faculty.
  - When the third reader is invited to read the paper, all submissions must be electronically sent to and received by the Chair of the Developmental Psychology Exam Committee to formally submit the paper for consideration for this Exam.
- The three readers will decide on the final result of the exam: pass, revise & resubmit based on specific suggestions, or fail.
  - If a student receives a grade of "Revise and resubmit" or "Fail", the student will be given a set of comments and questions to which she or he must respond within 2 weeks. The revised paper that is resubmitted is considered final. No further revisions and resubmissions are allowed.
  - A response must consist of:
    - 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.
    - 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.



- When your Second Doctoral Exam Committee decides that you have passed the exam and/or any required revision, the Advisor informs the Chair of the Developmental Psychology Exam Committee and the Psychology Executive Officer, cc'ing the other two committee members that you have passed this Graduate Center requirement.

*Second doctoral exam writing guidelines and grading criteria:*

- A statement of the focal topic and research question(s) and an overall argument/rationale for choosing the topic and research question(s).
- A detailed rationale and criteria for selecting the articles in the review (includes standpoint, purpose, and specific selection criteria).
- Synthesize an existing body of literature to situate the focal topic and research question(s) within developmental theory and research. Incorporate a range of empirical reports in peer reviewed journals representative of the research area relevant to your focal topic and research question(s) (minimum 10-15 empirical articles). Critically evaluate strengths and limitations of the research presented. Support critiques with specific arguments and alternatives.
- Offer novel hypotheses, ideas and/or theoretical perspectives.
- Identify areas of novel inquiry to be addressed
- Summarize the “field” related to the focal topic, as addressed in the research articles reviewed. Detail the state-of-the-art in the chosen research area and offer an overall critique and suggestions for future work to advance the field.
- Word limit: 8000-10,000 words not including references
- Qualities of the writing to be assessed include: integration; organization; analysis; critique; logical progression; style; APA standards

Students should identify an appropriate journal that they ideally would submit to, and tailor their paper toward this journal accordingly. In this way, the student should aim to develop a potentially publishable review paper. Additional aims of the second doctoral exam are for students to develop review writing skills and develop the rationale for moving toward their dissertation proposal.

### **Advancement to Level III**

A student is eligible to advance to Level III when she or he has completed 60 credits including all required course-work, completed the first doctoral examination, and completed the second doctoral examination. Once all criteria is met, the student initiates the process of Advancing to Candidacy and moving to Level III by completing the Dissertation Topic Proposal and Dissertation Committee Selection Form. See the *Forms and Procedures* section of the Graduate Center website for complete and updated details. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

### **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 research 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 Developmental Psychology Faculty. Other members of the committee may be chosen from among members of the Developmental Psychology 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 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 training area Coordinator for approval. The second is sent to the Executive Officer.

#### *Dissertation proposal*

The dissertation proposal is a detailed account of the dissertation research to be conducted. In general, it includes a review of previous research in the area, a statement of the hypotheses and their rationale, and a description of the research design. Once the requirements for the First and Second Doctoral Exam have been met, the student may now move on to the Dissertation Proposal. The student's Dissertation Proposal Committee is composed of three CUNY Doctoral Faculty members. The Dissertation Proposal Committee meets at least once to approve the Dissertation Proposal and sign off on the Dissertation Proposal Approval Form. A scanned copy of the approved Dissertation Proposal and Dissertation Proposal Approval form is sent to the APO of Academic Support and Student Progress ([jkubran@gc.cuny.edu](mailto:jkubran@gc.cuny.edu)) in the Psychology Executive Office. The dissertation proposal form and procedures can be found on the *Forms and*

*Procedures* page of the graduate center website. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

Presentation of the Dissertation proposal is made only after completing:

- 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
- the First Doctoral Examination in the form of the second-year research project (i.e., filed the written report and reported orally)
- 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 of New York have been met. Before the student can sit for the oral defense, the following must have been satisfied:

- Completed at least 60 graduate credits, with an average of B or better
- Satisfied the statistics requirement (Statistics I and II) with a grade of B or better
- Passed the First Doctoral Examination
- Passed the Second Doctoral Examination
- Registered an accepted topic proposal with the Executive Officer
- Filed an accepted Dissertation Proposal with the Executive Officer
- Satisfied all training area requirements

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. Updated forms and procedures can be found on the *Forms and Procedures* page of the graduate center website. [www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures](http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures)

### **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 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 after their dissertation topic and methodology are approved by their committee and before research begins. This approval must be granted before the student begins their dissertation research. For detailed information, please go to the CUNY HRPP

website: <http://www2.cuny.edu/research/research-compliance/human-research-protection-program-hrpp/> . If you have any questions, please contact Marianna Azar, the Graduate Center HRPP Coordinator ([mazar@gc.cuny.edu](mailto:mazar@gc.cuny.edu)). If there are substantial methodological changes that affect human subjects, you must notify the IRB.

### **The Dissertation Defense**

- 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.
- 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.
- 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.
- 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.
- 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 Developmental Psychology Training Area Governance**

Motions to amend the by-laws requires a vote of two-thirds of the Executive Committee. The Developmental Psychology Executive / Coordinating Committee is composed of the training area Coordinator and the following Committee Chairs and student Representatives:

- Chair of Curriculum
- Chair of Communications and Special Events
- Chair of Admissions and Recruitment
- Chair of the Examinations
- Chair of Outreach and Alumni

Student Representatives are selected from the First Cohort, Second Year Cohort, and 3rd Year and Above Cohort. Students determine their own voting procedure. Appointments are for one year, with elections in September. For the current listing of faculty and students making up the Developmental Psychology Executive / Coordinating Committee please contact your advisor or check the Developmental Psychology training area website.

#### *Criteria for faculty membership*

Criteria for faculty membership in the Developmental Psychology training area typically include:

- Supervising student research
- Contributing in another way to the training area's professional or intellectual activities
- Contributing unique research focus
- 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 Developmental Psychology 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:

- participate in Admissions Committee meetings to discuss potential applicants to invite for interviews;
- have access to applicants' files, excluding their letters of recommendation;
- conduct student interviews with each applicant invited to the Graduate Center as part of the official admissions process;
- write notes about their meetings with candidates and advise the faculty but do not make final decisions.

### *Faculty Admissions Committee*

3 or 4 core Developmental Psychology 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 Developmental Psychology 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 and Deadlines**

### *Course work*

Students are encouraged to complete all required course work (with the exception of doctoral dissertation supervision) during the first two years in the program. Students are required to complete all course requirements prior to the second doctoral examination. Students may not have more than two incompletes per semester, with instructors' consent, and all incompletes must be completed within one year. Students are required to complete a total of 60 course credits. Required courses include

- Psych. 72000 & 72100: Developmental Psychology I & II (3 credits each). Students typically register for these courses in the Fall and Spring semesters of their first year.
- Psych.72010 and Psych72020: Proseminar in Developmental Psychology I & II (1 credit each). Students register for this class each semester during their first two years. All students in the program are expected to attend outside speaker colloquia.
- Psych. 79200: Research Methods & Ethics in Psychology (3 credits), or equivalent Ethics in Psychology course. Students typically register for this course in the Fall semester of their first year.
- Psych. 80103: Childhood and Youth Studies: Approaches and Methods (3 credits). Students typically register for this course in the Spring semester of their first year.

- Statistics I and Statistics II (3 credits each). Students register for these courses in the Fall (Stats I) and Spring (Stats II) semesters of the first year. We recommend students take EPSY 705 and EPSY 706: Statistics and Computer Training I & II to fulfill this requirement.
- Psych. 80260: Second Year Research Seminar I, and Psych. 80270: Second Year Research Seminar II (3 credits each). This seminar is taken in the Fall and Spring semesters of the students' second year.  
Psych. 90000: Doctoral Dissertation Supervision. Students will register for 90000: Doctoral Dissertation Supervision listing their advisor as instructor each semester after they have advanced to candidacy.
- 12 additional credits of course work in approved Developmental Psychology electives.

### *Milestones*

Students complete two doctoral examinations and a second-year research paper prior to advancement to Level III.

*First doctoral examination.* Requires the completion of the two-semester Second Year Research Seminar, culminating in an oral presentation of the student's second year research project to the Developmental Psychology community. This occurs at the end of the Spring semester of the second year.

*Second year research paper.* Students are required to have their final second-year research written paper signed off on by their 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.

*Second doctoral examination.* Students are expected to complete the second doctoral examination during their third year in the program. Completion of the second doctoral examination is required before submitting a dissertation proposal.

### *Dissertation*

All required coursework and doctoral examinations must be completed prior to the dissertation. The dissertation is a multi-step process, including:

- Registration of the dissertation topic (also referred to as the "topic proposal")
- Advancement to candidacy. On completion of all required course work with at least a "B" average, completion of first and second doctoral examinations and registration of the dissertation topic
- Dissertation proposal. Suggested during third to fourth year. Required by the end of fifth year
- Dissertation defended. Suggested during fourth to fifth year. Required by the end of eighth year

### **Statement regarding state licensing in Psychology**

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 training area, which is licensure eligible. The Developmental Psychology 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, licensure requirements 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.

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, or 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 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](http://www.op.nysed.gov).

The information provided here only applies to licensing in New York State and is subject to revision. 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.



**Forms and Procedures**

Forms and procedures can be found on the graduate center website here:

<https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>