GENERAL OVERVIEW

The Developmental Psychology Graduate Training Program at the University of Pittsburgh represents a broad community of scholars dedicated to the study of normal and abnormal development and related social policy. Doctoral training is based on the apprenticeship model and encourages close collaboration with faculty as well as interdisciplinary scholarship.

The primary goal of the Developmental Psychology Program is to train developmental researchers and scholars who will contribute substantive knowledge to the field of developmental science and related disciplines. This includes a focus on normative cognitive, language and social development and the emergence of individual differences in these domains. Moreover, developmental psychology focuses on infant, child, and adolescent development in the context of diverse family, peer, school, community, and cultural contexts; developmental research and theory also may inform social policies that affect children and families.

The Program’s research training focuses on several inter-related areas: early cognitive, language, and social development; developmental psychopathology and family process; longitudinal studies of normal children and children at risk; and social policies related to poverty, child care, and early intervention. The program emphasis is on research training. To this end, students work closely with their faculty advisor in line with a mentorship model of training and participate in ongoing, programmatic research. For further general description of the Psychology Department and the Developmental Program see www.pitt.edu/~psych/.

Program regulations specify a minimum number of required courses and minimum research requirements. However, students are expected to be involved in programmatic research and scholarly activities throughout their stay on campus. Thus, within the constraints of program requirements, students are encouraged to individualize their research and professional experiences and elective course work to meet their specific career goals.

In addition to these program requirements, also be sure to consult with the Departmental Graduate Studies secretary for Departmental and University requirements (see Graduate Requirements, Department of Psychology).

Students in the Joint Clinical and Developmental Program will generally follow the guidelines for the Clinical Program in terms of course sequences, clinical practicum training, and other requirements. However, required and elective courses in the Developmental curriculum also fulfill breadth requirements in the Clinical Program and other courses can serve as elective courses in both programs.
Note that the teaching and research requirements are Department wide requirements and are generally the same across programs. Thus, all students are required to fulfill the teaching requirement and to complete a master’s thesis or equivalent, a specialty paper, and a dissertation. Committee membership stipulations are based on University Graduate School guidelines. Students in the Joint Program will follow slightly different guidelines for the specialty paper and the timing of the paper and the dissertation vis-à-vis internship will differ. Otherwise, program requirements are the same.

**CURRICULUM**

A. Statistics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 2005</td>
<td>Statistical Analysis I</td>
</tr>
<tr>
<td>Psychology 2010</td>
<td>Statistical Analysis II</td>
</tr>
</tbody>
</table>

These courses are required by the Department. Students wishing to substitute another course for either of these courses, must obtain permission from the Program.

Note for Joint students: this is the same as the Clinical Program requirement

B. Three core courses must be taken in the Psychology Department and no substitutions will be granted. These are:

- Proseminar: Foundations of Developmental Psychology
- Cognitive Development
- Social Development

Note for Joint students: Cognitive and Social Development fulfill breadth requirements and the Proseminar can count as an elective seminar.

C. Two courses from among the following [these courses too, except Joan Vondra’s (see below), must be taken in the Psychology Department; courses from other departments may not be substituted]:

- Language Development
- Infancy
- Social Cognitive Development
- Developmental Psychopathology
- Child Psychopathology
- Family Systems (Treatment Module)
- Family Influences on Child Development (Vondra; Psychology in Education)

D. Three additional electives within or outside the department; 2 of these must be advanced seminars. Elective courses should be chosen in consultation with the advisor
based on a student’s research interests and career goals. Students are encouraged to take one advanced statistics course as one of their three electives.

Note for Joint students: Developmental Psychopathology and Child Psychopathology will fulfill this requirement, as will the Neuroscience course that is required in Clinical.

E. Definition of Core Courses

A subset of the required courses is defined as the core course requirements for purposes of the graduate school. Completing these courses is equivalent to the preliminary examination referred to in the Graduate School Catalogue. Students are certified as having met the core course requirements when they have taken all of the basic developmental courses (three required and two additional) and the two required statistics courses (see above). Ordinarily these courses are completed during the first two years. To document completion of this milestone, get a “Report on Examinations for Master’s Degree” card from the graduate secretary and submit it to the Program Director for signature.

F. Grades

Students must maintain an overall Grade Point Average of 3.0 or B in all required and elective courses. In the rare event that a student receives a grade of B-, the program will decide whether the course should be considered to have satisfied the requirement. Any grade below a B- is not satisfactory and is equivalent to a failure; more than one such grade will result in early termination from the program.

ADVISORS

Incoming students are selected on the basis of academic qualifications and research interests. Whenever possible, students are assigned to a faculty advisor on the basis of compatible research interests. In addition to research training, advisors provide guidance on educational and career plans, as well as approve registration forms each term.

During the first year in residence students are expected to become involved in their advisor's research program and to spend from 10-20 hours a week contributing to some aspect of an ongoing project. This preliminary involvement should lead to a first/second year project or a thesis proposal by the end of the first year or the beginning of the second year.

As a function of divergent interests or stylistic differences, students may not wish to pursue a thesis project with the initial, assigned advisor. Students are free to change advisors, with the approval of the Director of Graduate Studies and the Chair of the Program, in order to establish more productive relationships. Although it is generally not advisable, students can also select a new advisor to supervise the dissertation. Any change in advisor needs to be discussed with the Director of Graduate Studies and the Program Chair and the Graduate Secretary needs to be informed of the change.
If the research advisor is not a core member of the program, the student will be assigned a core program faculty member to serve as academic advisor.

**FULL-TIME STUDY**

Students are admitted to the Developmental Program and Department with the understanding that they will engage continuously in full-time study toward the Ph.D. The assumption is that such training requires a full-time commitment. For these purposes, full-time study implies: 1) being in residence on campus, 2) registration for appropriate course credits, and 3) employment for a maximum of 20 hrs per week only as a teaching assistant (TA) or teaching fellow (TF) for the Department of Psychology, as a graduate student researcher (GSR), or as a fellow with a University or external scholarship. Any other arrangement requires the written approval of the Program.

Employment overloads, in which additional teaching (TA or TF) or research employment exceeds the 20 hrs per week maximum, require the approval of the advisor, Program, Department, and Dean’s Office. Employment cannot exceed a maximum overload of 10 hrs per week. In the event that a student wishes to commit to more than 20 hours per week, the Assistant Chair, Dr. Halechko, needs to be informed before the student agrees to the assignment so that the approval of the Dean can be obtained. Note that failure to obtain such approval in advance usually means that the student will not be paid for the overload.

Leaves of absence from the Program may be requested for one year only and require a written request and justification as well as advisor and Program approval. Official leaves of absence are processed through the Graduate Studies Office and must be approved by the Dean’s office.

**TEACHING REQUIREMENT**

All students in the Department are required to demonstrate proficiency in teaching. This requirement is fulfilled only by an actual teaching experience that is supervised by a faculty member. This requirement may be fulfilled only by teaching an undergraduate course as a Teaching Fellow or by leading recitation sections as a Teaching Assistant in Research Methods or Cognitive Psychology. It does not include presentations that are part of regular course assignments, presentations at meetings, or assignments, such as teaching assistantships that primarily involve monitoring and grading exams, or undergraduate advising. In that supervision is important in all cases, the supervising faculty member or members must indicate in writing when this requirement is fulfilled. Exemptions (for prior experience or special cases) must be approved by the Assistant Department Chair and the Graduate Education Council. Students are required to enroll for Teaching of Psychology (PSY 2970) or Practicum on University Teaching (FACDEV 2200) during or immediately prior to the term in which they teach.

**RESEARCH REQUIREMENTS**

Overview of Major Milestones and Timeline
There are three major requirements for the Ph.D. beyond course work: 1) the 1st/2nd year project or Master’s Project; 2) the Specialty Paper/Comprehensive exam; 3) the Dissertation. The Master’s Degree is optional, but many students choose to apply for one after completing their 1st/2nd year project and their course work. Thus, the 1st/2nd year project may serve as a Master’s thesis and the required core courses (5 Developmental courses and 2 Statistics courses – see above) will meet the graduate school requirements for the Master’s degree. The deadlines below will be monitored regularly by the student’s advisor and once each year by the program faculty as a whole during annual student evaluations. There are approximately six months between the completion and defense of 1st/2nd year project and Specialty Exam Proposal, and the student then has six months to write the Specialty Exam after the proposal is approved. Approximately six months after defending the Specialty Exam, the student should propose the dissertation. Keep these intervals in mind should you get behind on one of these dates.

1. 1st/2nd YEAR PROJECT OR MASTERS
2. SPECIALTY EXAM PROPOSAL
3. SPECIALTY EXAM DEFENSE
4. DISSERTATION PROPOSAL

SEPT 1, end of 2nd YEAR
MAR 1, 3rd YEAR
SEPT 1, end of 3rd YEAR
JAN 1, 4th YEAR

In cases where truly extenuating circumstances prevent the student from meeting one of these deadlines, the student must submit a progress report to the relevant committee along with an interim product (e.g., if data collection is interrupted on 1st/2nd year project, the student must turn in an introduction and methods section); these must also be submitted to the program chair.

When deadlines are consistently unmet, the student faces the prospect of termination of funding and/or termination from the program.

First/Second Year Project or Master’s Thesis

Students are required to complete a Master’s Thesis or an equivalent first/second year research project. Most students opt to receive a master’s degree. This means that they submit the project to the graduate school in a format consistent with university guidelines. In either case, students must follow the guidelines below in regard to scope and procedures. Students in the Joint Program are expected to complete the Master’s degree requirements and to submit their thesis to the graduate school.

Scope of Project

The master’s thesis or first/second year project should be an empirical study of potentially publishable quality. The scope of the thesis should be broad enough to merit publication, but also a study that can reasonably be completed and defended within approximately one year after the proposal has been approved by the committee, barring unforeseen circumstances. The thesis may employ either archival or newly collected data
in either case the student should demonstrate the degree of independence in formulation of questions and conduct of the study that is appropriate to the student’s stage of training and that would justify a first-authorship publication.

Thesis Committee

The thesis committee is composed of at least three faculty members and is chaired by the student’s advisor, who must be a core or affiliated member of the Developmental Program. At least one member (or the chair) of the thesis committee must be a core faculty member of the Developmental Program and a member of the Graduate Faculty. Committee members are selected by the student in consultation with the advisor based on their expertise in the topic area.

Procedure

After identifying potential committee members in consultation with their advisor, the student should talk with the faculty members and invite them to serve on the committee. It is the student’s responsibility to schedule a proposal meeting. The written proposal, after it has been approved by the student’s advisor, should be circulated to the committee members at least one week prior to the proposal meeting. Master’s thesis proposal and defense meetings should be held in Sennott Square and are typically scheduled for 2 hours. It is customary for the student to present a brief overview of their proposal or defense (approximately 15 minutes) prior to responding to questions. The committee may request revisions in design, procedures, or the proposal itself before approving the project. An approved proposal is required before beginning the thesis research.

When the project is completed and the thesis written, the student presents it to the committee at an oral defense meeting. Again, after being approved by the advisor, the thesis should be circulated to committee members at least one week in advance of the defense meeting. Following a successful defense or after successful completion of required revisions, the Report on Examinations for Master’s Defense card should be completed by the committee and submitted to the Graduate Studies secretary. It is the student’s responsibility to obtain said card and to return it, signed, to the Graduate Studies Office. Failure to do so will delay graduation and granting of the degree. Following any needed revisions, a copy of the final thesis (both a hard copy and a pdf computer file) should be provided to the Graduate School for archiving.

Format

The master’s thesis should be in journal article format (APA guidelines). Proposals should be no longer than 25 pages (and are typically about 15 pages) and the final document no more than 35 pages (excluding references and tables, 1" margins, 12 pt font). Students are encouraged to submit the thesis for publication and presentation at national scientific meetings. The format as a journal article is meant to facilitate submission for publication with minimal revisions.
Time line

Students should propose the master’s thesis as early as possible, preferably by the end of the first year or the beginning of the second year. Any Developmental student who has not proposed a master’s thesis or 1st/2d year project by December of their second year, and any Joint Clinical-Developmental student who has not completed the master’s proposal meeting by September of their third year, must submit a written petition to the Program explaining their delay and requesting an extension.

Students should defend their thesis as early as possible, preferably by end of their second year. Any Developmental student who has not completed and successfully defended a master’s thesis or 1st/2d year project by December of their third year, and any Joint Clinical-Developmental student who has not successfully defended the thesis by September of their fourth year must submit a written petition to the program explaining their delay and requesting an extension.

Students who fail to defend the thesis successfully by the end of the fourth year will not be permitted to continue on to doctoral study. They will be given one additional year to complete requirements for the M.S. (a thesis plus the core curriculum). If M.S. requirements are not fully completed by the end of a student’s fifth year, she or he will be terminated from the program without a degree.

Students who have completed a thesis at another institution may request an exemption from the thesis requirement. Exemptions are granted by the developmental faculty upon determination that the completed thesis is equivalent to our requirements (i.e., a formally prepared document describing an empirical study). In some instances a thesis committee of three members is constituted and the student is asked to defend the thesis prior to its acceptance as meeting our Program requirements.

Preliminary Evaluation

While the Psychology Department does not admit students into a separate Master’s Degree program, students are not automatically eligible to pursue the Ph.D. degree. Rather, the Program conducts a formal Preliminary Evaluation of each student after completion of the Master’s Thesis to determine whether the student should be allowed to continue his/her studies toward the Ph.D. Successful completion of earlier requirements does not guarantee that the student will be allowed to continue. Rather, the faculty will also consider additional factors (such as overall quality of performance, and professional ethics and competence) in making a determination.

The Preliminary Evaluation will be conducted after the successful defense of the Master’s Thesis but before the student is permitted to take the Specialty Examination. If the faculty concludes that the student is not eligible for further study, he/she will be terminated from the program at that point. If the decision is positive, the student will be permitted to take the Specialty Examination.
Specialty Paper/Comprehensive Examination

Prerequisites and Sequence

As one of the requirements for the Ph.D., all students in the Department are required to pass a Specialty Examination. The Specialty Examination consists of a review paper and an oral defense. To be eligible to write the Specialty Paper, students must have completed the program’s core required courses and the Master’s thesis. Students cannot form a dissertation committee until the Specialty Paper is successfully defended. Exceptions to this sequence are rare, and must be approved by the Program based on a written petition.

Scope of Specialty Paper

The Specialty Paper is the first independent opportunity to think and write about an area of scholarship in some depth. The general aim of the Specialty Paper is for students to consider a focused question in light of a broader literature. There should be a central question that is especially illuminated by review of literatures that are not typically considered in reference to the question. Thus, secondary literatures should be brought to bear on some primary literature. The paper should be a critical, integrative review of the research that will motivate the dissertation. It should be able to stand alone (without the empirical studies that will follow from it) as a conceptualization of an area of inquiry. Maximum length is 45 pages of text. Maximum writing time is 6 months.

Specialty Paper Proposal

The proposal for the Specialty Paper should be developed in consultation with and approved by the student’s faculty advisor. The proposal should be approximately 5 – 10 double-spaced pages including references and should include the central question of the paper, the rationale for its importance, a description of the literatures that will be brought to bear on it, and the rationale for their inclusion. The typical proposal would include some text, an outline, and a brief representative reference list. The proposal should be viewed as a work in progress that may be revised based on committee comments, and not as a final product.

Committee for Specialty Paper

The specialty paper committee is composed of at least four faculty members and is chaired by the student’s advisor, who must be a core or affiliated member of the Developmental Psychology Program. At least two members of the specialty paper committee must be core faculty members of the Program. The general expectation is that the Specialty Paper committee will become the Dissertation committee, although this is not a requirement.

Procedure
After identifying potential committee members in consultation with the advisor, the student should contact the potential committee members to determine their willingness to serve. Once they agree, a proposal meeting should be scheduled as soon as possible. The written proposal should be circulated to the committee members at least one week prior to the proposal meeting. Specialty paper proposal and defense meetings should be held in Sennott Square and are typically scheduled for 2 hours. It is customary for the student to present a brief overview of the proposal or final paper (approximately 15 minutes) prior to responding to questions.

Following approval by the committee of the proposal, students should work independently on the paper. Deviations from the original approved outline based on a more complete literature review are fine and may be discussed with the faculty advisor and with committee members. Guidelines differ slightly for Developmental and Joint Clinical-Developmental students. For Joint students, discussion with faculty advisors about the Specialty Paper is encouraged, but written drafts should not be exchanged. Discussion with other students is also encouraged, but written drafts should not be circulated. For Developmental students, discussion with faculty advisors about the Specialty Paper is encouraged, including the review of written drafts. The faculty advisor may not provide written feedback, however, until the penultimate version of the paper when nominal written feedback is permitted. Discussion with other students is also encouraged, including exchange and discussion of preliminary and final written drafts.

The page limit for the Specialty Paper is 45 pages of text (double-spaced, 1” margins, 12 pt font), excluding references. The completed Specialty Paper must be distributed to all members of the specialty paper committee at least one week prior to the oral defense.

The oral defense meeting should be attended by all committee members. Based on both the written paper and the oral defense, the specialty paper committee will decide among three grade options: fail, pass, or pass with honors. Students will have two chances to pass the requirement. If the defense is not passed initially, the committee may recommend changes and schedule a second meeting, typically within one month unless revisions are extensive. After successful completion of the requirement (including any revisions), the specialty paper committee will sign the “Report of Examinations for the Doctoral Degree” card and forward it to the Departmental graduate office. It is the student’s responsibility to provide this card to the committee, to secure the necessary signatures, and to ascertain that the Graduate Studies Office has received the fully signed card. Failure to do so will delay admission to candidacy.

If the specialty paper committee does not approve the second defense, the program faculty will make the final decision, based on the Specialty Examination and other performance, concerning the student’s status in the program. Although it is rare to fail a second defense, a student who does so is usually terminated from the program.

Timeline
The specialty paper should be completed during the student’s third year in the program for Developmental students, and during the fourth year for Joint Clinical-Developmental students. The Specialty Paper proposal must be submitted to the program no more than six months after the defense of the Master’s thesis. At the time of the proposal meeting, a date six months later should be set for a final oral defense of the specialty paper. The specialty paper defense is due six months after the specialty paper proposal meeting. Exceptions to these deadlines must be approved by the program based on a written petition. Any Developmental student who has not completed and successfully defended a Specialty Paper by December of their fourth year, and any Joint Clinical-Developmental student who has not successfully defended the Specialty Paper by September of their fifth year must submit a written petition to the program explaining their delay and requesting an extension.

Admission to Doctoral Candidacy and Dissertation

Prerequisites

Upon passing the Specialty Paper/Comprehensive Examination and with the approval of the Program, the student may begin the doctoral dissertation.

Scope of the Dissertation

The doctoral dissertation is meant to be a scholarly document that reports an empirical contribution to the knowledge base in a student's area of expertise. It should be of publishable quality. For the dissertation, students are expected: a) to play a significant role in the development of an important question or set of questions in their selected area of research; b) to be actively involved in the process of designing a study, collecting data, and/or developing measurement/analytic procedures to address the question(s). Under most circumstances, data collection will be designed specifically for the dissertation project, but it is understood that time and monetary constraints frequently do not permit students to plan dissertations of a scope that could meaningfully address questions that are at the cutting edge of the student’s field of interest. In such cases, use of pre-existing data from large scale or longitudinal studies may be appropriate. When students use data from a pre-existing data set, they are still expected to play an independent role in formulating the questions (e.g., the hypotheses drawn from the advisor’s grant application do not constitute an appropriate dissertation topic), and in designing or facilitating new measurement or analytic procedures appropriate to the topic (e.g., the project must involve more than a simple data analysis involving existing variables).

Because candidates for research positions will be evaluated in terms of their projected ability to develop a laboratory and to design new projects, it behooves them to move beyond involvement with pre-existing data sets at some point in their graduate career. Faculty mentors are encouraged to create opportunities for trainees to design and carry out new studies during their graduate training (if not during the dissertation) as well as work with existing data sets. Toward this end, all students are encouraged to develop experience in a) writing grant and IRB proposals, b) collecting data or conducting
relevant measurements that reflect the current state of the art, c) developing new measures, and d) participating in all stages of a project from start to finish if feasible. As part of all research experiences during graduate training, of course, students are also strongly encouraged to present and to publish their work.

Dissertation Committee

The dissertation committee is composed of at least four faculty members and is chaired by the student’s advisor, who must be a core or affiliated member of the Developmental Psychology Program. At least two members of the dissertation committee must be core faculty members of the Developmental Psychology Program faculty. At least three members must have primary appointments in the Department of Psychology. At least one member must be a faculty member with a primary appointment outside the Department of Psychology who is a member of the Graduate Faculty. At least four faculty members must be members of the Graduate Faculty. Students often have five member committees, selecting an additional person with expertise in the student’s area of interest. The Department Graduate secretary can determine who is a member of the Graduate Faculty.

Procedure

After identifying potential committee members in consultation with their advisor, the student should contact the potential committee member to determine their willingness to serve. Before finalizing the dissertation committee, the student should submit the names of committee members to the Graduate Studies Office for approval. This will guarantee that the committee has been constituted according to current university regulations. Failure to so constitute the committee risks the denial of the PhD even after a successful defense.

A proposal meeting should be scheduled as soon as possible after the committee members agree. The written proposal should be circulated to the committee members at least one week prior to the proposal meeting. The dissertation proposal meeting should be held in Sennott Square and is typically scheduled for 2 hours. It is customary for the student to present a brief overview (approximately 15 minutes) of the proposal prior to responding to questions. After final approval of the proposal (including any revisions) the committee will sign the Application for Admission to Candidacy for Doctoral Degree form, which should be turned in to the Departmental Graduate secretary. The university requires this form to be signed and processed a minimum of eight months prior to the final oral defense. Formal admission to Doctoral candidacy does not actually occur until the student has a successful dissertation proposal meeting and this form is signed and processed by the Dean’s office. An approved dissertation proposal is required before beginning the dissertation research. Failure to observe these university regulations risks denial of the PhD even after a successful defense.

After completion of the data collection, analysis, and write-up, the dissertation must be defended before the committee at an oral examination. Again, after being approved by
the advisor, the dissertation should be circulated to committee members at least one week in advance of the defense meeting. The university requires that all dissertation defense dates and locations be published in the University Times. Thus, the Departmental Graduate secretary must be notified as soon as the dissertation defense is scheduled so that it may be properly publicized to the Department and University community.

All dissertation defenses should take place in the Martin Colloquium Room in Sennott Square and all departmental faculty and students are invited and encouraged to attend. First, students will make a formal presentation of their dissertation for about 30 - 45 minutes. The presentation should be aimed at those who have not read the written document. The presentation is followed by a general question period (about 15 minutes). Following this, non-committee members will be excused and the candidate will respond to additional questions from committee members. Faculty are permitted to remain for this part of the defense, but typically do not ask questions. Minor or major revisions may be requested by the committee, the dissertation may be approved or, in rare cases, disapproved. After successful completion of the defense (including any revisions), the committee will sign the “Report of Examinations for the Doctoral Degree” card and forward it to the Department graduate office. It is the student’s responsibility to secure the card and the required signatures and to return it to the Graduate Studies Office. Failure to do so will delay graduation.

Statute of Limitations

According to university regulations, students have a maximum of 10 years from date of entry to complete all requirements for the Ph.D. degree. This clock is stopped during an official leave of absence.

STUDENT FUNDING

Traditionally students receive financial support, including tuition remission, during their time in the program. Usually funding carries with it a work requirement (maximum of 20 hours per week), although a few students are supported on fellowship or training grant funds with no work requirement. Funded positions include teaching assistantships, teaching fellowships, and graduate research assistantships. Competitive scholarships are also available through the University for incoming and advanced students of exceptional merit. Students are encouraged to apply for university and national fellowships. See the department website for details.

Departmental Student Travel Fund

An award of approximately $300 is available to help support Department of Psychology student professional travel. Students should apply to the Department of Psychology for
travel support when they are presenting a paper or poster at a scientific meeting. Additional travel funds are available through the Dean’s office and the Graduate Student Organization. See the department website for details.

BROWN BAGS, COLLOQUIA, AND OTHER PROFESSIONAL ACTIVITIES

Brown Bags

Brown Bags contribute to the scholarly community and are presented by faculty and students from within and outside of the department. Regular attendance is expected at Developmental Brown Bags by ALL Developmental students, including those in the Joint Clinical/Developmental program; absence is noted and figures in the student’s annual evaluation re: scholarly growth and participation in the program’s intellectual community.

Pizza Seminars

These occur irregularly, often in relation to an upcoming talk or a controversial article. They are organized and run for the benefit of graduate students; if attendance falls off, these will be discontinued; attendance is therefore encouraged.

Departmental Colloquia

Department colloquia are given by nationally and internationally renowned scholars whose research is likely to be of general interest to the department. Regular attendance is expected for ALL colloquia, even those outside the student’s interest/research area; as with Brown Bags, absence is noted and figures in the student’s annual evaluation.

Presentations

All students are expected to present at the Developmental or Clinical Brown Bag series and are encouraged to present the proposed master’s or 1st/2nd year project, the completed project, and the dissertation proposal. Students are also encouraged to use the Brown Bag as a forum to practice talks that they will be giving at conferences or as a forum to discuss work in progress.

ANNUAL EVALUATION

Each year the faculty evaluates student progress and provides the student with written feedback on performance in the Program in terms of program milestones, completion of course work, and other indicators of research, scholarly activity, and overall professional
growth and development. The student receives a letter by the end of July summarizing the evaluation of the faculty. The letter is written by the Program Chair after consultation with the advisor and other faculty who have had contact with the student in classes, as committee members, and so on. Joint students receive one letter that reflects the feedback from both the Developmental and Clinical faculty on progress in the program.

Important forms to remember:

Master’s Defense card signed by committee
Comprehensive Examination card signed by committee
Dissertation Proposal form and admission to candidacy form signed by committee
Dissertation Defense form signed by committee