Student Handbook
Developmental Psychology Doctoral Program
Department of Applied Psychology
NYU Steinhardt

Last Updated: January 18, 2017
A NOTE TO DEVELOPMENTAL STUDENTS

This handbook is a guide to students regarding the rationale, procedures, and policies pertaining to all of the major program requirements. It includes guidelines that underlie the expectations for students’ experiences throughout doctoral training in Developmental Psychology.

This document will undergo annual review and revision as needed through feedback from students and faculty. It sets forth the content and final deadlines for required materials. It describes the expectations, benchmarks, and timelines for satisfactory completion of the doctoral program.
TABLE OF CONTENTS

1) Mission and program overview  
2) Goals and objectives  
3) Curriculum requirements  
   a) Required courses  
   b) Proposed doctoral course sequence  
4) Research experience: requirements, goals, & expectations  
5) Benchmarks for developmental students  
   a) Professional activities  
   b) Professional development  
   c) Selected professional organizations & conferences  
6) Timelines  
   a) Second and Third year required empirical papers  
   b) Comprehensive examinations  
      i) Methodology examination  
      ii) Developmental paper  
   c) Dissertation proposal and defense  
      i) Procedures and timeline for dissertation proposal  
      ii) Procedures and timeline for dissertation defense  
      iii) Faculty timelines  
7) Advisement, guidance, & evaluation  
   a) Selection of research mentor and academic advisor  
   b) Student-advisor meetings  
   c) Program guidance & evaluation system  
   d) Consequences of not meeting program benchmarks  
8) Teaching requirement: goals, expectations, & requirements  
9) Moral & ethical dilemmas: issues & due processes  
   a) Academic/research  
   b) Intervention
1. Developmental Psychology Mission and Overview

The mission of the Ph.D. Program in Developmental Psychology is to provide students with a strong foundation in developmental theories and cutting edge research tools and methods for studying development in context.

The Developmental Psychology program emphasizes intersections among biology, culture and context in developmental processes across areas of social, cognitive, language and emotional development. Students apply a variety of methods (e.g., experimental, quasi-experimental, survey, observational, semi-structured interviews) to the study of individual and environmental influences on the development of infants, preschoolers, children, and adolescents at multiple, nested levels. Students are required to take classes in developmental content areas and analytic methods and research, and advanced seminars on theories of change and theories of culture. Students engage in community and/or laboratory-based research for the entire length of their studies under the supervision of primary and secondary faculty mentors. Our research is conducted in laboratories at New York University and the homes, daycares, schools, hospitals, neighborhoods, and community settings of the multi-ethnic and richly diverse city of New York. Additionally, international research is a cornerstone of the program, with faculty and students engaged in studying developmental processes and contextual influences across countries such as China, India, South Africa, Korea and Peru. We work closely with our affiliated global faculty at NYU Shanghai and NYU Abu Dhabi campuses.

What expertise do doctoral students acquire in the Developmental Psychology program?

- A strong foundation of knowledge on domains of development (e.g., social, cognitive, emotional, language) and how research methods and theories can be applied to current issues in developmental science.
- The ability to think critically and creatively about the ways that research on development, context, and culture advances theories and knowledge of human development.
- The understanding and skills required for the application of theories and knowledge in developmental science to the design, implementation, and evaluation of interventions, programs, and institutions that serve children and families.
- Expertise in the use of multiple methods and research designs—including longitudinal, survey research, experimental, quasi-experimental, observational, ethnographic, narrative, and case study methods—and the application of a range of statistical tools in the analysis of findings.
- The conceptual and analytic skills to examine the influences of family members (notably parents), peers, schools, teachers, neighborhoods and communities on the development of individuals, and reciprocally, how individuals actively shape their experiences and developmental contexts.
- An understanding of how aspects of ethnicity, race, sexuality, social class, and gender influence human development within and across national boundaries.
● The ability to generate and disseminate scientific knowledge to scholarly and community audiences and to be a productive member of a community of scholars.
● The development of professional values, knowledge, and commitment to professional and research ethics required of a scientific scholar.

Areas of Research Focus

● The intersections of biology, culture, context, and human development
● Individual, family, school and community influences on development
● Cognitive, language, emotional and social development in infants, young children, and adolescents, including research on at-risk and international populations
● The cascading influences of developmental skills across domains and time
● Children's learning, academic achievement, and attitudes toward school
● Identity development among children and adolescents from diverse cultural communities

What positions do graduates of the Developmental Psychology Program at NYU obtain?

● Professors in academic settings
● Researchers in academic, community, governmental, and international agencies and think tanks

Admissions Requirements

● Strong Academic Record, with psychology major or minor
● Strong GRE Scores
● At least one year of research experience under the supervision of a research mentor, preferably in developmental psychology or related field
● Strong Letters of Recommendation (at least one from a faculty mentor)

General information regarding admission to the program can be found at:
http://steinhardt.nyu.edu/graduate_admissions/

Specific information regarding the Program application requirements can be found at:
http://steinhardt.nyu.edu/graduate_admissions/guide/psde/phd

Any questions regarding the application process can be referred to the Steinhardt Office of Graduate Admissions:
Office of Graduate Admissions
NYU Steinhardt
Joseph & Violet Pless Hall
82 Washington Square East, 3rd Floor
New York, NY 10003-6680
steinhardt.gradadmissions@nyu.edu
212 998 5030
212 995 4328 (fax)
2. Developmental Psychology Program Goals & Objectives

Goals
1) To build a theoretical and empirical knowledge base that will enable students to understand developmental processes, with a focus on how these processes are shaped by individual, contextual and cultural factors.
2) To gain a variety of methodological skills necessary to address questions on developmental change and the intersecting forces that affect change.
3) To develop expertise in conceptualizing, interpreting, evaluating, and disseminating research on developmental processes.
4) To demonstrate the professional values, skills, and habits of mind of a developmental psychology scholar.

Curriculum Design Objectives
1) Developmental Content Courses:
   a. Knowledge of core theories of developmental science
   b. Knowledge across domains of development including social, cognitive, emotional, language, personality and identity
   c. Knowledge across levels of analysis including biological, behavioral, interpersonal, and social-cultural
   d. Knowledge of periods in the life course, from prenatal period through young adulthood
   e. The ability to understand and apply theories of culture and context to key areas of developmental science

2) Research Methods Courses:
   a. Skills and expertise in quantitative and qualitative methods
   b. Knowledge of how to connect research questions to appropriate methods in the design and analysis of studies
   c. Expertise in all steps of the research process, including study conceptualization, implementation, analyses, and dissemination of findings
   d. Skills and experience in examining change processes, including longitudinal data analysis and approaches to deriving causal inference from multiple forms of evidence

3) Professional Development Training
   a. Knowledge and practice of ethics and professional conduct
   b. Experience in the conduct and management of research
   c. Experience in manuscript preparation, submission, and review
   d. Experience in grant proposal preparation, submission, and review
   e. Experience in disseminating research findings at professional conferences
   f. Experience in teaching and mentoring
   g. Communication skills
   h. Collaboration skills
   i. Time management/organization skills/goal setting
j. Development of a professional identity including intellectual initiative, the ability to work in diverse cultural contexts, and critical and analytical thinking
k. Positioning to be competitive in academia or other research-related field

Professional development activities include participation in and presentation at national and international conferences and membership in relevant professional societies and organizations.

3. Curriculum Requirements

Required Courses

**Foundations (6 units)**
- APSY-GE 3009 - Department Seminar: Theories of Change in Applied Psychology (Fall)
- APSY-GE 3021 - Advanced Research Seminar in Developmental Psychology – Culture and Context (EVEN Fall)

**Developmental Content Areas (12 units)**
- APSY-GE 2003 - Social Psychology (ALL Spring)
- APSY-GE 2055 - Child Language Development (EVEN Spring)
- APSY-GE 2094 - Development and Prevention Science (ALL Spring)
- APSY-GE 2097 - Social Development of Children and Adolescents (ODD Fall)
- APSY-GE 2115 - Psychological Research in Infancy (ODD Fall)
- APSY-GE 2198 - Cognitive Development (EVEN Fall)
- APSY-GE 2261 - Emotional Development in Childhood: Organization and Neurobiology (ODD Spring)
- APSY-GE 2265 - Early Childhood: The Development of Self-Regulation (EVEN Spring)
- APSY-GE 2270 - Intervention and Prevention in Early Childhood (ALL Fall)
- APSY-GE 2271 - Survey of Developmental Psychology (All Fall)
- APSY-GE 2272 - Adolescent Development: Theory and Research (ALL Fall and Spring)
- APSY-GE 2279 - Risk and Resilience (ALL Spring)
- APSY-GE 2280 - Emerging Adulthood: Theory and Research (ODD Fall)
- APSY-GE 2527 - The Development of Immigrant Origin Youth (ALL Fall)
- APSY-GE 2880 - Psychology of Women and Gender (ALL Spring)

**Research Methods (18 units; note that one research methods course will fulfill the Cognate requirement in next section)**
- APSTA-GE 2002 - Statistics for Behavioral & Social Sciences II (*Introductory course - students with advanced skills should consult with their advisor for an appropriate substitution*)
- APSTA-GE 2003 - Intermediate Quantitative Methods: The General Linear Model (R)
- APSTA-GE 2004 - Advanced Modeling I: Topics in Multivariate Analysis (R)
- APSTA-GE 2011 - Advanced Topics in Quantitative Methods: Classification and Clustering
- APSTA-GE 2012 - Advanced Topics in Quantitative Methods: Causal Inference
- APSTA-GE 2013 - Advanced Topics in Quantitative Methods: Missing Data
- APSTA-GE 2040 - Multilevel Models: Growth Curves (R)
- APSTA-GE 2041 - Practicum in Multilevel Models
- APSTA-GE 2042 - Advanced Topics in Quantitative Methods: Nested-Data Models
APSY-GE 2005 - Experimental Psychology
APSY-GE 2073 - Research Design and Methodology in the Behavioral Sciences I (Required)
APSYE-GE 2222 Cross Cultural Research Methods (ALL Spring)
PSYCH-GA 2229 - Regression (Spring)
PSYCH-GA 2248 - Analysis of Change

Choose ONE of the Following: (One Research Methods course MUST be qualitative) (Required)
RESCH-GE 2140 - Approaches to Qualitative Inquiry
RESCH-GE 2141 - Case Study and Ethnographic Inquiry
RESCH-GE 2142 - Interviewing and Observation
RESCH-GE 2145 - Advanced Seminar in Qualitative Methods

Cognates (6 units) (Cognates are relevant courses outside of the department and all students MUST complete 6 units of cognates as a school requirement. NOTE: Research courses above can fulfill cognate requirements as long as student completes 72 total credits)
(Cognates and electives should be taken later in the program, except for those that are research courses; consult with your advisor for appropriate options)
**One cognate is credited through the research course above (e.g., APSTA-GE 2003)
One cognate is an elective outside the department. This can be an additional research course or a course in a discipline outside psychology (e.g., economics, anthropology, sociology, education, etc.)

Elective (3 units)
Any course of student selection with advisor approval. It is highly recommended that the student take a developmental content course or research methods course as elective. Elective also provide students an opportunity to take a course in a discipline outside psychology (e.g., economics, anthropology, sociology, education, etc.)

Weekly Colloquium (9 units – 3 units per year)
APSY-GE 3023 The Developmental Psychology Seminar: Current Topics in Developmental Science.
Research Practicum in Developmental Psychology (18 units – 6 units per year; NOTE: Students continue this course for 1 unit per year after year 3, to maintain doctoral matriculation and prepare for post-doctoral transition)

APSY-GE 3020-- Research Practicum in Developmental Psychology (18 units over six semesters)

Additionally, students in years 4 and 5 will continue to take this practicum for a single unit of credit to fulfill maintenance of matriculation (rather than Continuing Doctoral Studies credit). This will enable students to prepare and practice job talks for their transition to the next step of their careers.

Dissertation Preparation (3 units; school wide requirement)
APSY-GE 3001 - Dissertation Proposal Seminar I (3 units) (or option of taking independent study entitled “doctoral dissertation”)

Notes
● Steinhardt requires students to complete 72-units 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 have the option of continuing with the developmental practicum course (APSY-GE-3020) for the 1 point of matriculation in preparation for their job talks and entry into the job market.
- 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. However, they must replace those courses with other courses during their program of study, to ensure they meet the 72-credit PhD requirement. 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 P), and confirmation of support from the students’ advisor. Faculty makes these decisions on a case-by-case basis in conjunction with the student's academic advisor, appropriate NYU course instructor(s) and the program faculty.

### Proposed Doctoral Course Sequence

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APSY-GE 2073 – Research Design and Methodology in the Behavioral Sciences I (3 units)</td>
<td>Statistics course by advisement (3 units)</td>
</tr>
<tr>
<td></td>
<td>APSTA-GE 2003 - Intermediate Quantitative Methods: The General Linear Model (3 units) (or alternative stats course with advisor permission)</td>
<td>APSY-GE 3020 – Research Practicum in Developmental Psychology (3 units)</td>
</tr>
<tr>
<td></td>
<td>APSY-GE 3009 – Department Seminar: Theories of Change in Applied Psychology (3 units)</td>
<td>APSY-GE 3023 – Developmental Psychology Seminar (Weekly Colloquium) (3 units)</td>
</tr>
<tr>
<td></td>
<td>APSY-GE 3020 – Research Practicum in Developmental Psychology (3 units)</td>
<td>Developmental Content Area (3 units)</td>
</tr>
<tr>
<td></td>
<td>APSY-GE 3023 – Developmental Psychology Seminar (Colloquium) (0 units)</td>
<td></td>
</tr>
<tr>
<td>Total Semester Units:</td>
<td><strong>12 Units</strong></td>
<td><strong>12 Units</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>APSY-GE 3020 - Research Practicum in Developmental Psychology (3 units)</td>
<td>APSY-GE 3020 - Research Practicum in Developmental Psychology (3 units)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APSY-GE 3021 - Advanced Research Seminar in Developmental Psychology* (or Content) (3 units)</td>
<td>APSY-GE 3023 - Developmental Psychology Seminar (Colloquium) (3 units)</td>
<td></td>
</tr>
<tr>
<td>APSY-GE 3023 - Developmental Psychology Seminar (Colloquium) (0 units)</td>
<td>Developmental Content Area (3 units)</td>
<td></td>
</tr>
<tr>
<td>Cognate OR Elective (preferably research/stats) (3 units)</td>
<td>Research Methods (3 units)</td>
<td></td>
</tr>
<tr>
<td>Developmental Content Area (3 units)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Semester Units: | 12 Units | 12 Units |

*APSY-GE 3021 only offered in EVEN Fall semesters

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>APSY-GE 3001 Dissertation Proposal Seminar I (3 units)</td>
<td>APSY-GE 3020 - Research Practicum in Developmental Psychology (3 units)</td>
</tr>
<tr>
<td>APSY-GE 3020 - Research Practicum in Developmental Psychology (3 units)</td>
<td>APSY-GE 3023 - Developmental Psychology Seminar (Colloquium) (0 units)</td>
</tr>
<tr>
<td>APSY-GE 3023 - Developmental Psychology Seminar (Colloquium) (0 units)</td>
<td>APSY-GE 3023 - Developmental Psychology Seminar (Colloquium) (3 units)</td>
</tr>
<tr>
<td>Developmental Content Area (3 units)</td>
<td>Cognate OR Elective (3 units)</td>
</tr>
<tr>
<td>Research Methods (3 units)</td>
<td>RESCH-GE-2142 Interviewing and Observation (3 units) -or alternative course with advisor permission</td>
</tr>
</tbody>
</table>

| Total Semester Units: | 12 units | 12 units |

Methods and Developmental comps are to be taken during the 3rd year of the doctoral program. You can take the comps no earlier than fall of your third year.

Students are expected to advance to doctoral candidacy by the end of their fourth year.
4. Research Experience: Requirements, Goals, & Expectations

**Research Requirement** -- Students are required to participate on the research team of a faculty member of the Developmental Psychology Program (or another Applied Psychology faculty, by program approval), beginning the first semester of the first year. Students are expected to allocate half of their-time (at least 20 hours per week) to this research team throughout their graduate career. Students are free to transition to another team or divide their time among two research teams during their doctoral training. Students are encouraged to have a secondary research mentor over the course of their study to acquire expertise across multiple areas and to publish with several faculty members.

**Rationale:**
1) The intricacies of research require consistent involvement to accomplish 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, methods, and analytic approaches across areas of developmental science.
3) Students are engaged in scholarly work full-time during their doctoral training, which is ensured, in part, by the (on average) twenty hours/week minimum research requirement.
4) The expectation serves as a benchmark for faculty and students to assess the adequacy of students’ level of involvement in research.
5) Widespread dissemination of research in the forms of publications and presentations at national and international conferences is critical to future success in a highly competitive market, and required to maintain good status in the program.

**Assessment:**
1) Students will meet regularly with their primary research mentor to discuss activities and involvement in research and maintain regular communication on which research goals are being met.
2) Faculty evaluate student progress on their respective research teams at least once per year, integrating that evaluation into the student’s overall yearly evaluation.

**Other:**
1) Fourth year students are expected to spend most or all of their time actively engaged in research, taking the lead role on the design and completion of at least one study.
2) An extended list of research skills that students will develop over the course of graduate study can be found under “Skills for Developmental Psychologists.”
5. Benchmarks for Developmental Students

Professional Activities
Entering the doctoral program in Developmental Psychology at NYU Steinhardt represents the beginning of your professional development as a developmental scientist, and entry into a community of scholars. The activities listed below are central to your professional socialization. These activities will help to establish you as an active and productive psychologist studying human development. These activities are important in establishing your professional identity and ensuring your career success.

Students are expected to engage in research across all years of study, to disseminate research through presentations and publications by year 2, and to continue regular dissemination through the end of degree completion. **Failure to fulfill these activity benchmarks may result in dismissal from the program.** A timeline of program expectations is below.

*Suggested Timeline for Engagement in Professional Activities:*

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in empirical research and demonstration of expertise in a theoretically-grounded area of developmental psychology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dissemination of a co-authored empirical study in a peer-reviewed journal</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dissemination of a first- or sole-authored empirical studies in a peer-reviewed journal</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Publication of one or more chapters in an edited book and/or policy-type reports on child development</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Attend professional conference</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Present research at a national or international conference</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Apply for small research grant (e.g., professional associations or NYU Steinhardt)</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Encouraged but optional: Apply for training or research fellowship (e.g., NRSA; NSF; AAUW, Spencer; IES; ACF)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Professional Development
In addition to the concrete, academic benchmarks listed above, students are expected to demonstrate professionalism and ethical behavior at all times, toward all people (peers, faculty, staff, children and families in studies, members of professional organizations, etc.) in classes, research labs, community research sites, meetings, colloquia, professional organizations, email and other correspondences, and so forth. Professional development spans a range of areas, including (but not limited to):

1) Appropriate, respectful, and ethical behaviors and social skills across all professional contexts with peers, faculty, scholars in the field, colloquia speakers, community partners, study participants, and so forth

2) Active participation and intellectual contribution to meetings, colloquia, talks, lunches, coffee hours, events with professionals and peers and so forth. Being an active participant in academic and community settings includes attentiveness to speakers, avoidance of distractors (cell phones, emails and so forth during meetings and talks), and active engagement in discussions with thoughtful questions, critiques and comments that advance the conversation.

3) Dependability and responsibility in research and academic responsibilities, including carry through and reliability/dependability on projects and scholarship, and contribution of unique ideas.

4) Active engagement in the social life and community of the program, department, school, and university, through clubs, social activities, volunteer organizations, and so forth

5) Skills in time management and abilities at multi-tasking without becoming disorganized and overwhelmed.

6) Appropriate attire and physical appearance

Ethical and professional behavior is critical to maintaining status in the program. Failure to meet this obligation may result in dismissal from the program.

Membership in Professional Organizations
Students are expected to present their work at conferences, which includes joining professional organizations. Most organizations have student rates, and students can often reduce registration fees through volunteering to help out at the conference. There are many sources of funding support to attend and present work at conferences, including (a) faculty support from research, (b) departmental support, and (c) support from mechanisms at Steinhardt, including the Graduate Student Organization. It is wise to plan for conference attendance, by knowing the deadlines for submissions in advance.

<table>
<thead>
<tr>
<th>Select Professional Organizations and Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGANIZATION</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Association</th>
<th>Website</th>
<th>Meeting Dates</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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 odd)</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>International Society for the Study of Behavioral Development</td>
<td><a href="http://www.issdb.org">http://www.issdb.org</a></td>
<td>October/July (biennial)</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 even)</td>
</tr>
<tr>
<td>International Society for Infant Studies</td>
<td><a href="http://www.isisweb.org">http://www.isisweb.org</a></td>
<td>October/July (biennial even)</td>
</tr>
<tr>
<td>Cognitive Development Society</td>
<td><a href="http://www.cogdevsoc.org">http://www.cogdevsoc.org</a></td>
<td>October (biennial odd)</td>
</tr>
<tr>
<td>International Society for Developmental Psychobiology (ISDP)</td>
<td><a href="http://www.isdp.org">http://www.isdp.org</a></td>
<td>July/November</td>
</tr>
<tr>
<td>Cognitive Neuroscience Society (CNS)</td>
<td><a href="http://www.cogneurosociety.org/">http://www.cogneurosociety.org/</a></td>
<td>October/March</td>
</tr>
</tbody>
</table>
6. Timelines

In this section, you will find timelines, procedures, and forms for satisfactory progress in the program. These represent rough benchmarks around scholarship, examinations, and dissertation. The publication timelines and productivity should be considered the bare minimum needed for satisfactory standing in the program. (Also refer to the timeline above on expectations for each year in the program). Failure to complete and submit empirical papers and other publication types may result in dismissal from the program.

These include the following:

1) First Empirical Paper – criteria specified below
2) Second Empirical Paper – criteria specified below
3) Comprehensive Examination – Methods exam and Developmental Content paper
4) Dissertation – proposal and defense

<table>
<thead>
<tr>
<th>Product</th>
<th>Latest Acceptable Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Paper #1</td>
<td>May, AY2</td>
</tr>
<tr>
<td>Methods Comprehensive Exam</td>
<td>No sooner than October 1, AY3; Complete in AY3</td>
</tr>
<tr>
<td>Developmental Comprehensive Paper</td>
<td>Topic, reading list, and outline meeting with advisor, September to October 1, AY3; Complete paper by Fall AY4</td>
</tr>
<tr>
<td>Empirical Paper #2</td>
<td>May, AY3</td>
</tr>
<tr>
<td>Dissertation Proposal Defended and Approved</td>
<td>End of spring semester, AY4</td>
</tr>
<tr>
<td>Dissertation Defended and Approved</td>
<td>End AY5</td>
</tr>
</tbody>
</table>

Empirical Paper #1 (Due Year 2): Policies and Procedures

All students in the program are required to complete an empirical paper during their second year in the program. Work toward this research paper should begin in the first year. The expectation is that the paper is minimally submitted, and ideally published. A student’s primary research mentor supports him/her in this process by working closely with the student on formulating and implementing the research project. Below are the goals, policies and procedures for this paper.

Goals:
To provide an experience in the research process in which students learn 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. The study can be based on secondary data analyses of existing data, as a clear path toward expedient progress.

c) Write the study in the format of a publishable journal article

d) Submit the paper to a journal minimally by the end of the 2nd year

**Process, Procedures, & Format:**

a) An abstract(outline of the empirical paper (rationale, brief introduction, method and proposed data analysis) is to be developed with, and approved by, the Research Mentor at end of AY1 or the start of AY2.

b) The student meets regularly with their Research Mentor on the various sections of the paper, including ongoing analyses and findings.

c) 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.

d) The paper must be submitted to the Research Mentor and a journal by Spring of AY2. The paper should be handed in with AY2 evaluation materials.

e) The student can be second author of the paper. If the student is not first author, there should be sign-off from the Research Mentor indicating that the student played a major role in the paper.

**Criteria for 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) Threats to internal and/or external validity are explained.

5) Inferences are appropriate (statements do not go beyond data).
Empirical Paper #2 (Year 3)

All students in the program are required to work on consecutive empirical papers to ensure their competitiveness in the job market. Guidelines for the first empirical paper (due year 2) also apply to the second empirical paper (due year 3). To be competitive in the job market, multiple high quality publications are the norm; publishing research is thus the primary goal of students in the program. Students should be first or sole author on at least one empirical paper upon graduation.

Comprehensive Examinations: Policies and Procedures

It is expected that students will complete the methods comprehensive exam by the end of the third year and the developmental comprehensive paper by the fall of the fourth year. Students cannot proceed with the comprehensive examinations until the first empirical paper is under review at a peer-review journal.

Rationale & Goals
The purpose of the Comprehensive Examinations is to demonstrate students’ grasp of research methodology (methods exam) and expertise in a specific area of developmental psychology (developmental paper) with knowledge of the foundational theories and debates in that area.

Failure of either the methods comprehensive exam or developmental comprehensive paper may result in dismissal from the program. Students receiving a failing grade in either exam may be allowed to take the exam a second time at the discretion of a program vote by faculty. Failure of a second administration of either comprehensive exam will result in dismissal from the program. There are no exceptions; this policy follows that of NYU Steinhardt: “Please note that NYU Steinhardt policy does not allow any doctoral student to take the candidacy examination more than twice. In the event that a student fails the candidacy examination a second time, matriculation in the doctoral program is automatically terminated.”

The Methodology Exam
The exam will be administered over a 3 hour time slot at a location and date to be determined. A faculty member (typically one from the Developmental program) will proctor the exam. During the exam, students are not permitted to confer with each other or the faculty. Doing so is a breach of the honor code and will result in a non-passing grade. Two members of the Developmental Psychology faculty will grade the methodology exam. The faculty are given anonymous exams and therefore do not know who students are when grading. Decisions of the graders are final.

The process for identifying a date for the Methods Exam is as follows:

Students can decide when they would like to take the methods exam. Students in Year 3 must coordinate among themselves and decide as a group various dates (minimally 3 options) that would work for the exam to be taken by all students simultaneously. Once those dates are identified, one student should inform the Program Director (along with who will be taking the
exam) through email and copy the program administrator staff. The Program Director will identify a proctor and room for the exam, and finalize the date with students based on a date and time that works for the faculty proctor. Individual students can decide on a timeline for writing their developmental comprehensive paper in discussion with the primary research advisor.

The Methodology Exam will cover the following topics:

1) Knowledge of sampling (including types of sampling and the corresponding implications of sampling choices for external validity).

2) A wide range of types of research design and corresponding implications of those choices for the internal validity and the external validity of the resulting study. Doctoral students should be prepared to demonstrate their understanding of ways to balance competing objectives of internal and external validity when designing and conducting a given study. They should also be able to consider issues of feasibility and statistical power when designing a research study.

3) Grounds on which researchers can (and cannot) make causal inferences. Students should be able to demonstrate a clear and comprehensive understanding of a range of commonly encountered threats to causal inferences, and ways to address those threats, both through design choices and statistical choices.

4) Types of measurement (including observational measures, self-report measures, physiological and neuropsychological measures, and direct assessments) as well as criteria for evaluating good, adequate, and poor measurement effort. Students should also be able to demonstrate critical reasoning regarding the implications of measurement for construct validity and internal validity.

5) Proficiency in carrying out basic statistical analyses (i.e. descriptive analyses, correlational analyses, factor analyses, analyses of variance, and OLS regression analyses). This would include a clear understanding of ways to test for the role of proposed mediators and moderators with multivariate data sets.

6) Working competence in interpreting results from basic statistical analyses listed in section 5 (above) as well as interpreting results from more specialized, higher-order statistical methods (i.e. structural equation modeling, analysis of change over time, or multi-level hierarchical linear models).

7) Some background knowledge of statistical theory and key concepts such as distinguishing research aims of description, prediction and causal inference, emic versus etic approaches to measurement and modeling, Type I and Type II error, the importance of adequate statistical power, the meaning and interpretability of effect size (i.e. familiarity with canonical concepts developed by Fisher, Neyman, Cook, Campbell, and Cohen).

**Rubric for Grading Methods Comps:**

Exams are graded using a comprehensive rubric. Below are examples of the rubric for three areas, including content knowledge, critical thinking, and correct use of statistical analysis to answer scientific questions. Students are provided feedback on their passing of the exam within a
3-week period of sitting for the exam through an email from the program director, who also notifies the departmental administrator about the pass so that it is entered in the student’s file. If a student wishes to receive personal feedback on his/her exam, a request should be made to the program director, who will contact graders about the request.

Grading Rubric:

<table>
<thead>
<tr>
<th>Type of objective</th>
<th>Inadequate (less than 3)</th>
<th>Pass (score of 3)</th>
<th>High Pass (score of 4)</th>
<th>Exceptionally high quality (score of 5)</th>
</tr>
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<tbody>
<tr>
<td><strong>Content knowledge about methods</strong></td>
<td>The student either a) does not answer question or b) the content of the student’s answer demonstrates substantial gaps in knowledge e.g. the student does not distinguish “mediation” from “moderation” correctly.</td>
<td>The student’s answer is factually correct but relatively simplistic or unelaborated. The answer is “bare bones” in its content</td>
<td>The student’s response demonstrates a high level of content knowledge, drawn from multiple sources. There may be minor gaps in content but generally very strong and elaborated response.</td>
<td>The student’s response demonstrates very high level of content knowledge, integrated from multiple sources. The answer is comprehensive and demonstrates that the student has knowledge to communicate content to others at undergraduate or graduate level. E.g. The student distinguishes mediation from moderation correctly, reports correctly on ways for testing model for mediation vs. moderation, demonstrating both mathematical and verbal accuracy in defining terms. The student indicates the implications of the role of a variable functioning as mediator or moderator for developmental and prevention science questions.</td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>The student leaves out significant portions of concepts or misses a significant portion of the linkage between concepts. Answer demonstrates missed opportunity to apply concept, or faulty application of ideas to answer question.</td>
<td>The student’s answer has some of “the basics” but is rigid, simplistic, or one-sided in applying the concept to the problem.</td>
<td>The student’s response demonstrates a high level of skill in applying the key concepts to answer the question, is able to weigh different strengths and weaknesses of multiple approaches, is able to</td>
<td>The student’s response demonstrates exceptionally thoughtful consideration of the tradeoffs of the methods in question, recognizes the “fit” between particular methods and the research question, comes up with innovative solutions to address question that include minimizing costs and maximizing benefits of a given method or methods. Answer exceeds “industry standard,” e.g. being able to provide well-justified and well-articulated solution to research problem.</td>
</tr>
<tr>
<td>Application of statistical software methods to answer scientific questions</td>
<td>integrate different approaches. There may be minor gaps in rationale but generally very well-thought-out, elaborated response. Answer meets “industry standard,” e.g. being able to provide well-justified and well-articulated solution to research problem.</td>
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<tr>
<td>Student misses key steps in analysis of data, misses key portions of question, or fails to include key details in portions of answer. For example, student fails to provide direction and size of effect when estimating relation between variables.</td>
<td>Student completes the “basic” steps in analysis of data, minimally addresses only key portions of question. Answer is not elaborated or complex.</td>
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<tr>
<td>Student completes the “basic” steps in analysis of data, fully addresses only key portions of question. Answer is more complex and demonstrates some innovative or creative solutions to common problems. Meets “industry standard” of accuracy, precision and comprehensiveness in analysis.</td>
<td>Student completes the “basic” and “advanced” steps in analysis of data, fully addresses key portions of question and expands to include ancillary points so that answer goes “above and beyond” the basics. Analytic approach is elegant, answer is well-written, complex and demonstrates considerable innovation or creativity. Exceeds “industry standard” of accuracy, precision and comprehensiveness in analysis.</td>
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The Developmental Psychology Comprehensive Paper

For the Developmental Psychology Comprehensive Paper, students are expected to write a theoretical paper that advances theory in one or two areas. It can include a critical analysis and synthesis of the literature in one or more areas; a meta-analysis of a literature topic; two or more areas of theory and research and to review, summarize and integrate the empirical and theoretical knowledge base in these areas. The review must be comprehensive, critical, and integrative and be at least 25 pages in length, but no longer than 35-40 double spaced pages in length, excluding references.

The goal of the Developmental Comprehensive Paper is to provide experience in the literature review and critical analysis process in which the student learns to:
   a) identify a topic of interest that is current, important, and about which the field would benefit from a review
   b) conduct a focused literature search and determine the set of papers that will be included in the review
   c) write a review that is well-organized and that achieves goals of: (1) communicating the state of knowledge on the topic and (2) using that knowledge to advance new theories, interpretations, analyses, integration of literatures and future directions of study

Process, Procedures, & Format:
1. Students meet with their Research Mentors to identify a topic in their 3rd year. The Research Mentor must be a faculty member within the program. If the student wishes to work under the supervision of a faculty member outside the program, that person must have expertise in developmental psychology. However, the 2nd reader must be from the developmental program (therefore ensuring that any student’s paper has at least one representative from the program). For instance, with approval from the Program Director, a student might work with a primary mentor in the PSI program, teaching and learning, a faculty from one of the global sites, etc.
2. The student will then work in collaboration with their Research Mentor over a 4 or more week period to develop a synopsis (2-3 pages such as would be seen in an extensive abstract) along with an annotated, detailed outline and reading list. The reading list should include approximately 50-100 original publications that are representative of articles that will be the focus of the review.
3. Once the topic is approved, the outline and reading list will be the basis of the paper. The student (with input from the Research Mentor) will identify one additional faculty member who will serve as a reader and grader. The second reader/grader can also be involved in the development stages.
4. Students have 6 weeks to complete the review. Students inform the primary advisor of the official start date for writing the paper. Students submit the completed review to the Research Mentor and reader at the end of the 6-week period. No extensions will be granted once the clock begins.
5. Students schedule an oral defense of the comprehensive exam with the Research Mentor and reader, after which the mentor and reader determine whether the student passed or failed the comprehensive exam. This defense will be held for 1 hour and scheduled at a time when everyone can be present.

6. Three outcomes are possible:
   a) **Pass with minor revisions:** The student is expected to revise the paper in line with feedback provided by the Research Mentor and reader. The purpose of the revision is to maximize the quality of the paper and likelihood of publication. The student should follow up with the mentor about submission of the final paper. The second reader does not have to read the revision.
   b) **Conditional pass:** The mentor and reader can issue a conditional pass that requires more substantive revisions. In the case of a conditional pass, the mentor and reader will read the revision and determine if a pass should now be granted.
   c) **Fail:** If the defense results in a “fail”, the student will be given 3 additional weeks to consider the feedback and revise the paper. A second review will be scheduled. The second review outcome (pass with minor revision, conditional pass) will follow rules above. However, a second failure is likely to lead to expulsion from the program.

7. Student will be notified of the outcome, and the outcome will be communicated to the manager of academic administration via email who will record the pass/fail.

8. Students are encouraged to revise the paper and submit to a journal, although this expectation is not a requirement.

The goal is for the student to produce a manuscript of publishable quality (e.g., as a chapter for a book or an article in a topically relevant journal such as *Perspectives on Psychological Science*, *Developmental Review*, etc.). Publication, however, is not a criterion for passing the exam.

**Dissertation Policies and Procedures**

**Rationale & Goals**

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 Developmental Psychology.

**Procedures & Timing for Obtaining Approval of Dissertation Proposal**

1. Once a student has passed their methods comprehensive exam and successfully defended their comprehensive paper, they have officially advanced to doctoral candidacy (students need not complete their coursework to be eligible for doctoral candidacy, although it is unlikely that they will complete both exams prior to coursework completion).

2. The chairperson of the dissertation committee should be selected from the core or active affiliate faculty in the Developmental Psychology program, under the advisement of the Developmental 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 Developmental faculty beyond the Chair, although exceptions will be considered. The overall constellation
3. Students may elect to sign up for dissertation proposal seminar (APSY-GE 3001, offered only in the fall). Alternatively, students may work separately with their faculty mentor on their proposals and register for an independent study course (3 units). If students choose to register for an independent study course or courses, a total of 3 units must be fulfilled and the title of the independent study course (or courses) must include the words “dissertation proposal” through completion of the Independent Study Form: http://steinhardt.nyu.edu/studentaffairs/forms#Forms. Students may then attend the course or they may work separately with their faculty mentor on their proposal. 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.

4. 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) ideally by 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 the 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.

5. 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). It is recommended that all committee members attend the Proposal Defense Meeting along with the chair, the candidate, and the two additional readers, but it is not required. Please refer to the departmental Dissertation Proposal Guide for full details regarding the process: http://steinhardt.nyu.edu/scmsAdmin/media/users/jm2734/academics/Dissertation_Proposal_Guide_updated_06_08_2016.pdf

   i) This is a meeting that is formally scheduled through the Applied Psychology Department. This committee will judge the adequacy of the proposal in both written and oral form.

   (1) The most frequent decision is for the student to proceed with the dissertation, often with modifications suggested. The Committee Chair is usually responsible for overseeing that the modifications are implemented as intended.

   (2) It is possible for the committee to recommend that the student proceed without modification, or that the committee rejects/fails the student. In the case of rejection/failure, 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.

After the proposal defense, copies of the signed Proposal Review Outcome Form (http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Proposal_Review_Outcome.pdf) should
be submitted to the departmental Academic Manager as well as to the Office of Research and Doctoral Studies. Copies of the approved proposal with revisions, if required, should be attached. Substantive revisions that require a written response from the student should be included as well.

**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 manuscripts suitable for submission to peer reviewed journals. Decisions about the format of the dissertation should be made in consultation with the Committee Chair. If the student decides on a multi-paper dissertation format, the students must consult department guidelines around those requirements listed below. (For example, students must be first authors on all papers, and at least 1 paper must *not be published* at the time of the proposal and defense, in line with the traditional format dissertation. This latter requirement ensures that feedback from readers at the proposal and defense can be incorporated into a revision if deemed to be appropriate).

2) The student works closely with the Committee Chair on the final draft of the dissertation until such time when the Chair feels the dissertation is ready to be given to the other two committee members for review and feedback. 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 Readers appointed by the Graduate Office as readers, prior to scheduling the Dissertation Defense. Students need to check filing deadlines and format requirements posted by the Office of Research and Doctoral Studies. http://steinhardt.nyu.edu/doctoral/dissertation

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.
   ii) This group will judge the adequacy of the dissertation in both written and oral form. Decisions take several forms:
      (1) the student passes both the oral defense and written product with no revisions.
      (2) 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) the student passes, subject to extensive modifications to be reviewed again by one or more members of the committee, prior to final approval.
      (4) The student fails

**Department of Applied Psychology’s Guidelines for Doctoral Dissertations Using the Journal Article Format**
The Steinhardt School of Culture, Education, and Human Development permits various formats for dissertations. The majority of students are encouraged to choose to follow a 3-paper ‘Journal Article Format”, although a single-study, traditional format might be selected with the input of the student’s faculty advisor.

The main strength of the Journal Article Format is that it increases the odds that multiple papers out 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 master this format for communicating his/her inquiry, facilitating his/her becoming a future productive academic.

With regards to the Journal Article Format, the Department of Applied Psychology adopts the following guidelines:
https://steinhardt.nyu.edu/scmsAdmin/media/users/jm2734/AP_3_Paper_Dissertation_Guidelines_5_3_16_1.pdf

**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) Students should be mindful of annual variation in faculty schedules including end of semester workloads and holiday breaks.

If Spring break falls within the turnaround period, one additional week should be added to the reasonable expectations described above.
7. Advisement, Guidance, & Evaluation

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

1) Upon entry to the program, the student should have identified a Research Mentor who has agreed to work with the student on his/her research. The student should communicate the name of the Research Mentor to the Program Director by the 2nd week of classes.

2) The Research Mentor will oversee the student’s research placement as well as their research activities in the program (first and second year papers, etc.).

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

4) Each student will also have an Academic Advisor, with whom they will meet to discuss course selections each year. Upon entry to the program, the Program Director will serve as the student’s Academic Advisor, until such time as the Program Director and student have identified another advisor. The advisor should be identified and communicated to students by the end of their semester in the program.

5) 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 or third year empirical papers and 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. Moreover, the new Research Mentor must be in agreement to the change.

Student-Advisor Meetings
1) Students and their Research Mentors are required to meet regularly over the course of their training. Although there is variability among Research Mentors, students should meet at least twice per month with their mentors to ensure timely productivity. Additionally, most faculty hold regular lab meetings (once per week), and students are expected to attend those meetings as a way to be in contact with the Research Mentor and become an expert in their field of study.

2) Beyond these individualized meetings, students should be in contact with their Research Mentors during regularly scheduled lab meetings.

3) Students and Research Mentors should make efficient use of meeting times to review paper and research progress.

4) If a student feels they are not in sufficient contact with the research mentor, the student should speak with the mentor first, and then the program director if the issue is not resolved.
Program Guidance & Evaluation System

1) Toward the end of each academic year (March or April of spring semester), each student will submit materials to be used for their evaluation to the Developmental Faculty (all forms will be uploaded online). Evaluation materials will include several documents:
   i) An updated Curriculum Vita (CV) containing all published papers, papers under review, papers in progress, and conference presentations. Please confer with faculty and students who have prepared CV’s, and websites, to ensure proper information is included and proper formatting.
   ii) A one page description (single space, 10 font minimum) that describes accomplishments of the year (from the time of the last evaluation period through the present) and goals for the upcoming year.
   iii) A list of courses taken with grades

All faculty review student documents during a Developmental faculty program meeting, in which each student’s materials are discussed with a consensus determinations of progress.

2) The Research Mentor of each student then generates an annual review letter, which highlights notable strengths and challenges, and outlines areas for further growth. This letter is sent to students by the end of the academic year. Students who do not receive a letter should notify the Program Director.

3) The student and primary mentor schedule an in person meeting to review feedback over the summer or early in the fall term.

4) This evaluation serves two purposes: It serves the formal purpose of providing an assessment of the student’s standing in the program for faculty and students. It serves a second purpose of providing students with feedback on their progress to support their goals into the next year.

Consequences of Not Meeting Program Benchmarks
Students are expected to behave professionally in all contexts, including in classes, research laboratories and meetings, program and department colloquia, field sites, and conferences. They are expected to attend and pass all classes (with a minimum grade of B), consistently engage in research, disseminate findings in the forms of presentations and publications, pass their Methods Exam and Developmental Comprehensive Paper, write and pass their dissertation proposal, and ultimately pass their dissertation defense. Failure to meet any of these benchmarks (within the timelines outlined above) will result in dismissal from the program.

The process of dismissal from the program is as follows:
   1) Students who receive an unsatisfactory in any aspect of their professional development, academic standing (including performance on comprehensive exams and paper), or research progress (including work toward a dissertation) will be notified in their annual evaluation letter.
   2) The first time a student receives an unsatisfactory, a warning will be issued in the letter, specifying the area that is need of improvement during the upcoming year.
   3) The unsatisfactory will be documented in the student’s program record and kept secure by the Program Directory and Administrative Staff person working with the program.
4) The second time a student receives an unsatisfactory (either consecutively or separated in time), they will be informed of their pending dismissal from the program.

5) At this point, funding will be terminated and notification of student termination from the program will be given to the Chair of the Department and Steinhardt administrators in the graduate office.

6) There will be no exceptions made for termination of a student. Termination is not reversible.
7. Teaching Requirement: Goals, Expectations, & Requirement

1) Students are expected and encouraged to acquire teaching experience during their career as a student because it is integral to professional growth and career advancement.

2) However, neither the Department nor the Program have a formal teaching requirement, and any teaching done in the department or school is financially compensated in addition to other funding the student might have. That is, students’ stipend and research support are meant to advance students’ scholarship and professional development, and are free of any teaching obligations.

3) Teaching opportunities supplement the fellowships offered beyond the 3rd year. It is not recommended for students to teach prior to their 3rd year in the program, to ensure they advance their scholarship.

4) There are ample opportunities to teach classes for students who are skilled in the area to be covered in class, and who demonstrate the aptitude to mentor and teach undergraduates.

5) Students should contact their advisor and program director, who will put them in touch with the Director of Undergraduate Studies to obtain information on courses that are available to teach and to orchestrate teaching opportunities.
8. Moral & Ethical Dilemmas: Issues & Due Processes

Academic/Research
1) All students must complete the Human Subjects tutorial, http://www.nyu.edu/ucaihs/tutorial/
3) Workshops for Emerging Scientists, mandated by NIH:
   i) Attendance is required of all 2nd-year pre-doctoral students at a monthly series of workshops.
   ii) Each workshop session will consist of a presentation by a faculty organizer, followed by a discussion of case studies.
   iii) http://www.cns.nyu.edu/emergsci/
4) Topics on Research Ethics will be covered in classes, with research mentors, and in the Developmental Practicum Course.

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 in the following link:
   http://steinhardt.nyu.edu/policies/procedures#Student%20Complaint%20Procedure

Should a student feel unable or disinclined to discuss an issue directly with their academic advisor or research mentor, 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 and schedule meetings with the Program Director to discuss any such issues. Additionally, the Developmental Practicum course, covered by the Program Director, is an open forum for raising issues about the program more generally.

Please note:
1) If the Program Director is 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.
2) Students may also feel free to contact the Department Chair to resolve these issues at any time.