Student Handbook
Psychology and Social Intervention Doctoral Program
Department of Applied Psychology
NYU Steinhardt

May 09, 2013
This handbook is a guide to students regarding the rationale, procedures, and policies regarding all of the major program milestones. It includes guidelines that underlie the expectations for students’ experiences throughout doctoral training in the Psychology and Social Intervention Program (PSI).

Three things of note: First, this version of the handbook represents the most accurate picture of PSI guidelines and procedures. In the event that you notice discrepancies within the document or between the document and your experiences, please let us know. Second, as with many strong and growing programs, PSI is still evolving; therefore, we see this very much as a “living document” that may be revised throughout students’ graduate training career. Finally, and critically, this document is not a complete list of every action that students need to engage in to be successful in the program. It merely sets forth the content and final deadlines for required materials. As such, not all student or faculty actions that might be expected as part of “best practice” are codified herein. In that regard, the information contained in this document is not a substitute for ongoing communication and collaboration with program faculty.
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1. PSI MISSION STATEMENT

The mission of the Doctoral Training Program in Psychology and Social Intervention at the Steinhardt School of Culture, Education, & Human Development (Department of Applied Psychology) at New York University is to train action scientists prepared to work in a variety of settings in order to understand, transform and improve the contexts and systems in which humans develop across the life span. The program places a strong emphasis on: (a) understanding and assessing social settings, systems, and policies; (b) creating/improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies. Ours is a research intensive program with a strong quantitative training component.

Program faculty study a wide range of ecologies (e.g., families, schools, neighborhoods, policy contexts, programs) and preventive and policy interventions (e.g., psychological, social, educational and health programs), locally, nationally and internationally. Our faculty also conducts research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. Our New York City location provides an ideal urban setting for studying many kinds of communities, combined with gateways to the world at large.

About Our Program

Students work collaboratively with faculty mentors on a range of activities in these research areas, including study design, data collection and analysis, manuscript preparations, conference presentations, policy briefs, and evaluation activities. Program faculty collaborate closely with one another, as well as with other social, behavioral, health and policy scientists at NYU, other universities, and service, community and policy organizations.

Program faculty also direct or co-direct affiliated institutes and centers at NYU, including the Institute for Human Development and Social Change, the Center for Health, Identity, Behavior, & Prevention Studies, the Child and Family Policy Center, and the Center for Research on Culture, Development, and Education.
2. PSI Program Goals & Objectives

**Goals**
1) Build content knowledge base to understand and improve human development in social context.
2) Develop methodological skills that enable analysis of change over time and within and across levels of human ecology.
3) Acquire abilities to apply psychological and social science principles to the understanding of social settings, social/cultural contexts, and psychological, social and policy interventions.
4) Develop abilities to conceptualize, interpret, evaluate and disseminate evidence-based social and policy interventions; and
5) Develop the ethical, interpersonal, organizational and technical capacities to undertake high-quality professional work in psychology and social intervention.

**Curriculum Design Objectives**

1) **Category 1**: Curricular Training Objectives (pertains to goals 1 & 2)
   a. Knowledge of core theories of change
   b. Knowledge of development and prevention sciences
   c. Knowledge of econometrics (measurement at extra-individual levels of analysis)
   d. Knowledge of theory of behavior in settings
   e. Knowledge of policy
   f. Exposure to interdisciplinary theory and research perspectives
   g. Identity and develop expertise in chosen area of specialization
   h. Strong quantitative skills and experience conducting statistical analysis (i.e., causal inference, missing data, growth curve modeling, HLM)
   i. Knowledge of how to link research questions to appropriate methods (design and analysis)

2) **Category 2**: Research & Interventions Skills Training Objectives (pertains to goals 3 & 4)
   a. Practical experience in intervention science
   b. Experience in research process (i.e., conceptualization, implementation, presentation of findings, and discussion of implications)
      i. Data collection
      ii. IRB process
   c. Experience writing grants
   d. Experience presenting/writing papers
   e. Experience conducting statistical analysis (i.e., causal inference, missing data, growth curve modeling, HLM)
   f. Experience in the conduct and management of research
   g. Consultation skills
   h. Knowledge of how to link research questions to appropriate methods (i.e., design and analysis)

3) **Category 3**: Professional Development Training Objectives (pertains to goal 5)
   a. Ethics and professional conduct
   b. Experience in manuscript preparation and submission
   c. Experience writing grants
   d. Experience with manuscript and grant review
   e. Experience with teaching
   f. Communication skills
g. Skills at collaboration  
 h. Positioning to be competitive in academic or other chosen field  
 i. Time management/organization skills/goal setting  
 j. Comfortable being uncomfortable  
 k. Professional conduct  
 l. Professional development activities  
 m. Expertise in a substantive area  
 n. Consultation skills

4) **Category 4**: Cross-Cutting Training Objectives (pertains to all goals)  
   a. Cultural competence  
   b. Critical and analytic thinking  
      i. Synthesis and critique of research findings  
   c. Intellectual initiative
3. Course Components

1) **Departmental first year pro-seminar (1 course; 3 credits)**
   One semester required course that provides a basic grounding in the values, history, theory and research pertaining to change in applied psychology. Students should enroll in this course during their first year in the program.
   a) Theories of Change in Applied Psychology (APSY-GE.3009)

2) **Core substantive sequence (4 courses; 12 credits)**
   Four semester required course sequence worth 12 credits total. This course sequence is designed to provide students with the fundamental thinking skills and "tools" of psychology and social intervention. The four semesters are unlikely to be consecutive.
   a) Psychological Approaches to Conceptualizing and Measuring Human Environments (APSY-GE.2830) - Students should enroll in this course in their first or second year of the program, depending on when it is offered.
   b) Developmental and Prevention Science (APSY-GE.2094) - Students should enroll in this course in their first or second year of the program, depending on when it is offered.
   c) Practicum in Intervention or Policy Research I (Counts as two courses: APSY-GE.2827 and APSY-GE.2828) - Students should enroll in this course in their third or fourth year of the program, depending on when it is offered. It is a one year sequence.

3) **Specialty courses (2 courses; 6 credits)**
   Students will declare a broad substantive area of specialization during their course of study (e.g., feminist studies, school-based/educational issues, women’s health). The area is based on student interest, is flexible, and must be approved by the advisor. Students must complete 2 doctoral level courses worth 6 credits total that enhance their expertise in their chosen area of specialization. These courses may be taken in any program/school at NYU or via the Inter-University Doctoral Consortium.

4) **Quantitative/Methodology sequence (6+ courses; 17-18 credits)**
   A required sequence consisting of at least 6 courses worth 17-18 credits total that provides comprehensive training in the methods required to conduct high-quality research in psychology and social intervention.

   **Gateway Courses (required)**
   a) Research Design and Methodology in the Behavioral Sciences I (APSY-GE.2073) - Students should enroll in this course in their first year in the program.
   b) Intermediate Quantitative Statistics (RESCH-GE.2003)
   c) Multivariate Statistics (RESCH-GE.2004)

   Eight additional credits must be taken to develop core competencies in this area. Students should take one of those courses in multilevel modeling (RESCH-GE 2040), analysis of change (PSYCH-GA 2248), or equivalent (at NYU or via the Inter-University Doctoral Consortium).

   Students must take 2 other courses in methodology (totaling at least 5 credits), that include the following topics (by advisement): causal inference, generalized linear modeling, structural equations modeling/factor
analysis, cluster analysis, social network analysis, missing data, analysis of large data sets, qualitative analysis or mixed-method research.

5) **Core electives (3 courses; 9 credits)**

We require that students enroll in 3 additional courses worth 9 credits that are of interest and relevance to their training goals. Some possibilities are presented below. Only courses taught in the Department of Applied Psychology (preferably by full-time or affiliated PSI faculty members) will count towards the completion of this requirement. All courses must be approved by the student’s academic advisor.

a) Child Development and Social Policy in a Global Society (APSY-GE.2832, Aber/Allen)
b) Health Psychology in Human Development (APSY-GE.2022, Halkitis)
c) HIV Prevention and Counseling (APSY-GE.2450, Halkitis)
d) Women and Mental Health (APSY-GE.2041, Ali)
e) Development of Immigrant Origin Youth (APSY-GE.2527, Suarez-Orozco)
f) Intervention and Social Change (APSY-GE.2826, Aber/Seidman)
g) Risk and Resilience (APSY-GE.2279, Blair/Aber)
h) Culture, Context and Psychology (APSY-GE.2105, Allen)
i) The Academic Achievement Gap (APSY-GE.2345 Aronson)
j) Social Psychology, Intervention, & Social Change (APSY-GE-2605, Godfrey)

6) **Courses for Research Requirements (up to 18 credits)**

Students are also required to enroll in supplementary courses designed to enhance their ability to meet their research requirements. The maximum credits that students may take for this requirement is 18.

a) Advanced Seminar in Psychology and Social Intervention (APSY-GE.2830, 12 credits total) – Students should enroll in this seminar for 3 credits once per year for 4 years. In all other semesters and in the 5th year, students should enroll in this seminar for 0 credits. Regardless of whether they are enrolled for credit, all students are required to attend the advanced seminar and present their own work annually.
b) Second Year Project Seminar (APSY-GE.2839) – Students should enroll in this course for 3 credits in preparation for their 2nd year paper.
c) Dissertation Proposal Seminar I (APSY-GE.3001) – Students should enroll in this course for 0-3 credits in preparation for their dissertation in the 2012-2013 academic year, if available.

**Notes**

- The total number of required, methodological, specialty, elective and research courses specified leave open a number of credits that can be applied to courses selected based solely on students’ personal choice.
- Courses can double-count towards both specialty and elective requirements (i.e., the same course can count as both a specialty course and an elective course).
- Steinhardt requires students to complete 72-credits in order to earn a Ph.D. The 72-credit requirement can be completed in three academic years by taking four courses per semester. As a rule, we do not advise taking more than three substantive courses per semester, particularly in the first year.
- There is a 1 point maintenance of matriculation requirement.
• Students entering the program with prior graduate education, or other relevant experience, may appeal to the faculty to opt out of selected courses or requirements if they have previously had the equivalent experience. The appeal needs to be in writing and should include a rationale, evidence of comparability to current program requirements (e.g., a course syllabus; a workshop curriculum), and confirmation of support from the students’ advisor. Faculty make these decisions on a case-by-case basis in conjunction with the student's academic advisor, appropriate NYU course instructor(s) and the psychology and social intervention program faculty.
# 4. Sample Student Schedule:

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Core Substantive Sequence</td>
<td>Theories of Change in Applied Psychology (APSY - GE.3009) ; 3 credits</td>
<td>Conceptualizing &amp; Measuring Human Environments (APSY - GE.2830)*; 3 credits</td>
<td>Development &amp; Prevention Science (APSY - GE.2084)*; 3 credits</td>
<td>Personality Public Health (APSY - GE.2826); 3 credits</td>
<td>Participation or Research 1 (APSY - GE.2828); 3 credits</td>
</tr>
<tr>
<td>PSI Seminar (APSY - GE.2830)</td>
<td>Advanced Seminar in Psychology &amp; Social Intervention ; 3 credits</td>
<td>Advanced Seminar in Psychology &amp; Social Intervention ; 3 credits</td>
<td>Advanced Seminar in Psychology &amp; Social Intervention ; 3 credits</td>
<td>Advanced Seminar in Psychology &amp; Social Intervention ; 3 credits</td>
<td>Advanced Seminar in Psychology &amp; Social Intervention ; 3 credits</td>
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<tr>
<td>Specialty Courses</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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<td></td>
<td>Research Design &amp; Methodology in Behavioral Sciences I (APSY - GE.2073) ; 3 credits</td>
<td>Multivariate Statistics (RESCH - GE.2804) ; 3 credits</td>
<td>Quantitative Sequence Elective ; 3-4 credits</td>
<td>Quantitative Sequence Elective ; 3-4 credits</td>
<td>Quantitative Sequence Elective ; 3-4 credits</td>
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<td></td>
<td>Core Elective ; 3 credits</td>
<td>Core Elective ; 3 credits</td>
<td>Core Elective ; 3 credits</td>
<td>Core Elective ; 3 credits</td>
<td>Core Elective ; 3 credits</td>
</tr>
<tr>
<td>Research Requirements</td>
<td>Second Year Project Seminar (APSY - GE.2838) ; 0 credits</td>
<td>Second Year Project Seminar (APSY - GE.2838) ; 0 credits</td>
<td>Dissertation Proposal Seminar I (APSY - GE.3001); 0-3 credits</td>
<td>Dissertation Proposal Seminar I (APSY - GE.3001); 0-3 credits</td>
<td>Dissertation Proposal Seminar I (APSY - GE.3001); 0-3 credits</td>
</tr>
<tr>
<td>Additional Electives</td>
<td>Elective ; 3 credits</td>
<td>Elective ; 3 credits</td>
<td>Elective ; 3 credits</td>
<td>Elective ; 3 credits</td>
<td>Elective ; 3 credits</td>
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</tbody>
</table>

* Students should enroll in these courses in either of year 1 or year 2 of the program.

** Students should enroll in these courses in either of year 3 or year 4 of the program.

*** Must be approved.

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* Students should enroll in these courses in either of year 1 or year 2 of the program.

† Students should enroll in these courses in either of year 3 or year 4 of the program.
5. Research Experience: Requirements, Goals, & Expectations

**Research Requirement** -- Students are required to participate on the research team of a PSI faculty member (or another Applied Psychology faculty, by program approval), beginning the first semester of their first year. Students are expected to allocate at least half of their-time (20 hours per week) to this activity. By year 3, in line with our training expectations to be exposed to more than one project, students should spend a minimum of 5 hours (of the 20 hours per week) working with another research mentor (within or outside of the program by approval of primary research mentor). Students are free to transition onto new research teams throughout their doctoral training.

*Rationale:*
1) The intricacies of research require consistent involvement for the development of mastery.
2) In order to develop skills and experience in multiple phases of research (e.g., study design, measurement, data collection, data cleaning or coding, and data analyses) it is necessary to become an integral part of a research team. Adding a second research team provides exposure to different kinds of thinking in the areas listed above.
3) Students work full-time during the doctoral training, which is ensured, in part, by the twenty hours/week research requirement.
4) The expectation serves as a benchmark for faculty and students to assess the adequacy of students’ level of involvement in research.

*Assessment:*
1) Student-advisor pairs will meet each semester to discuss the student activities that reflect involvement in research at a half-time level, and maintain regular communication on which educational goals are being met through each research experience.

*Other:*
2) Fourth and fifth year students are expected to spend most or all of their time actively engaged in research.
3) An extended list of research skills that students will develop over the course of graduate study can be found under “Skills for Intervention Psychologists”
6. THE STEINHARDT ACADEMIC AND FUNDING PLAN

ALL full-time Ph.D. students admitted to the Department of Applied Psychology are funded for 4 academic years either as Fellows or as Research Assistants. Fellows are funded by the Steinhardt School of Culture, Education and Human Development and select a primary research mentor upon arrival in the Fall of their first year. The funding for Research Assistants is provided by specific faculty grants. Research Assistants are required to work with faculty on the grant throughout the course of the Research Assistantship. These two funding streams are described below.

FELLOWS: The 4-year Fellowships offered by the Department of Applied Psychology are divided into 3 fellowship years and 1 scholarship year:

(1) In each of the 3 “fellowship years” Fellows will receive
   a. full tuition plus fees and health insurance, and
   b. a yearly stipend, payable in 9 monthly payments

(2) In the “scholarship year” students will receive:
   a. a scholarship stipend. These funds are paid directly to the student in two semester payments and can be used for tuition support or living expenses.

RESEARCH ASSISTANTS (RA’s): Research Assistants (RA’s) on grant projects will receive

(1) full tuition plus fees and health insurance
(2) a yearly stipend payable in 9 monthly payments, and

Note: a) Although Fellows and RA’s may register for an unlimited number of tuition credits, those who register for more than 12 credits must receive advisor approval; b) financial support is not available to part-time students; c) tuition funding can be used in Fall, Spring, & Summer semesters but cannot be awarded for less than the whole year; d) fellowship awards cannot be suspended or “banked” for later use.

OTHER FUNDING STREAMS:

Student Grants, Fellowships or Scholarships: Students may receive their own externally funded grants, fellowships or scholarships (e.g., Ford Diversity Fellowship, APA Minority Fellowship). The stipends from these external funding sources may be used to supplement the funding that the student receives from the school to the extent permitted by the funding agency and the Office of Financial Aid.

Teaching and Grading: During the term of their fellowship Fellows may supplement their income by teaching as Adjunct Faculty in the department of Applied Psychology. Fellows teaching in the department receive teaching training and support (e.g., teaching mentorship) through the Applied Psychology Undergraduate Program (APUG). Fellows who conduct any other approved work (e.g., readers, class graders) will be paid at an hourly rate to be determined by the Department. Students are not eligible to teach or serve as graders while they are employed as RA’s.

HEALTH CARE BENEFITS: During RA and “fellowship years” candidates will be eligible for the university Graduate Assistant Health Insurance plan. In non-fellowship years (i.e., scholarship or unfunded years) students will be eligible for the standard student health insurance plan, which can be purchased with the scholarship stipend.

EVALUATION, BENCHMARKS, AND MILESTONES: Doctoral students in the Department of Applied Psychology are evaluated annually by their program faculty. Students are evaluated in terms of their achievement of established academic and professional development milestones. These milestones
include successful progress through course work; research, teaching and counseling practice objectives; external funding submissions; and evidence of professionally competent and ethical behavior. Students are notified of their academic standing prior to the beginning of each new academic year. *Funding is contingent upon earning a satisfactory annual evaluation.* Students who do not meet the established benchmarks may forfeit their funding and may be terminated from the program.
7. Professional Development & Socialization

Entering graduate school represents the continuation of your professional development, part of which will take you beyond the confines of New York University, your courses, and your research. We encourage you to consider each of the activities listed below as an integral part of your professional socialization. These activities will get your work known and help you to begin to establish important network ties. All of these can be critical to your future marketability and job success.

*Suggested Developmental Progression:*

<table>
<thead>
<tr>
<th>Professional Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Attend professional conference</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Submit poster or paper to <em>regional</em> or <em>graduate student</em> conferences</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Submit <em>poster</em> presentation to <em>national</em> conference</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Submit <em>paper</em> presentation proposal to <em>national</em> conference [see deadlines]</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Begin work as Junior author on peer review paper of selected research team</td>
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<td>✓</td>
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<tr>
<td>Submit writing for <em>publication</em> in <em>edited books, practitioner journals, policy reports</em></td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Submit writing for <em>publication</em> in <em>peer review journals</em></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Apply for small <em>research grant</em> (e.g., professional associations or NYU Steinhardt)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Apply for <em>training</em> or <em>research fellowship</em> (e.g., NRSA; AAUW, Spencer; IES)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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## Selected Professional Organizations and Conferences

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>WEBSITE</th>
<th>Submission/Conference</th>
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<tbody>
<tr>
<td>American Psychological Association (APA)</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
<td>December/August</td>
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<tr>
<td>Association for Psychological Science (APS)</td>
<td><a href="http://www.psychologicalscience.org/">http://www.psychologicalscience.org/</a></td>
<td>January/May</td>
</tr>
<tr>
<td>Society for Prevention Research (SPR)</td>
<td><a href="http://www.preventionresearch.org/">http://www.preventionresearch.org/</a></td>
<td>November/June</td>
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<tr>
<td>Society for Research in Child Development (SRCD)</td>
<td><a href="http://www.srcd.org/">http://www.srcd.org/</a></td>
<td>August/April (biennial)</td>
</tr>
<tr>
<td>American Educational Research Association (AERA)</td>
<td><a href="http://www.aera.net/">http://www.aera.net/</a></td>
<td>August/September</td>
</tr>
<tr>
<td>Society for Research on Educational Effectiveness (SREE)</td>
<td><a href="http://www.sree.org/">http://www.sree.org/</a></td>
<td>October/March</td>
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<tr>
<td>American Public Health Association (APHA)</td>
<td><a href="http://www.apha.org/">http://www.apha.org/</a></td>
<td>Spring/November</td>
</tr>
<tr>
<td>Society for Research in Adolescence (SRA)</td>
<td><a href="http://www.s-r-a.org/">http://www.s-r-a.org/</a></td>
<td>August/March (biennial)</td>
</tr>
<tr>
<td>American Sociological Association (ASA)</td>
<td><a href="http://www.asanet.org/">http://www.asanet.org/</a></td>
<td>November/August</td>
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<tr>
<td>Association of Public Policy Analysis and Management (APPAM)</td>
<td><a href="http://www.appam.org/">http://www.appam.org/</a></td>
<td>April/November</td>
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<tr>
<td>Society for Community Research and Action (SCRA)</td>
<td><a href="http://www.scra27.org/">http://www.scra27.org/</a></td>
<td>December/June (biennial)</td>
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<tr>
<td>Cross-University Collaborative Mentoring Conference (graduate student focus)*</td>
<td>Varies</td>
<td>Fall or Winter/May</td>
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**NOTE:** The large associations (e.g., AERA, APA) have regional affiliates and conferences, which are appropriate for presentations in the early years of graduate training.
<table>
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<tr>
<th>JOURNAL TITLES</th>
<th>S</th>
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<tr>
<td>Aggressive Behavior</td>
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<td>American Journal of Community Psychology</td>
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<td>American Psychologist</td>
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<td>Elementary School Journal</td>
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8. Written Products: Goals, Expectations, Procedures, & Timelines

In this section, you will find policies, procedures, and timelines and forms for the following:

1) 2nd Year Paper
2) Comprehensive Examination
3) Dissertation
4) Student Timeline: for completion of major products
5) Faculty Timeline: for feedback on written products

<table>
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<tr>
<th>DUE DATES FOR PROGRAM REQUIREMENTS</th>
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<td>2nd year paper proposal draft submitted</td>
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<td>2nd year paper proposal approval (signed form)</td>
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<td>2nd year paper, complete draft due</td>
<td>Spring break, AY2</td>
</tr>
<tr>
<td>2nd year paper, complete draft approved</td>
<td>End of spring semester, AY2</td>
</tr>
<tr>
<td>Comprehensive Examination Lit review, proposal draft</td>
<td>September 1, AY3</td>
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<td>Comprehensive Examination Lit review proposal approved</td>
<td>December 1, AY3</td>
</tr>
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<td>Methods Comp</td>
<td>January, AY3</td>
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<tr>
<td>Comprehensive Examination Lit review draft submitted</td>
<td>Spring break, AY3</td>
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<td>Comprehensive Examination Lit review approved</td>
<td>1st day of class, AY4</td>
</tr>
<tr>
<td>Dissertation Proposal Defended &amp; Approved*</td>
<td>End of spring semester, AY4</td>
</tr>
<tr>
<td>Dissertation Defended &amp; Approved</td>
<td>(Depends on nature and extent of Dissertation—possibly end of AY5)</td>
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Second Year Paper: Policies and Procedures

All students in the program are required to complete an empirical paper as their first milestone in the program. Students’ primary research mentor supports students in this process by working closely with them on formulating and implementing the research project. Students attend a biweekly 2nd year paper seminar during their first two years of study or until their second year paper is completed, whichever takes longer. Students are also required to present initial ideas and progress on the paper at least once per year during the PSI colloquium, beginning in year 1. Below are the goals, policies and procedures for this paper.

Goals:
To provide an initial individual experience in the research process in which the student learns to:
   a. develop an idea in the context of extant theory and research;
   b. design a study and employ the appropriate analytic techniques to test the hypotheses/questions of interest; and
   c. write the study in the format and quality of a publishable journal article.

Process, Procedures, & Format:
1) Students select a primary research mentor, by the end of the third week of classes.
2) Students attend the weekly 2nd year paper seminar. They work in collaboration with their primary mentor, other students, and the seminar director to develop product components.
3) A proposal (introduction, method and proposed data analysis sections) is to be developed with, and approved by, the primary mentor. The seminar director does not need to approve the proposal, unless s/he is also the primary mentor or 2nd reader.
4) The primary mentor should be a core member or formal affiliate of the PSI faculty, but students can appeal to have any full-time faculty member within Applied Psychology or other departments as their primary research mentor. The appeal should be accompanied by a strong rationale. At least one of the readers must be a core member of the PSI faculty.
5) The second reader is decided upon with the collaboration and consent of the primary mentor.
6) With the consent of the primary mentor, the proposal is submitted to the second reader for feedback and approval.
7) The proposal must be submitted by the end of the second semester of the student’s first year and approved by the primary and secondary readers before the beginning of the second year. The proposal is typically in the format of the introduction, methods and planned analyses section of a journal article and no more than 25 pages. It should also include a proposed timeline for completion that should be outlined with your advisor.
8) The second year paper is to be written in the form of a journal article, and needs to fall in the range of pages that most journals accept (i.e., 20-40 double spaced pages, including the title page, abstract, text, tables and references). It is to be written according to current APA style guidelines. Any additional documentation is to be included in the appendices.
9) The paper must be submitted by the Monday following spring break of the second academic year.
10) The article length thesis is to be evaluated by the primary mentor and the second reader. They read the paper as if they were reviewing it for its suitability for publication; written feedback is given in standard journal format, with final decisions about revisions coming from the primary mentor as if he/she is the action editor for a peer review journal. As with most journal articles,
revisions are a normal part of the process. The second year paper is approved when it has been “accepted for publication” by the primary mentor and second reader.

11) The manuscript must be approved by the end of the second semester of the second year of doctoral study. Failure to do so will result in the student being officially “not in good standing” in the program until it is met.

12) Students must submit appropriate forms (see appendices), with signed approval from the mentor and second reader, to the program director and to their academic advisor. These forms will be added to student files.

Criteria for second year paper:

Introduction:
1) The problem is clearly stated in the introduction.
2) The introduction presents theoretical frameworks relevant to the research question.
3) The literature review presents what is known and not known about the research question.
4) The potential unique contribution of the study is clearly identified.

Methods:
1) The procedures are clearly described.
2) The sample is clearly described and is appropriate for the study question/s.
3) The measures are appropriate and adequate. Information about the measures is provided: identify sample items and provide evidence of psychometric properties.
4) Study hypotheses are clear.
5) The analysis is appropriate for the research question and correctly implemented.

Results:
1) The analysis and results are described clearly.
2) The tables and accompanying text clearly present findings.

Discussion:
1) The discussion section is well organized.
2) The major and most important findings are described and situated within the relevant literature.
3) The discussion considers (and rules out) some plausible alternative explanations for findings.
4) Threat to internal and/or external validity is explained.
5) Inferences are appropriate (statements do not go beyond data).
6) Importance and limitations are discussed.
7) Implications of the study vis-à-vis the proposed unique contribution that is articulated.

The sections should be tightly aligned with one another.
Comprehensive Exam: Policies and Procedures

These deadlines are designed to ensure that students remain in good standing for timely completion of the degree requirements. In between these deadlines, students should be prepared for multiple iterations of the document in consultation with their primary advisor. No paper should be submitted to a second reader without sign off from the primary mentor.

| Summary of Comprehensive Exam Activities & Deadlines during Third Program Year |
|-----------------|-----------------|---------------------------------|
| **Due Date**    | **Methodology Exam** | **Specialty Area Paper**        |
| Friday of the first week of class | Faculty provides list of articles to be analyzed. | First draft of proposal due to full faculty. This proposal should be based on ongoing discussion with your primary mentor regarding your thoughts, ideas, and references. |
| October 1       |                  | Proposals returned to students with comments. |
| November 1      |                  | Student submits “final” draft of proposal. |
| December 1      |                  | Faculty responds to “final” draft of proposal. |
| Early-January   | 3.5 hour exam.   |                                  |
| Mid-February    | Exam results available. | Full first draft of project due the Monday after spring break. |
| April 15-30     | Retake if needed. | Draft returned with comments.    |
| May 1           |                  |                                  |
| June 15         |                  | Second draft of project due.     |
| 1st day of AY4  |                  | Must be approved by this date.   |
Rationale & Goals:
The purpose of the Comprehensive Examination is to demonstrate students’ abilities to engage in the depth, breadth, and creativity of thought necessary for future roles as psychologists. More specifically, the goals of the Comprehensive Examination are to have students demonstrate their ability to:

1) Grasp and apply the theoretical and empirical knowledge base within psychology and social intervention,
2) Integrate the empirical literature in a specified substantive area, and
3) Evaluate, critique, and improve the methodologies represented in published research.

To assess these goals, the Comprehensive Examination consists of two parts: Part I is an Examination on Methodology, and Part II is a Specialty Area Paper.

Part I: Written Examination on Methodology – Purpose, Procedures, Timing, and Approval
The purpose of the Comprehensive Examination in Research Methodology is for the PSI program to certify that Ph.D. candidates have developed the ability to critically evaluate specific aspects of the conceptualization and methodology of the selected article and to make recommendations for redesign and improvement.

1) At the beginning of the students’ 3rd program year, the PSI Faculty Comprehensive Exam Committee will make 4 articles available to the third year students.
2) Students have the fall term to review these articles alongside other methodological materials they have been exposed to thus far in their training. During this fall semester preparation period, students are encouraged to confer with one another and to ask questions of the faculty.
3) The PSI faculty select the set of articles from key scientific domains of Psychology and Social Intervention literature to represent important research questions. The domains are as follows:
   a) Risk and Resilience Processes
   b) Longitudinal Change Processes
   c) Measurement of Constructs
   d) Evaluations of Social Intervention
4) In all four domains, we expect students to demonstrate competence in understanding and critiquing the research methodology of studies concerning phenomena at both the individual and the contextual level of analysis as well as in cross-level dynamics and interactions, drawing on principles learned in core PSI courses including Understanding and Assessing the Ecological Context of Human Development, Interventions and Social Change, Research Design and Methods in the Behavioral Sciences, Theories of Change in Applied Psychology and quantitative methods courses taken to date.
5) At the beginning of the second semester of the students’ 3rd year, the exam will be administered as a closed book, monitored exam over a 4 hour time slot. Before the exam commences, one article will be selected at random for the exam.
6) Students are NOT permitted to confer with ANYONE or refer to notes/materilas other than instructions and a blank copy of the randomly selected article during the actual exam. Doing so is a breach of the honor code and will result in a non-passing grade.
7) The PSI Faculty Comprehensive Exam Committee will take primary responsibility for grading the methodology exam and making a recommendation to the full faculty.
8) The final decision as to whether the Methodology Exam earned a pass or fail grade will be determined at a regularly scheduled meeting of the PSI faculty.
9) The comprehensive exam process culminates in a meeting between each student and the faculty committee to review the exam. At this meeting, the student will have the opportunity to ask questions and clarify any content covered and to get more nuanced feedback about their performance.

Part II: Specialty Area Paper -- Purpose, Procedures, Timing, and Approval

For the Specialty Area Paper, you will provide an overview of the theory and empirical knowledge base regarding a particular research question or body of knowledge that is relevant to psychology and social intervention and that has been addressed in the empirical literature. The review must be both critical and integrative, and will be 15 - 25 pages in length, excluding references.

1) The resulting manuscript should approach being of publishable quality (e.g., as a chapter for a book or an article in a topically relevant journal such as Applied Developmental Science, Journal of Community Psychology, Social Policy Report). Ideally, it could serve as the first step toward your dissertation or one of the three articles that you ultimately weave together for your dissertation.

2) Several of the illustrative questions that such a critical integrative review and analysis might address include: How much and what is known about a given problem? What are the historical and theoretical underpinnings of prior research on the problem? How convincing is the evidence that addresses the problem thus far? What threats to internal and external validity characterize the current literature as a whole or difference methodological approaches to the problem? To what extent and how have such threats been addressed? What are the existing gaps in research knowledge and how might these best be addressed in future work?

Specialty Area Paper Proposal Phase

1) Work with your primary mentor to come up with a question or problem that is reasonably addressed in a theoretical paper (appropriate scope) and for which there is adequate theoretical and empirical literature (question is feasible to address).

2) By the Friday of the first week of classes of your 3rd year, submit a proposal that clearly states the research question and outlines the content and structure of the planned critical integrative literature review and analysis. After working on the paper with your mentor, submit to faculty.

3) The proposal must provide a partial list of references for empirical articles and conceptual papers that will be included in the document so that the faculty is able to judge the feasibility of the proposed project. Students should organize the references under topical subheadings (each major body of literature you will cover) so that the faculty is better positioned to evaluate and provide feedback on the references.

4) The proposal should not exceed 3-5 double-spaced typewritten pages, excluding references.

5) The full faculty, (including your faculty mentor) will review this draft of the proposal at a regularly scheduled meeting of the faculty and provide comments as needed by October 1.

6) Students submit a revised proposal, as requested, by November 1.

7) After review at a faculty meeting, prior to December 1, proposals may be:
   a) Approved as written; or
   b) Critiqued with suggestions for revisions.

Our expectation is that students will have a revised and approved proposal for the Specialty Literature Review by December 1 of their third year in the program.

Specialty Area Paper Phase
1) The Specialty Area Paper should range from 15 to 25 double-spaced typewritten pages, excluding tables and references, depending on the particular journal/book for which it is being written. If the paper is intended for a journal with a page limitation that is much briefer, students may supplement the paper they intend to submit with appendices that include additional information.

2) You should plan for multiple iterations of the document, in consultation with your primary advisor, prior to each official deadline.

3) The product is evaluated by your primary advisor and a reader that is selected in consultation with your primary advisor.

4) The first draft will be due the Monday after Spring Break of students’ 3rd year in the program.

5) Feedback on the first draft is given between April 15th and 30th, followed by an in-person meeting with both reviewers. It is the student’s responsibility to schedule this meeting.

6) The second draft is due by June 15 of student’s 3rd year in the program.

7) Based on the quality of the draft, this may also be the students’ final product. Should the product need revisions the student will have until Labor Day to complete suggested revisions and submit a final product. Should the final product, following the Labor Day deadline, still be unacceptable the student will not be “in good standing” as they enter their 4th year.

8) The final decision about the specialty area lit review will come from the primary advisor.

Completion of Comprehensive Examinations

1) Students who receive an approval/pass should complete the “Specialty Area Paper Approval Form” that is shown in the handbook. Students are responsible for getting needed signatures. Faculty will forward approval forms to the department and deans for their records.

2) In the unlikely event that a student fails either part of the Comprehensive Examination – the Written Examination on Methodology or the Specialty Area Paper – the student will have another opportunity to pass the comprehensive requirement by taking the appropriate part at the next possible opportunity.

3) When both components of the Comprehensive Examination have been successfully completed, the student can move on to the dissertation.
Dissertation Policies and Procedures

Rationale & Goal
1) The dissertation represents the culmination of the student’s doctoral training in the form of an independent piece of scholarship. It should represent a unique, valuable, and rigorous contribution to research in the area of Psychology and Social Intervention. A breadth of methodologies may be used for fulfilling the dissertation requirement.

Procedures & Timing for Obtaining Approval of Dissertation Proposal
1) The chairperson of the dissertation committee should be selected from the core or active affiliate faculty in PSI, under the advisement of the PSI program director. In collaboration with the dissertation chairperson, two other committee members are selected for the three-person “working” committee. This three-person committee shall consist of at least one regular member of the PSI faculty, although exceptions will be considered. The overall constellation of this committee is subject to the approval of the PSI Program Director.
2) Students sign up for a dissertation proposal seminar for 0 or 3 credits. They may then attend the course or they may work separately with their faculty mentors on their proposals. In either case, an initial draft of the proposal (introduction, method and proposed data analysis sections) should be drafted over the course of the first semester of the 4th year, in consultation with the primary advisor.
3) The first complete draft of the proposal will be submitted to the Chair of the student’s committee and to the other members of the committee (see above) in the spring of the fourth year, with ample time for review and feedback in advance of a final defense of the proposal by mid May of their fourth year. It is expected that completing the proposal by the beginning of spring break in Year 4 would provide time for this feedback. However, a plan for submission and feedback should be developed in consultation with the student’s primary advisor, such that the student can defend the proposal before the summer.
4) The Proposal Defense Meeting, usually between one and a half and two hours, is scheduled at a convenient time for the chair, the candidate, and two additional readers appointed by the department (see below) around mid May. This meeting should occur after approval has been granted for the proposal by the two other committee members. It is recommended that the other two committee members attend the Proposal Defense Meeting along with the chair, the candidate, and the two additional readers, but it is not required.
   i) This is a meeting that is formally scheduled through the Applied Psychology Department. Forms that must be completed and turned in to the department are available from the Coordinator of Graduate Studies (currently Nancy Hall) in the Office of Graduate Studies at Stenhardt.
   ii) This committee will judge the adequacy of the proposal in both written and oral form. The three possible outcomes of the proposal meeting are as follows.
      (1) Student may proceed with agreed upon modifications to the proposal. This is the most frequent decision. The Chair is responsible for overseeing that the modifications are implemented.
      (2) Student may proceed without modification. In this case, the committee has signed on to the scope, methods, and procedures for the dissertation as initially proposed.
      (3) Committee fails/rejects proposal. In this case, the student would be required to begin anew. With active and ongoing consultation and feedback from the committee, as recommended above, this is an unlikely outcome.
Procedures & Timing for Obtaining Approval of Final Dissertation

1) The final dissertation may be written in the form of a full length dissertation or a series of journal articles (see page with departmental policies on this), with other materials included as part of the appendix if the student so desires. This decision should be made in consultation with the Committee Chairperson.

2) The student works closely with the Committee Chairperson on the final draft of the dissertation until such time when the Chair feels the proposal is ready to be given to the other two committee members for review and feedback.
   i) Their feedback is incorporated into a draft of the revised dissertation.

3) The student should receive sign off from the two committee members before proceeding to the Defense stage.

4) The original three-person committee is supplemented by two additional members appointed by the Graduate Office as readers, prior to scheduling the Dissertation Defense.

5) The Dissertation Defense, usually between one and a half and two hours, is scheduled at a convenient time for the chair, the candidate, the two committee members, and the two readers appointed by the graduate office, ideally to occur in the spring of the fifth year.
   i) This is a meeting that is formally scheduled through the Graduate Office. Specific forms must be completed and turned into the Graduate Office to do so. Please use links at the end of the appendix for most up to date forms.
   ii) This group will judge the adequacy of the dissertation in both written and oral form. Decisions take several forms:
      (1) Ideally, but rarely, the student passes both the oral defense and written product with no revisions.
      (2) More commonly, the student passes both parts, but needs to make revisions that are overseen by the Committee Chair before all the signed papers are turned in. Sometimes the revisions can be extensive.
      (3) Less frequently, the student passes, subject to extensive modifications to be reviewed again by one or more members of the committee, prior to final approval.
      (4) Drastic modifications to the written document and another oral defense, or outright failure are extremely rare.
The Steinhardt School of Culture, Education, and Human Development permits various format for dissertations. Although most of the doctoral dissertations completed within the Department of Applied Psychology follow the “Traditional Format,” there is a growing trend to use the ‘Journal Article Format.”

The main strength of the Journal Article Format is that increases the odds that the dissertation (or portions of the dissertation will be published soon after defense/completion (and, oftentimes, prior to defense). Simultaneously, it provides the doctoral student with guided opportunities to mastering this format for communicating his/her inquiry, facilitating his/her becoming a future productive academic.

With regard to the Journal Article Format, the Department of Applied Psychology adopts the following guidelines:

1) The doctoral student may publish one or more articles emanating from a program of inquiry that is organized around a coherent theme or topic study prior to the defense. The dissertation must contain a minimum of three articles, one of which must NOT be published; however, all articles must be suitable for submission to refereed journals for publication.

2) The doctoral student must be the primary author of any article(s) published prior to or submitted for publication prior to the defense. In keeping with the academic integrity and policies of the university, the article(s) will be based on students’ conceptualization of the study topic and his/her lead role in writing all manuscripts.

3) Previously published manuscripts may have co-authors, but the role of the co-authors must be described and approved by all members of the dissertation committee prior to inclusion in the dissertation.

4) If a manuscript(s) is submitted upon defense, and if the second author is chair of the dissertation committee, that individual must maintain the role of dissertation chair (and not the role of co-author) until after defense. If reviewers’ comments are made on a submitted manuscript(s), any suggested changes resulting from the suggestions must have the approval of the dissertation committee before they are enacted by the doctoral student.

5) After the defense, the chair may assume a more active, co-author role (as second or third author); however, the student should always be the primary author of any manuscripts resulting from his/her own dissertation. While having co-authors (who are not members of the student’s dissertation committee) is permitted after the defense, their role must be clearly specified to and approved by the dissertation committee.

6) The doctoral student is responsible for requesting copyright permission(s) from the publishing journal(s) to include a published article(s) in his/her dissertation. [Note: Not requesting permission is breaking U.S. copyright laws.]

7) A dissertation chair should not approve a doctoral student’s manuscript that includes “self-plagiarism,” i.e., a student should be advised to reference any written work that appears in a previously published manuscript.
Student Timelines

General Timeline of Milestone Activities:
Faculty Timelines for Feedback on Written Products

1) The normal expectation for written/oral feedback on any written product is three weeks from the faculty member’s receipt of the product/draft.
   a) It is advisable for a student to alert the faculty member two weeks in advance of the date that they plan to deliver the product/draft.

2) If a faculty member cannot meet the normal expectation of a three-week turn around, they should notify the student of that fact within a week of their receipt of the product/draft.

3) These expectations for feedback by faculty on written products only hold during the fall and spring semester. The expectations do not apply over winter break or summer.

4) For the preceding deadlines to remain in effect at the end of the fall and spring semester, the written product must be received three weeks before the end of classes.

5) Over the Christmas break or summer session, turnaround times can be personally arranged with faculty members to suit their individual schedules.

6) If Spring break falls within the turn around period, one additional week should be added to the reasonable expectations described above.
9. Advisement, Guidance, & Evaluation

Selection of Research Mentor and Academic Advisor
This section discusses the selection of student research mentors and academic advisors. Academic advisors oversee and approve students’ coursework. Research mentors oversee students’ research placement and other research milestones in the program (e.g., second year paper, theory literature review, dissertation).

1) Upon entry to the program, the Program Director will serve as the student’s Academic Advisor, until such time as the student has actively chosen another advisor.

2) During the first few weeks of classes, incoming students should schedule sessions with each of the faculty to understand what set of research is being conducted in their labs and intersections between students’ interests and faculty research projects.

3) Following these meetings, the student should submit their 1st, 2nd, and 3rd choice Research Mentors to the Program Director, by the third week of classes. The Program Director, in collaboration with PSI faculty, will organize students’ research placement. Every effort will be made to assign students to their 1st choice Mentor. However, where this is not feasible (e.g., the team or mentor has more students than can be handled; another team within the students’ top 3 choices is in need of graduate students), students may be assigned to a lower choice Research Mentor.

4) The Research Mentor will oversee the student’s research placement as well as their research activities in the program (second year paper, theory literature review). The Program Director and PSI faculty will assume that this person is also serving as the student’s Academic Advisor (overseeing their coursework) and therefore once the Research Mentor is assigned, the Program Director will no longer assume the role of Academic Advisor for incoming students. However, the student may request a separate Academic Advisor.

5) Most students will select research mentors from among the PSI faculty. However, students may select mentors from outside the PSI faculty, with approval of the Program Director. In these cases, it is the student’s responsibility to provide the PSI program requirements documents to their mentor. In addition, such students will be expected to arrange for an Academic Advisor within the PSI program.

6) Students can change Research Mentors and Academic Advisors during their tenure in the program. This is best done at natural transition points in the program (e.g., following the completion of the second year paper before beginning the dissertation work), providing for continuity in research mentorship. These changes should be requested in consultation with the current Research Mentor and Program Director.

Student-Advisor Meetings

1) Students and their advisor are required to meet at least three times during the academic year—once at the beginning of the fall semester; once at the beginning of the spring semester, and once at the end of the spring semester. The first meeting is a chance to discuss goals for the year, and plans for the completion of program requirements; the second meeting is intended for the student and faculty advisor to reflect on progress to date against plans and make any necessary mid-course corrections; the final meeting is intended to look back over the year and to look forward to the next one. These meetings are also an opportunity to discuss expectations regarding communication between the student and advisor. Students should initiate the scheduling of these meetings.

2) The “three meetings” a year are NOT intended to be the only meetings between students and their advisors. In addition to meeting about ongoing collaborative research activities, students should be
meeting with their faculty advisors frequently to review program requirements (second year paper, theoretical literature review, dissertation).

**Program Guidance & Evaluation System**
1) Toward the end of each academic year, each student is asked to do four things:
2) Complete/update the *CP Courses & Products Completed Form* (see Appendix).
3) Create/update *Curriculum Vita* (CV) (see below and Appendix on how to write a CV).
4) Complete the *PSI Graduate Student Annual Self- and Program Assessment* (see Appendix) in which you will describe your progress toward program milestones and your training goals, ways the program has/has not facilitated your goals, special opportunities that the faculty could help provide, your goals for next year, etc. These are due one week after finals end.
5) Set up an individual appointment with your academic advisor to discuss your progress in the program and your needs (this is the third meeting discussed above).
6) Faculty review student documents during a PSI faculty meeting, in which each student’s materials are discussed by the full faculty.
7) Students’ primary advisor and the program director generate an annual review letter, which highlights notable strengths and challenges and outlines areas for further growth. This letter is sent to students prior to July 15th of each year.
8) The student and primary mentor schedule an in person meeting to review feedback over the summer or early in the fall term (this may be in conjunction with the first meeting of the year discussed above).
10. Teaching Requirement: Goals, Expectations, & Requirement

1) Faculty expect that students will acquire teaching experience during their career as a PSI student because it is integral to professional growth and marketability.
2) However, neither the department nor the PSI program have a formal teaching requirement.
3) Teaching opportunities supplement the fellowships offered beyond the 3rd year.
4) Students should contact the director of undergraduate studies to obtain information on courses that are available to teach and to orchestrate teaching opportunities.

11. Due Process

Due Process
In any program, there may be times in which a student and a primary mentor (academic or research) have a disagreement. Should this arise students should follow the procedures outlined below:

Should a student feel unable or disinclined to discuss an issue directly with their advisor, the Program Director is the designated person for being a liaison between any student/faculty mentor pair. Students should feel free to discuss any issues with the Program Director. Note the following: 1) If the Program Director is also the mentor/advisor/faculty with whom the student is having difficulty, the Admissions chair becomes the designated person for this student. The Program Director and Admissions chair will never be the same person in a given year. And 2) Students may also feel free to contact the Department Chair or Vice Chair to resolve these issues at any time.
12. Appendices (Forms)

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>1</td>
<td>PSI Program Course Completion Worksheet</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>PSI Student Annual Self- and Program Assessment</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Skills for Intervention Psychologists</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>Second Year Paper Approval Form</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Second Year Paper Evaluation Rubric</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>Specialty Area Paper Approval Form</td>
<td>36</td>
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<tr>
<td>7</td>
<td>Specialty Area Literature Review Evaluation Rubric</td>
<td>37</td>
</tr>
<tr>
<td>8</td>
<td>Methods Comprehension Exam Evaluation Rubric</td>
<td>38</td>
</tr>
<tr>
<td>9</td>
<td>Steinhardt General Forms for Doctoral Students</td>
<td>39</td>
</tr>
<tr>
<td>11</td>
<td>How to Write a Curriculum Vita (CV) (Forthcoming)</td>
<td></td>
</tr>
</tbody>
</table>
### PSI Program Course Completion Worksheet

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Course Name</th>
<th>Completion Date</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Departmental 1st Year Pro-Seminar</strong></td>
<td></td>
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<tr>
<td>1. Theories of Change</td>
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<tr>
<td><strong>B. Core Substantive Sequence</strong></td>
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<tr>
<td>1. Psychological Approaches to</td>
<td>Conceptualizing and Measuring Human Environments.</td>
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<tr>
<td>2. Development and Prevention Science</td>
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<tr>
<td>3. Practicum in Intervention or Policy</td>
<td>Research 1</td>
<td></td>
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<tr>
<td>4. Practicum in Intervention or Policy</td>
<td>Research 2</td>
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<tr>
<td><strong>C. Specialty Area Courses (2 courses)</strong></td>
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<tr>
<td>Chosen Area = Education/Community Partnership – Change Initiatives</td>
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<td><strong>D. Required Quantitative/Methodology Sequence (6 courses)</strong></td>
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<tr>
<td><em>Introductory Courses (3 course)</em></td>
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<tr>
<td>1. Research Design and Methodology in the Behavioral Sciences 1</td>
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<tr>
<td>2. Intermediate Quantitative Statistics</td>
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<td>3. Multivariate Statistics</td>
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<tr>
<td><em>Advanced Quantitative Topics (3 courses)</em></td>
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<tr>
<td>3.</td>
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<tr>
<td><strong>E. Core Electives (3 courses)</strong></td>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td><strong>F. Courses for Research Requirement</strong></td>
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<tr>
<td>1. Advanced Seminar in PSI (12 credits)</td>
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<tr>
<td>2. Second Year Project Seminar</td>
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<tr>
<td>3. Dissertation Proposal Seminar</td>
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</tbody>
</table>

**Additional Courses/Credits**

**TOTAL CREDITS TO BE RECEIVED BY END OF FIFTH YEAR**

32
PSI Student Annual Self and Program Assessment

**Student Self Evaluation: Part I**

Please answer the following questions about your progress *this year* (June 2009 – May 2010) and attach your cumulative CV.

1) **Courses**: Please list the title, instructor, and final grade for all courses you took this year.

2) **Milestones**: Please discuss your progress toward program milestones. What milestones did you reach this year (e.g., draft or approval of second-year paper proposal, second-year paper, comps proposal, passed comps, dissertation proposal)?

3) **Writing**: Please indicate publications (submitted, in press, published), conference presentations (submitted, presented) and grant applications (submitted, awarded). Describe your involvement in these projects (i.e., the roles you played, competencies you gained, or tasks you completed).

4) **Research**: Who were your research mentor(s) and what research projects did you work on this year? Please list your primary research activities/roles and the skills/competencies that you gained. What skills/competencies do you still need to build? What are your goals for research involvement next year?

5) **Teaching/Mentoring**: Please indicate the courses you taught this year as the primary instructor or teaching assistant, and describe your roles/tasks in these courses. Describe the scope and kind of mentoring you did of undergraduate, masters, or early doctoral students.

6) **Intervention/Policy**: Please describe any intervention/policy experiences this year, including where the work took place, with whom you worked, and your roles.

7) **Service**: What, if any, service activities did you perform this year? Include committee work (e.g., admissions committee) and any other program, department, or NYU service. Describe the extent and type of involvement you had in these activities.

8) **Other**: Is there anything that we have not mentioned that has contributed to your doctoral training (e.g., workshops, conference attendance)? If so, please describe these activities and their contribution toward your progress.

**Student Self Evaluation: Part II**

Please take your time to reflect on how you feel about what you described above. Feel free to use the following questions as a guide for your narrative.

1) What are the most important things you accomplished in the last year?

2) In what areas have you fallen short of your goals? What do you feel are the primary reasons for falling short in these areas?

3) What are your goals for the coming year? For the next few years? For your career? How can we help you meet these goals?

4) What else would you like us to know about your experiences this year?
Skills for Intervention Psychologists

Students in the doctoral program in Psychology and Social Intervention should attain a variety of skills in their training. Students with different interests or headed for different sorts of careers may put different emphases on different skills. Because research projects in PSI typically take multiple years, and students come into them at different phases, students may acquire these skills in a different order from that listed here. Classes, practicum, the 2nd year paper, the dissertation, other ongoing research, the comprehensive exam, and additional tailored experiences, such as policy internships may all help in developing skills. This list serves as a tool for advisors and advisees to use in evaluating what students have accomplished so far, and to plan additional training experiences that will help students accomplish more.

**Conceptualization of research project**
1) Developing conceptual model and hypotheses or research questions
2) Designing study to answer questions
3) Designing analyses of secondary data to answer questions
4) Designing interventions
   a) Designing evaluations of interventions
5) Designing measures to capture key constructs
   a) Quantitative measures
   b) Qualitative protocols or guides
   c) Culturally anchored measures
   d) Measures at multiple ecological levels
   e) Measures of intervention fidelity

**Considering ethical implications of all forms of PSI work**
1) Preparing human subject applications
2) IRB hearings

**Carrying out research**
1) Collecting data
   a) Questionnaires
   b) Structured interviews
   c) Observations
   d) Qualitative techniques, e.g. ethnographic methods, in-depth interviews, focus groups
   e) Archival, GIS, or other methods that do not involve collecting information from individuals
2) Analyzing data
   a) Data cleaning
   b) Psychometric analyses
   c) Quantitative tests of models and hypotheses (multiple methods)
   d) Qualitative analyses (multiple methods)

**Mastering writing in different formats**
1) Empirical reports of research for scientific audience
2) Literature review for scientific audience
3) Reports for policy audience
4) Reports for community audiences
5) Grant proposals

**Working collaboratively with community agencies**
1) Negotiating entry
2) Developing mutually beneficial relationships
3) Communicating with multiple audiences
Second Year Paper Approval Form
Doctoral Training Program in Psychology & Social Intervention

Student Name: ____________________________________________________

Working Title of Project:
______________________________________________________________
______________________________________________________________
______________________________________________________________

Proposal Approved:

__________________________________________  ________________  
Primary Mentor                                                                Date

__________________________________________  ________________  
Second Reader                                                              Date

Final Draft of Paper Approved:

__________________________________________  ________________  
Primary Mentor                                                                Date

__________________________________________  ________________  
Second Reader                                                              Date

__________________________________________  ________________  
Program Director                                                              Date
## SECOND YEAR PAPER EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA OF EXCELLENCE</th>
<th>COMMENTS/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Review:</strong></td>
<td></td>
</tr>
<tr>
<td>- Well organized, clear and concise</td>
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<tr>
<td>- Thorough understanding of topic is evident</td>
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<tr>
<td>- Synthesis of literature</td>
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<tr>
<td>- Hypotheses / research questions are clearly framed</td>
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<tr>
<td><strong>Method Section:</strong></td>
<td></td>
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<tr>
<td>- Includes all subsections</td>
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<tr>
<td>- Fully developed</td>
<td></td>
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<tr>
<td>- Well organized and clearly expressed</td>
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<tr>
<td>- Match between method and research questions</td>
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<tr>
<td><strong>Results:</strong></td>
<td></td>
</tr>
<tr>
<td>- Analyses are appropriate for the research design</td>
<td></td>
</tr>
<tr>
<td>- Results are organized clearly and logically</td>
<td></td>
</tr>
<tr>
<td>- Tables/figures are used to supplement text as necessary</td>
<td></td>
</tr>
<tr>
<td>- Match between method and research questions</td>
<td></td>
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<tr>
<td><strong>Discussion:</strong></td>
<td></td>
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<tr>
<td>- Findings are described clearly and cohesively</td>
<td></td>
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<tr>
<td>- Results are discussed in relation to the relevant literature</td>
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<tr>
<td>- Alternative explanations and threats to validity are considered</td>
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<tr>
<td>- Implications of findings and future directions are presented</td>
<td></td>
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<tr>
<td>- Study strengths and limitations are discussed</td>
<td></td>
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<tr>
<td><strong>Miscellaneous (Writing style/APA standards):</strong></td>
<td></td>
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<tr>
<td>- Grammar, punctuation, word choice, spelling</td>
<td></td>
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<tr>
<td>- APA style throughout (headings, sections, citations, tables, etc.)</td>
<td></td>
</tr>
<tr>
<td>- References are appropriate and empirically valid</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Quality:</strong></td>
<td></td>
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<tr>
<td>- Entire report “hangs” together</td>
<td></td>
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<tr>
<td>- Engages reader</td>
<td></td>
</tr>
<tr>
<td>- Clear relevance of study to advances in content area, measurement, theory, policy, and/or practice</td>
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</tr>
</tbody>
</table>
Third Year Specialty Area Paper Approval Form
Doctoral Training Program in Psychology & Social Intervention

Student Name: ____________________________________________________

Working Title of Project:
________________________________________________________________
________________________________________________________________

Proposal Approved:

__________________________________________  ________________
Primary Mentor                                                                           Date

__________________________________________  ________________
Second Reader                                                              Date

Final Draft of Paper Approved:

__________________________________________  ________________
Primary Mentor                                                                           Date

__________________________________________  ________________
Second Reader                                                              Date

__________________________________________  ________________
Program Director                                                                         Date
### Specialty Area Literature Review Evaluation Rubric

**Student:** ______________________  
**Faculty:** ______________________

<table>
<thead>
<tr>
<th>AREAS OF FOCUS</th>
<th>CRITERIA OF EXCELLENCE</th>
<th>COMMENTS/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Strength:</strong></td>
<td>Outstanding mastery of relevant theories/concepts (across disciplines, if necessary); Clear and creative integration with empirical literature; Discerning critique offered when applicable</td>
<td></td>
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<tr>
<td>▪ Breadth/Depth</td>
<td></td>
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<tr>
<td>▪ Synthesis</td>
<td></td>
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<tr>
<td>▪ Integration</td>
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<tr>
<td>▪ Analysis</td>
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<tr>
<td><strong>Empirical Strength:</strong></td>
<td>Comprehensive and concise review of relevant literature to support all points; Solid integration with theories/concepts; Insightful critique (sample, measurement, design) provided when necessary</td>
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<tr>
<td>▪ Breadth/Depth</td>
<td></td>
<td></td>
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<tr>
<td>▪ Synthesis</td>
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<tr>
<td>▪ Integration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Analysis</td>
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<td></td>
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<tr>
<td><strong>Advances/Innovation:</strong></td>
<td>Well-grounded and creative advances or innovations are articulated with appropriate conviction and sufficient detail; Implications/future directions are clearly meaningful in one or many of the following areas: content area, theory development or testing, design and measurement, policy or practice</td>
<td></td>
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<tr>
<td>▪ Contributions</td>
<td></td>
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<tr>
<td>▪ Implications</td>
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<tr>
<td>▪ Future Directions</td>
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<tr>
<td><strong>NOTE:</strong> This section is critical to the overall strength of the manuscript, yet it relies on quality of conceptual/empirical review &amp; analysis (above)</td>
<td></td>
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</tr>
<tr>
<td><strong>Overall Quality:</strong></td>
<td>The scope of the manuscript allows appropriate breadth and depth of review, integration, and analysis; Manuscript is cohesive, logical, and concise; It is engaging and compelling, and clearly relevant to the field; Writing is clear, concise, and correct; APA style is followed</td>
<td></td>
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<tr>
<td>▪ Scope (breadth, depth)</td>
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<tr>
<td>▪ Clarity / Logic</td>
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<tr>
<td>▪ Cohesiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Writing quality (grammar, sentence structure, APA style)</td>
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</tbody>
</table>
## METHODS COMPREHENSIVE EXAM EVALUATION RUBRIC

**STUDENT:** ____________________________  **FACULTY:** ____________________________

<table>
<thead>
<tr>
<th>STUDENT CRITIQUE OF:</th>
<th>CRITERIA OF EXCELLENCE</th>
<th>COMMENTS/FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction (conceptual/empirical basis for research questions, unique contributions):</strong></td>
<td>Student provides a clear analysis of the extent to which the introduction provides a compelling rationale for the research questions. Issues that may be addressed are: definition of terms, assessment of current knowledge, identification of gaps, importance of study questions, etc.</td>
<td></td>
</tr>
<tr>
<td>▪ Strengths</td>
<td></td>
<td></td>
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<tr>
<td>▪ Areas for improvement</td>
<td></td>
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<tr>
<td><strong>Method (sample, procedures, measures, analysis)</strong></td>
<td>Student presents an in-depth critique of all parts of the method section with a well-articulated basis for evaluating the strengths and limitations of the approaches and sample used to answer the research questions</td>
<td></td>
</tr>
<tr>
<td>▪ Strengths</td>
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<tr>
<td>▪ Areas for improvement</td>
<td></td>
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<tr>
<td><strong>Results (preliminary analysis, hypothesis testing)</strong></td>
<td>Student demonstrates an excellent understanding of the analytic strengths/weaknesses of the study</td>
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<tr>
<td>▪ Strengths</td>
<td></td>
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<tr>
<td>▪ Areas for improvement</td>
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<tr>
<td><strong>Discussion (interpretation, synthesis, limitations, implications)</strong></td>
<td>Student presents a strong and well-founded critique of the strengths and weaknesses of all aspects of the discussion (scope, depth, interpretation, analysis)</td>
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<tr>
<td>▪ Strengths</td>
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<tr>
<td>▪ Areas for improvement</td>
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<tr>
<td><strong>Whole Article Critique (precision, clarity, relevance, internal and external validity)</strong></td>
<td>Student perpectively applies concepts of threats to internal and external validity toward a balanced and well-founded judgment about the article as a whole</td>
<td></td>
</tr>
<tr>
<td>▪ Strengths</td>
<td></td>
<td></td>
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<tr>
<td>▪ Areas for improvement</td>
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<td></td>
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<tr>
<td><strong>Final Judgment (flawed / sound)</strong></td>
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<tr>
<td>▪ Rationale</td>
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<tr>
<td>▪ Suggestions</td>
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<tr>
<td><strong>NOTE:</strong> This section represents the culmination of the critiques from the prior four sections</td>
<td>If judged fundamentally flawed, the student presents a strong re-conceptualization or redesign</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Quality (e.g., writing, logic, clarity, organization)</strong></td>
<td>The comprehensive exam is cohesive, well-written, logically organized, and persuasive</td>
<td></td>
</tr>
<tr>
<td><strong>Final Judgment (flawed / sound)</strong></td>
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<tr>
<td>▪ Rationale</td>
<td></td>
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<tr>
<td>▪ Suggestions</td>
<td></td>
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<tr>
<td><strong>NOTE:</strong> This section represents the culmination of the critiques from the prior four sections</td>
<td>If judged fundamentally sound, student makes reasonable suggestions to overcome minor limitations and advance understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Quality (e.g., writing, logic, clarity, organization)</strong></td>
<td>The comprehensive exam is cohesive, well-written, logically organized, and persuasive</td>
<td></td>
</tr>
</tbody>
</table>
Steinhardt General Forms for Doctoral Students

Steinhardt Handbook for Doctoral Study:

Doctoral Candidacy Examination Application:
http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Candidacy_Examination_Application.pdf

Request for Appointment of Dissertation Committee:

Instructions for Filing Dissertation Proposals:

Dissertation Proposal Cover Sheet:

Instructions for Filing Approved Dissertations for Final Oral Examination:
http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Instructions_for_Filing_Approved_Dissertations.pdf

Approval Form for Final Oral Examination:
http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Approval_Form_for_Final_Oral_Examination.pdf

Candidate Information Sheet:
http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Candidate_Information_Sheet.pdf

Dissertation Filing Deadlines For Ph.D., Ed.D., and D.A. Degrees:

Inter-University Doctoral Consortium:

Request for Extension Of Doctoral Matriculation:

Request for Reinstatement of Lapsed Doctoral Matriculation:


Doctoral Student Travel Fund:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Student_Travel_Fund.pdf

Doctoral Full- or Half-Time Equivalency Form:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Full- or_Half-Time_Equivalency_Form.pdf
REPORT OF ORAL REVIEW OF DISSERTATION PROPOSAL

Candidate's Name:__________________________________________________________

Program Name:____________________________________________________________

Degree:_____________________________________________________________________

Title of Proposal  __________________________________________________________

________________________________________________________________________

Date of Review  _____________________________________________________________

OUTCOME OF REVIEW

[I. Proposal Approved] (Review Panel may have offered suggestions, which are not a matter of
official record, to the candidate and the dissertation committee.)

[II. Proposal Approved with Agreed Upon Revisions] (Attached are the review panel's
comments and the candidate's response, endorsed by the chairperson of the dissertation
committee.)

[III. Proposal Disapproved] (Basis for disapproval attached. The proposal should be submitted for
re-review after it has been reworked and approved by the dissertation committee. A new
Dissertation Proposal Cover Sheet signed by the dissertation committee should be submitted with
the revised proposal.)

Name (print clearly or type)  Signature

Committee Chair ___________________________ ___________________________

*Member ___________________________ ___________________________

*Member ___________________________ ___________________________

Reviewer ___________________________ ___________________________

Reviewer ___________________________ ___________________________

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*Note: According to School policy, the dissertation committee chair and a minimum of two reviewers must sign this form. The signatures of the dissertation committee members are optional.

Distribution (7 copies): Graduate Office (two copies with attachments), Dissertation Committee Chair and Members (one copy each with attachments), Department File, Candidate (one copy)
Dissertation Proposal Cover Sheet

NYUSteinhardt
Steinhardt School of Culture, Education, and Human Development

Office of Graduate Studies • 82 Washington Square East, 2nd Floor, NY, NY 10003-6680 • Fax (212) 995-4835 • (212) 998-5044

Student Information

<table>
<thead>
<tr>
<th>OM</th>
<th>First Name</th>
<th>OMr</th>
<th>Last Name</th>
<th>N</th>
<th>ID Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Program</th>
<th>Date</th>
<th>Email Address</th>
</tr>
</thead>
</table>

Title of Dissertation Proposal:

Research Design (Check One): D Aesthetic D Experimental D Quasi-Experimental D Historical D Philosophical D Survey Research D Qualitative Field Research D Other (Specify): ____________________________

The information below should be filled out after careful consultation with the Dissertation Committee Chair and the academic advisor (if different from the Chair). The Dissertation Committee Chair and members should review all information regarding the appropriateness of the research courses listed as well as the statements below (numbered 1, 2 and 3) before signing this form.

The above-named candidate for the DPh.D. or DEd.D has satisfied (or will satisfy) the research requirements as follows:

**Specialized Research Methodology (3 points):**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Complete Course Title</th>
<th>Semester/Year</th>
</tr>
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</table>

**Research Electives (15 points):**

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<tr>
<th>Course Number</th>
<th>Complete Course Title</th>
</tr>
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</table>

The signatures below certify the following:

1. The Dissertation Committee has met at least once with the candidate and approves the attached proposal for review.
2. The Dissertation Committee approves the fulfillment of the candidate's research requirement as stated above.
3. The Dissertation Committee endorses the human subjects statement and procedures the candidate has detailed, and a copy of the complete proposal with an accompanying synopsis form has been transmitted to the University Committee on Activities Involving Human Subjects. All proposals involving human subjects must be reviewed and approved by the Human Subjects Committee before the collection of data has begun.

Signature of Dissertation Committee Chair
[Print Name]
[Department] [Date]

Signature of Dissertation Committee Member
[Print Name]
[School/Department] [Date]

Signature of Dissertation Committee Member
[Print Name]
[School/Department] [Date]
The following procedures for submission of dissertation proposals apply to all candidates for Ph.D., Ed.D., and D.A. degrees in The Steinhardt School of Culture, Education, and Human Development.

Before you submit your proposal for review, please be sure that your complete dissertation committee is on file with the Office of Graduate Studies and has been approved by the Associate Dean for Research and Doctoral Studies. (After filing the form with the Office of Graduate Studies to request the appointment of your dissertation committee, you should have received a letter of confirmation.)

Dissertation proposals to be submitted to the Office of Graduate Studies must be accompanied by the Dissertation Proposal Cover Sheet obtainable in the Office of Graduate Studies or online at http://steinhardt.nyu.edu/policies_doctoral/forms. The cover sheet must be signed by all members of your dissertation committee indicating their approval of the proposal for submission. Their signatures also indicate their approval of the 15 point research elective requirement which you have completed (or will complete). If you are pursuing the D.A. you do not need the Dissertation Proposal Cover Sheet. You do need a title page signed by all committee members indicating approval for the submission of your proposal.

You must submit two copies of the proposal to the Office of Graduate Studies and the remaining copies to the proposal review panel coordinator for your program or department. All copies of the proposal must include a copy of the signed Dissertation Proposal Cover Sheet (or signed title page for D.A. candidates). You should be aware that different departments require that you submit different numbers of copies for review. Please consult the proposal review panel coordinator for the correct number of copies for your department.

All research involving human subjects (including interviews, surveys, questionnaires, participant observation, etc.) must be reviewed and approved by the University's Institutional Review Board (IRB) before being carried out. Visit the UCAIHS website at http://www.nyu.edu/ucaihs/ to determine if your research requires approval and for instructions on the application process. All applications must be cleared through the Office of the Associate Dean for Research and Doctoral Studies before being submitted to UCAIHS. Follow the clearance process outlined here: http://steinhardt.nyu.edu/policies_doctoral/dissertation

Information on the scheduling of proposal reviews and deadlines should be obtained from the proposal review panel coordinator for your department.

If you have any questions regarding the procedures described above, please contact the Office of Graduate Studies at the address above.
FACULTY REGULATIONS GOVERNING APPOINTMENT OF DISSERTATION COMMITTEES

The following regulations apply to dissertation committee appointment for all Ph.D., Ed.D., and D.A. candidates in The Steinhardt School of Culture, Education and Human Development.

All requests for committee appointments are subject to the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. Completed requests for appointment of dissertation committees should be submitted to the Office of Graduate Studies, 82 Washington Square East, 2nd Floor. That office will officially confirm and record the appointment of your dissertation committee once it has verified your eligibility to secure a committee. (Eligibility requirements include successful completion of the departmental candidacy examination and completion of the six-point Foundations of Education course requirements.)

The dissertation committee chair and at least one committee member must be full-time members of the faculty of New York University holding the rank of professor, associate professor, or assistant professor with an earned doctorate. The chair is to come from your program of specialization. Further, in order to ensure a diversity of perspectives during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program different from your program.

Part-time adjunct faculty, clinical assistant professors, and persons with an affiliation other than New York University, may serve as committee members with the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. If you are requesting the appointment of such a member, you will be required to submit a copy of her or his curriculum vitae along with this form. All committee members must have earned doctorates.

Students may request the appointment of a dissertation committee chair (or chair and only one of the two remaining committee members) without simultaneously requesting the appointment of the remaining member(s) of the committee. Students who elect to request the advance appointment of a chair in this manner should still complete the front side of this form but return it with only the signature of the proposed chair in space 1 and the signature of the department chair at the bottom of the form. Students who elect to request the appointment of a full dissertation committee in the usual manner should complete the front side of the form, and return it to the Office of Graduate Studies with the signatures of the proposed chair, proposed member(s), and the department chair. Students who elect to request the advance appointment of a chair will have one year from the date of the approval of the chair’s appointment to request the appointment of the remaining member(s) of the complete dissertation committee.

Students using this form to request the appointment of remaining members should have the proposed members sign in the spaces numbered 2 and 3 on the front of this form, and also have the chair indicate her or his approval of the proposed members by signing in the space numbered 1. Also required is the signature of the department chair.

You may request the appointment of a two-member committee (as an exception to School policy). This request must be made in writing and must be countersigned by the dissertation committee chair. Three-member committees that have been officially appointed may only be reduced to two-member committees by exception and with the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. A two-member committee, at the written request of the student and the committee chair, may be increased to a three-member committee.
If, after your committee has been officially appointed, circumstances require that you replace your chair or a committee member, the faculty member being replaced must officially resign in writing. After the Office of Graduate Studies has received the appropriate memo of resignation, the front of this form should be signed by the new chair or member, as well as the department chair, and submitted to the Office of Graduate Studies.

If you have any questions regarding the policies and procedures outlined above, please call the Office of Graduate Studies (212) 998-5044.

*This document was approved as amended at the Department Faculty Meeting held on March 28, 2012.*