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**Handbook for the
DEVELOPMENTAL EMPHASIS
THE UNIVERSITY OF KANSAS**

A Note to the Reader

This handbook is designed to help orient the new graduate student to the general requirements and expectations of the Developmental Doctoral Program in the Department of Psychology of the University of Kansas.

A Framework for Training

Training in the Developmental Program occurs primarily through a junior colleague model. Under this model, your chosen advisor(s) will serve as your career advisor, will assist you with planning a curriculum, and model ethical integrity. Additionally, your advisor will assist you in accessing university resources that are necessary for work related to your degree. Finally, your advisor will help prepare you for work in post-degree career environments by imparting information about professional skills and by advocating for you in their search for post-degree placement.

Research. As a student, you will be directly involved in a research program under the guidance of your chosen advisor. This relationship should always be characterized by mutual respect and collaborative decision-making. Research advisors might take a stronger hand in guiding research projects that you conduct early in your graduate career, but will gradually encourage you to develop an original and independent research program as you move toward the completion of your degree.

Teaching. KU has excellent resources for integrating you into the world of teaching. How deep one goes and what experiences one has is largely up to the individual. Teaching assistantships afford opportunities from grading exams/papers, exam construction, lecture preparation, student advising and leading group discussions. Opportunities will arise to oversee undergraduate research projects and mentor them in their pursuits. Our Center of Teaching Excellence offers year-round discussions and seminars designed for all skill levels.

Communication. Our program offers much more than skills acquired in the classroom and the laboratory. Students will be encouraged to develop not only research and teaching skills, but will be encouraged to develop effective oral and written communication. As a student, you will continue to develop your writing ability and oral expression through aiding instructors in teaching, using department seminars as opportunities for presentations, and engaging in laboratory discussions, brainstorming, and critiques. To this end, thorough social integration with senior colleagues is highly encouraged. Eventually, you will be expected to present your ideas in some form at a professional conference.

Grantsmanship. Additionally, you will be encouraged to practice writing grant proposals first through small exercises such as applying for funds to attend meetings or for smaller projects.

Leadership. Finally, we encourage students to join and participate in disciplinary societies, project administration, and departmental service.

Commitment. Above all, the Program expects that students will be intrinsically committed to the discipline and to their work in the discipline. Once here, we expect all students to care deeply for their work and be dedicated to all aspects of their training, take personal ownership of the projects they take on, and act professionally and ethically at all times with their peers, colleagues, advisees, and research participants. Graduate work at research universities of the caliber of KU necessitates extended hours of hard work on weekends and evenings. University breaks should be viewed as an opportunity for productivity rather than “time off” as those outside of the academic world might view them. Additionally, though the university makes every effort to support students for multiple years, one should not expect to live particularly richly.

Below you will find details concerning our faculty, curriculum, and major program requirements. Please bear in mind that in some cases your advisor may counsel you to choose a particular option to fulfill a requirement or develop a path that is not directly represented in this document. The Program is designed for flexibility in these cases.

I. INTRODUCTION

Training in developmental psychology at the University of Kansas is both interdisciplinary and collaborative. Housed in the Department of Psychology, the Developmental emphasis profits significantly from a large array of affiliated faculty in other academic units such as Speech and Hearing Sciences, the School of Education, and doctoral programs in Clinical Child Psychology, Child Language, Gerontology, and Neuroscience. The developmental emphasis is also substantively linked to the Schiefelbusch Institute for Life Span Studies, the Kansas Center for Research on Developmental Disabilities/Mental Retardation, and the Center for Behavioral Neuroscience of Communicative Disorders. Because of its broad collaborative nature, many of the Psychology faculty associated with the Developmental emphasis have affiliations with more than one entity on campus. This breadth provides students with vast multi-disciplinary training opportunities.

Continuing a long and prominent tradition of developmental science at the University of Kansas, the Developmental Psychology emphasis provides students with multidisciplinary exposure and experiences that will train them to conduct cutting-edge research on developmental phenomena across the life span. The training program includes a number of concentrations, including cognitive, social, evolutionary, language, and quantitative. Students work with their faculty mentor to customize a concentration that best suits the needs of the student and the expertise of the available faculty. The program is appropriate for students who wish to be trained in the context of the traditional divisions of psychology (e.g., cognitive-developmental, social-developmental, quantitative-developmental) as well as those whose interests may not fall squarely within traditional divisions of psychology.

II. THE FACULTY (in alphabetical order)

A. John Colombo

General area of work is in developmental cognitive neuroscience, with specific interests in the development of attention, integrated cognition (executive function and frontal function), and language from infancy through early childhood. The research program has an emphasis on

individual differences and the assessment and prediction of early cognitive status. Work is approached from a developmental systems framework, and is motivated by the notion of the primacy of early experience in the determination of brain and behavioral development. For more information (including links to publications and presentations) see www.people.ku.edu/~colombo.

B. Andrea Greenhoot

My interests are in memory development, focusing on the retention of salient information and events between childhood and adulthood, in both typical populations and samples of individuals with trauma histories. Most of this work revolves around two general issues: the cognitive and social factors that contribute to the development of constructive memory processes, and the function of memory processes in everyday life. For further details, go to <http://www.people.ku.edu/~dea/>

C. Patricia Hawley

My work focuses on the organizational features of social groups and the central roles that dominance and competition play in human social relationships (e.g., interpersonal attraction) and developmental outcomes (e.g., depression, agency) across the life span. Specific areas of interest include peer relationships, prosociality, aggression, and morality and their complex interplay. For additional information see <http://www.psych.ku.edu/hawley/>

D. Susan Kemper

I have broad research interests. I am a participating faculty member in the Gerontology Doctoral Program as well as in the Child Language Doctoral program in addition to those in Cognitive and Developmental Psychology at the University of Kansas. My "The Language Across the Lifespan Project" addresses how aging affects the processing of spoken and written language and includes comparative studies of healthy older adults and adults with Alzheimer's disease and Parkinson's disease. My research ranges from studies of how older adults' memory affects their speech to studies of how to enhance older adults' comprehension through "elderspeak," a set of special speech modifications intended for older adults. Recently, I have established an eye tracking laboratory for age-comparative studies of reading and syntactic processing. Along with other researchers, I examined early language abilities as a predictor of late-life cognitive impairment and Alzheimer's disease as part of the Nun Study. Current projects include a series of dual-task studies of the costs of language production by young and older adults; dual-task comparisons with stroke survivors; studies of the reading with distraction paradigm using eye-tracking to compare young and older adults; and studies of verbal fluency in young and older adults and older adults with Alzheimer's and Parkinson's. My research has been supported by a series of grants from the National Institute on Aging. See also <http://www2.ku.edu/~kugeron/sklab/>

E. Todd Little

My developmental research generally focuses on action-control processes, motivation, self-regulation, peer and friendship relationships, adjustment and well-being and the Social-

Personality Nexus. My quantitative research generally focuses on modeling individual, group, and developmental differences as well as the application of structural equations modeling techniques (e.g., LISREL, MACS, Growth Curve, HLM) to evaluate such issues as construct validation, measurement invariance, and selection effects. URL: www.Quant.KU.edu

F. Kathleen McCluskey-Fawcett (Senior Vice Provost for Academic Affairs)

My primary responsibilities at the University of Kansas are in the central administration where I serve as Senior Vice Provost. Because of these commitments, I currently do not have an active research program. My area of expertise is best characterized as life span development with particular focus on at-risk populations. I have studied humans as young as those born 10 weeks prematurely and as old as women in their 90s. The impact of significant life events (such as sexual abuse, widowhood and birth trauma) and their effect on developmental outcome are of special interest. For more information, including selected publications, see http://www.psych.ku.edu/psych_people/faculty_Kathleen_McCluskey-Fawcett.shtml

G. Greg Simpson (Department Chair)

My research investigates basic processes underlying reading and learning to read. Specifically, most of the research examines dimensions of word recognition. As words can be described in terms of their orthography, phonology, morphology, and semantics, we are investigating how these factors, alone and jointly, influence the speed with which words can be recognized. We look at word recognition processes developmentally, and across languages. See also: http://www.psych.ku.edu/psych_people/faculty_Greg_Simpson.shtml

III. THE CURRICULUM

The developmental training curriculum involves 35 hours of formal developmental course work in addition to masters', FLORS, and dissertation research hours. Students in the developmental training curriculum are also expected to enroll regularly in a biweekly Proseminar on Developmental Science (6 semesters minimum). The program is designed to allow students to maximally pursue their developmental research interests and accumulate academic credentials that will give them optimal access to the job market of their choice. The formal course requirements are as follows:

A. Core Developmental Courses (12 hours by the end of the second year):

PSYC 691: Psychology of Aging. Social, psychological, and economic adjustments required by aging; changes in cognition, role and personality necessitated by advancing age. Prerequisite: PSYC 104. LEC

PSYC 870: Cognitive Development. A lecture/discussion course in cognitive development. The course will contrast the theory and research of Jean Piaget and his followers, with an information processing or cognitive psychology approach to issues.

Topics include development of perception, attention and information getting; memory and meta-memory; problem solving; discrimination learning and concept formation; and individual differences in cognitive styles and strategies. Prerequisite: A course in child psychology or development, a course in cognitive psychology, or consent of instructor. LEC

PSYC 825: Social Development. A lecture and discussion course in social development. It includes such topics as theoretical approaches to the study of social development, as well as the literature on family processes, peer relations, aggression and prosocial behavior, child abuse and neglect, family violence, child care, and the media. (Formerly PSYC 880.) (Same as ABSC 825.) Prerequisite: A course in child psychology or development. LEC

PSYC 923: History and Systems in Developmental Psychology: Developmental Theory
An intensive study of traditional and recent developmental theories with an emphasis upon the role of heredity, early stimulation, reinforcement, and modification as each affects the course of the development of children. LEC

B. Statistics, Design, and Professional Issues (14 hours by the end of the third year):

PSYC 790: Statistical methods of psychology I Elementary distribution theory; one-way analysis of variance, linear trends, contrasts, post hoc tests; simple regression and correlation; general linear model. Prerequisite: A beginning course in statistics and graduate standing, or consent of instructor. LEC

PSYC 791: Statistical Methods in Psychology II Continuation of PSYC 790. Multiway analysis of variance for crossed, nested, and incomplete designs; analysis of covariance; multiple regression and correlation; general linear model. Prerequisite: PSYC 790 or consent of instructor. LEC

PSYC 815: Design and Analysis for Developmental Research Coverage of the philosophy and basic principles of group-design research, with a special emphasis on designs that are appropriate for developmental studies. Designs for both experimental and quasi-experimental research are covered, and appropriate statistical procedures are presented concomitantly with the designs. Individual-difference analyses and statistical control issues are also addressed. LEC

PSYC 982: Issues in Scientific Conduct Lectures and discussion on issues in the conduct of a scientific career, with emphasis on practical topics of special importance in behavioral science. Topics will include the academic and scientific roles of behavioral scientists, establishing a research lab, communicating research findings, tenure processes, gender equity, ethical conduct, and good scientific citizenship. Discussions will highlight important case studies. (Same as SPLH 982.) LEC

C. Foreign Language and Research Skill (FLORS) Requirement (8 hours minimum):

Graduate Studies requires that students at the University of Kansas demonstrate proficiency in either a foreign language, or in some other skill that complements or distinguishes their area of research.

The FLORS requirement is generally satisfied by taking two additional (4 hours each) quantitative courses offered through the quantitative training program. Note that satisfying the FLORS requirement in this way also lends itself to the completion of a graduate minor in Quantitative Psychology (4 courses are required for the minor). The FLORS must be fulfilled before the scheduling of the Oral Comprehensive defense. Except in exceptional circumstances, it is expected that the FLORS requirement will be fulfilled by the end of the fourth year.

D. Concentration (9 hours, minimum by the end of third year):

The concentration is designed to build expertise in an area chosen by the student in conjunction with his/her faculty advisor. Courses offered outside the department may count toward the concentration. Being a flexible requirement, the concentration can be either very focused or a uniquely tailored hybrid of courses.

Some examples of concentrations that students may create are listed below. These examples are flexible in that many related courses may be substituted for the same general theme of the concentration and students can create a concentration that fits with their interests and educational objectives.

Possible concentrations include:

General Cognitive Development

PSYC 723: Advanced Cognitive Psychology. Advanced cognitive psychology reviewing theories of pattern recognition, attention, working memory, language comprehension and problem solving. Emphasis will be placed upon the application of these theories to real-life situations. Prerequisite: PSYC 104 and six additional credit hours in psychology, or permission of the instructor. LEC

PSYC 800: Cognition and Aging. An advanced survey of theory and research in a selected area of experimental psychology. Continual enrollment for four semesters is required of entering graduate students in experimental psychology. Open to other students with graduate standing in psychology or a closely related field. May be repeated with permission. LEC

PSYC 872: Attention, Perception, and Learning in Infancy. Coverage of the basic literatures on perceptual-cognitive behavior during the first three years of life, as assessed by measures of attention, perception, learning, and memory. Course material is approached from an information-processing framework. LEC

Social-Personality Development

PSYC 777: Social Psychology: Theory, Research, and Clinical Applications. Basic theories in social psychology, as well as their applications to the process of coping with life events. The focus is on the nature of each theory, including the history and more recent developments; however, where clinical applications have been made of a particular theory, these will be discussed. LEC

PSYC 670: Theories of Personality. Traces the development of modern approaches to the understanding of personality and examines in detail the major theoretical systems proposed to explain personality structure and dynamics. Prerequisite: PSYC 104. LEC

PSYC 962: Advanced Personality. A survey of selected advanced topics in the area of personality. Includes review of theoretical and research issues in the area of personality. Prerequisite: Consent of instructor. LEC

Quantitative Developmental Methods

PSYC 991: Structural Equation Modeling I. Survey of modern methods for testing hypotheses on multivariate correlational data in the behavioral and social sciences. Topics include exploratory and confirmatory factor analysis, path analysis, and linear structural equations as alternative covariance models. Applications to data are stressed, rather than mathematical derivations; exercises on relevant computer programs are included. Prerequisite: PSYC 790 and PSYC 791 or consent of instructor. LEC

PSYC 993: Structural Equation Modeling II . LEC

PSYC 990: Multivariate Analysis. Introduction to use of the general linear model for analysis of behavioral and social data. Includes multivariate multiple regression, multivariate analysis of variance, multiple discriminant analysis, and canonical correlation. Primarily a lecture course; practical experience with packaged computer programs is included. Prerequisite: PSYC 790 and PSYC 791 or consent of instructor. LEC

Note: This concentration would also lend itself to the completion of a graduate minor in Quantitative Psychology and satisfaction of the FLORS requirements

Developmental Evolutionary Psychology

PSYC 900: Developmental Evolutionary Psychology. An advanced survey of theory and research in a selected area of Developmental Evolutionary psychology. Open to students with graduate standing in psychology or a closely related field. LEC

BIO 625: Behavioral Ecology and Sociobiology. Behavioral Ecology and Sociobiology is the Undergraduate course offered in Biology Department LEC

BIO 668: Evolutionary Ecology. Evolutionary Ecology is the Undergraduate course offered in Biology Department LEC

Developmental Cognitive Neuroscience

PSYC 725: Cognitive Neuroscience. A survey of the critical issues within cognitive and behavioral neuroscience. The course will provide information about neuronal physiology, functional neuroanatomy, and psychophysiological research methods. Human cognition and the neurophysiology that subserves the primary cognitive functions will be discussed. LEC

PSYC 800: Neuroscience Methods. An advanced survey of theory and research in a selected area of experimental psychology. Continual enrollment for four semesters is required of entering graduate students in experimental psychology. Open to other students with graduate standing in psychology or a closely related field. May be repeated with permission. LEC

PSYC 800: Developmental Cognitive Neuroscience. An advanced survey of theory and research in a selected area of experimental psychology. Continual enrollment for four semesters is required of entering graduate students in experimental psychology. Open to other students with graduate standing in psychology or a closely related field. May be repeated with permission. LEC

Language Development

PSYC 735: Psycholinguistics. A detailed examination of issues in the processing of language. The course will provide a survey of research and theory in psycholinguistics, reflecting the influence of linguistic theory and experimental psychology. Spoken and written language comprehension and language production processing will be examined. (Same as LING 735.) LEC

PSYC 783: Research Methods in Language Development. A survey of methods for studying phonological, morphological, syntactic, and semantic change during language development. Methods include: diary interpretation, language sample analysis, probe elicitation tasks, and clinical assessment. Prerequisite: PSYC 791 or equivalent or consent of instructor. LEC

SPLH 816: Language Development. Language Development is the Graduate Course offered in the Speech-Language-Hearing Department LEC

E. Developmental Proseminar (continuous attendance)

IV. GENERAL PROGRAM REQUIREMENTS

Students enrolled in the Developmental Program are expected to fulfill the following general requirements: Research Activity, Course Requirements, Master's Thesis and Oral Defense, Written Preliminary Exam, Comprehensive Oral Exam, and Dissertation and Oral Defense. Students are expected

to prepare all research-related degree requirements (e.g., the Master's Thesis, Written Prelim, Comprehensive Oral, Doctoral Dissertation) with the development of a publishable product in mind. Thus, students should focus not only on meeting these degree requirements but on accumulating a set of credentials that will serve them in the job search and career development process. Each of the general program requirements is described below.

A. Research Activity

Students are expected to be continuously engaged in the conduct of research, either in collaboration with their graduate advisor(s), or in developing their own independent line or work

B. Course Requirements

A core curriculum for the Developmental Program is detailed above. All coursework must be completed before the scheduling of the Oral Comprehensive defense.

1. Below is a summary of required coursework is as follows:

a. Statistics/Methods Core (14 units by end of third year)

PSYC 790: Statistics I

PSYC 791: Statistics II

PSYC 815: Developmental Methods

PSYC 982: Professional Issues

b. Content Core (12 units by end of second year)

PSYC 691: Psychology of Aging

PSYC 870: Cognitive Development

PSYC 825: Social Development

PSYC 923: History and Systems in Developmental Psychology

c. Concentration (9 hrs)

d. FLORS Requirement (8 hrs)

e. Developmental Psychology Proseminar (continuous attendance)

2. Timing of Coursework

The Program encourages students to progress through as much coursework as possible during the early part of their graduate careers, preferably as early as the first two years.

Students are typically expected to take PSYC 790 and PSYC 791 during their first 2 semesters. They are also expected to take 982 and 815 as offered during their first two years of graduate study. The additional core courses are to be taken during the first two years. Breadth and depth courses are taken as available, in consultation with the student's advisor. The students are advised to think outside the department, especially as it relates to coursework offered by allied fields (e.g., Child Clinical, Psychology & Research in Education).

3. Flexibility and Petition Procedures

In some cases, students and advisors may determine a substitute for one of the listed courses would better fit the student's training. In these cases, the student need simply

pass along their advisor's endorsement to the Program Director for the substitution to be allowed.

C. Master's Thesis and Oral Defense

For the Master's thesis, it is expected that students will undertake and complete a research project for which they take primary responsibility in conducting data collection and writing up the report. The project is then presented and defended in an oral defense, which, if successful, results in the conferral of the M.A. in Psychology. Except in exceptional circumstances, this should be complete no later than the end of the student's third year and the general target should be the end of the second year. Developmental data collection can take longer than collection in other areas. For this reason, a target date of greater than 3 years is subject to review. 30 units and 1 to 6 thesis units must be taken before defending the thesis.

The master's thesis process is intended to provide the student with the opportunity to serve an internship in their chosen lab with their chosen advisor. The student is expected to demonstrate competence conducting laboratory research in their chosen area. As such, the master's thesis serves as a natural point to evaluate the suitability of a student for continued progress in the Developmental Program. Instances of substandard performance are expected to be rare. The thesis is evaluated by a committee consisting of three members, two of which must be from the Developmental Program.

The thesis process serves to allow the student to demonstrate basic research competence. Students are admitted to the Program because the faculty believe they possess or will be able to develop this competence. The thesis process is also an opportunity for students to discover if they enjoy research, and for faculty to test their assumptions about the student's ability within this realm. Some students with limited previous exposure to research may determine they do not enjoy the process enough to complete the doctoral process. In these cases, students may choose to complete the thesis as a terminal option and pursue other goals.

Summary

The Document: Literature review, clear hypotheses, method, results, discussion (if an empirical study), 25-35 pages.

The Defense: A brief presentation on the document (~20- 30 mins, with slides) then discussion with three faculty (2 from within the Developmental faculty) within a 2 hour time window.

Timing: By third year, or end of third year (but see timeline recommendations below).

Course prerequisites: 30 units and 1 to 6 thesis units must be taken before defending the thesis.

Evaluation of MA Thesis

The Master's thesis defense is expected to be a rigorous examination. During the deliberation of the Master's Thesis Committee following the Master's Thesis defense, any committee member can propose that the Master's Candidate has failed to reach standard performance on the master's thesis project. At this juncture the committee will discuss the option of dismissal from the program. If the majority of the Master's Thesis Committee recommend (via hidden ballot)

dismissal of the student from the program then there will be a meeting called of program faculty. Substandard performance during master's thesis research and master's thesis defense can include the following specific problems:

1. Failure by the student to show adequate active participation and effort during the completion of the necessary components of the research project including: research design, data collection, data analysis, and thesis manuscript preparation and revision.
2. Evidence (as provided in either the written document or in the oral defense of the thesis) that the student does not have a reasonable understanding of the theoretical and methodological issues addressed in the thesis project.
3. Evidence (as provided in either the written document or in the oral defense of the thesis) that the student does not have the research or analytical skills necessary for the completion of subsequent phases of the doctoral training program.

The student will be notified of this recommendation and allowed to appeal to the faculty prior to the final vote. Following discussion of the recommendation and a student's appeal, a vote will be held (again via hidden ballot). If a majority of the faculty present vote for dismissal of the student then academic dismissal will be effective at the end of the semester in which notification of dismissal is given by the program.

After the successful completion of the Master's defense, the graduate advisor will make a formal recommendation as to the student's continuation in the laboratory.

D. Written Preliminary Examination

Within a year of the Master's defense, students are expected to complete a writing task that serves as a preliminary examination to their oral comprehensive defense. While the Master's thesis is the opportunity for a student to demonstrate competence in conducting laboratory research, the written preliminary examination is the opportunity for the student to establish themselves as an independent critical scholar in their chosen research area. The expectation is that students will demonstrate the ability to think carefully about the literature in their chosen field, generate an independent evaluation of the field, and identify those questions that need most urgently to be addressed. They are further expected to be able to express themselves cogently in a written format. The student should work with their advisor prior to starting the preliminary examination to assess their progress toward this standard.

The written preliminary examination committee consists of three members, two of whom must be from the Developmental Program. The committee will review the student's written work and evaluate it on a pass/fail basis.

The student will seek approval of the proposal from all committee members prior to submission of their written preliminary examination. Students are expected to develop a proposal for how the written preliminary exam will be completed. The written preliminary examination is required by the Program, rather than Graduate Studies. Thus, the form of this written examination varies depending upon the desires of the student, their advisor and their written preliminary examination committee. The proposal will include the format of the preliminary exam and the timeline for completion of the process.

Possible formats include 1) an extensive review paper of a chosen research area (presumably suitable for publication, or 2) a written examination compiled by faculty of the student's choosing with the aid of his/her advisor.

- 1) The review paper: The literature review is student self-guided and can be seen as the foundation for the Dissertation. The student will work on this review under the supervision of his/her supervisor and will take it to the faculty committee only upon the advisor's guidance. The written document will be APA format and a length that is consistent with APA guidelines. For quantitatively-oriented students, the review paper may be a meta-analysis. The student's 3 member committee will evaluate the paper and judge whether it merits pass or fail.
- 2) The examination: Each committee member will be asked to submit broad questions specific to the student's curricular history. For example, the study may expect questions about a) methods, b) core areas to the Developmental Program (e.g., social or cognitive development), and c) questions pertaining to the student's particular area of study. The exam will take place over the course of 2 days (from 9:00 a.m. – 5:00 p.m. with 1.5 hours break time). The student's 3 member committee will evaluate the exam and judge whether it merits pass or fail.

Students will be permitted one revision or retake of the Written Preliminary Exam. A review paper will be graded Pass/Revise on the first attempt, and Pass/Fail on the second attempt. Similarly, the examination will be graded Pass/Retake on the first attempt, and Pass/Fail on the second attempt. The grade of Pass must be unanimous among the three committee members. A final grade of Fail will result in dismissal from the Developmental Program.

Outside of exceptional circumstances, the preliminary examination should be complete by the end of the student's fourth year. Failure to complete the preliminary examination by the end of the fourth year will result an automatic review by the Program, and the Program reserves the right to

- (a) set a deadline for completion of this step, where failure to meet the deadline may be grounds for dis-enrollment from the program, or
- (b) impose on the student some other structure for the preliminary examination

E. Comprehensive Oral Exam/ Dissertation Proposal Defense

The Program recommends students entering without a Master's degree to take the oral comprehensive examination before the end of the fourth year. For those entering with a Master's degree, the recommendation is by the end of the third year. Prior to asking the Department to request the Graduate Division of the College to schedule the comprehensive examination, the student must have

- (a) taken all the required courses,
- (b) completed the FLORS requirement
- (c) obtained a Master's degree
- (d) passed the written preliminary examination, and
- (e) met the residency requirements.

The oral comprehensive examination committee is made up of five faculty members, one of whom is from outside the Department to represent Graduate Studies. At least three participants must be members of the Graduate Faculty. At least two must be within the Developmental area. If the committee Chair is not a member of the Graduate Faculty, a co-chair who has Graduate Faculty status must be named. Remaining committee members may be either Graduate Faculty or

ad hoc appointments approved by the Director of Graduate Studies for the Department of Psychology. Graduate Studies must be notified at least two weeks prior to an Oral Comprehensive Exam being held.

The exact form of the examination is not specified by Graduate Studies, but is intended to cover the student's major area and should review the student's plans for a doctoral dissertation. The Program requires the student to prepare a written dissertation proposal and to distribute it to the committee prior to the scheduled examination. The committee shall judge the student's performance as satisfactory or unsatisfactory. If the performance is judged to be unsatisfactory, the student may request another examination after the passage of 90 days. This examination may not be taken more than three times. Unsatisfactory performance on the third occurrence will result in termination from the Program and loss of doctoral-student status in the Department.

After passing the oral comprehensive examination, the student becomes a candidate for the doctoral degree (i.e., ABD). At this point, a dissertation committee of three members of the Graduate Faculty is formed, the Chairperson of which must be authorized by Graduate Studies to chair dissertations (i.e., a full member of the Graduate Faculty). From this point onward, the student must be continuously enrolled until the degree is earned. Enrollment must be 6 hours every semester and 3 hours in the summer until 18 hours of credit have been accumulated. Beyond this, the number of hours should reflect the workload of the faculty involved with the dissertation and the use of University resources.

F. Dissertation and Oral Defense

The dissertation must be written in final form and orally defended before the 5 member dissertation committee within *ten years of original entry into the program*. Generally, the final oral examination is not be scheduled until five months have elapsed since passing the oral comprehensive examination, although this rule is often waived at Graduate Studies. In addition, the five-person dissertation committee must have formally approved the dissertation typescript as ready for defense prior to the scheduling of the final oral examination.

G. Teaching Experience (according to the 981 revisions 5/07)

Teaching is not required for completion of the program. Nevertheless, the faculty encourage students who wish to obtain academic positions to take advantage of the opportunity to teach their own courses by applying for Assistant Instructor (AI) positions. AI positions are competitive and are only available to students who have completed the MA thesis. AIs are required to take a 1-credit *Teaching Psychology* course (PSYC 981) during the first two semesters of the teaching position. Students who know they will be AIs in the summer term or Fall semester should plan to take PSYC 981 during the preceding Spring. The second semester may then be taken during the following Fall semester (coincident with the instructorship for Fall instructors). Some students may not know of their teaching duties in sufficient time to enroll for the Spring semester. In that case, the student should enroll in PSYC 981 in the Fall, and then again the following Spring.

In the event that a student has a conflict preventing enrollment in PSYC 981, individual alternate plans may be made with the instructor for one semester. The other semester of PSYC 981, however, must be taken as usual during its scheduled time.

Having had the course is a plus at the time of application for AI positions.

H. Annual Evaluations

Each student will meet annually in the spring semester with their advisor in order to assess progress toward the degree. At these meetings all evaluative information about the student will be

reviewed. The results of the meeting will be presented by the student's advisor to the faculty of the Developmental Program at its annual student evaluation meeting. The director of Developmental Program will then inform the student, in writing, of his or her standing in the Developmental Program. The progress of all students beyond the first year will be evaluated on a yearly basis in early May.

This letter will not attribute specific statements to faculty members by name. However, the letter will contain a list of faculty members to whom the student may go for additional comments or clarification. Upon the approval of this letter by the Program faculty, one copy will go to the student and one copy will be placed in the student's permanent file.

1. **The Database.** To facilitate this evaluation process, each student will present to his/her advisor a document outlining the student's progress towards his or her goals. This database will take a form similar to a Curriculum Vitae, but unlike a C, will include additional information and cover a time window of *one academic year*.

The organization of this database will be as follows:

- I. Research and Scholarship
 - A. Productivity (manuscripts that are either published, under review, or in preparation, and conference presentations)
 - B. Professional Experience (meetings with visiting scholars, conferences and workshops attended)
- II. Teaching (lectures, teaching assistantships, assistant instructorships)
- III. Service (committee work, hosting visitors)
- IV. Program Requirements (a table of courses taken and examinations planned or completed)
- V. Other (for miscellaneous entries)

This document should be turned in to the Program Director no later than **May 1**.

2. **Student appeal.** Within two weeks of receiving an evaluation letter, the student may appeal any evaluations or decisions contained in the letter. The student may express the desire to appeal to any Program faculty member, including the contract committee chair or the Program Director. The student may appeal in writing or may ask to appear before the Program faculty. The student can also appeal at any time to the Grievance Committee of the Graduate Council

V. TIMELINE

A. Completion guidelines

The following recommendations are provided to ensure successful completion of the various aspects of the doctoral process. "Successful completion" means the student has finished all aspects of the name component. For example, the master's thesis includes both a completed written component as well as an oral defense.

Component	Recommended Completion
Master's Thesis	Year 2 (by end of summer term)
Written Preliminary Exam	Year 3 (by end of summer term)
FLORS	Year 4 (by end of spring term), prior to Comprehensive Oral Exam
Comprehensive Oral Examination	Year 4 (by end of summer term)
Dissertation and Oral Defense	Year 5 (by end of summer term)

B. Adequate Progress

The Program will notify students during the annual evaluation process if they are on track for completing an aspect of the doctoral program. The Program faculty may exercise a number of options if a student fails to make adequate progress. All cases are considered on an individual basis. Program faculty reserve the right to exercise the option deemed most appropriate. Faculty will meet and vote on the specific target date for completion of a particular option. Students will then be notified in writing of both the target date and the outcome for failure to meet the target date.

In cases where the Program Faculty have agreed that the student is not making adequate progress towards the degree, several options may be considered. One option is to terminate a student's funding. This option is typically limited to students that are funded by the University as graduate teaching assistants (GTA) or assistant instructors (AI). Students funded as a research assistant (RA) serve in that capacity only as long as the funding source (typically a faculty member serving as a primary investigator on a grant) chooses to continue the funding. A final option is termination from the Program and loss of doctoral-student standing in the Department.

The typical length of a graduate program is 5 to 6 years. A student remaining on track by completing the various components of the program on time and remaining actively engaged in research will be able to develop a record in that time which will prepare them to successfully compete for post-doctoral or faculty positions. Longer amounts of time spent on the doctoral program is not correlated with postdoctoral success. Indeed, it is the Program faculty's experience that the most successful students typically finish the doctorate in the 5-6 year time window.

C. Timeline Summary of Activities

Year in Program	Semester	Coursework*	Other
1	Fall	PSYC 790 PSYC 815/982 Core Course PSYC 980 PSYC 993: Proseminar	Assist with research in advisor's lab GTA Begin to conceptualize MA thesis
	Spring	PSYC 791 PSYC 815/982 Core Course PSYC 980 PSYC 993: Proseminar	Assist with research in advisor's lab GTA Conceptualize MA thesis/form MA committee
	Summer	Research	Assist with research in advisor's lab Begin data collection on MA thesis
2	Fall	Core Course Concentration/Flors PSYC 899/980 PSYC 993: Proseminar	Assist with research in advisor's lab GTA Continue data collection on MA thesis
	Spring	Core Course Concentration/Flors PSYC 899 PSYC 993: Proseminar	Assist with research in advisor's lab GTA Analyze, write up and defend MA thesis

	Summer	PSYC 981 (if AI following semester) Research/AI	Assist with research in advisor's lab Defend MA thesis, if not done
3	Fall	Concentration/Flors PSYC 980	Assist with research in advisor's lab GTA or AI
	Spring	PSYC 993: Proseminar Concentration/Flors PSYC 980	Propose preliminary exam to committee Assist with research in advisor's lab GTA or AI
	Summer	PSYC 993: Proseminar Research/AI	Complete preliminary exam Assist with research in advisor's lab GTA or AI Complete preliminary exam, if not done
4	Fall	PSYC 980 PSYC 993: Proseminar	Assist with research in advisor's lab GTA or AI Complete FLORS Form oral comprehensive exam committee
	Spring	PSYC 980 PSYC 993: Proseminar	Assist with research in advisor's lab GTA or AI Comprehensive oral examination
	Summer	Research/AI	Assist with research in advisor's lab GTA or AI Comprehensive oral examination, if not done
5	Fall	PSYC 980/999 PSYC 993: Proseminar	Dissertation data collection Assist with research in advisor's lab GTA or AI Continue with dissertation data collection
	Spring	PSYC 980/999 PSYC 993: Proseminar	Dissertation write up Assist with research in advisor's lab GTA or AI Complete dissertation write up
	Summer	Research/AI	Defend dissertation
6	Fall	PSYC 999	Assist with research in advisor's lab Continue dissertation write up if not finished
	Spring	PSYC 999	Assist with research in advisor's lab Complete dissertation write up Defend dissertation

VI. FUNDING

Students are funded during the academic year through a combination of GTA, AI, and GRA positions. New students are typically either assigned as a GTA for Psychology course (preferably a course taught by a Developmental Program faculty member), or as a GRA on a project in a Program faculty member's lab. More advanced students (those with a masters' degree) may seek

to become AI's in PSYC 104, PSYC 300 or another course; such funding may also be available during the summer. For students ultimately seeking positions where expectations will emphasize research productivity, it is preferable to be funded on GRAs through external/internal grants (as these are available), or to have advanced students seek to fund themselves through NSF or NIH predoctoral fellowship mechanisms. This is because a GRA will usually allow students to concentrate more fully on building their research credentials.

The Program attempts to fund all students in good standing and on the proscribed timeline through their 5th year. After the 5th year, priority for funding is reduced. The University sets a 10 semester limit for funding via teaching sources (GTA and AI). There is no limit on RA and fellowship or grant sources. Historically, the Program has been able to fund all students that have remaining in good standing through the end of their 5th year. However, this is not a guarantee of funding.

In the event that funding is not available to all students in good standing, the Faculty will rank order students during the annual evaluation process. Ranking will be made by considering a student's progress toward the degree. This order will be used to determine priority for funding.

VII. EXTRA-DEPARTMENTAL RESOURCES

There are a number of university resources outside the department that graduate students in the developmental program may find useful. Some of them are listed below.

- **The Schiefelbusch Institute for Lifespan Studies:** <http://www.lsi.ku.edu/lsi/>

The Schiefelbusch Institute for Lifespan Studies, or LSI, is a large and highly regarded research center in human development and disabilities. LSI supports research and training for scientists in a diverse range of disciplines, including psychology, biology, sociology, education, speech pathology and pharmacology. Among other things, the center hosts brown-bag seminars and workshops on research design and statistics and grantsmanship that may be of particular interest to graduate students.

- **The KU Center for Research, Inc.** <http://www.kucr.ku.edu/>

The KU Center for Research, or KUCR, supports and administers the research of faculty and staff in all disciplines at KU. KUCR also offers workshops and guidance in the development of grant proposals.

- **The Center for Teaching Excellence.** <http://www.cte.ku.edu/>

The Center for Teaching Excellence, or CTE, is an organization designed to help faculty and graduate students improve their teaching and promote campus-wide dialogue about teaching issues. The CTE organizes a New GTA Conference at the beginning of each semester, hosts workshops and seminars on teaching and advising issues for faculty and graduate students, and serves as a clearinghouse for information on recommended teaching practices.