The Developmental Psychology PhD Program

Policies and Procedures Manual

2026-2027



Summary of 2026–2027 Revisions (November, 2026)

This edition revises the sections on coursework, the annual review, teaching requirements, and the qualifying examination.

Annual review. Annual review materials are now due the last week of spring classes rather than March 30. Students upload three items to their annual review folder: the Annual Student Review Form (Part A), the Program Requirements Scorecard, and a current CV in APA style. Part A now covers the past year only; the CV and the scorecard carry the cumulative record. Each student then meets with their Research Mentor, who completes the Mentor Report (Part B) during that meeting. Part B replaces the Faculty Review of Student Progress Form, and the Research Mentor now completes it for their students. The GPD compiles classwork records and teaching assistant evaluations, and the full faculty meets after final exams. The GPD's letter to each student is the official record of the review, and students may submit a written response to the letter. Early in the spring semester, and no later than spring break, each student also meets with their Research Mentor for a midyear check-in; if there are concerns, the mentor may set an earlier date for annual review materials. A table in Procedures for Review and Feedback summarizes the steps.

Coursework. The Department Core requirement now reads four courses (12 credits) plus UNIV 370. The section on dissertation hours now also covers registration during the Master's thesis: PSYC 595 Thesis Supervision while the thesis is completed alongside coursework, and PSYC 605 Master's Study for students who complete coursework before the thesis. The Coursework Scorecard is renamed the Program Requirements Scorecard, since it also tracks teaching training, thesis and dissertation registration, and PSYC 556. Another neuroscience course approved by the GPD may substitute for PSYC 435 or PSYC 552, and the second PSYC 599 may be taken in fall or spring of Year 3.

Teaching. The Teaching Requirements section now presents the Graduate Assistant Mentoring Plan, which sets out teaching and mentoring expectations and required trainings for each year of the program, and describes how teaching assignments are made and how teaching assistants are evaluated. All University-funded assistantships are Teaching Assistantships, and research assistantships are reserved for students with external funding. Teaching is added as a fourth area in the criteria for annual evaluation. OTC: Design and OTC: Facilitate may be completed in Year 2 or Year 3. Faculty and graduate assistants complete a TA or RA agreement at the start of each semester and end-of-semester evaluation forms.

Qualifying exam. The Qualifying Examination section now holds the policy for the exam, and the Qualifying Exam Guidelines give the prompt and the requirements for length, format, and content. The section names the three readers (the Research Mentor; generally the Supporting Advisor; and a third reader assigned by the GPD through a rotation), states that a failing recommendation goes to the full faculty, specifies that a retake is a revision of the same proposal, and adds the prohibition on generative AI from the Guidelines. Changes to the submission date require approval of the Research Mentor and GPD.

Streamlining and consistency. Repeated material is consolidated: the Graduate School forms for the thesis and dissertation appear once, in a table; the drafting timeline and the oral defense are described once; and the dissertation timeline section is shortened. A missed deadline without an approved extension now results in probation in every case, and the Probation section now reflects The Graduate School's policy, including No Pass grades, notification of The Graduate School, and the right to appeal a dismissal. Extensions follow one procedure: the student petitions the relevant committee and informs the GPD. Terms are standardized (PhD, MA, The Graduate School, dismissal, Supporting Advisor), and formatting is consistent throughout (Appendix D retains the department's format). Outdated material (library resources, office procedures, the dissertation reading list, and the conference travel amount) is removed, and the Teaching Requirements section now points to the department's TA policy.

Appendices. Appendix A contains the Program Requirements Scorecard, and Appendix B contains the annual review process and the revised annual review forms (Parts A and B). Appendices C and D are new: the qualifying exam rubric and the end-of-semester review and evaluation forms for graduate assistants and faculty.

Contents

I. INTRODUCTION 5

A. Purpose of This Manual 5

B. Graduate Training Goals 5

II. ADVISORY SYSTEM AND SUPPORTS 6

A. Advisory System 6

B. Research Mentors 6

C. Financial Support 7

1. Graduate Assistantships 7

2. Grant-Funded Research Assistantships 8

3. Fellowships 8

4. Part-Time Teaching 8

III. GRADUATE TRAINING: RESEARCH AND TEACHING 9

A. Research Requirements 9

B. Teaching Requirements 9

IV. COURSEWORK REQUIREMENTS FOR THE PhD 12

A. Credit Hours and Course Load 12

B. Grade Requirements, Incompletes, and Grade Point Requirements 12

C. Classes 12

1. Coursework Required for All Graduate Students in Psychology 13

2. Additional Required Developmental Psychology PhD Program Coursework and Electives 13

3. Thesis and Dissertation Hours 15

D. Credit for Graduate Work at Other Universities 15

1. *Satisfying the Master's Requirement with a Prior Master's Degree* 15

2. Transfer Credits/Placing Out of Required Course Work 15

V. STUDENT TRAINING AND EVALUATION PLAN (STEP) 16

A. Overview 16

B. Faculty Advisory Committee (AC) 17

1. Objectives 17

2. Meetings 17

C. Annual Evaluation of Students 17

1. Criteria for Evaluation 17

2. Annual Review Materials to be Submitted by Students 18

3. Procedures for Review and Feedback 18

D. First Year Paper and AC Meeting 19
E. Master's Thesis (Years 2 and 3) 19
1. Master's Thesis Proposal 20
2. Master's Thesis 21
F. Qualifying Examination 22
1. Purpose 22
2. Qualifying Exam 22
3. Readers and Scoring 23
G. Dissertation Procedures 23
1. Timelines 23
2. Composition of the Dissertation Committee 24
3. The Dissertation and Oral Defense 24
4. Announcement of Dissertation Defense 24
5. Oral Defense and Final Copy of the Dissertation 24
VI. OTHER IMPORTANT INFORMATION ABOUT POLICIES AND PROCEDURES 25
A. Extensions to Deadlines and Petitioning the Faculty 25
B. Attendance at Presentations and Thesis and Dissertation Defenses 25
C. Probation 25
D. Academic Integrity Statement 26
E. Problems, Student Appeals, and Grievances 26
VII. OTHER RESOURCES AND MISCELLANEOUS INFORMATION 26
A. Departmental and Graduate Student Committees 26
B. Funds for Travel, Research, and Training 27
VIII. Appendices 28
Appendix A: Program Requirements Scorecard 28
Appendix B: Annual Review Materials 34
Appendix C: Qualifying Exam Rubric 43
Appendix D: End of Semester Review and Evaluation Forms 45

I. INTRODUCTION

Welcome to the Developmental Psychology PhD program at Loyola University Chicago! We are delighted that you have chosen to join our community of scholars 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 Developmental Psychology PhD Program 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 or the Graduate Program Director (GPD).

On matters concerning The Graduate School or University policy, students should consult The Graduate School website, and if necessary, the GPD.

B. Graduate Training Goals

We believe that good scientists are well versed in the specific theories and methods of their own sub-discipline and 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.

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, (d) can effectively communicate their knowledge of psychology in multiple contexts, (e) are sensitive to cultural and individual differences as they relate to teaching and/or research, and (f) adhere to the ethical standards of the profession and demonstrate appropriate professional conduct.

II. ADVISORY SYSTEM AND SUPPORTS

A. Advisory System

This manual is designed to provide basic information necessary for understanding the requirements of the Developmental Psychology PhD Program, but 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:*** A Supporting Advisor is selected during the student's first year. The Supporting Advisor is part of the student's Advisory Committee and will read and provide feedback on the student's first year paper and may go on to serve on their thesis and/or dissertation committees.

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.

- ***Graduate Program Director (GPD):*** The GPD may assist with questions about program requirements (e.g., coursework selections), program events (e.g., area research and professional development seminars), departmental policies and requirements, paperwork or issues that need to be brought to the attention of The Graduate School (e.g., approval of formal paperwork related to the Thesis/Dissertation, questions about stipends, student accounts, and reimbursements), and concerns that cannot be resolved through discussion with the Research Mentor and Supporting Advisor. At the beginning of Year 1, all new students meet with the GPD to review the policies in this manual. Students must provide the GPD with documentation of approval of any extensions of deadlines for required work (e.g., Master's Thesis defense).
- ***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***: Questions about policies and procedures that originate in the Graduate School administration rather than the Department; The Graduate School forms; registration; receiving payments of stipends; ensuring full-time status; meeting graduation deadlines. Please make it a habit to consult The Graduate School site and read the regular email blasts from The Graduate School. The GPD is always happy to help facilitate communication and find information from The Graduate School. *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

Each student works with a specific faculty Research Mentor chosen based on mutual research interests. Faculty Research Mentors direct and supervise graduate student research and chair the student's Master's and Dissertation committees. Although most 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 they would be a willing Research Mentor. Then, the student should talk

with their 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 GPD 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 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 graduate program. Support from The Graduate School is typically available for five years. Because students may not finish their doctoral degrees in five years, they should begin exploring possibilities for sixth year funding as early as the first year. There are prestigious pre-doctoral fellowships available to graduate students both within and beyond Loyola. Also, faculty may have research assistantships available on grants for sixth year students, and some teaching opportunities may be available through the Department.

1. Graduate Assistantships

Assistantships for students in Years 1-3 and Year 5 provide a stipend plus full-tuition remission and require that a student work 20 hours per week as a teaching assistant. **All University-funded assistantships are Teaching Assistantships; research assistantships are reserved for students supported by external funding (see Grant-Funded Research Assistantships).** In Year 4, students serve as instructor of record for one course; in the other semester, they hold a standard Teaching Assistantship (see Teaching Requirements). In Year 5, students serve either as instructor of record or as a course TA, a choice made with the Research Mentor and GPD based on career goals and progress on program milestones. Assistantships are renewed annually. Factors that go into funding renewal 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 faculty members and favorable reviews from faculty about assistantship work.
- Faculty members being willing to work with student.
- Year in graduate program. Typically, assistantships do not go beyond five 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 area seminars and other Departmental activities, such as job talks by faculty candidates.

Students' assistantships are 9-month contracts. They begin on the first day of the fall semester and end on May 15. The Graduate School policy states that in between those dates, graduate assistants work 20 hours per week when classes are in session (i.e., weeks of class time plus exams). 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, faculty should yield times when students' scheduled assistantship hours conflict with Departmental activities (e.g., job talks, lunches with speakers, lunches with prospective students, etc.), if 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. All faculty have been advised that assistantships should be geared towards students' academic development. **If a student is assigned as teaching assistant, they may only**

provide assistance to one course per semester. However, there is an exception if the faculty member that the student is assigned to is teaching two sections of the same course (e.g., if a single instructor is teaching two sections of PSYC 273 Developmental Psychology within a single semester). Teaching assistants may provide up to 10 hours per week of effort towards course assistance. **They are expected to gain mentoring experience in their faculty mentor's lab for the remaining 10 hours per week of their assistantship.** The university considers student mentoring to be under the umbrella of the teaching assistantship because it involves a hands-on, immersive learning experience for undergraduate and peer graduate students. At the start of each semester, the faculty member and the graduate assistant complete a TA or RA agreement that sets out expectations for the position, including weekly hours, meetings, and responsibilities, and each keeps a copy.

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. Research assistantships are reserved for students supported by external funding, such as faculty grants or students' own external fellowships.

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. Please see The Graduate School website for updated information about fellowships being offered, and how to apply.

4. Part-Time Teaching

Students who have completed the MA 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.

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 their 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 four specific components in order to obtain the PhD. These are:

1) a short first year critical literature review (i.e., First Year Paper)
2) a Master's thesis
3) a Qualifying Exam
4) the PhD dissertation

Each of these components is described in more detail below. The Developmental Psychology PhD Program has deadlines for timely completion of these requirements; failure to meet these deadlines results in probation and may lead to dismissal.

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

B. Teaching Requirements

Teaching is a core part of training in the Developmental Psychology PhD Program. Each Teaching Assistantship combines assistance with an undergraduate course and mentoring of undergraduate researchers in a faculty lab. Teaching responsibilities increase across the program, from observing classroom teaching in Year 1 to serving as instructor of record by Year 4, as set out in the Graduate Assistant Mentoring Plan.

Graduate Assistant Mentoring Plan			
Year and goal	**Teaching**	**Undergraduate research mentoring**	**Training**
Year 1 *Foundational familiarization*	Observe classroom teaching, grade using a provided rubric, and hold office hours. Students may take on some classroom teaching, such as delivering a mini-lecture.	Lab-based mentoring of undergraduate students	Required: The Graduate School's TA Training
Year 2 *Engaged participation*	Deliver several mini-lectures and aid in assessment development.	Co-mentor undergraduate research assistants, including those supporting the student's Master's thesis	Required (Year 2 or 3): The Graduate School's OTC: Design and OTC: Facilitate courses in online teaching pedagogy
Year 3 *Increasing independence*	Co-teach full lectures; lead discussion or lab sections, as appropriate for the course; develop grading rubrics and other assessment procedures; and prepare instructional materials and review sessions. TA assignments are based on courses the student is likely to teach in Year 4, including Writing Intensive courses (e.g., PSYC 306: Research Methods).	Co-mentor undergraduate students, including those supporting the student's Master's thesis	Required, if not completed in Year 2: The Graduate School's OTC: Design and OTC: Facilitate
Year 4 *Independent teaching*	Select a Teaching Mentor and serve as instructor of record for one course under faculty mentorship, with full responsibility for course design, delivery, and assessment. In the other semester, assist with a faculty member's course.	Co-mentor undergraduate students in the semester not teaching their own course	Required: The Graduate School's year-long Teaching Effectiveness Seminar Encouraged: the Center for Ignatian Pedagogy's anti-racist pedagogy course; the summer Graduate/Undergraduate Research Mentoring Program
Year 5 *Sustained independence, career-aligned choice*	Students planning academic careers typically serve as instructor of record for a new course. Other students serve as course TAs, with responsibilities comparable to Year 3. The choice is made with the Research Mentor and GPD, based on career goals and progress on program milestones.	Mentor undergraduate researchers, including those supporting the dissertation and those enrolled in advanced research coursework; assist with faculty courses when not teaching	—

Teaching assignments. Specific assignments (which course, single or co-instruction, and semester) are determined each year by the Department Chair, Assistant Chair, and GPDs at an annual meeting, usually in May, based on course staffing needs and each student's developmental stage and interests. Students who will serve as instructor of record rank PSYC 304: Psychology Statistics, PSYC 306: Research Methods in Psychology, and PSYC 318: Lab in Developmental Psychology ahead of other courses they would like to teach. Assignments are made first to meet staffing needs in these courses; other preferences are considered as staffing allows.

Evaluation of teaching assistants. Under the Psychology Department's Graduate Teaching Assistant Policy (effective August 1, 2025), faculty instructors provide constructive feedback to graduate student TAs throughout the semester and address issues promptly. At the end of each semester, the faculty member completes the End of Semester Review & Evaluation – Faculty Form (Appendix D) for each graduate assistant and submits it to the GPD. The form rates whether the graduate assistant met the expectations in the TA or RA agreement and asks whether the faculty member would work with the student again. In judging whether expectations were met, faculty may consider:

- Punctuality and attendance at check-ins and class, when TA attendance is required
- Accuracy and fairness in grading
- Effectiveness in discussion sections or labs
- Communication and professionalism

The GPD sends each evaluation to the student by email, and evaluations are included in the student's annual review. For instructors of record, students summarize their student course evaluations in the Annual Student Review Form.

As part of the end-of-term reflection required by the same policy, each graduate assistant completes the End of Semester Review & Evaluation – GA Form (Appendix D) for each faculty member they were assigned to, rating whether the faculty member met the expectations in the TA or RA agreement, and submits it to the Department Chair and the GPD.

Each TA signs an acknowledgment of the Department of Psychology's Graduate Student Teaching Assistant (TA) Policy (effective August 1, 2025), which also sets expectations for professional conduct and the use of generative AI, and describes the conflict resolution process. TAs are also responsible for The Graduate School's Teaching Assistantship Requirements and Policies.

Students who develop strong teaching records can also apply for a Teaching Fellowship for financial support for post-5th year study.

IV. COURSEWORK REQUIREMENTS FOR THE PhD

A. Credit Hours and Course Load

A total of 60 graduate credit hours will be completed for the Developmental Psychology PhD. Thirty credit hours are required for the Master's degree and an additional 30 credit hours are required beyond the MA. Students enrolled in the PhD program are expected to carry a three-course load in the Fall and Spring semesters in Years 1, 2 and 3. Students register for one class the summer at the end of Years 1 and 2. Students may choose to complete an optional specialization in "Statistics and Research Methodology" by completing three statistics and/or research methods electives beyond those in the required coursework.

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 meet the course requirements for the MA degree. Students who fail to pass a Department Core or Developmental Core course with a B or better must petition the Developmental Psychology PhD Program faculty for the opportunity to either retake the course, or to otherwise demonstrate sufficient mastery of the material to continue in the graduate program.

Per The Graduate School policy, 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, 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 need permission from the program and The Graduate School to continue taking courses after completing their program hours in order to raise their cumulative GPA.

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 GPD. After the first year, more than one incomplete in any 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 Graduate School policies. 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.

C. Classes

The following are the course requirements for the Developmental Psychology PhD Program. Students should use the **Program Requirements 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 graduate programs are required to take the following:

Department Core Courses (4 courses; 12 credits, plus UNIV 370)	**Timing**
PSYC 482: Advanced Statistics[1, 2]	*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] *Or* another neuroscience course approved by the GPD on a case-by-case basis	*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] or equivalent with GPD approval.

2. Additional Required Developmental Psychology PhD Program Coursework and Electives

Students in the Developmental Psychology PhD Program are also required to complete the following 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*

Area Seminar (1 course; 0 credits)	**Timing**
PSYC 556: Developmental Psychology Research and Professional Development Students are expected to attend all area seminar meetings, where they will gain experience presenting their research and engage in other forms of professional development.	*Years 1 through 5*

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* **Note Faculty offer a number of specialty courses through PSYC 545*	*Year 1 – Year 3*

Social or Clinical Topics Course (1 course; 3 credits)	**Timing**
One course from among the following: PSYC 438: Child 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 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	*Fall or Spring Year 3*

Electives (5 courses; 15 credits)	Timing
Elective courses may be selected from the Developmental, Social or Clinical Topics courses listed above, or courses outside of the department[3], but each course can count only once toward meeting a requirement (i.e., no double dipping). If, for example, a student takes PSYC 462: Cognitive Social Psychology (Social) to meet the Social/Clinical Topics Course requirement, that student may not also count that course towards their electives. When in doubt about whether a course is an appropriate elective, students should check with the GPD. For example, if Qualitative Methods is being taught at the School of Ed and in the Psychology department, students should <u>not</u> register for the course outside the department. <u>Statistics & Research Methodology Specialization:</u> Students who are planning an academic career are encouraged to take as many research methods and statistics courses as possible and may want to consider the specialization. The specialization requirements are met when students complete three electives in statistics and/or research methods beyond required coursework (i.e., PSYC 420, PSYC 482, and PSYC 491). *<u>Courses that count towards the specialization include, but may not be limited to:</u>* PSYC 486: Methods of Program Evaluation PSYC 493: Structural Equation Modeling CIEP 488: Participatory Action Research (PAR) in Schools and Communities RMTD 403: Survey Research RMTD 406: Educational Evaluation RMTD 412: Needs Assessment RMTD 422: Single Subject Design RMTD 430: Psychological Measurement RMTD 440: Mixed Methods Research RMTD 470: Case Study Research RMTD 484: Hierarchical Linear Models RMTD 488: Meta-Analysis SOCL 412: Qualitative Methods in Social Research SOCL 418: Demography SOCL 510: Research Special Areas STAT 401: Introduction to Applied Statistics Using R STAT 403: SAS Program & Applied Statistics STAT 408: Applied Regression Analysis	*Year 1 – Year 3*

[3]**Taking Courses Outside 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.

3. Thesis and Dissertation Hours

Students register for **PSYC 595 Thesis Supervision** while completing the Master's thesis alongside coursework. Students who complete their coursework before completing the Master's thesis register for **PSYC 605 Master's Study** to maintain full-time status until the thesis is complete.

In Year 4 until graduation, students who have completed 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 Psychology PhD Program. Policies set by The Graduate School on transfer credit will be followed.

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. The Developmental Psychology PhD Program faculty may choose to accept the prior Master's Thesis as satisfying the requirement for a Master's project. The GPD and at least one other faculty member in the Developmental Psychology PhD Program with relevant expertise on the student's MA topic will form a committee to read and vote on whether to accept the MA thesis for credit. Students entering with a prior Master's are encouraged to discuss this issue with the GPD prior to or immediately upon accepting the offer of admission and to provide a copy of the thesis. If a prior Master's Thesis is accepted, the Developmental Psychology PhD Program may still elect to have the student complete an alternative project.

2. Transfer Credits/Placing Out of Required Course Work

According to The 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 PhD 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 GPD immediately after entering the program. The GPD will review the request, supporting materials, and meet with the student. The number of credits accepted for transfer is contingent upon the evaluation made by the GPD and subsequent approval by the Graduate School Dean. Transfer credit is limited to 30 hours or the amount required for the Master's degree at Loyola.

V. STUDENT TRAINING AND EVALUATION PLAN (STEP)

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 steps such that students learn critical thinking, writing, and research skills in an environment in which multiple faculty provide advice and evaluation.

Developmental Psychology PhD Program

Student Training and Evaluation Plan

Deadline	Requirement
Year 1	
Start Year 1	Meet with GPD to review policies and procedures (Manual)
Early in spring semester (by spring break)	Midyear check-in with Research Mentor
By April 1	Advisory Committee (AC) Formed
Last week of spring classes	Annual Review materials due
Year 2	
August 15	First Year Paper Submitted to AC
By September 15	AC Meeting/Feedback about First Year Paper
Early in spring semester (by spring break)	Midyear check-in with Research Mentor
By May 1	Master's Thesis Proposal Submitted to Committee
By May 15	Master's Thesis Proposal Oral Defense
Last week of spring classes	Annual Review materials due
Year 3	
Early in spring semester (by spring break)	Midyear check-in with Research Mentor
By March 1	Master's Thesis Submitted to Committee
By March 15	Master's Thesis Oral Defense
Last week of spring classes	Annual Review materials due
Year 4	
August 15	Qualifying Exam submitted to GPD
January – February	Revised Qualifying Exam submitted (if necessary)
Early in spring semester (by spring break)	Midyear check-in with Research Mentor
Last week of spring classes	Annual Review materials due
Year 5	
By September 15	Dissertation Proposal Submitted
By September 30	Dissertation Proposal Oral Defense
Early in spring semester (by spring break)	Midyear check-in with Research Mentor
Last week of spring classes	Annual Review materials due

Important Note about The Graduate School Deadlines. For the formal PhD degree - and, at the relevant time, the Master's degree earned en route - to be conferred, an Application for Degree must be completed and submitted to The Graduate School prior to the degree application deadline for the semester the student applies to graduate (see The Graduate School website for the deadline). Note that **The Graduate School 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 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 that your committee is formally approved by The Graduate School. Forward that email to the GPD 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 may also meet with their Supporting Advisor to review progress toward goals, assess status, make plans for summer, and assess strengths and weaknesses.

C. Annual Evaluation of Students

The Developmental Psychology PhD Program 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 Psychology PhD Program, Department and The Graduate School. The outcome of the annual review will be judged 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 program research presentations, and Master's thesis and Dissertation defenses of fellow students.
- **Teaching:** Students are expected to meet the responsibilities of their teaching assignments and to complete the required trainings described in the Graduate Assistant Mentoring Plan.

Evaluations from faculty instructors and, for instructors of record, student course evaluations inform this area.

- **Interpersonal/Professional Development:** Interpersonal 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 are generally expected to attend and participate in PSYC 556 Developmental Psychology Research and Professional Development area seminars.

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 an unfavorable annual review can result in a student being placed on probation or dismissed from the program.

2. Annual Review Materials to be Submitted by Students

Each student uploads the following materials to their annual review folder, shared with their Research Mentor and the GPD, by the last week of spring classes:

- **Annual Student Review Form (Part A)**

Part A covers the past academic year: progress on the thesis and dissertation, presentations and publications, teaching, and reflections on the past year and goals for the coming year. It also carries forward the student's assistantship history and financial support from year to year.

- **Program Requirements Scorecard**
- **A Curriculum Vitae (CV)** in APA style, with these sections: Education; Publications; Manuscripts Under Review; Presentations; Grants, Fellowships, and Awards; Teaching Experience; Research Experience; Professional Memberships; and Service. Because Part A covers only the past year, the CV is the student's cumulative record.

The Research Mentor completes the Mentor Report (Part B) with the student at their annual review meeting (see Procedures for Review and Feedback).

3. Procedures for Review and Feedback

Midyear check-in. Early in the spring semester, and no later than spring break, each student meets with their Research Mentor to review progress since the fall, using the updated Program Requirements Scorecard, and to schedule the annual review meeting. If the Research Mentor has concerns about the student's progress, the Research Mentor may set an earlier date for the student's annual review materials and notifies the GPD.

After final exams each spring, the entire Developmental Psychology PhD Program faculty meet to review students' performance (i.e., **Annual Review of Students** faculty meeting). Prior to this meeting, each student must meet with their faculty Research Mentor to discuss their progress, and the Annual Review materials the student has prepared. The Research Mentor completes the Mentor Report (Part B) during this meeting, and both sign it. The GPD compiles classwork records and teaching assistant evaluations for the faculty meeting. After the faculty meeting, the Graduate Program Director, in collaboration with fellow faculty members, sends each student a letter summarizing the faculty review. The letter is the official record of the review. Students may submit a written response, which is added to their file.

The table below summarizes the annual review steps. The forms are in Appendices A and B.

Annual Review Process

Step	Who	What	When
1	Student and Research Mentor	Midyear check-in: review progress since the fall, using the updated Program Requirements Scorecard, and schedule the annual review meeting. If there are concerns, the Research Mentor may set an earlier date for annual review materials and notifies the GPD.	Early in spring semester, by spring break
2	Student	Completes Part A, updates the Program Requirements Scorecard, CV, and GSPS record, and uploads Part A, the scorecard, and the CV to the annual review folder.	By the last week of spring classes
3	Research Mentor, with the student	Reviews the student's materials with the student and completes Part B: research progress, professional development, and supervised assistantship work.	Before the faculty review meeting
4	GPD	Compiles classwork records (transcript and scorecard) and TA evaluations submitted by faculty instructors.	Before the faculty review meeting
5	Full faculty	Reviews each student and determines Satisfactory/Unsatisfactory evaluations.	Faculty review meeting, after final exams
6	GPD	Sends each student a letter summarizing the faculty review. The letter is the official record of the review.	After the faculty review meeting
7	Student	May submit a written response to the letter, which is added to the student's file.	By the date given in the letter

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 finalized paper will be reviewed by the student's AC, and then forwarded by the student to the GPD **before the Fall Break of Year 2.**

E. Master's Thesis (Years 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.

The thesis and the dissertation each require three Graduate School forms, completed in the Graduate Student Progress System (GSPS; https://gsps.luc.edu):https://gsps.luc.edu/

Form	When	Approvals	Then
Committee Recommendation Form	Once the committee is formed	Approved electronically by the Director, the GPD, and The Graduate School	Forward the approval email to the GPD
Ballot for the Approval of Thesis/Dissertation Proposal	After the proposal defense (and IRB approval or exemption, if applicable)	Created in GSPS with an abstract; approved by the committee, the GPD, and The Graduate School	Forward the approval email to the GPD
Ballot for Text and Oral Defense	At the oral defense	Signed by the committee at the defense; the GPD signs and uploads it to GSPS	Keep a copy and give a copy to the GPD

1. Master's Thesis Proposal

Proposal Process

Toward the end of 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 their 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 consider this timeline 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, two weeks should be given to the Master's Committee to read the proposal prior to the defense.

At the proposal meeting, students are expected to present prior research in their area of interest and present and discuss their research proposal. Students 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 revise 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.

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, The Graduate School will confirm.

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 GPD **by May 15 of Year 2**. Students who do not complete the oral defense of the Master's Thesis proposal by May 15 of Year 2, and have not obtained an extension, are placed on probation (see Probation) and moved to a lower position on the priority list for future funding.

Also, note that students must register for and complete the Responsible Conduct of Research and Scholarship (RCRS) course prior to submitting their thesis proposal to their committee.

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. Students should allow at least two months for IRB review (including time for revisions). Students must not begin collecting 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 manuscript of a journal article** and orally defended. Thus, the thesis document should conform to the general length of a manuscript of a journal article. 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 to determine if their Master's will count toward the Master's degree requirement in the Developmental Psychology PhD Program.

By **March 1 of Year 3**, students submit their **Master's Thesis in journal manuscript form**, as if ready for submission. For May conferral, March 1 is also the deadline The Graduate School sets for a format check. The oral defense takes place by March 15 of Year 3, which allows time to submit final copies to The Graduate School by its April 1 deadline for May degree conferral. If the student is unable to complete their thesis by March 1, a specific explanation must be provided to the Master's Thesis Committee and the student must petition their committee for an extension. This communication should be sent before March 1 and should include a specific date for completion. If the Master's Thesis Committee agrees to an extension, this should be communicated to the GPD by the student by **March 15 of Year 3.** If an extension is granted and the student does not complete the thesis by the new date, the student is placed on probation (see Probation) and risks 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 their final approval of the reader's copy. The drafting timeline described for the proposal applies, and the Master's Thesis Committee receives the thesis two weeks before 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 GPD** 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 their 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 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, similar to a professional conference presentation. Students may 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.

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 their manuscript to The Graduate School's electronic submission website. Make sure to check the Graduate School calendar for deadlines, as they can change from year to year.

F. Qualifying Examination

The qualifying exam is typically taken between students' third and fourth years, after the student has completed all MA coursework and their thesis. Students submit the written exam as a single PDF by August 15 of the summer before Year 4. A typical timeline for the exam is May 15 to August 15, although students have flexibility in how they allocate time to the exam within this window. Changes to the submission date require approval of the Research Mentor and the GPD. Students on an approved alternative timeline have the same three months to complete the exam. The Qualifying Exam Guidelines, available from the GPD, give the exam prompt and the requirements for length, format, and content.

1. Purpose

The qualifying examination is the final step prior to students' dissertations. At this stage in the Developmental Psychology PhD program, students should have acquired considerable knowledge about developmental psychology through coursework and research with one or more faculty members. And, students will have also completed their first-year paper and Master's Thesis, which allow them to begin to develop as an independent researcher. The qualifying exam is an opportunity to further develop students' research ideas, independent of their faculty mentor(s).

2. Qualifying Exam

For the exam, students will write a grant proposal to a hypothetical funding agency that prioritizes funding for projects focused on: ***Understanding and supporting the healthy development of children, youth and families.*** This may include the cognitive, cultural, social-emotional, linguistic and neural factors that promote the learning and development of infants, children and youth, along with those conditions that lead to diverse developmental trajectories. Guidelines provided by the faculty have been crafted to reflect requirements of funding agencies to which developmental psychologists often submit proposals (e.g., NIH, NSF, Spencer). The goal is to provide students with the opportunity to prepare a proposal for external funding and demonstrate knowledge in their area(s) of expertise. A "nuts and bolts" workshop for preparing the written exam will be provided by the GPD that is focused on proposal format, tips in proposal writing, and advice on preparation for the examination. Resources to aid in proposal writing will also be available on D2L.

The 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. <u>However, the Research Mentor shall not edit or otherwise contribute to the actual written document</u>. The student can only receive verbal input through discussion with faculty. <u>The Research Mentor and other faculty cannot read or comment on drafts of any portion of the Written Qualifying Exam</u>. Students may not solicit written feedback or edits from faculty or any other source. Students may not use generative AI (e.g., ChatGPT) for any part of the qualifying exam; AI tools may be used only for general grammatical suggestions. 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.

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.

3. Readers and Scoring

Three faculty members affiliated with the Developmental Psychology PhD Program read and score each exam: the student's Research Mentor; a second reader, generally the student's Supporting Advisor; and a third reader assigned by the GPD through a rotation among program faculty. Readers score the exam using the program's qualifying exam rubric (Appendix C) and may provide additional written comments.

The qualifying exam is designed to ensure students are prepared to take on dissertation work. If the readers recommend a failing grade, the exam is sent to the full Developmental Psychology PhD Program faculty for grading. A student who fails the qualifying exam may retake it once by revising the same proposal in response to the readers' feedback; the revised proposal is due in January–February of Year 4, on a date set by the GPD with consultation of the faculty. Should the student fail the exam a second time, the student will be dismissed from the program.

G. Dissertation Procedures

1. Timelines

The typical course of study in the program allows plenty of time to complete the dissertation proposal successfully and avoid problems. Students complete 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 their 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.

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.**

Students do not schedule a proposal defense (or final defense) before the Chair of the dissertation committee gives final approval of the reader's copy. Timelines for drafts and revisions are similar to those described for the Master's Thesis, and committee members receive the proposal two weeks before the defense.

The Graduate School provides the following policies regarding the completion of the dissertation.

> Students must complete all PhD 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 PhD 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, PhD 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 Psychology PhD Program (e.g., faculty from other graduate programs 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.

When beginning to prepare for defending the PhD, please consult The Graduate School 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 they defend the dissertation, be sure to refer to The Graduate School 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.

The dissertation uses the same three Graduate School forms as the thesis (see the table in Master's Thesis). After the dissertation proposal ballot is approved, The Graduate School conducts a doctoral candidacy review to confirm that all degree requirements other than the dissertation have been met.

4. Announcement of Dissertation Defense

Students are responsible for preparing a formal announcement of the Dissertation defense and **sharing it with the departmental administrative assistant for advertisement to all members of the Department.** This is necessary only for the dissertation defense. Please consult The Graduate School website for an example of an announcement.

5. Oral Defense and Final Copy of the Dissertation

The oral defense and the format check follow the procedures described for the Master's thesis.

Students must bring the ballot, which can be found on The Graduate School website, 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 GPD. Students are responsible for also submitting this signed ballot form to The Graduate School.

VI. OTHER IMPORTANT INFORMATION ABOUT POLICIES AND PROCEDURES

A. Extensions to Deadlines and Petitioning the Faculty

Extensions are not a substitute for advance planning or timely writing, but unforeseen circumstances occasionally arise. A student who needs an extension of a deadline (e.g., the First Year Paper, the Master's thesis proposal or defense, or the dissertation proposal) petitions the relevant committee (Advisory Committee, Master's Thesis Committee, or Dissertation Committee) before the deadline and informs the GPD of the committee's decision. The petition includes:

- A brief description of the circumstances leading to the request for the extension.
- A proposed timeline, with a specific date for completion of the requirement.

Changes to the qualifying exam submission date require approval of the Research Mentor and the GPD (see Qualifying Examination).

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

Both the Developmental Psychology PhD Program and Department will work to explore accommodations for students facing exceptional personal challenges, utilizing The Graduate School support structure as needed.

B. Attendance at Presentations and Thesis and Dissertation Defenses

Students are evaluated in their annual review for their attendance at Developmental Psychology PhD Program area seminar (i.e., meetings of PSYC 556). 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 dismissal: 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 dismissing 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 dismissal.

This policy is consistent with The Graduate School's policy on probation and dismissal, which allows programs to set more stringent rules. Under that policy, a student may also be placed on probation for a grade-point average below 3.00 (see Grade Requirements, Incompletes, and Grade Point Requirements) or for a No Pass (NP) grade in PSYC 595, 600, 605, or 610; a student who receives two NP grades may face dismissal. In each case, the student receives feedback and an opportunity to address the problem, and the program notifies the student and The Graduate School

of the probation. If the faculty votes for dismissal, the program requests the dismissal from The Graduate School, and the Dean sends the letter of dismissal. A student dismissed for failure to make satisfactory progress may appeal to the Dean of The Graduate School under the Graduate School's Academic Appeal of Non-Coursework Evaluation of Research and Scholarship Policy.

D. Academic Integrity Statement

According to the standards of academic integrity of the College of Arts and Sciences and Loyola University Chicago, 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, Supporting Advisor, or the GPD, 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 Graduate School website.

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, 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, Graduate Program Director, student peers, and other Departmental staff, faculty, and The 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 may be selected to represent the student perspective on Departmental committees. Psychology graduate students select their own representatives to these committees. Graduate students may also choose to form their own additional committees.

The Developmental Psychology PhD Program will seek out 1-2 student volunteers per year. These students will be responsible for leading the student presentation during interviews for potential incoming graduate students and will organize graduate-student led meetings and writing groups during PSYC 556 when all students and faculty are not meeting.

B. 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 funds for conference travel related expenses each year. To be considered for funding, students must apply online at least two weeks BEFORE the time of travel, 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 organizations.

VIII. Appendices

Appendix A: Program Requirements Scorecard

Loyola University Chicago · Department of Psychology

Developmental Psychology PhD Program

Program Requirements Scorecard

Keep this scorecard current each semester. Upload the updated scorecard with your annual review materials by the last week of spring classes.

Student name		**Year entered**	
Research Mentor		**Date updated**	

Requirements Summary

Requirement	Courses	Credit hours
Department core (plus UNIV 370)	4	12
Core developmental	2	6
Developmental topics	4	12
Social or clinical topics	1	3
Reading/research	4	12
Electives	5	15
Total	**20**	**60**

Teaching training, thesis and dissertation registration, and PSYC 556 are tracked separately below.

Required Courses

Department Core *4 courses; 12 credit hours, plus UNIV 370*		
Course	**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, or another neuroscience course approved by the GPD (course: _____)		
UNIV 370: Responsible Conduct in Research and Scholarship *(2-day course; no credit)*		

Core Developmental *2 courses; 6 credit hours*		
Course	**Semester/Year**	**Grade**
PSYC 473: Social Development		
PSYC 475: Cognitive Development		

Reading/Research *4 courses; 12 credit hours*		
Course	**Semester/Year**	**Grade**
PSYC 599: Directed Readings *(Year 1 summer)*		
PSYC 598: Research *(Year 2 spring)*		
PSYC 597: Integrative Readings *(Year 2 summer)*		
PSYC 599: Directed Readings *(Year 3 fall or spring)*		

Topics Courses *Enter the course number and title.*

Developmental Topics *4 courses; 12 credit hours*		
Course	**Semester/Year**	**Grade**

Social or Clinical Topics *1 course; 3 credit hours*		
Course	**Semester/Year**	**Grade**

Electives and Statistics and Research Methodology Specialization

List all five electives. The specialization is optional and requires that 3 of the 5 electives be in statistics and/or research methods beyond PSYC 420, 482, and 491. Students pursuing the specialization mark those 3 electives in the last column.

Specialization: ☐ Pursuing ☐ Not pursuing

Electives *5 courses; 15 credit hours*			
Course	**Semester/Year**	**Grade**	**Specialization**
			☐
			☐
			☐
			☐
			☐

Teaching Training *From the Graduate Assistant Mentoring Plan.*

Training	Year	Status	Date completed
The Graduate School's TA Training	Year 1	Required	
The Graduate School's OTC: Design	Year 2 or 3	Required	
The Graduate School's OTC: Facilitate	Year 2 or 3	Required	
The Graduate School's Teaching Effectiveness Seminar (year-long)	Year 4	Required	
Center for Ignatian Pedagogy's anti-racist pedagogy course	Year 4	*Encouraged*	
Graduate/Undergraduate Research Mentoring Program (summer)	Year 4	*Encouraged*	

Thesis and Dissertation Registration *Graded Pass/No Pass.*

Students register for PSYC 595 while completing the master's thesis alongside coursework. A student who completes coursework before the thesis registers for PSYC 605 to remain enrolled full time.

Master's Thesis *PSYC 595 during coursework; PSYC 605 if needed*		
Course	**Semester/Year**	**Grade (P/NP)**
PSYC 595: Thesis Supervision *(while completing the thesis during coursework)*		
PSYC 605: Master's Study *(if coursework is complete and the thesis is not)*		

Doctoral Study *2 semesters*		
Course	**Semester/Year**	**Grade (P/NP)**
PSYC 610: Doctoral Study *(Year 4 fall)*		
PSYC 610: Doctoral Study *(Year 4 spring)*		

Dissertation Supervision *every fall and spring after PSYC 610 until degree completion*		
Course	**Semester/Year**	**Grade (P/NP)**
PSYC 600: Dissertation Supervision *(Year 5 fall)*		
PSYC 600: Dissertation Supervision *(Year 5 spring)*		
PSYC 600: Dissertation Supervision *(additional semester, if needed)*		
PSYC 600: Dissertation Supervision *(additional semester, if needed)*		

PSYC 556: Developmental Psychology Research and Professional Development

Students register for PSYC 556 (0 credit hours) every fall and spring semester and attend all area seminar meetings, where they gain experience presenting their research and engage in other forms of professional development.

Year	**Fall**	**Spring**
Year 1	☐ Registered	☐ Registered
Year 2	☐ Registered	☐ Registered
Year 3	☐ Registered	☐ Registered
Year 4	☐ Registered	☐ Registered
Year 5	☐ Registered	☐ Registered

Appendix B: Annual Review Materials

Loyola University Chicago · Department of Psychology

Developmental Psychology PhD Program

Annual Review Process

Each student is reviewed once a year by the full faculty. The review draws on three sources: the student's materials (Part A, the Program Requirements Scorecard, and a CV), the Research Mentor's report (Part B), and records the GPD compiles.

Step	Who	What	When
1	Student and Research Mentor	Midyear check-in: review progress since the fall, using the updated Program Requirements Scorecard, and schedule the annual review meeting. If there are concerns, the Research Mentor may set an earlier date for annual review materials and notifies the GPD.	Early in spring semester, by spring break
2	Student	Completes Part A, updates the Program Requirements Scorecard, CV, and GSPS record, and uploads Part A, the scorecard, and the CV to the annual review folder.	By the last week of spring classes
3	Research Mentor, with the student	Reviews the student's materials with the student and completes Part B: research progress, professional development, and supervised assistantship work.	Before the faculty review meeting
4	GPD	Compiles classwork records (transcript and scorecard) and TA evaluations submitted by faculty instructors.	Before the faculty review meeting
5	Full faculty	Reviews each student and determines Satisfactory/Unsatisfactory evaluations.	Faculty review meeting, after final exams
6	GPD	Sends each student a letter summarizing the faculty review. The letter is the official record of the review.	After the faculty review meeting
7	Student	May submit a written response to the letter, which is added to the student's file.	By the date given in the letter

Loyola University Chicago · Department of Psychology

Developmental Psychology PhD Program

Annual Student Review Form

Part A · Completed by the student

Complete this form each spring. Part A covers the past academic year (fall, spring, and summer); your CV and Program Requirements Scorecard carry the cumulative record. Upload Part A, your updated scorecard, and a current CV to your annual review folder by the last week of spring classes. Your Research Mentor will review these materials with you and complete Part B.

A1. Student Information

Student name	
Date	
Year in program	
Research Mentor	
Review year (e.g., 2026–2027)	

THIS YEAR *Complete or update these sections each year.*

A2. Formal Research Requirements *Update the status of your thesis and dissertation.*

Master's thesis

Title	
Chair	
Committee members	
Date proposed	
Date defended	

Dissertation

Title	
Chair	
Committee members	
Date proposed	
Date defended	

A3. Presentations and Publications *Authored or co-authored work from the past year.*

Type	**Number**
Papers, posters, or workshops presented at professional meetings	
Journal articles published or in press	
Book chapters published or in press	
Manuscripts submitted or under review	
Grant or fellowship applications submitted	

List the past year's presentations (including departmental presentations, e.g., Brown Bag), journal articles, book chapters, manuscripts submitted or under review, and grant or fellowship applications in APA style. Your CV lists earlier work.

A4. Teaching Reflection *Complete if you served as a TA or instructor of record this year.*

Describe your teaching responsibilities this year, including any feedback you received, and changes you made or plan to make in response.

Student evaluations for courses taught as instructor of record (Years 4 and 5)

Summarize the results of the university's student course evaluations for each course you taught.

Semester/Year	Course number and title	Evaluations of you as instructor (if available)	Evaluations of the course (if available)

A5. The Past Year and the Coming Year

What accomplishments from this year would you like acknowledged?

What progress did you make toward the goals you set in last year's Part A?

What problems or concerns did you have this year (e.g., grades, probation, delay in proposing)?

Research goals for next year

Teaching goals for next year

Professional development goals for next year

CUMULATIVE RECORD *Carry these tables forward and add to them each year.*

A6. Assistantship History *Add a row for each semester.*

Semester/Year	Type (TA, instructor of record, or RA)	Faculty member	Activities (e.g., teaching assistant, with course number and title; mentoring)

A7. Financial Support *List awards and honors on your CV.*

Semester/Year	Source	Amount

A8. GSPS Update and Certification

Before uploading your review materials, enter new presentations, publications, awards, and other activities in GSPS, the Graduate School's online record system (gsps.luc.edu). Your CV, in APA style, must include these sections: Education; Publications; Manuscripts Under Review; Presentations; Grants, Fellowships, and Awards; Teaching Experience; Research Experience; Professional Memberships; and Service.

By typing my name below, I certify that the information on this form is correct and that I have updated my record in GSPS.

Student signature	
Date	

Loyola University Chicago · Department of Psychology
Developmental Psychology PhD Program

Mentor Report

Part B · Completed by the Research Mentor

The Research Mentor completes Part B with the student at the annual review meeting, before the faculty review meeting, after reviewing the student's Part A, Program Requirements Scorecard, and CV. The full faculty makes the final evaluation, which the GPD reports to the student by letter. Classwork records and TA evaluations from faculty instructors are compiled by the GPD.

B1. Student Information

Student name	
Year in program	
Research Mentor	
Date of annual review meeting	

B2. Research Progress

Papers in progress (identify, if any)	
Mentor comments	
Mentor recommendation	☐ Satisfactory ☐ Unsatisfactory

B3. Professional Development *Punctuality, follow-through, ethical behavior, departmental citizenship, and attendance at talks.*

Mentor comments	
Mentor recommendation	☐ Satisfactory ☐ Unsatisfactory

B4. Assistantship Performance

Complete if the student held a research assistantship or a teaching assistantship supervised by the mentor. Evaluations of TA work for other faculty instructors come to the GPD directly.

Assistantship(s) and semester(s)	
Mentor comments	
Mentor recommendation	☐ Satisfactory ☐ Unsatisfactory

B5. Signatures

The student's signature confirms that the annual review meeting took place; it does not indicate agreement with the report.

Research Mentor signature	
Date	
Student signature	
Date	

Appendix C: Qualifying Exam Rubric

Grade Rubric for Developmental Training Track Written Qualifying Exam

Proposals should be rated based on the following criteria in accordance with a scale from 1 (needs substantial improvement) to 5 (substantially exceeds expectations). Papers must earn at least 14 points in total and "meet expectations" (i.e., earn 3 points) in at least four areas for the grade of "Pass." No more than 1 area should be a 2 or lower. However, the final grade is determined at the faculty member's discretion. Faculty members are encouraged to provide additional feedback on a separate sheet of paper.

Criteria	1	2	3	4	5
Specific Aims • At least two original and tractable "Specific Aims" are included • Aims are clearly connected to the proposed study or studies, expected outcomes are clear, and for quantitative research include clear testable hypotheses					
Research Strategy: Scientific Foundation and Rationale • Relevant literature is summarized and synthesized, providing understanding of how published and unpublished findings helped motivate the proposed study. Where relevant, this should emphasize strengths and weaknesses of prior research that serve as key support for the proposed project • Relevant theoretical support is provided for the proposed study. • Rationale for the research project, including unaddressed areas for research and why this area of research is interesting and important is clearly stated					
Research Strategy: Approach • The overall strategy, methodology and analyses to be used to accomplish the specific aims are clearly written and well-described • Participants and procedures are described in detail, such that a reader could replicate crucial aspects of the study • A plan for analysis and interpretation is included that reflects the author's understanding of their anticipated data • Proposed research meets ethical standards for research with infants, children, or adolescents					
Impact • The contribution of the proposed research to the current literature is clear • The proposal includes a description of how the proposed work will benefit society and/or advance a desired societal outcome • Actionable steps that can be taken, based on findings from proposed work is included					
General Formatting • The proposal adheres to formatting guidelines provided (length, font/margin requirements, sections) • The proposal is accessible to reviewers with diverse backgrounds in developmental science • Writing is well organized, uses proper grammar, and avoids run-on sentences; argument in paper unfolds logically					

Total points: _____ **Final grade: _____**

Appendix D: End of Semester Review and Evaluation Forms

END OF SEMESTER REVIEW & EVALUATION – GA Form

(GA completes 1 for each faculty member assigned to)

Faculty member assigned to work with: _____

___TA

___RA

Total hours assigned: _____/week

The faculty member met the expectations agreed upon in our GA agreement completed at the start of the semester (e.g., expectations were clear, changes were communicated, hours per week did not exceed assigned time, etc.)

(1) Not at all (2) Some (3) Mostly 4 (Definitely)

Please explain:

Would you like to work with this faculty member again if the opportunity is available?

___Yes (high preference)

___Yes

___Neutral

___No

Please explain and provide additional comments:

END OF SEMESTER REVIEW & EVALUATION – Faculty form

(Faculty Member completes 1 per student)

GA assigned to work with me: _____

___TA

___RA

Total hours assigned: _____/week

The GA met the expectations agreed upon in our GA agreement completed at the start of the semester (e.g., completed expected tasks, maintained good communication, etc.)

(1) Not at all (2) Some (3) Mostly 4 (Definitely)

Please explain:

Would you like to work with this student again if the opportunity is available?

___Yes (high preference)

___Yes

___Neutral

___No

Please explain and provide additional comments:
