Developmental Training Track Policies and Procedures Manual

PhD Program
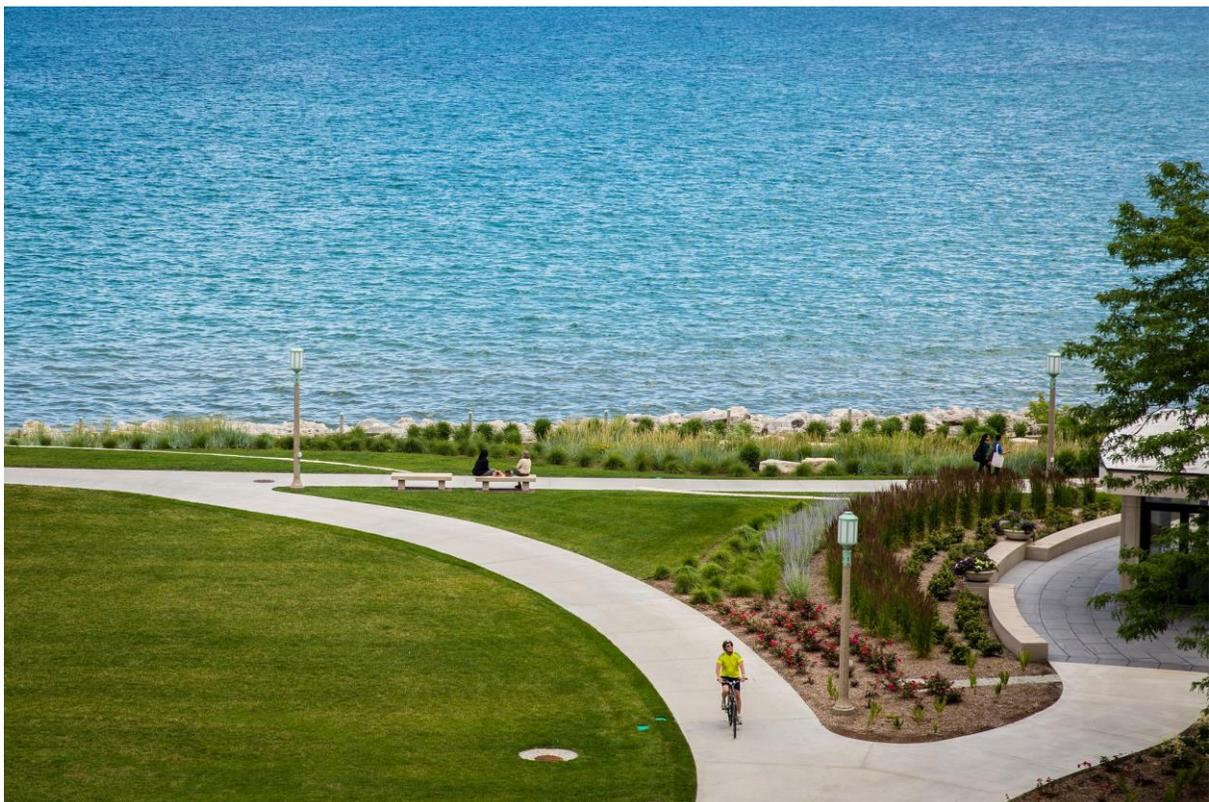
Department of Psychology

Loyola University Chicago

2020-2021

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Preparing people to lead extraordinary lives

Contents

I.   INTRODUCTION

Welcome to the Department of Psychology at Loyola! We are delighted that you have chosen to join our community of scholarship and look forward to having you as a student, collaborator, and colleague in the years to come.

A.   Purpose of This Manual

This Manual is intended to orient new students to the Department of Psychology, and to provide students in the Developmental Training Track with a summary of the policies and procedures regarding graduate study. The manual is modified yearly to update policies. Before basing decisions on this manual, please check that you have the latest version (dated by school year). If unsure about some policy or rule, students should consult with their research mentor, supporting advisor, Training Track Coordinator, or the Graduate Program Director (see **section II.A.** for information about who to go to for what).

Following a description of the Focus Areas in the Department and the Department's mission and orientation toward graduate education (**sections I.B-1.F**, below), for the most part, this manual deals with Developmental Training Track policies and procedures. On matters concerning Graduate School or University policy, students should consult the information on The Graduate School website (http://www.luc.edu/gradschool/index.html).

B.   Department of Psychology Mission Statement

Consistent with Loyola University's mission as a Jesuit, Catholic institution, transformative graduate education in the Department of Psychology has two foci: (a) *Healthy Development in Children, Youth, and Families*, and (b) *Psychological Foundations of Social Justice*. Within each, faculty pursue research and provide graduate training that draws upon developmental, social, and clinical psychology, and that has as its ultimate goal maximizing human potential and eliminating barriers to fully effective human functioning, development, and interaction.

C.   Focus Areas

The Department has two focus areas supported by three training tracks. The two focus areas are *Healthy Development in Children, Youth, and Families*, and the *Psychological Foundations of Social Justice*.

Training with a Clinical Emphasis

Training with a Developmental Emphasis

HEALTHY DEVELOPMENT IN CHILDREN, YOUTH, AND FAMILIES

PSYCHOLOGICAL FOUNDATIONS OF SOCIAL JUSTICE

Training with a Social Emphasis
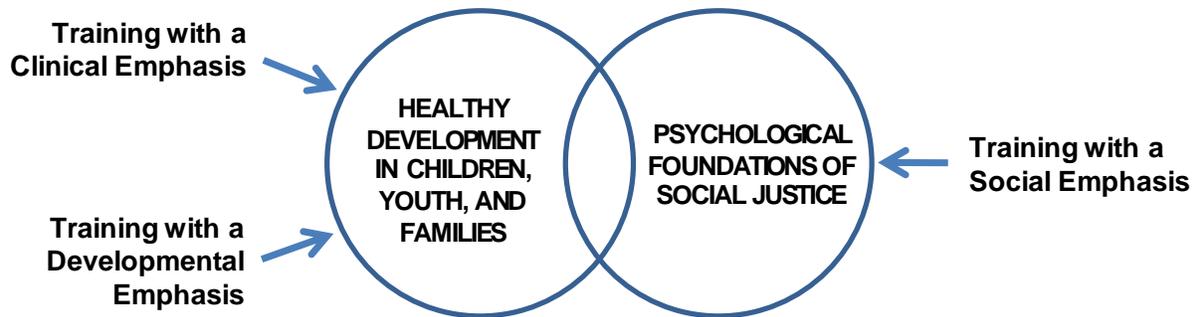
1.   *Healthy Development of Children, Youth, and Families*

This focus area consists of training and research aimed at understanding and supporting the healthy development of children, youth, and families. It is concerned with the cognitive, social, emotional, cultural, physical, neurological, and spiritual factors that promote typical development and learning in children and youth, along with those conditions that lead to maladaptive developmental trajectories. Developmental processes and outcomes are examined in the classroom through the lens of contemporary theory that is complemented by innovative, multi-disciplinary, cross-sectional, and longitudinal faculty and student research. Research on the healthy development of children, youth, and families seeks to understand, for example:

- The biological, family, school, and community factors associated with healthy cognitive, social, and emotional development across the lifespan.
- The implications of early developmental experiences for outcomes in later childhood, and ways to promote healthy development in infants and young children.
- The conditions and processes in individuals, families, schools, and communities that give rise to effective coping by children and youth exposed to stressors endemic to growing up in urban poverty (e.g., community violence).
- The factors that differentiate youth who are resilient in the face of adversity from those who are more vulnerable.
- The manner in which children with chronic health conditions and other related issues (e.g., obesity, asthma) navigate important developmental milestones of adolescence and early adulthood.
- The effectiveness of various types of mental health services for children and adolescents, and of other interventions designed to benefit at-risk populations of children and youth.

2.   *Psychological Foundations of Social Justice*

The Department's other focus involves training and research aimed at understanding the

psychological underpinnings of fair and unfair treatment, and calls particular attention to those variables that impact people's ability to function successfully in a diverse, pluralistic society. It is concerned centrally with the conditions that promote effective collaborative interaction, and so provide the interpersonal framework for building a more just and humane society. Theories bearing on the psychological foundations of social justice are examined critically in the classroom, and are tested empirically in creative field and laboratory research by both faculty and students. Research on the psychological foundations of social justice seeks to understand, for example:

- The antecedents and consequences of stereotyping, prejudice, and discrimination, as well as strategies for improving the quality of interactions and relationships across group boundaries.
- Effective approaches for fostering inter-cultural communication and understanding, and an appreciation for ethnic and cultural diversity.
- The individual, social, and cultural factors that influence perceptions of fairness and justice, and how these impact ethical behavior and decision making in individual, group, and institutional contexts.
- The cognitive, affective, behavioral, social, and neurological dynamics of attitudes as they relate to important contemporary social justice concerns (e.g., affirmative action, welfare, the death penalty).
- The impact of discrimination on relationship functioning and quality, especially in marginalized populations (e.g., LGBT couples), and how poor relationship functioning affects mental and physical well-being.
- How cohesion develops in groups, and how it promotes cooperative problem solving and decision making through the effective resolution of disagreements and conflict.

D. Training Tracks

Students enter the Graduate Training Program in Psychology with an intention to concentrate in one of our two focus areas. The particular blend of training experiences they receive, however, also depends on their career aspirations.
- Students interested in focusing on *Healthy Development in Children, Youth, and Families* and who aspire to a clinical academic or professional career will pursue training with a clinical emphasis—the Clinical Training Track.
- Students interested in focusing on *Healthy Development in Children, Youth, and Families* and who aspire to a non-clinical academic or professional career will pursue training with a developmental emphasis—the **Developmental Training Track** (**DTT**).

- Students interested in focusing on *Psychological Foundations of Social Justice* and who aspire to a non-clinical academic or professional career will pursue training with a social emphasis—the Social Training Track.

Students entering the program will take a set of core courses that provide common academic preparation for all, regardless of the student's intended focus area or training track. Specifically, they will take (a) the same two-course statistics sequence, (b) the same integrated research methods course, and (c) the same cognitive neuroscience course. The research methods course will be team taught by three instructors, one representing each training emphasis.

E.   An Integrated Program in a Differentiated World

Although distinct, our two focus areas, *Healthy Development in Children, Youth, and Families*, on the one hand, and *Psychological Foundations of Social Justice*, on the other, are not entirely independent of one another, as both are grounded in theory and research drawn from the fields of clinical, developmental, and social psychology. In this sense, the Graduate Training Program in Psychology achieves an integration of these three approaches. This integration is reflected as well in the curriculum, which offers a set of core courses that provide common academic preparation for all students, followed by increasingly specialized courses that address clinical, developmental, and/or social topics within each focus area separately. (The curriculum is discussed at greater length below).

F.   Graduate Training Goals

We believe that good scientists are those who are well versed in the specific theories and methods of their own sub-discipline and who are also conversant with the broad array of topics studied by other psychologists. Thus, the graduate experience is structured to provide students with the specific skills necessary for conducting sound empirical research and developing a programmatic, theoretically based research agenda, while providing background knowledge within which specific research programs must be understood. Within the framework provided by of our two areas of focus, we seek to offer a transformative graduate education, and in doing so produce MA and PhD level scholars who (a) have broad knowledge of scientific psychology, (b) have specialized knowledge in one or both focus areas, (c) demonstrate expertise in planning, executing, evaluating, and disseminating research relevant to one or both focus areas, (d) can effectively communicate their knowledge of psychology in multiple contexts, (e) are sensitive to cultural and individual differences as they relate to teaching, research, and/or clinical practice, and (f) adhere to the ethical standards of the profession and demonstrate appropriate professional conduct.

II. ADVISORY SYSTEM AND SUPPORTS

    A. Advisory System

Although this manual is designed to provide basic information that is necessary for understanding the requirements of the Developmental Training Track, it is not intended as a substitute for our advisory system. Although students should feel free to approach any faculty with concerns, the following are some guidelines for whom to check with first for what:

- *Research Mentor:* Questions about planning specific research projects, choosing courses and other training opportunities, expectations for student participation in research lab group, project funding, planning grant applications, and career opportunities within the student's field.

- *Supporting Advisor:* Questions that may arise regarding any aspect of training, although student's "first stop" should generally be with their Research Mentor. The Supporting Advisor meets with the student to prepare for the Annual Review, and afterward, to provide verbal and written feedback to the student about his/her progress.

These two faculty members – the **Research Mentor** and **Supporting Advisor** – together compose the student's **Advisory Committee (AC).** Students determine the composition of this committee as soon as they are ready, but no later than **April 1 of Year 1**. Typically, the composition of the AC is the same as the student's Master's committee (see **section V.B.** for further discussion of the role of the Advisory Committee).

- *Developmental Training Track Coordinator (DTTC):* Questions about Training Track requirements (e.g., coursework selections); events and issues that are specific to the student's Training Track (e.g., brown bags); dissemination of Master's defense announcements; concerns that cannot be resolved through discussion with Research Mentor and Supporting Advisor. At the beginning of Year 1, all new students meet with the DTTC to review the policies in the this manual. Students must provide the DTTC with documentation of approval of any extensions of deadlines for required work (e.g., Master's Thesis defense), and with the final completed Annual Review forms.

- *Graduate Program Director (GPD):* Questions about Departmental policies and requirements; paperwork or issues that need to be brought to the attention of The Graduate School; questions about mechanics of stipends, student accounts, and reimbursements; submission of other formal paperwork (note that as of 10/22/12, the Thesis/Dissertation Committee Form (to form your committee) and the Thesis/Dissertation Proposal Ballot have been moved to the Graduate Student

Progress System at https://gsps.luc.edu/. Students log in to create these forms for approval).

- **Department Chair:** Requests for supplemental travel and research funds if available; any concerns that have not been resolved in discussion with the people mentioned above.

- **The Graduate School (GS)** http://www.luc.edu/gradschool/index.html*: Questions about policies and procedures that originate in the Grad School administration rather than the Department; GS forms; registration; receiving payments of stipends; ensuring full-time status; meeting graduation deadlines. Please make it a habit to consult this GS site. However, if something there needs clarification, the GPD or DTTC can help figure it out.

  Do not ignore notices, requests or memos issued by The Graduate School. Students should be sure they are in compliance with The Graduate School policies and procedures.

B.   Research Mentors

The Psychology Department uses a research apprenticeship system. Each student works with a specific faculty Research Mentor chosen on the basis of mutual research interests. Faculty Research Mentors direct and supervise graduate student research and Chair the student's Master's and Dissertation committees. Although the majority of a student's research is typically done in collaboration with their faculty Research Mentor, students are also encouraged to explore collaborative and mentoring relationships with other faculty in the Department.

Students occasionally wish to change faculty Research Mentors. Students who find they would like to consider a change should talk first to the faculty member with whom they are interested in working, to ensure that he or she would be a willing Research Mentor. Then, the student should talk with his or her current Research Mentor. The former Research Mentor has the right to expect that any work in progress will be completed. Once there is agreement among the student, the former Research Mentor, and the Research Mentor-to-be, the Training Track Coordinator should be notified of the change.

C.   Financial Support

Most Psychology students receive financial support in the form of University Merit Awards (tuition waivers and stipends). All financial support is contingent on the student's remaining in good standing with due progress as defined by The Graduate School and the Department, and by satisfactory performance of research and teaching as defined by the department and the student's Training Track. Support from the GS is typically available for

four years. Because most students do not completely finish their doctoral degrees in four years, they should begin exploring possibilities for fifth year funding as early as the first year. There are many prestigious pre-doctoral fellowships available to graduate students both within and beyond Loyola. Also, faculty may have research assistantships available on grants for fifth year students, and some teaching opportunities may be available through the Department.

1. *Graduate Assistantships*

Assistantships for students in Years 1-3 provide a stipend plus full-tuition remission and require that a student work 20 hours per week as a research assistant and/or a teaching assistant for a faculty member. Students in Year 4 of their assistantships should expect to teach their own undergraduate classes (one each semester) and work 5 hours per week as a research assistant (RA) for a faculty member in the Psychology Department. Assistantships are awarded on a competitive basis. Factors that go into funding decisions include:

- Successful completion of all coursework with a grade of B or better at the time of the end of each semester.
- Successful completion of all assistantship work with a faculty member and favorable review from that faculty member about assistantship work.
- Faculty member being willing to work with student.
- Year in Training Track. Typically, Departmental (i.e., developmental) assistantships do not go beyond four years. Thereafter, students are expected to teach, apply for fellowships, pre-doctoral funding, and other assistantships available on campus.
- Good Citizenship in the Department. Attendance at the brown bags and other Departmental activities, such as job talks by faculty candidates.

Students' assistantships are nine-month contracts. They begin on August 15 and end on May 15. The Graduate School policy is that <u>in between those dates, the requirement of 20 hours per week of work as a research assistant (or 5 hours for students in Year 4 when teaching a class) is tied to when classes are in session – weeks of class time plus exams</u>. Therefore, students are not required to be available for assistantship hours during holidays. Students should not be expected to "make up" time that they choose to take off when classes are not in session (e.g., Fall Break, Winter Break, Spring Break, Easter). Students should not be required to "make up" time they are taking to attend a professional conference. Also, at times when students' scheduled "lab hours" conflict with Departmental activities (e.g., job talks, lunches with speakers, lunches with prospective students, etc.), faculty should yield this time, if at all possible, so that the students do not miss out on important professional development opportunities.

Although we try our best to match students with faculty who share similar interests, it is sometimes necessary to assign a student's assistantship hours to be with a faculty member

other than their Research Mentor. Occasionally students may be asked to work for a faculty member who is in need of research help, who teaches a large psychology class, etc.

2.   Grant-Funded Research Assistantships

As with Graduate Assistantships, these generally provide a stipend plus a tuition scholarship and involve working a designated number of hours per week for a faculty member. Note that you may not teach a course for the department for additional funds if you are receiving a grant-funded assistantship.

3.   Fellowships

The graduate school awards competitive fellowships to support students as they are completing their graduate work. Some offer support for dissertation work, while others are teaching fellowships. The Child and Family Assistantship is one that developmental students should especially consider applying for to fund their 5-year. Please see the graduate school website for updated information about fellowships being offered, and how to apply. Go to http://www.luc.edu/gradschool/FundingGrad.Education.shtml and click on "Fellowships."

4.   Part-Time Teaching

Students who have completed the M.A. degree may apply to the Chairperson for part-time teaching in the Psychology Department. Part-time teachers are hired and paid on a course-by-course basis. Typically, no tuition benefits are included. You may not teach a course in the department for pay at the same time that you are on a Merit Award or grant-funded assistantship.

5.   Outside Employment

University funding is provided to enable students to devote full-time to graduate study. As such, students who are given University assistance must agree not to hold outside employment during their 9-month award period.

In instances where the University is unable to provide financial assistance (e.g. advanced students completing the dissertation), it is recognized that students may need to secure part-time employment. Completion of degree requirements, however, should remain the top priority and a full-time pursuit.

D .   Libraries and Scholarly Research Resources

The Loyola library system consists of a number of major libraries; the one of most interest to Psychology students is the Cudahy Library. These collections are accessible from anywhere with an internet connection; students simply need their Loyola username and password to log in. The starting point is the Libraries tab on the Loyola home page. Here

students will find the library catalog (PEGASUS), databases (e.g., PsycInfo), electronic journals (ejournals) and links to services and policies such as Interlibrary Loan. The **Psychology librarian Stephen Macksey** (smackse@luc.edu; 773-508-2644) is available to help with all library related questions.

III.   GRADUATE TRAINING: RESEARCH AND TEACHING

A.   Research Requirements

Research is the primary focus of graduate training. Research activity under a Research Mentor's guidance throughout a student's training can take many forms, including work on his or her ongoing projects, the planning and implementation of new research studies, conceptual and theoretical discussions, writing of research reports and grant proposals, presentation of results at conferences, and so on. As part of students' ongoing research training, they will complete five specific components in order to obtain the Ph.D. These are:

1) a short first year critical literature review (i.e., First Year Paper)
2) a Master's thesis
3) a Written Qualifying Exam (i.e., Grant Proposal)
4) an Oral Qualifying Examination
5) The PhD dissertation

Each of these components is described in more detail in **Section V** below. The Developmental Training Track has deadlines for timely completion of these requirements as described in **Section V.** Failure to meet these deadlines may result in probation and potential termination from the Department.

We expect that in the course of graduate training, most students will engage in some research beyond the components above. Although the required components are important milestones, we believe that a successful student and scholar is one who takes advantage of a variety of research opportunities throughout their careers.

B.   Teaching Requirements

Psychology students are required to participate in several teaching experiences as part of their training. Most students will TA for a course or courses as part of their assistantship hours. In Year 4, University funded (Merit Award) students are expected to take full responsibility for a course or courses (up to two courses in Year 4). In conjunction with this, students will select a **Teaching Mentor**, and will participate in the teaching practicum course offered through the GS. Specific teaching assignments are determined by the Assistant Chair and Undergraduate Program Director in consultation with the Training Track Coordinator. Students' own preferences and advisor input will also be taken into account. Students may also teach in their 5th and subsequent years of study, depending on

their interests and Departmental needs. Students interested in such opportunities should speak to the Assistant Chair of the Department. Students who develop strong teaching records can also apply for a Teaching Fellowship (see info on the GS website, and description in **section II.C.4** above) for financial support for post-4th year study.

IV.   COURSEWORK REQUIREMENTS FOR THE Ph.D.

A.   Credit Hours and Course Load

A total of 24 credit hours are required for the Master's degree in the Developmental Training Track. An additional 36 credit hours are required beyond the Master's. A total of 60 graduate credit hours will be completed for the Ph.D. Students enrolled in the PhD program are expected to carry a three-course load in the Fall and Spring semesters in Year 1, 2 and 3. Students register for one class the summer at the end of Years 1 and 2.

B.   Grade Requirements, Incompletes, and Grade Point Requirements

Students must obtain a grade of B or better in all **Department Core** (4 courses + UNIV 370) and **Developmental Core** (2) courses to count them as meeting the course requirements for the MA degree. Students who fail to pass a Department Core of Developmental Core course with a B or better must petition the Developmental Training Track faculty for the opportunity to either retake the course, or to otherwise demonstrate sufficient mastery of the material to continue in the Track.

Per The Graduate School policy[1], no more than two courses for which a student receives a final grade of C+ (2.33) or C (2.00), and no course for which a student receives a final grade of less than a C (2.00), may be applied toward the fulfillment of degree requirements. Such grades, however, will be used in the calculation of a student's grade point average. A student who earns multiple grades of C or lower, or who otherwise fails to maintain good academic standing, is subject to review and possible dismissal from the program.

Also per The Graduate School policy[1], students who fail to maintain a grade-point average of at least a 3.00 may be placed on academic probation. In such cases, if the student does not raise the grade-point average to at least a 3.00 during the next two consecutive semesters in which the student registers, the student will be dismissed for poor scholarship. Students who are near the end of their programs must raise their cumulative GPAs to 3.00 in order to receive a degree. Students will not be permitted to continue taking courses after they have completed all of their program hours in the hopes of raising their cumulative GPAs.

Students are expected to complete all coursework by the end of the semester during which the course was taken. Students may not take a grade of "Incomplete" in any course during the first year without approval of the instructor for the course and Training Track

Coordinator. After the first year, more than one incomplete in <u>any</u> semester is considered unsatisfactory performance and the student will be placed on probation.

The student and the instructor must make arrangements in advance for a student to receive a grade of **I** (Incomplete) at the end of the semester. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies[1]. Specifically, the student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the **I** grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, then it will automatically become an **F**. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an **I** grade[1].

[1]http://www.luc.edu/gradschool/academics_policies.shtml#degree_conferral

C.   Classes

The following are the course requirements for the Developmental Training Track. Students should use the **Course Work Scorecard** (Appendix A) to keep track of their progress toward completing the course requirements. An up-to-date scorecard must be prepared and submitted as part of the student's Annual Review.

1.   Coursework Required for All Graduate Students in Psychology

Students in all three Psychology training tracks are required to take the following:

Department Core Courses (5 courses; 12 credits)	Timing
PSYC 482: Advanced Statistics[1]	*Year 1*
PSYC 491: Multivariate Statistics[1]	*Year 1*
PSYC 420: Research Methods[1]	*Year 1*
PSYC 435: Seminar in Cognitive Neuroscience[1] *Or* **PSYC 552: Neuropsychology**[1]	*Year 1 or Year 2*
UNIV 370: Responsible Conduct in Research and Scholarship (no credit; 2-day course)	*Prior to graduation*

[1]*must be completed with a B or better.*

2. Additional required DTT Coursework and Electives

Students in the Developmental Training Track are also required to complete the following core courses:

Core Developmental Courses (2 courses; 6 credits)	Timing
PSYC 473: Social Development	*Year 1 or Year 2*
PSYC 475: Cognitive Development	*Year 1 or Year 2*

Developmental Topics Courses (4 courses; 12 credits)	Timing
Four courses from among the following: PSYC 515: Infancy PSYC 540: Psychology of Language Development PSYC 545: Selected Topics in Developmental Psychology – Attention Learning and the Media PSYC 545: Selected Topics in Developmental Psychology – Parenting PSYC 545: Selected Topics in Developmental Psychology – Child Development and Social Policy PSYC 548: Risk & Opportunity in Childhood and Adolescence	*Year 1 – Year 3*

Social or Clinical Topics Course (1 course; 3 credits)	Timing
One course from among the following: PSYC 438: Principles of Psychological Assessment (Clinical) PSYC 451: Child Psychopathology (Clinical) PSYC 460: Social Psychology Theories (Social) PSYC 461: Attitude Structure and Change (Social) PSYC 462: Cognitive Social Psychology (Social) PSYC 474: Group Dynamics (Social) PSYC 489: Political Cognition (Social) PSYC 525: Seminar in Social Psychology – Self and Self-Esteem PSYC 525: Seminar in Social Psychology – Prejudice and Intergroup Relations	*Year 1 – Year 3*

Reading/Research Courses (4 courses; 12 credits)	Timing
PSYC 599: Directed Readings	*Summer Year 1*
PSYC 598: Research	*usually Spring Year 2*
PSYC 597: Integrative Readings	*Summer Year 2*
PSYC 599: Directed Readings	*usually Fall Year 3*

Electives (3 courses; 9 credits)	Timing
Elective courses may be selected from the Developmental, Social or Clinical Topics courses listed above, or courses in the students' minor area, but each course can only count only once toward meeting a requirement (i.e., no double dipping). If, for example, at student takes PSYC 462: Cognitive Social Psychology (Social) to meet the Social/Clinical Topics Course requirement, that student may not also count that course toward his/her electives. Generally students should look to classes being offered within rather than outside of the Psychology Department when looking for elective classes (excepting courses in the student's minor area)[2]. When in doubt about whether a course is an appropriate elective, students should check with the DTTC.	*Year 1 – Year 3*

Minor Area Courses (2 courses; 6 credits)	Timing
Minor areas include, but are not limited to, Statistics, Education, and Women's Studies. Other courses not listed here might also be acceptable to meet the minor requirement[2]; check with the DTTC. Students must complete two courses in their minor area. **Statistics Minor[2]:** Note: PSYC 491: Multivariate <u>does not</u> count toward the Minor (Multivariate is a prerequisite for PSYC 293 and RMTD 484). **Students who are planning an academic career are encouraged to take as many statistics courses as possible.** PSYC 293: Structural Equation Modeling RMTD 488: Meta-Analysis RMTD 487: Factor Analysis RMTD 484: Hierarchical Linear Modeling	*Year 1 – Year 3*

Education Minor[2]:
CIEP 401: The Exceptional Child
CIEP 451: Psychology of Learning
CIEP 479: Reading Research
CIEP 481: Assessment: Infancy & Preschool

Women's Studies[2]:
WOS 402: Foundations of Women's Studies
WOS 450: Global Feminism

[2] Note about Taking Courses Outside of the Psychology Department.
(a) If a program does not have a doctoral program chances are their courses cannot be taken for graduate credit. There are some exceptions to this, including graduate courses taken in Women's Studies.
(b) Students planning on taking a course outside the Psychology Department must check with the instructor before to confirm it is okay to take the course. Some departments/instructors restrict their courses to their graduate students. Students are also encouraged to ask for information about the course (e.g., syllabus), especially if it is from Curriculum, Instruction and Educational Psychology (CIEP); some of these courses are geared toward teachers.
(c) Students can take doctoral-level courses from the Erikson Institute so long as they are offered in the LOCUS system. If it is not cross-listed on LOCUS, students' tuition waivers will not cover the course.
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3. Dissertation Hours

In Year 4 until graduation, students who have complete all their coursework and are preparing for qualifying examinations and/or preparing a dissertation proposal must register for **PSYC 610 Doctoral Study**. Registration in Doctoral Study is normally limited to two semesters. After this - generally once the student has successfully defended the dissertation proposal - students enroll in **PSYC 600 Dissertation Supervision** to maintain their full-time student status. These are fee courses, and although one course (610) is less expensive than the other (600), students *must enroll in PSYC 610 first*. Year 4 Merit Awards and other University Fellowships cover these fees.

D. Credit for Graduate Work at Other Universities

Transfer of prior graduate work (including Master's degrees): Students who have attended other graduate programs before Loyola may be eligible to use some of their previous work towards requirements of the Developmental Training Track. Policies set by

The Graduate School on transfer credit will be followed (see
http://www.luc.edu/gradschool/academics_policies.shtml#transfer_credit)

1. *Satisfying the Master's Requirement with a Prior Master's Degree*

Students who enter with a Master's degree in Developmental Psychology or in a closely related field from an accredited university will typically be admitted in Advanced Standing status. Under most circumstances the Training Track faculty will choose to accept the prior Master's as satisfying the requirement for a Master's project. Students entering with a prior Master's are encouraged to discuss this issue with the DTTC prior to or immediately upon accepting the offer of admission and to provide a copy of the thesis. If a prior Master's is accepted, the Training Track may still elect to have the student complete an alternative project.

2. *Transfer Credits/Placing Out of Required Course Work*

According to Graduate School policies, all requirements for the Master's degree must be earned at Loyola University Chicago. Students who enter with a Master's in Developmental Psychology or in a closely related field from an accredited institution and who wish to begin Ph.D. work at an advanced level may petition for transfer of credit. To do this, students should submit a letter with a list of courses for which credit is being requested, plus transcripts, course descriptions, syllabi, reading lists, or any other available material to the DTTC immediately after entering the program. The DTTC will review the request, supporting materials, and meet with the student. The amount of credit accepted for transfer is contingent upon the evaluation made by the DTTC and subsequent approval by the GPD and the Graduate Dean. Transfer credit is limited to 24 hours or the amount required for the Master's degree at Loyola.

V.   STUDENT TRAINING AND EVALUATION PLAN (STEP)[1]

A.   Overview

The overall goal of this graduate student training and evaluation plan is to support students' successful completion of the graduate program and to prepare them for an academic career. To meet these goals, the training plan is structured to help each student plan their graduate career in ways that best merge their individual goals and interests with mastering the necessary skills for a career in research and teaching. The training plan is structured in incremental <u>steps</u> such that students learn critical thinking, writing, and research skills in an environment in which multiple faculty provide advice and evaluation.

Developmental Training Track
Student Training and Evaluation Plan

Deadline	Requirement
Year 1	
Start Year 1	Meet with DTTC to review policies and procedures (Manual)
By April 1	Advisory Committee (AC) Formed
March 30	Annual Evaluation
Year 2	
August 15	First Year Paper Submitted to AC
By September 15	AC Meeting/Feedback about First Year Paper
March 30	Annual Evaluation
By May 1	Master's Thesis Proposal Submitted to Committee
By May 15	Master's Thesis Proposal Oral Defense
Year 3	
By March 1	Master's Thesis Submitted to Committee
By March 15[2]	Master's Thesis Oral Defense
March 30	Annual Evaluation
Year 4	
By August 15	Written Qualifying Exam Submitted to DTTC
By September 1	Faculty Vote on Written Qualifying Exam
By September 15 (approx.)	Distribution of Oral Qualifying Exam Questions (pending faculty approval of Written Qualifying Exam)
October 1 (approx.)	Oral Qualifying Exam
January – February	Retake of Qualifying Exam (if necessary)
March 30	Annual Evaluation
Year 5	
By September 15	Dissertation Proposal Submitted
By September 30	Dissertation Proposal Oral Defense
March 30	Annual Evaluation

[1] The STEP program has been adapted from Emory University's STEP program

[2]Important Note about GS Deadlines. For the formal PhD degree - and, at the relevant time, the Master's student's earn en route - to be conferred, an Application for Degree must be completed and submitted to the GS prior to the degree application deadline for the semester the student applies to graduate (see the GS website). Note that **these deadlines may be earlier** in the semester than departmental deadlines for satisfying requirements. In order to make sure the most current forms are used, please refer to The Graduate School website http://www.luc.edu/gradschool/servicesandresources_forms.shtml, where a student can find these for download on the appropriate pages of the site.

B.   Faculty Advisory Committee (AC)

Students create a faculty Advisory Committee (AC) as soon as they are ready, but no later than **April 1 of Year 1**. The AC provides feedback on student progress and in most cases acts as the student's Master's committee. The AC is comprised of the student's faculty Research Mentor (the Chair) and the student's Supporting Advisor; ideally one of the two faculty members on the committee will be tenured. These two AC members must be in the Department of Psychology; a third committee member (from the Department or not) can be added to the Master's Committee.

Once you have invited the members of your committee, you will complete by **April 1 of Year 1** the Committee Recommendation Form in the Graduate Student Progress System (https://gsps.luc.edu). Your committee will be approved electronically by the Director, GPD, and the Graduate School. You will next receive an email that your committee if formally approved by the Graduate School. Forward that email to the DTTC to complete this requirement.

1.   *Objectives*

The overall objective of the AC is to maximize the professional growth and development of students by providing:

- structured advising and assistance in the planning of educational experiences at the beginning and end of each academic year
- consistent and detailed feedback to students in a personal format.

2.   *Meetings*

Students are responsible for scheduling regular meetings with their faculty Research Mentor. Students must also meet with their faculty Supporting Advisor prior to and after the Faculty Annual Review of Students faculty meeting to review progress toward goals, assess status, make plans for summer, assess strengths and weaknesses, and to discuss feedback from the review.

C. Annual Evaluation of Students

The Developmental Training Track faculty is responsible for evaluating each student's potential for PhD level scholarship on a continuing basis. As part of this effort, a formal evaluation is done yearly.

1. Criteria for Evaluation

Research and grades are of the utmost importance, but a student's performance in teaching and in all other activities that bear on scholarship and potential are also considered. Students are expected to maintain consistent progress toward their degree and to meet the deadlines for completion of requirements as set by the Developmental Training Track, Department and The Graduate School. The outcome of the annual review will be judge based on <u>all</u> of the following areas:

- **Academic Work:** Students are expected to maintain a B average in all coursework. No more than two C's count toward the Degree and C's in required Departmental and Developmental Core courses are not acceptable.

- **Research:** Students are expected to demonstrate initiative and competency in pursuing their research requirements and independent research interests and to attend Departmental and Training Track research presentations, and Master's thesis and Dissertation defenses of fellow students.

- **Interpersonal/Professional Development:** Interpersonal and personal qualities are considered primarily as they impact on the student's academic and professional activities. In this regard, students are expected to maintain appropriate interpersonal relationships with faculty and other students and openness to feedback and new learning experiences. In terms of professional development, students are expected to demonstrate high ethical standards, to follow the APA Code of Ethics, to adhere to the policies and expectations of all research and educational settings in which they work, and to carry out responsibilities in a professional manner.

Students who are judged to have performed poorly in one or more of these areas will receive an unfavorable annual review. Poor performance in these areas and a unfavorable annual review can result in a student being placed on probation, counseled out of the program, or termination from the program.

2. Annual Review Materials to be Submitted by Students

Each student will submit the following materials for Annual Review:

- **Student Annual Review Form** (Appendix B)

The Annual Review Form concisely describes the student's educational and research goals, the types of courses they plan to take in addition to Department and program required courses (e.g., minor area courses; electives), and possible additional training and professional development opportunities that are consistent with their goals.

- **Faculty Review of Student Progress Form** (Appendix B)

- **Coursework Scorecard** (Appendix A)

- **A Curriculum Vitae (CV;** see example template in Appendix C**)**

3. Procedures for Review and Feedback

At the end of each Spring semester, the entire Developmental Training Track faculty meet to review students' performance (i.e., **Annual Review of Students** faculty meeting). Prior to this meeting, each student must meet with his/her faculty Supporting Advisor (pre-Quals students) or Research Mentor (post-Quals students) to discuss his/her progress, and the Annual Review materials the student has prepared. After the faculty meeting, the faculty Supporting Advisor (pre-Quals students) or Research Mentor (post-Quals students) provides feedback verbally and in writing to the student. Students and the Supporting Advisor/Research Mentor sign the Annual Review Form and it is submitted with a copy of all finalized Annual Review materials (i.e., form, scorecard, CV) to the DTTC on or before **May 15 each year**.

D. First Year Paper and AC Meeting

Students enroll in the **Psyc 599 Directed Readings** course the summer of Year 1. This course provides the opportunity for the student to work intensively on the required **First Year Paper:**

- **First Year Paper** – a short critical literature review of 10 to 15 pages (plus references) in the student's area of research, written in consultation with their Research Mentor. The student's Research Mentor may additionally require a written proposed methods and analysis section, in anticipation of the student's Master's project.

On or by **August 15 at the start of Year 2**, each student submits the literature review to

their AC. By **September 15 of Year 2** the student meets with their AC to discuss the literature review and receive feedback. The meeting is scheduled by the student (students are advised to start early to schedule a date the committee can meet prior to the deadline). Following this meeting, the student will write a summary of the feedback they received about the literature review. A revision of the literature review may be required. The written summary of feedback, and the finalize paper will be reviewed by the student's AC, and then forwarded by the student to the DTTC **before the Fall Break of Year 2.**

E. Master's Thesis (Year 2 and 3)

The Master's Committee is equivalent to the student's AC in most cases, although a third committee member may be added to the Master's Committee. Students are encouraged to meet informally with their Master's Thesis Committee members as they develop their Master's thesis.

1. *Master's Thesis Proposal*

Proposal Process
Toward the end Spring Semester in Year 2, the students submit their Master's Thesis Proposal to their Master's Committee. The student will schedule a meeting of the Master's Thesis Committee to orally defend the Master's Thesis proposal. This meeting should occur no later than **May 15 of Year 2.** Students must not attempt to schedule the defense of their Master's Thesis proposal before their faculty Research Mentor has given his or her final approval of the reader's copy. Students should not anticipate final approval of a first draft. Rather, students should plan on at least three drafts, giving their Research Mentor two- to three-weeks to review each draft, plus one- to two-weeks of student time to prepare each revision. Students are encouraged strongly to think about this timeline for the reading and revision of drafts as they work toward meeting deadlines. Students should also clarify with the rest of their Master's Thesis Committee how they wish to proceed with drafts of the reader's copy. Depending on the students, and the Committee, distribution of preliminary drafts to the Committee might be helpful. Also, 2 weeks should be given to the Master's Committee to read the proposal prior to the defense.

At the proposal meeting, students talk about prior research in their area of interest; present and discuss the research proposal; and then leave the meeting briefly while the committee members vote whether to approve the proposal. Usually, the Committee Chair (the student's Research Mentor) will inform the student immediately about the vote. If they do not approve the proposal, then the student will have to do some more work on the proposal, and schedule a second proposal meeting; the Committee will determine details of how this will be handled with the student at the meeting.

Once you have successfully defended your proposal, you will create the form, with an

abstract, in the Graduate Student Progress System (https://gsps.luc.edu). It will then be approved by your entire committee, the GPD, and the Graduate School. An email will be sent once officially approved. **Please forward that email to the DTTC.**

If you are submitting your proposal to the Institutional Review Board (IRB), you must have approval or exemption *before* the Graduate School approves your proposal. You do not need to submit proof, Graduate School will confirm (see below for further discussion).

If the student is unable to complete their Master's Thesis proposal by the end of the Spring Semester in Year 2, then **prior to May 15 of Year 2**, the student must provide a specific written explanation and petition their Master's Thesis Committee for an extension with a specific date set for completion. If the Master's Thesis Committee agrees to an extension, this should be communicated by the student to the DTTC **by May 15 of Year 2**. Students who fail to complete the oral defense of the Master's Thesis proposal by **May 15 of Year 2** jeopardize their standing in the program. They will likely be placed on academic probation and will be moved to a lower position on the priority list for future funding.

Also, note that when students submit the thesis proposal to their committee, students must show completion of the Responsible Conduct of Research and Scholarship (RCRS) course. In other words, students must register for the RCRS course in time to complete it before finishing their thesis proposal.

Ethical Review of Proposed Research

After the Thesis proposal has been approved by the Committee, a proposal for approval from the Institutional Review Board (IRB) must be submitted. The Graduate School will wait for the IRB approval to be obtained before formal approval of a Thesis or Dissertation proposal is made. All research involving human participants (including archival research) must be reviewed and approved by the IRB for the protection of human subjects. Guidelines for this review are described on the Compliance website http://www.luc.edu/ors/compliance.shtml. Students might need to allow at least two months for IRB review (including time for revisions). Students must not begin collection any data until the IRB approvals have been obtained. Students cannot obtain IRB approval before the approval of their proposal.

2. *Master's Thesis*

The Master's thesis is an original research project, supervised by a Department faculty member, **written up as a journal article** and orally defended. Students entering with a bachelor's degree are required to write a Master's thesis. Students who enter with a Master's degree should check with the GPD and Developmental Training Track Coordinator to determine if the Master's will count toward the Master's degree requirement in the Developmental Training Track (see **section IV.D.** above).

By **March 1 of Year 3**, students submit their **Master's Thesis in journal manuscript form**, as if ready for submission. If the student is unable to complete their thesis by March 1, then before March 1, a specific explanation must be provided and the student must petition their Master's Thesis Committee for an extension with a specific date set for completion. If the Master's Thesis Committee agrees to an extension, this should be communicated to the DTTC by the student by **March 15 of Year 3.** If an extension of the Master's has been granted, but by **May 1 of Year 3** the student is not making adequate progress toward the new date set for completion, the AC may recommend to the program faculty that the student be placed on probation, and risk being ineligible for funding in Year 4.

As with the proposal, students must not attempt to schedule the defense of their Master's Thesis before their Research Mentor gives his or her final approval of the reader's copy. Students should not anticipate final approval of a first draft. Rather, students should plan on at least three drafts, giving their Research Mentor two- to three-weeks to review each draft, plus one- to two-weeks of student time to prepare each revision. <u>Students are encouraged strongly to think about this timeline for the reading and revision of drafts</u> as they work toward meeting deadlines. Students should also clarify with the rest of their Master's Thesis Committee how they wish to proceed with drafts of the reader's copy. Depending on the students, and the Master's Thesis Committee, distribution of preliminary drafts to the Master's Thesis Committee might be helpful. Also, 2 weeks should be given to the Master's Thesis Committee to read the Thesis prior to the defense.

The Psychology Department requires an Oral Defense of the Master's Thesis. The student arranges a time and meeting place for the oral defense of the thesis within the deadlines outlined above. Once the Oral Defense has been scheduled, the student then sends an **electronic announcement to the DTTC** which includes an abstract of the thesis, and time and location of the oral defense.

Formal voting on both the written text and oral defense takes place at the end of the Oral Defense. In the Oral Defense, the student has a final, formal meeting with his or her committee members to present and answer questions about the research. Different committees handle this meeting in different ways. It is a good idea for students to talk to all the members of their committee about their approach and expectations of the Oral Defense, in order to be well prepared for the meeting. Typically, students present an overview of their project, and then the meeting moves to a question-answer format, as like at a professional conference presentation. Students may also be asked to explain how their research relates to existing literature; alternative methods for overcoming limitations or non-significant results; ideas or plans for follow-up studies; and so forth.

Once you have successfully completed your thesis defense, you will need to complete this form
http://www.luc.edu/media/lucedu/gradschool/pdfs/T%20&%20D%20defense%20ballot--

DB.pdf. **Bring this form to your defense** to acquire all committee signatures, and then **after you have made a copy of the form for your records and given a copy to the DTTC,** turn it in to your GPD for signature. Your GPD is then responsible for uploading this form into the Graduate Student Progress System (https://gsps.luc.edu).

Dissertations and theses turned in as a part of the graduation requirements at Loyola University Chicago must be formatted according to the rules laid out in the Formatting Manual for Theses and Dissertations created by the Graduate School. To ensure that theses/dissertations are formatted correctly, each thesis/dissertation must undergo a format check by the staff of the Graduate School prior to the submission of final copies. For the format check, the student must submit a full electronic draft of his or her manuscript to the Graduate School's electronic submission website **http://www.etdadmin.com/luc**.

Additionally, students who would like to receive their formal Master's degree at the end of the semester during which they orally defend the thesis must be sure to refer to the academic calendar for the **deadline for submitting the thesis to the Dean of the GS**; this may require submitting the manuscript earlier than the DTT deadline date.

F.   Qualifying Examination

The qualifying exam is taken after the student has completed at least two full years in the graduate program. There are two parts: the Written Qualifying Exam, and the Oral Qualifying Exam.

1.   Purpose

The qualifying examination is the final step before the student begins dissertation research. At this stage the student should have acquired considerable knowledge of the field of developmental psychology and of one or more specialty areas. It is also the time when some of this knowledge should be interrelated in an integrated fashion, when the student has begun to gain a perspective on the facts that have been acquired. Finally, the student should have formed some opinions and viewpoints that are his or her own, positions that are the result of a healthy skepticism and some thought about the theories, concepts, and methods that have been studied. While the assessment of facts is a part of the examination, the focus is on knowledge integration, critical thinking ability, perspective, and the ability to communicate as a professional psychologist.

2.   Written Qualifying Exam

The first part of the Qualifying Exam can be viewed as meeting a *"depth requirement".* Students will write a NIH-style grant proposal. Students can propose to write an NRSA or an alternative grant proposal (e.g., NSF, Spencer), but whatever agency/proposal that will

be pursued must be approved by their Research Mentor and the DTTC. The goal is to provide students with the opportunity to prepare a proposal for external funding, and also provide a written context for the subsequent Oral Qualifying Examination. The form and content of the grant proposal is to be determined by the student in consultation with their Research Mentor. A "nuts and bolts" workshop for preparing the written exam will be provided by the DTTC that is focused around proposal format, tips in proposal writing, and advice on preparation for the examination.

The Written Qualifying Exam *must reflect the independent work of the student*. It is certainly expected that the Research Mentor will have input – at the level of oral discussions with the student - in devising the project/aims/hypothesis to be tested, as well as experimental approaches etc. utilized. However, the Research Mentor shall not edit or otherwise contribute to the actual written document. The student can only receive verbal input through discussion with faculty. The Research Mentor and other faculty cannot read or comment on drafts of any portion of the Written Qualifying Exam. The intent is to develop and assess the student's capacity for independent, creative research, so the role of the faculty is necessarily more informal and non-directive than is the case for example with the First Year Paper.

Any successful grant proposal includes a number of key ingredients, and so too will a successful Written Qualifying Exam. These include:

Intellectual merit. This involves framing the question in ways that capture the imagination of a diverse set of reviewers. It requires setting the proposal against a backdrop theory and what has already been done in the field and conveying the unique contribution this work can make. Show a stream of reasoning, a logical progression from previous research and theory and /or debates in the literature to the proposed work. Make sure to have clear testable hypotheses leading to a study or studies that beg to be done. The student should propose at least two, tractable "Specific Aims". A clearly written, well-designed, well-motivated research plan that is "do-able" is also essential to the intellectual merit of the proposal. Convey a framework that will be used to interpret, analyze, and present the results.

Impact, impact, impact. NSF provides the following examples of potential considerations used in assessing the broader impacts of the proposed activity: *What may be the benefits of the proposed activity to society? How well does the activity advance discovery and understanding while promoting, teaching, training, and learning? How well does the proposed activity broaden the participation of underrepresented groups (e.g., gender, ethnicity, disability, geographic, etc.)? Will the results be disseminated broadly to enhance scientific and technological understanding?*

The Written Qualifying Exam must not be redundant or significantly overlapping with other written work completed by the student in courses or research (e.g., First Year Literature Review; Master's Thesis) up to this point.

The Written Qualifying Exam (Grant Proposal) will be submitted by the student to the DTTC

on **August 15 of Year 4**. The faculty will read and vote to approve or disapprove the written exam by **September 1**. The majority of the faculty must judge the Written Qualifying Exam a Pass for the student to proceed to the Oral Qualifying Examination. If the faculty does not approve the Written Qualifying Exam, the student may not proceed to the Oral Qualifying Examination. In this case, the student has until **January 15 of Year 4** to revise/rework the Written Qualifying Exam and then proceed to the Oral Qualifying Examination on a **Spring Schedule**: January 1 submission; January 15 faculty vote; February Oral Qualifying Exam Date TBA. If the faculty does not approve the revised Written Qualifying Exam, the student has officially failed the Qualifying Exam and is terminated from the program.

3. *Oral Qualifying Examination*

The Oral Qualifying Examination can be viewed as meeting a **"breath requirement".** Students will be asked to demonstrate their scholarly capabilities by independently providing critical, theoretical and responsive answers to a set of questions posed by the faculty during a one-hour oral exam. The questions posed will be broad and integrative, with the starting point being what the students have done in their Written Qualifying Exam/grant proposal. However, the Oral Exam will require the student to place the work in a still larger context, such as discussion of the linkages to or implications for research and theory in various areas of social and cognitive development, social policy, and/or practice. The questions will not be provided to the student in advance of the exam.

The Developmental Training Track faculty will meet with the student for the oral defense on or around **October 1**. It is the responsibility of the DTTC to schedule the meeting for the defense. At the appointed time, the student may not bring to the exam any reference materials other than their Written Qualifying Exam. During the Oral Qualifying Exam, the student will respond to questions posed by the faculty, and when this is completed, the student leaves the room.

4. *Scoring*

Immediately after the oral defense, without discussion, each faculty member will independently score the student's Oral Qualifying Exam. Each member of the faculty will score the oral portion of the exam a High Pass, Pass, Fail. If the student receives a Fail from two or more faculty members, the student will need to retake the Oral Exam. The student will learn whether they have passed or failed immediately by talking with their Research Mentor.

Students may obtain additional feedback about their work by meeting with faculty members in the days and weeks following the Oral Qualifying Exam. A student with a fail on either the Written or Oral portions of the exam will receive written feedback summarizing the program faculty's comments regarding the strengths and weaknesses of the non-passing attempt. This feedback is intended to help students prepare to revise the paper (in the

case of a Failed Written Qualifying Exam), or prepare for a second oral examination (in the case of a Failed Oral Qualifying Exam). Students must successfully complete a retake of the exam on a Spring schedule (January 1 submission; January 15 faculty vote; February Oral Qualifying Exam Date TBA). The student can only retake the Written or Oral Exam once before a failure is issued and the student is terminated from the program.

G.   DISSERTATION PROCEDURES

1.   Timelines

The development of a realistic timeline for completing the dissertation proposal is crucial to a successful proposal defense and a better dissertation. Because the proposal is such a large and often daunting task, it is easy for students to procrastinate. When this happens, student-faculty relationships can become strained, the proposal defense is often not as successful as it could be, and the student's experience suffers.

Fortunately, the typical course of study in the program allows plenty of time to complete the dissertation proposal successfully and avoid problems. Students complete all of their coursework by the end of their third year in the program. Then, the summer before their fourth year, students typically participate in the qualifying examination process. By the middle of the Fall semester in Year 4, the typical student has completed all of his or her coursework and has passed the qualifying exam. This leaves the better part of an entire year to prepare the proposal prior to the start of Year 5.

Therefore, the faculty recommends that each student develop a detailed timeline for completion and successful defense of the dissertation proposal that spans approximately one year in time. **Moreover, there is a deadline of September 15th in Year 5 for the dissertation proposal to have been submitted to the student's committee.**

Because every dissertation is different, experts in the field of dissertation work do not recommend the use of standardized proposal timeline templates. However, they do recommend that students adhere to several guidelines in the creation of their timelines. These include (a): create clear, specific dissertation milestones for your timeline, (b) assign your milestones to specific dates, (c) aim to make a realistic timeline, and (d) maintain your timeline in an electronic form so you can make alterations if necessary. The faculty recommends that students consult the existing literature on dissertation work before developing their timelines (included in **section 6** below).

Although not an exhaustive list, students should include the following broad products within their timelines. Please note that these are meant to be super-ordinate products; all of these example products should be broken down into several specific, concrete steps, and every step should be assigned a specific completion date: Brainstorm with mentor and lab about dissertation ideas, develop research question, determine constructs and measures to be used, develop proposal outline, select committee, determine statistical strategies for studying research questions. As you may have learned when you constructed a time-line

for your masters' thesis, it is important to be realistic about the time involved in each step of the research process and that some things might take longer than initially planned. Moreover, some things you can control such as how well and quickly you research your topic and write drafts. Other things, however, you cannot control such as the time involved for securing IRB approval, or the time it takes your Chair to review your drafts. Any time-line you prepare should allow sufficient time for the Chair to review *several* drafts of each section of your proposal (statement of the problem, literature review, methods and proposed analyses). It is extremely important that you not pressure the Chair or the committee members to schedule a defense so that you can meet some other deadline (e.g., Fellowship applications). Doing so places undue pressure on all the committee members.

Therefore, you should not attempt to schedule a proposal defense (or actual defense) meeting before the Chair of your dissertation committee gives his or her final approval of the reader's copy. Timelines for drafts and revisions can be expected to be similar to those described for the Master's Thesis above. Also, your committee members should be given two weeks to read the proposal prior to the defense.

Scheduling meetings can be challenging, particularly when multiple faculty are involved. Students are encouraged to begin the process of scheduling proposal and defense meetings as soon as they are able. Doodle http://doodle.com/ is an online tools students are encouraged to use to set up their meetings. The Department also keeps a schedule of when faculty members are teaching, and that can be used to narrow the options offered for timing of a meeting.

The Graduate School provides the following policies regarding the completion of the dissertation (http://www.luc.edu/gradschool/academics_policies.shtml):

> Students must complete all Ph.D. degree requirements, including the dissertation, within eight years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. However, students who completed a relevant master's degree (or a significant amount of relevant graduate coursework) at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within six years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. In addition to these limits, Ph.D. students must also make good progress at the dissertation stage. If a doctoral candidate does not successfully defend and submit the dissertation within five years after becoming a doctoral candidate (by approval of the dissertation proposal), the student will be dropped from candidacy. The student must then pass a second comprehensive examination or program-specific equivalent to be reinstated as a doctoral candidate, and the time limit for submitting the dissertation will be determined by the Dean of the Graduate School and the candidate's committee. Exceptions to the five-year time limit require a petition to the dissertation chair, who forwards the petition to the Graduate Program Director and then the Graduate

School.

2. Composition of the Dissertation Committee

A student's Dissertation Committee must have **at least four** members, one of whom must be outside the Developmental Training Track (e.g., faculty from other training tracks in the Department; other Loyola University Chicago faculty members from other departments;

individuals from other institutions). In addition to serving on the student's committee, committee members other than the student's primary Research Mentor may serve as advisers to students on their projects outside the context of the proposal meeting and defense. In effect, committee members can serve as secondary advisers to the student if both the student and committee member agree.

The planned format of the dissertation is discussed with and approved by the Dissertation Committee. One alternative is to "book end" a journal article formatted report with both a (1) substantive General Introduction section and a (2) General Discussion Section that synthesizes and critically analyzes the key issues raised by the research.

3. *The Dissertation and Oral Defense*

Many of the guidelines listed above for the Master's thesis proposal preparation, proposal defense and ethics review apply to the Dissertation work as well. Please see **section V.E.** above.

When beginning to prepare for defending the PhD, please consult GS website. Information regarding the format of the dissertation, required forms, electronic submission, etc. can be found there. Additionally, if the student would like to receive the doctoral degree in the same semester in which he or she defends the dissertation, be sure to refer to the GS deadlines. There is an **unyielding deadline** for filing. If the file copy is not filed by the deadline, then the student will not graduate until the next degree conferral date. Deadline dates are provided at the Graduate School web site (http://www.luc.edu/gradschool/index.shtml).

Keep in mind the following steps for forming a committee, and forms to be completed for the dissertation proposal and defense (from http://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20dissertation.pdf)

Step #1 - Dissertation Committee Recommendation form
- The first step in the thesis/dissertation process is forming a committee. When you are ready to begin, you should consult both your program's guidelines, and the Graduate School guidelines.
- Once your committee is formed, complete the Committee Recommendation Form in the Graduate Student Progress System (https://gsps.luc.edu). Your committee will be approved electronically by the Director, GPD, and the Graduate School.
- You will receive an email if your committee is formally approved by the Graduate School. **Please forward this email to the DTTC.**

NOTE: This form is the first of three that you should submit to the Graduate

School.

Step #2 – Ballot for the Approval of a Dissertation Proposal

- The second step in the dissertation process is the writing of the proposal. This proposal must be submitted to your committee for review and defended by you.
- Once defended, you will create the form, with an abstract, in the Graduate Student Progress System (https://gsps.luc.edu). It will then be approved by your entire committee, the GPD, and the Graduate School. An email will be sent once officially approved. **Please forward this email to the DTTC.**
- If you are submitting your proposal to the Institutional Review Board (IRB), you must have approval or exemption *before* the Graduate School approves your proposal. You do not need to submit proof, Graduate School will confirm.
- For Doctoral Students Only - Once doctoral students have submitted all dissertation proposal materials, the Graduate School will conduct a doctoral candidacy review. This means that the Dean's office will check that all of your degree requirements, other than the dissertation itself, have been met.

Step #3 – Ballot for Text and Oral Defense form

- Upon completion of your thesis/dissertation, you will be required to defend your research. Once you have done so, you will need to complete this form http://www.luc.edu/media/lucedu/gradschool/pdfs/T%20&%20D%20defense%20ballot--DB.pdf
  Bring the form to your defense to acquire all committee member signatures. The GPD signature should be obtained **after you have made a copy of the form for your records and submitted a copy to the DTTC**. Your GPD is then responsible for uploading this form into the Graduate Student Progress System (https://gsps.luc.edu).

### *4.	Announcement of Dissertation Defense*

Students are responsible for preparing a formal announcement of the Dissertation defense and posting these announcements in the Department. Please consult the Graduate School website for an example of an announcement as well as an explanation of the procedure http://www.luc.edu/media/lucedu/gradschool/forms/announcementsample.pdf

### *5.	Final Copy of the Thesis/Dissertation*

Formal voting on both the written text and oral defense takes place at the end of the Oral Defense. In the Oral Defense, the student has a final, formal meeting with his or her committee members to present and answer questions about the research. Different committees handle this meeting in different ways. It is a good idea to talk to all the members of the committee about their approach and expectations of the Oral Defense, in order to be well prepared for the meeting. Most committees require students to present an

overview of their project, and then answer questions about their research as they would do for a professional conference presentation. Students may also be asked to explain how their research relates to existing literature; alternative methods for overcoming limitations or non-significant results; ideas or plans for follow-up studies; and so forth.

Students must bring the ballot, which can be found on the GS website (http://www.luc.edu/gradschool/servicesandresources_forms.shtml), to the defense. Following the oral defense, the committee may recommend (or even require) that some changes be made in the Dissertation; details of how this might be handled will be discussed by the Committee with the student at the defense. Once approved, a ballot form with appropriate signatures will be submitted to the Developmental Training Track Coordinator (DTTC). Students are responsible for also submitting this signed ballot form to the Graduate School.

Dissertations and theses turned in as a part of the graduation requirements at Loyola University Chicago must be formatted according to the rules laid out in the Formatting Manual for Theses and Dissertations created by the Graduate School. To ensure that theses/dissertations are formatted correctly, each thesis/dissertation must undergo a format check by the staff of the Graduate School prior to the submission of final copies. For the format check, the student must submit a full electronic draft of the manuscript to the Graduate School's electronic submission website **http://www.etdadmin.com/luc**.

6.   *Dissertation Resources*

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.).

Miller, A. (2008). *The dissertation coach*. Washington, DC: American Psychological Association.
Lang, K. *Practical tips for completing your psychology dissertation: A recent graduate students' perspective*. Website: http://www.apa.org/apags/edtrain/dissertationtips.html

Chamberlin, J (2004). Stand and deliver: Seasoned dissertation chairs and recent grads offer advice on presenting a successful dissertation defense. http://www.apa.org/gradpsych/2004/04/stand.aspx

Cassuto, L (2012, October). The dissertation defense: We're doing something right. http://chronicle.com/article/The-Dissertation-Defense-/135386/

VI.   OTHER IMPORTANT INFORMATION ABOUT POLICIES AND PROCEDURES

A.   Extensions to Deadlines and Petitioning the Faculty

With the implementation of the STEP program, it is anticipated that most students will not have difficulty meeting deadlines. However, while extensions are not a substitute for

adequate advance planning or timely writing, we realize that unforeseen circumstances occasionally arise related to research. If a student thinks he/she may need a short extension to deadlines for the Master's defense, etc. (extensions are not typically considered for Qualifying Exam deadlines) they should please email the DTTC with the following:

- A brief description of the circumstances leading to the request for the extension.

- A proposed timeline for completion of the requirement in question.

- A confirmation from the student's Research Mentor that he or she approves the extension request. The Research Mentor should also confirm AC or Dissertation Committee approval for extensions related to AC and thesis-related deadlines.

Any other formal requests should likewise be discussed with the DTTC. Depending on whether the request concerns Department or Graduate School policy, the DTTC may bring it to the GPD, the Department Chair, or the GS, as appropriate, after discussion with the student.

Both the Training Track and Department will work to explore accommodations for students facing exceptional personal challenges, utilizing the GS support structure as needed.

B. Attendance at Presentations and Thesis and Dissertation Defenses

As indicated in **section V.C.1** above, students are evaluated in their annual review for their attendance at Departmental and Training Track research presentations, and Master's thesis and Dissertation defenses of fellow students. The faculty encourages all graduate students to attend as many colloquium seminars and brown bags as possible, as exposure to novel ideas, research methodologies, and results from broadly or even remotely related fields is educating and stimulating and helps to develop a critical sense of what constitutes an effective presentation. All students are also welcome – and encouraged! – to attend the Master's and Dissertation defenses of their peers. Students can ask to receive an electronic copy of the thesis or dissertation document prior to meeting. At both proposal and the defense meetings, students will have the opportunity to ask questions after the committee has done so.

C. Probation

Failure to meet deadlines, probation, faculty vote, and termination: If one of the deadlines for student progress is not met and an extension not obtained, the student will be automatically placed on probation for five months (from the date of that missed deadline). Failure to complete the requirement during the probationary period will result in the case being forwarded to the full faculty for a vote on terminating the student from the

PhD program. While on probation, the student is expected to meet other deadlines on schedule. Once a student has been placed on probation for one missed deadline, any future failures to meet other deadlines will similarly result in the case being forwarded to the full faculty for a vote on termination.

D. Academic Integrity Statement

According to the standards of academic integrity of the College of Arts and Sciences and Loyola University Chicago (https://www.luc.edu/cas/advising/academicintegritystatement/), students are expected to know, respect, and practice academic honesty. Academic dishonesty can take several forms, including, but not limited to plagiarism, cheating, copying another student's work, and submitting false documents. In particular, plagiarism is a serious form of violation of the standards of academic integrity. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. In line with these standards, a graduate student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty. Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course.

E. Problems, Student Appeals, and Grievances

Graduate students who have a problem or concern related to some aspect of their program of study, research, or training should discuss the issue with either their Research Mentor, Faculty Supporting Advisor, or Developmental Training Track Coordinator, who will attempt to resolve the issue in conversation with the student. All possible precautions will be taken to ensure student confidentiality. If the issue remains unresolved, the student has the option of bringing a formal grievance. The student should describe the grievance and relevant specifics in a letter to the GPD and Department Chair. The Chair, in consultation with the GPD, will review the grievance and propose an appropriate response. If it is not possible to resolve the issue in this manner, the GPD will forward the grievance to the Graduate School. From this point forward, the grievance will be handled according to procedures outlined on the GS website http://www.luc.edu/gradschool/academics_policies.shtml#academic_grievance.

Important: We realize that the paragraphs above sound a bit formal and ominous. The overall message intended here and elsewhere in the manual is actually twofold, and meant to be supportive, not punitive. First, in order to help students complete the PhD

successfully, we do take timely progress seriously. Second, we encourage you to talk with and to draw on your advisor, AC, Training Track Coordinator, Graduate Program Director, student peers, and other Departmental staff, faculty, and Graduate School resources, etc., as needed to help work out problems and questions. Graduate school is rewarding, but challenging. It was challenging to those who came before you (including your faculty advisors!). **Please don't feel that you're alone.**

VII.   OTHER RESOURCES AND MISCELLANEOUS INFORMATION

A.   Departmental and graduate student committees

Much Departmental business is conducted via committees. Since several of these committees directly concern graduate training, graduate students are selected to represent the student perspective on several Departmental committees. Psychology graduate students select their own representatives to these committees. Graduate students may also choose to form their own additional committees.

B.   Office procedures, computers, and other resources

Computers. The department expects that graduate students will have access to computer resources within their advisor's laboratory space. In addition, there are several computer labs on campus. For computer related issues (e.g., login in passwords; printing) contact the IT helpdesk (4-4444; or helpdesk@luc.edu)

Keys. Students can obtain a key to their mentor's lab from any of the staff in the main office.

Copy machines. Graduate students have access to the copier on the 2nd floor. This machine also has scanner settings to send scanned materials as PDFs to other Department members or to yourself. Copying is performed for students by office staff only if it is directly related to a course in which they are teaching or assisting a member of the faculty.

Job and fellowship announcements. The department and individual faculty receive numerous announcements of available academic (and related non-academic) position openings and opportunities. Information about most of these is disseminated by the DTTC or GPD via email. Students should also consider subscribing to Listserves (e.g., Cognitive Development Society; Division 7 of APA) to receive such information.

C.   Funds for travel, research and training

The Graduate School

The Graduate School encourages students to present their work at conferences throughout the United States and abroad. The Graduate School provides up to $400 for conference travel related expenses. To be considered for funding, students must apply online at least two weeks BEFORE the time of travel at https://gsps.luc.edu, and because funding is on a first-come, first-serve basis, applying much earlier might better ensure funding. Students will receive an email when your application has been approved. Funds are limited and only one travel request per student per academic year.

Although students can apply any time before the conference, they are encouraged to apply as soon as they receive the acceptance letter for their presentation. These funds do run out, so don't delay!

Students will be required to keep all receipts and fill out an itemized expense form. The graduate school takes all the receipts and reviews them, prior to the award being disbursed. When students return from the conference, they should submit this material as soon as possible.

The Psychology Department

The Psychology Department may also provide student travel funds for one conference per year.

- Students may be required to be first author on your presentation to receive the funds
- Students will need to provide their acceptance letter, a description of the organization hosting the conference, and a current curriculum vita to the Department Chair. The Chair will then inform the student if funding has been allocated or not.

Other Student Travel Funds
Students should also check the website of the conference they are attending, because there are often opportunities to apply for a travel awards through the organization, for example:

http://www.apa.org/science/about/psa/2011/01/student-travel.aspx (APA)

http://www.srcd.org/index.php?option=com_content&task=view&id=446&Itemid=650 (SRCD)

VIII. Appendices

    A. Coursework Scorecard

    B. Annual Review Materials

    C. Model Curriculum Vita

Developmental Training Track
COURSE WORK SCORE CARD

Required Department Core Courses (4 courses; 12 credits hours)	Semester/Year	Grade
PSYC 482: Advanced Statistics		
PSYC 491: Multivariate Statistics		
PSYC 420: Research Methods		
PSYC 435: Seminar in Cognitive Neuroscience *Or* PSYC 552: Neuropsychology		
UNIV 370: Responsible Conduct in Research and Scholarship (no credit; 2-day course)		
Core Developmental Courses (2 courses; 6 hours)	**Semester/Year**	**Grade**
PSYC 473: Social Development		
PSYC 475: Cognitive Development		
Developmental Topics Courses (4 courses; 12 hours)	**Semester/Year**	**Grade**
Social or Clinical Topics Course (1 course; 3 hours)	**Semester/Year**	**Grade**
Reading/Research Courses (4 courses; 12 hours)	**Semester/Year**	**Grade**
PSYC 599: Directed Readings		
PSYC 598: Research		
PSYC 597: Integrative Readings		
PSYC 599: Directed Readings		
Electives (3 courses; 12 hours)	**Semester/Year**	**Grade**

Minor Area: _____

Minor Area Courses (2 courses; 6 hours)	Semester/Year	Grade

GRADUATE STUDENT ANNUAL REVIEW

In preparation for the faculty's Annual Review of Students meeting, students prepare a portfolio that includes:

1) **Annual Student Review Form**
2) **Faculty Review of Student Progress.**
3) **Course Work Scorecard**
4) **a current CV**

Students complete the Annual Student Review Form. Then they e-mail the completed form, along with the Faculty Review of Student Progress (the second part, which will be blank) to the DTTC and to their faculty Supporting Advisor (pre-Quals students) or faculty Research Mentor (post-Quals students). Students will complete this second part with their Supporting Advisor (pre-Quals students) or Research Mentor (post-Quals students) prior to the faculty meeting. The student's advisor will bring this form to the faculty meeting and complete the portions referred to as "Faculty Comments during Student Review" during the faculty meeting. The student's advisor will then return the form to the student for additional comments ("Student Comments in Response to Faculty Comments") and the student's signature.

Students email all four parts of the portfolio as MS Word documents (.doc, .docx), then set up a meeting with their advisor before the faculty Annual Review meeting to discuss their progress.

Students should please save a version of all documents in their personal files so that next year they can simply add to what they have already done. From this point on students will only have to update the material each year. This information is important, as it becomes part of the student's permanent database and will be used to document training during the doctoral program and in later years as the student seeks employment positions.

IMPORTANT

Once students have completed the Annual Student Review Form, they must also update their information with the Graduate School is using an online record keeping system called **GSPS**. **Students must enter their data into the site prior to sending their annual review materials to their faculty Supporting Advisor.** Just go to http://gsps.luc.edu and log in. Students can add presentations, publications, awards, etc.

Developmental Training Track

Annual Student Review Form

Student Information

Student Name:

Today's Date: _____ Year in Program: _____

Research Mentor:

Supporting Advisor:

Academic and Research Activities

Membership(s) in Professional/Research Organizations (e.g., APA, SRCD):

Number of authored/co-authored papers, posters, or workshops presented at professional meetings in the past year:

Number of authored/co-authored papers published or *in press* in professional journals or other scientific journals in the past year:

Number of authored/co-authored papers published or *in press* in professional journals or other scientific journals since you began graduate school at Loyola:

List all (in APA style)

Number of authored/co-authored book chapters published or *in press* in professional journals or other scientific journals in the past year:

Number of authored/co-authored papers published or *in press* in professional journals or other scientific journals since you began graduate school at Loyola:

List all (in APA style)

Goals for Coming Year

What are your research goals for next year?

What are your teaching goals for next year?

What are your professional development goals for next year?

Comments about this Past Year

What accomplishments should we acknowledge you for this year?

What problems or concerns have you had over the past year (e.g., poor grades, probation, delay in proposing, etc.)?

Research and Academic Activities

Research Assistantships

Semester/Year	Faculty Member	Activities

Teaching Assistantships (TA)

Semester/Year	Faculty Member	Course ### and Title

Teaching (Sole responsibility for course

Semester/Year	Faculty Member	Course ### and Title

Departmental Presentations

Date	Nature of Presentation (e.g., Brown Bag) and Topic

Formal Research Requirements

Master's Thesis

	Date
Date Proposed:	Defended:

Chair	Committee Members	Title

Dissertation

	Date
Date Proposed:	Defended:

Chair	Committee Members	Title

Financial Support

Please List all Sources of Financial Support During Graduate School

Semester/Year	Source	Amount

Awards and Honors

Please List all Awards and Honors (e.g., teaching fellowship, dissertation fellowship, APA minority fellowship, Child and Family Assistantship)

Dates	Award	Comments

IMPORTANT

Once students have completed the Annual Student Review Form, they must also update their information with the Graduate School is using an online record keeping system called GSPS. Students must enter their data into the site prior to sending their annual review materials to their Supporting Advisor. Just go to http://gsps.luc.edu and log in. Students can add presentations, publications, awards, etc.

By signing/typing my name here, I certify that the information provided here is correct, and that I have updated my information in the GSPS system.

_____

Student's
Signature: Date:

_____

Developmental Training Track

Faculty Review of Student Progress Form

Student
Name:

Date: Year in Program:

Classwork

Any current incompletes on academic record? (Yes/No)

If yes, Identify:

Comments during Advisor/Student Meeting:

Faculty Evaluation (Satisfactory/Unsatisfactory):

Faculty comments during faculty review meeting:

Student comments In response to faculty comments:

Research Progress

Papers In progress? (Yes/No)

If yes, Identify:

Comments during Advisor/Student Meeting:

Faculty Evaluation (Satisfactory/Unsatisfactory):

Faculty comments during faculty review meeting:

Student comments In response to faculty comments:

Professional Development (Punctuality, Follow-Through, Ethical Behavior, Good Departmental Citizenship, attendance at talks)

Comments during Advisor/Student Meeting:

Faculty Evaluation (Satisfactory/Unsatisfactory):

Faculty comments during faculty review meeting:

Student comments In response to faculty comments:

Supporting

Advisor's/

Research
Mentor's
Signature: Date:

_____

Student's
Signature: Date:

_____

Jane N. College

CONTACT INFORMATION

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EDUCATION

Ph.D. Developmental Psychology, 2015, Loyola University Chicago

M.A. Developmental Psychology, 2012, Loyola University Chicago

B.A. *Magna Cum Laude*, Honors in Psychology, 2007, Wake Forest University

ACADEMIC POSITIONS

1995 - 1997   National Institute of Child Health and Human Development (NICHD) Postdoctoral Fellow, Center for Developmental Science, Carolina Consortium on Human Development, University of North Carolina at Chapel Hill

1991 - 1994   Statistician, Schizophrenic Disorders Research Program, Department of Psychiatry and Behavioral Sciences, Emory University

RESEARCH INTERESTS

Social and emotional development in infancy and early childhood; the father's role in child and family development; the formation of self-concepts in children; family interactions and the role of parenting in social development; temperament and early personality influences on the family system; parent-child attachment; co-parenting and triadic family interactions; antecedents and consequences of father involvement; socio-cultural influences on family functioning.

TEACHING INTERESTS

Child development; social development; statistics; introductory psychology; personality development; parenting; infancy and early childhood; family relationships; temperament; attachment; research methods; laboratory in developmental psychology.

AWARDS AND HONORS

2013	APA Dissertation Research Award
	Awarded for outstanding dissertation research in psychology
	American Psychological Association
2011	SRCD Early Career Travel Award
	Society for Research in Child Development
2008	Graduate School Travel Award
	Loyola University Chicago

PROFESSIONAL AFFILIATIONS

American Psychological Association
Society for Research in Child Development

PROFESSIONAL ACTIVITIES

Ad-hoc Reviewer: *Developmental Psychology, Social Development, Infant and Child Development*

Symposium Chair at biennial meeting of the Society for Research in Child Development, Atlanta, GA (April, 2005). *Toward a Greater Understanding of Fathering and Child Behavior: Parental Quality, Quantity, Identity, and Beliefs in Context* (Student Poster Symposium; College, J.N., & Another, P.A. co-chairs).

Developmental Brown Bag Coordinator, Department of Psychology, Loyola University 2012-2013 academic year.

RESEARCH EXPERIENCE

Fall 2007 – present   Research Assistant
                                Children's Memory Study, Department of Psychology
                                Loyola University Chicago
                                Advisor: Dr. Catherine A. Haden

Summer 2006 – Spring 2007   Research Assistant/Independent Research Project
                                Developmental Lab, Department of Psychology Wake
                                Forest University
                                Advisor: Dr. Deborah Best

ADVANCED STATISTICAL COURSEWORK

Structural Equation Modeling

TEACHING EXPERIENCE

Fall 2013   Instructor: Statistics (Undergraduate)
                Loyola University Chicago

Spring 2012   Teaching Fellow: Developmental Psychology
                Loyola University Chicago

Fall 2010   Teaching Assistant: Personality and Social Development
                Loyola University Chicago

ADVISING AND MENTORING

Independent study projects (Undergraduate) supervised: Nancy Hoo (2011) Amanda Bee (2012), Loyola University Chicago.

GRANTS FUNDED

Co-Principal Investigator: *Boosting Young Childrens' Learning Experiences Through Conversations Before, During, and After a Museum Visit.* Spencer Foundation (#200800132). $50,000. 11/1/12 – 11/30/13.

PUBLICATIONS

College, J. N., & Haden C. A. (2008). Developments in remembering the past and preparing for the future in childhood. In Cowan, N & Courage, M. (Eds). *The development of memory in childhood, 2nd edition* (p. 367-385). London: Psychology Press.

College, J. N., Haden, C. A. & Ornstein, P. A. (2010). Elaborative talk during and after an event: Conversational style influences children's remembering. *Journal of Cognition and Development, 10(3),* 188-209.

Haden, C. A., Ornstein, P. A., **College, J. N.,** & Branstein, D. (2012). Reminiscing in the early years: Patterns of maternal elaborativeness and children's remembering. *International Journal of Behavioral Development, 33(2),* 188-130.

Ornstein, P. A., Haden, C. A., & **College, J.N.** (in press). Learning to remember: Mothers and teachers talking with children. In N. Stein (Ed.) *Developmental and learning sciences go to school: Implications for education and public policy.* New York:Taylor and Francis.

MANUSCRIPTS IN PREPARATION

Reese, E., & Haden, C. A., & **College, J. N.** (in preparation). Coherence of personal narratives across the lifespan: A multidimensional model. *Journal of Cognition and Development.*

Haden, C. A., Ornstein, P. A., **College, J.N.,** Elischberger, H. B., & Burchinal, M. (under revision). *Language and memory links to children's elicited imitation performance.* Journal of Experimental Child Psychology.

PROFESSIONAL PRESENTATIONS
* Note that maiden name was **Jane N. Johnson**

Johnson, J. N. (2007, April). *Consistency and change in maternal conversational styles in different contexts.* Paper presented at the meeting of the Conference on Human Development, Atlanta, GA.

Rollins, H. A., Modesitt, S., **Johnson, J. N.,** Boyer, M., & Fulero, U. (2009, April). *Implicit and explicit memory in preschool and school-age children.* Poster presented at the Conference on Human Development, Richmond, VA.

Ornstein, P. A., Haden, C. A., & **College, J. N.** (2010, April). Mother-child conversational exchanges and the development of mnemonic skills. In P. A. Ornstein & N. Stein (Chairs). *From home to school: The development of complex language and memory skills.* Paper

presented at the meeting of the Society for Research in Child Development, Atlanta, GA.

Burgwyn-Bailes, E., Cain, W., & **College, J. N.** (2013, April). *Children's narratives about an accident up to one year later: An exploratory study.* Poster accepted for presentation at the meeting of the Society for Research in Child Development, Seattle, WA.

REFERENCES

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