Welcome to the Child Psychology Program at the University of Minnesota! This handbook brings together general and specific information of use to graduate students in Child Psychology.

The handbook is designed to answer most questions about the formal aspects of the institute and its instructional program. Students are strongly urged to keep it for immediate and future reference, rather than attempting to assimilate all the information at one time. Most of the information in this handbook deals with the general Ph.D. program in Child Psychology. Students enrolled in joint tracks (School Psychology, Developmental Psychology and Clinical Science) must also be guided by the information provided by their joint program department.

According to the Harvard Rule, students are held to academic requirements in place when they enter the ICD Ph.D. program. This handbook is therefore of particular relevance to students entering the institute fall 2011. If changes in requirements are enacted during a student's tenure, he or she has the option to choose between the old and the revised with one notable exception; students in the DPCS program are governed by the policies and procedures related to that program as written in the most current handbook for the clinical program.

If anything is unclear or if you have other questions do not hesitate to ask me, another faculty member, Danielle Bordeleau, or an advanced graduate student.

Sincerely,

[Signature]

Michael Maratsos
Director of Graduate Studies
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MAJOR GOALS OF GRADUATE STUDY

The major goals of the program for graduate students at the Institute of Child Development are to train students for careers in research and college teaching in child psychology, and to prepare students for careers in such applied areas of child psychology as school psychology, child clinical science, public policy administration, and private sector research administration.

The graduate study program is organized around the Ph.D. degree requirements. Students are not required to obtain M.A. degrees but they are required to complete research prior to their doctoral thesis research. The program of graduate study typically has four components: (a) coursework, (b) supervised research and teaching as part of assistantships or fellowships, (c) independent research as part of pre-thesis and thesis requirements, and (d) qualifying exams. For students in joint tracks, a fifth component is (e) clinical and school practicum and internships.

COLLABORATION BETWEEN ICD AND OTHER PROGRAMS

The Institute of Child Development in collaboration with other University programs offers several special training tracks for which students can apply.

Developmental Psychopathology and Clinical Science Track (DPCS)
The Institute of Child Development and the Department of Psychology cooperate in providing specialized training focused on the study of clinical science and psychopathology in the context of development. Training draws on the unique strengths of existing programs. The training in Developmental Psychopathology and Clinical Science (DPCS) occurs within a specialty track of the clinical psychology program at the University of Minnesota (formally known as the Clinical Science and Psychopathology Research program), which is accredited by the American Psychological Association. This specialty track offers students the opportunity to receive specialized training in developmental psychopathology. The goal of this specialization is to train leaders in research and applications of developmental clinical science.

Students are admitted to the Ph.D. program in child psychology and, by agreement of faculty in the Institute of Development and the Department of Psychology, to the DPCS specialty track. Students in the DPCS specialty track complete all requirements for the Ph.D. in child psychology, and in addition, they complete all clinical training requirements of the CSPR program, which include coursework in clinical psychology, practica, and a year-long pre-doctoral internship. Completion of the specialty track usually requires six full years, including the internship.

Child Development and School Psychology Track
The school psychology track is a cooperative program of the Institute of Child Development, the Department of Psychology, and the Department of Educational Psychology. This track is fully accredited by the APA and the National Association of School Psychologists, and meets licensure requirements of the Minnesota Board of Teaching. Students are admitted jointly to one of the cooperating departments and to the school psychology program and must meet the standards and requirements of both. Students may also be admitted to the general child psychology program and apply to school psychology after a period in residence. Through coursework and practicum/internship experiences, students develop competencies in assessment, consultation, intervention and program development, research, and evaluation.

Although all of the requirements in this Handbook apply to students in the DPCS and Joint School Psychology collaborative tracks, students also should refer to the separate program handbooks for further details and additional training requirements.
ACADEMIC PROGRAM AND PROGRESS

Ph.D. Requirements

The Ph.D. degree in Child Psychology requires at least three years of graduate work (typically 4-5 years for general program students; 5-6 years for joint students) that includes coursework, research, teaching and exams. If a student feels, because of prior experience, that general requirements are not appropriate for his or her particular situation, it is appropriate to petition the faculty, through the advisor, for exemptions or alterations in degree requirements.

I. Coursework

A. General Information
Students complete the majority of their coursework for the Ph.D. during the first two years of graduate study. It is generally advised that students carry 10-12 course credits per semester, plus research credits (8994). (8777 is credit for Masters Thesis and should NOT be used by Ph.D. candidates.) Students in the joint DPCS or School Psychology tracks will have heavier course loads.

Graduate courses are indicated by the 5000- or 8000-level designator (i.e., course numbers begin with a 5 or 8). CPsy graduate students may take 4000-level courses in departments other than CPsy for graduate credit if the course is taught by a member of the graduate faculty; such credit is applied to the supporting program.

Students entering with an M.A. or graduate work completed elsewhere may transfer appropriate coursework to the Minnesota Ph.D. program. Talk to the Director of Graduate Studies (DGS) right away to discuss what coursework will transfer. (This transfer is governed, in part, by the Graduate School. For information, see current Graduate School Catalog, Doctor of Philosophy Degree. You can view it on the Web at http://www.grad.umn.edu/catalog/index.html.)

B. Major Program
All graduate students are required to complete forty-four (44) credits in major program coursework including but not limited to:

- CPsy 8980 Research Seminar in Child Psych: Ethics and Professional Development [1 cr]
- CPsy 8301 Cognitive Development [4 cr]
- CPsy 8302 Social Development [4 cr]
- Statistical Analysis (EPsy 8251 & 8252 [total 6 cr], or demonstrated competence)
- CPsy 8311 Landmark Issues in Child Development [2 cr]
- CPsy 8xxx Cultural Issues (3 cr; course number TBD)
- CPsy 8360 Special Topics Seminars [5 cr minimum, 3 of which must be from a 3-cr seminar]
- CPsy 8321 Teaching Seminar [1 cr] and 8322 [1-3 cr] (this is optional for joint track students; see pg. 9 for more information)
- CPsy 8994 Research Problems [variable cr] (Students complete 8 credits as part of the first-year project requirements, then 6 credits minimum, for a total of at least 14 credits.)

Note: Typically, 1 credit of Research Problems = 1 hour per week of research activities

For a listing of all coursework required for the Ph.D. program, please see Appendix B.
C. Supporting Program or Minor
All graduate students are required to complete fourteen (14) credits in a supporting program or formal minor. A supporting program consists of coursework drawn from at least two departments outside Child Psychology. A large number of appropriate courses are offered at the University. Courses commonly taken by institute students are in psychology, educational psychology, biological sciences, kinesiology, philosophy, statistics, neuroscience, family social science, sociology, speech, linguistics, and communication disorders. Courses are selected in consultation with the advisor and a faculty member in one of the supporting fields.

Certain sequences of supporting program credits can be taken to obtain a formal freestanding minor. Currently, freestanding minors exist in Interpersonal Relationships Research, Neuroscience, Cognitive Sciences, and Prevention Science.

Note: Joint students’ supporting program credits are earned through their coursework in CSPR or School Psychology.

For a listing of all coursework required for the Ph.D. program, please see Appendix B.

D. Dissertation Credits
The graduate school requires students to register for 24 thesis credits (CPsy 8888 Thesis Credits: Doctoral) over the course of their graduate studies. These are designated as "registration only," no grades are assigned. Students may not register for these credits until after passing the prelim oral exam.

For a listing of all coursework required for the Ph.D. program, please see Appendix B.

E. Grades
Graduate students may take any 8000-level course (except 8301, 8302) either on A-F or S-N basis unless the course is specified one or the other. Students must declare the grading system when they register for the course. Two-thirds of credits (excluding CPsy 8888 Thesis Credits) listed on the student's Graduate School Degree Program Form, however, must have letter grades.

Note: Changes in grade base (A/F or S/N) are not usually granted, however students may petition for such a change. To petition, complete a course request form indicating the change in grade base, have it signed by the instructor and advisor and take it to the Graduate School (316 Johnston Hall) where you will complete a Request for Late Registration. That petition will be reviewed and the student will receive a response within 5 days.

F. More Information
See Appendix A: Typical Timeline of Program and Degree Progress on pg. 29, and Appendix B: Required Coursework Chart on pg. 30 for more information.
II. Research

All graduate students, regardless of form of support, are required to spend 20 hours per week during each academic year on research-related activities. For students on non-service support (i.e., fellowship or traineeship), alternatives to formal, experimental research may occasionally be approved by the advisor. Research training is documented through: 1) First Year Research Project or M.A. thesis, 2) Second-Year Research Presentation, 3) Thesis prospectus, and 4) Doctoral dissertation. (Credit is given for research training via 8993-Directed Study, 8994-Research Problems, and 8888-Thesis Credit.)

A. First Year Research Project
Credit is given for First Year Research Project via 8 semester credits of CPsy 8994 for which the student can register during the first 3 semesters of the program.

1. Acceptable Projects
Examples of acceptable first year projects are as follows:

   a. The pilot study
   In this example, the student simply is not in a position to collect all the data that would be necessary for the completed study (due to time constraints or other logistical reasons). However, a problem is conceived, background reading is done, some data are collected (or appropriated from an ongoing project; see below), and analyzed. The study is written up (complete with bibliography), differing from a journal submission in that some kinds of analysis cannot be done (but they are described) and limitations and subsequent steps are discussed.

   b. The gift problem
   Data that are already available and that are pertinent to a problem in which the student is interested may be offered to a student by a faculty member. As with the pilot study, the results may not be publishable because they are based on a small problem or there are additional data needed to resolve issues. Again, the student's job is to state the problem, analyze the data, and write it up, including the discussion of caveats and shortcomings.

   c. The assigned task
   In this example, new data are involved, but the plan was already laid out by the faculty member. The student is given the data collection task and then proceeds either as in a or b.

   d. The collaboration spin-off
   In this example, the student works with a faculty member and/or others on a project that leads to a paper. The project may have been in progress when the student came to the University. The student ultimately may earn a place in the list of authors (when the paper is eventually submitted) but is not first author. To meet the first-year requirement, the student independently writes up the study as it stands at the end of that year.

   e. The project piece
   This example is similar to the pilot study, except that in this case, the full scale study is underway and has progressed to a point at which the student writes it up. For example, if no results are available yet, then, (as in a grant application) the proposed analyses and follow-up analyses are presented for various results options. The discussion presents points with reference to various possible
outcomes. The project piece might be similar to submitting an NSF or NSRA or Eva O. Miller award application; however, an application for one of those awards may not be used to satisfy the First Year Project.

f. M.A. thesis

2. First Year Project Deadlines
The DGS advises incoming students about the project at fall orientation. By November 1st of their 1st year, students select research advisors with whom to work on this particular project and notify Danielle. The advisor selected will not necessarily be the dissertation research advisor; the student may change advisors at any time. Each selected advisor holds primary responsibility for overseeing this project. A student having difficulty selecting an advisor should contact the DGS well in advance of November 1st.

At the end of the fall semester of their 1st year, students must file with the DGS (via Danielle) the First Year Research Project Definition Form that indicates that they are working with a faculty member on a research project, specifying the nature of this project. The research advisor must sign off on this report. Any student who has not accomplished the former will meet with the DGS to find a resolution.

By the end of spring of the 1st year the First Year Project Report Form must be filed (also signed by the research advisor) wherein a brief description of the project is provided. This outline need not be lengthy, but it should be of sufficient detail as to convey what the project is about.

With regard to the above two points: By the end of the fall semester of the 1st year, the student and the research advisor must discuss whether the student will be supervised on this project through the summer. In the event that the faculty member is unable to engage in such supervision, the student and advisor must decide whether the student can work independently through the summer, and complete the project by the beginning of the following fall semester. In the event that the student cannot work alone, the student should consider completing the project before the summer.

The project will culminate in a written report, turned into the research advisor by October 1st of the 2nd year, read by 2 faculty members (one can be the research sponsor) and approved by the last day of fall semester final exams during the 2nd year. The rationale behind this aspect of the requirement is that communication of results is an important aspect of research and that research training should include training in the writing of a report that includes the purpose, method, results, and interpretation of a study. Also by the end of the fall semester, students must file the First Year Project Certification Form with the DGS (via Danielle).

B. Second-Year Research Presentation
During the fall semester of the second year, all students are required to prepare and present a short talk about their own research during a Bag Lunch. Presentations will be scheduled in groups, and each must be fifteen minutes long with five minutes for questions directly following the talk. Students may choose to speak on any of their own research projects they wish, however the First Year Project is a recommended option. Students should consult with the DGS if they have any questions regarding this requirement.

C. Thesis Prospectus and Doctoral Dissertation
The culmination of the Ph.D. program is the thesis. The Ph.D. dissertation is ordinarily a
1. Thesis Proposal/Prospectus

Each student must present a formal prospectus or thesis proposal to his or her committee. Two institute members and one outside member are designated as readers. The committee chair must be someone other than the student's advisor. The prospectus is intended as an opportunity to discuss potential problem areas of the dissertation research, including scope, design issues, statistical analysis, and timeline. The prospectus serves as a kind of pre-approval by the thesis committee that the intended research will meet the minimum requirements to earn a Ph.D.

The prospectus is a separate entity and can be scheduled at any time after the preliminary oral exam is complete. This meeting is generally not as long as an oral exam and can be scheduled for 1 to 1.5 hours, depending on the nature of the work being proposed. The thesis proposal is due to committee members two weeks prior to the prospectus meeting. Some students and/or advisors prefer to combine the prospectus meeting with the preliminary oral exam. If this method is preferred, the student must consult all of the committee members for their approval of the combined meeting well in advance (at least one month prior to the oral prelim date, preferably more). In addition, it is essential that three full hours are allotted for the meeting by all committee members when holding a joint prospectus/oral prelim exam, and that the committee members receive both the special area paper and the prospectus with sufficient time to read both. It is in the student’s best interest to make sure that suggested timelines are followed in order to obtain sufficient feedback on the proposed research. Students must use the appropriate scheduling forms for the preliminary oral exam and prospectus; see Appendix C for more information.

Please note that, in the event of a combined meeting, the committee will first determine whether the student has passed the oral prelim, and if so, will then move on to the prospectus presentation. Please see the section on the Preliminary Oral exam on page 12 for further information.

Each thesis proposal should contain at least two sections:

a. A statement of the problem (including hypotheses to be tested, if any), a description of the rationale for investigating the problem, and a review of the literature most relevant to the problem (an extended literature review is commonly found in the student's Special Area [Orals] paper).

b. A statement of methods that includes a discussion of the overall research design, subject population to be used, and research procedures to be followed (results of pilot work are pertinent and should form a part of the section devoted to methods, procedures tentatively chosen for data analysis, a reference list, and appropriate figures).

The thesis title must be registered in the Graduate School, and the thesis must be given to the student’s thesis readers one month before the date of the exam. (It is customary to give copies to the non-readers at this time, also.)
III. Teaching

Students will complete a supervised teaching apprenticeship during one academic semester. The teaching apprenticeship program is planned to ensure that doctoral level graduate students obtain systematic supervised experience teaching.

Joint DPCS students are exempt but are welcome to complete this experience. Joint School Psychology students must do an apprenticeship either in CPsy or EPsy and, in fact, are strongly encouraged to complete both apprenticeships; the School Psychology apprenticeship includes supervisory training and as such is a résumé feature.

Only those students who complete the CPsy apprenticeship will subsequently be allowed to teach at the Institute should opportunities become available.

A. Preparation

The student must show preparedness to teach by completing general written prelim exams and the apprenticeship seminar (CPsy 8321, Current Issues in Teaching Developmental Psychology, generally taken during fall of the 3rd year).

Students are also encouraged to enroll in the Preparing Future Faculty (PFF) coursework offered by the University. PFF includes 2 classes that provide many teaching tips as well as the opportunity to work with a faculty member from a different institution. See http://www1.umn.edu/ohr/teachlearn/graduate/pff/index.html for more information on PFF.

Students have ad hoc teaching opportunities during the first and second years by working with instructors and offering a discussion section, delivering a lecture, helping to prepare exams, consulting with students, supervising projects or reading papers.

B. Apprenticeship

During one semester of the year immediately following completion of the teaching seminar and the passing of general written prelims (normally, during spring of the student's 3rd year) each student will co-teach a section of approximately 15 students in CPsy 2301, Introductory Child Psychology. (Completion of written prelims is a prerequisite to the teaching apprenticeship.) During the apprenticeship experience, students should register for the teaching apprenticeship course (CPsy 8322, 1-3 credits). A faculty supervisor will be assigned to lead the apprenticeship experience. After consultation with the supervisor, the apprentice is encouraged to be independent in the teaching of his or her section. The apprentice will design the course, create the assignments, and put together the syllabus. The faculty instructor will be responsible for the policy concerning assignment of grades, and will convey that policy to the apprentices. Following the apprenticeship, students are eligible to be hired to teach a course.
IV. Examinations - Preliminary and Final

A. The Ph.D. Preliminary Examination
The preliminary examination has written and oral components.

1. Written prelims (includes coursework and written integrative exam)
   
a. Coursework (completion of a two-course core sequence)
   Core courses are:
   1. CPsy 8301, Cognitive Processes
   2. CPsy 8302, Social and Emotional Processes

b. General written examination
   The second part of general written prelims is an integrative exam written in summer of the student's second year. The exam is intended to tap the student's ability to draw from various fields in tackling problems, to deal with general cross-cutting issues in developmental psychology, and to apply concepts or methods from one domain to another. A pro-seminar will meet during the spring to assist students with preparation for the exam. The exam is an open-book exam written over two days, with a limited number of questions and a limited amount of time allowed. The exam will be administered during the first full week following the Fourth of July holiday, which for the 2011 cohort will be during the week of July 8, 2011. Exams will be prepared and read by a representative committee of the faculty.

   Students with special circumstances (such as coming in with a master's degree) may request an exception in writing from the DGS in order to take the exam in a year other than the second, but otherwise taking the exam in the second year is required.

c. Notes and comments on prelims
   All components of the general written prelims (coursework and integrative exam) must be completed by the beginning of the student's third year. Regarding the integrative exam, to preserve examinee anonymity, examinees choose a number by which their exam will be identified. Prelim readers know only the examinee number, not the associated name. The grading structure of prelims is pass, no pass, conditional pass, and pass with honors. A "pass" on any component of the prelim will not be considered final until all have been completed and evaluated. If the faculty members judge a student to need remedial work on some or all of the examination, they will devise a proposed course of remediation. A judgment that the student has failed beyond reasonable hope of remediation may also be made and the faculty has the option not to allow the student to retake exams or courses. It is assumed such judgment will follow attempts at remediation. Examinees have the option of discussing exam results with any and all prelim readers.

2. Oral prelims
   The oral prelim (also known as the special area exam) consists of an oral exam based on the special area paper, known as the "orals paper."
a. Special Area Paper (Orals Paper)
The content of this paper generally has served as the basis for the Preliminary Oral Exam, and as such has come to be called the orals paper. Planning for this paper should begin as soon as the general written prelims are completed. The ideal orals paper would be an integrative, thoughtful paper that clarifies problems and perspectives and adds insights of a quality to permit publication in a journal. Realistically, the following have all been accepted as orals papers: 1) more or less orderly reviews of an area or special problem; 2) reviews of a methodological problem; 3) theoretical analyses of some problem.

The orals paper has sometimes been perceived (by both faculty and students) as a task of far more magnitude than has been intended. In order to clarify and facilitate the preparation of the paper, the following suggestions are offered:

a. Although the orals paper may serve as the literature review for the dissertation, this is not necessarily the case. It is better to get started on it early in the third year and not to wait until the final thesis topic is determined.

b. A good strategy might be to meet with one's advisor, and maybe other institute faculty members in one's area of interest, to consider, plan, and focus ideas for the orals paper. Since it is an examination, however, detailed consultation should not be sought.

c. Papers should not be of excessive length. They should not ordinarily exceed 30-40 pages.

Beyond the obvious advantages of getting the paper completed on schedule, there are practical benefits to completing it early. For instance, if the paper is approved in time (say, the first of February of the student’s 3rd year) to hold the prelim oral by early March, then the student may be nominated for the Graduate School Dissertation Fellowship for the fourth year. If it is finished by the end of the third year, the fourth year can be devoted to finishing the dissertation, job-seeking, and teaching.

b. Paperwork and Timelines
The orals paper must be read and approved by the three institute members of the student's prelim orals committee. All co-advisors (including joint program co-advisors) must be readers. The orals paper must be given to readers at least a month before the expected exam date, and readers must be given at least two weeks to read the paper prior to signing the approval form. Students are required to submit the ICD Oral Prelim Certification Form, signed by the readers, to the DGS (via Danielle) certifying completion of their orals paper no later than 1 week prior to the scheduled defense. (It is customary to provide outside committee members with copies of the paper as soon as it has been approved.) It is required for students to submit the ICD Oral Exam Scheduling Form five weeks prior to the exam date.

The deadline for submitting the orals paper to the student's advisor is October 1st of the fourth year for all students.
There are several milestones that must be completed in order to hold your preliminary oral examination. Make sure that your Written Prelim Exam Report Form and PhD Degree Program Form (see page 32) has been filed and approved (caution: this process takes at least six weeks!).

There are several paperwork requirements related to the preliminary oral exam. Please see Appendix C for more information.

c. Preliminary Ph.D. Oral Examination (Must be scheduled with the graduate school)
The Prelim Oral Committee consists of at least 4 members: three members from the institute and one from a related field. (Note that for joint track students, their joint-department co-advisor is required to be on the committee as the outside person.) The committee is selected at the time the student files the Ph.D. Degree Program Form.

The Institute faculty has agreed to base their questions at the oral examination on the special area or orals paper. Outside members of the committee are not required to restrict their questions to the paper. (It is customary, however, to provide outside members with copies of the paper as soon as it has been approved.)

When the orals paper and thesis prospectus are ready at approximately the same time, and if members of the prelim committee will also constitute the final oral committee, the oral exam and thesis prospectus meeting may be combined. When this is the case, both the student and faculty should be sure that ground rules of procedure are understood and agreed upon by everyone concerned before the exam meeting. Students should consult with the members of their committee at least six weeks in advance of the proposed exam/prospectus date to assure that a combined meeting is acceptable to all. Additionally, the student and all committee members should schedule a full three hours for the combined meeting. It is required for students to submit the ICD Oral Exam Scheduling Form five weeks prior to the exam date. See the thesis proposal/prospectus meeting section on page 8 for further information.

At the end of the oral exam, your committee will discuss your performance and inform you of the outcome of their decision. You can receive one of three outcomes: “Pass,” “Pass with reservations,” or “Fail.” In the event of a “Pass with reservations” or “Fail,” your committee will discuss your options with you. Your committee will provide you with a signed Preliminary Oral Examination Report Form that you must submit to the graduate school within one working day.

Be aware that students may not register for dissertation credits (CPsy 8888) until after successful completion of the oral prelim exam. (Also, per graduate school rules, the defense must take place no later than the second week of classes in any given semester in order for a student to register for dissertation credits during that semester.)

B. Final Examination
The Final Ph.D. Oral Examination/Dissertation Defense follows the completion of the doctoral thesis and is the last academic requirement. The student is examined by a 4-member committee
(3 representatives from the Major and 1 from the Minor/Supporting Program/Related Field) and is expected to defend all aspects of the dissertation. (Note that for joint track students, the joint-department co-advisor is required to be on the committee as the outside person.)

The Final Oral must be scheduled with the Graduate School at least five weeks before the anticipated graduation date. The thesis title must be registered at the Graduate School, and the thesis must be given to the student's thesis readers at least one month prior to the date of the exam. (It is customary to give copies to the non-readers at this time, also.)

The Final Oral/Dissertation Defense is public. The total length of time set aside for the defense should be 2 hours. The first 45 minutes will be a public colloquium talk, with 15 minutes directly following for audience Q&A. The public audience will then be excused and the next 60 minutes will be spent with your committee. Any refreshments should be at the beginning of the public colloquium. You are not allowed to provide refreshments at your defense, though faculty or other students may provide them if they wish. The defense date must be communicated with department staff so that they can reserve a room of appropriate size, put it on the departmental events calendar, and make signs to advertise the colloquium portion. This can be accomplished by submitted the ICD Prelim Exam Scheduling Form on time, which is five weeks prior to the exam date.

To be recommended for the award of the doctoral degree, candidates must receive a passing vote with no more than one dissenting member of the total examining committee. If the student has passed or failed the examination and all members have signed the report form, the final oral examination report form must be returned to the Graduate School no later than the first working day following the examination.

In some cases, a student may pass with the provision of required revisions or modifications. The advisor should be responsible for ensuring the inclusion of appropriate modifications and required revisions, if any, in the final thesis. The final oral examination report form should not be signed and submitted to the Graduate School until all reservations have been satisfied. If the form will be held for more than one week, a letter must be sent to the Graduate School stating that the form is being held pending required revisions.

**1. Special Circumstances**

According to the rules defined by the graduate faculty, the student either passes or fails this examination. The student has no right to retake the examination, nor is there a provision for a "pass with reservations" (as there is in the preliminary oral examination).

The faculty examining committee has both the authority and the responsibility to fail a student whose performance in the thesis or the oral defense does not meet the standards for award of a doctoral degree. On the other hand, there are occasionally instances in which the final oral does not proceed well, but in which the faculty feel that the student has an acceptable thesis which he or she is capable of adequately defending. While such instances should be rare, it is in both the student's and the faculty's interest to have clearly defined procedures for recessing and reconvening the final oral examination. These procedures are described below. (Note that suggestions for minor revisions in the thesis are common and do not require that the faculty or the student follow these procedures. Such revisions need only be made in the text of the thesis before the final copies are submitted to the Graduate School, as described above.)

Circumstances that might prompt a recess of the final oral examination would fall into
two broad categories. The first would involve primarily non-substantive matters. These would include, but not be limited to, cases in which the student's nervousness prevents him or her from adequately defending the thesis. In such circumstances, the examining committee may decide informally to recess for up to a week. The committee and the student should select a date and time for reconvening that is agreeable to all parties. No written notice would need to be given to the student although the faculty should give him or her advice and assurance as they deem important. The Graduate School would not need to be notified of the recess until after the fact, when the final examination form is returned. At that time, the chair of the examining committee should attach a brief note indicating simply that the committee had recessed, and the date it reconvened and completed its examination of the student.

The second category would include all cases in which the faculty have a serious concern about either the thesis itself or the student's ability to defend it, and in which they believe that the situation can be remedied if the student is given additional time to revise the thesis or to prepare for the examination. In such cases, the faculty should stop the examination, inform the student of their intent to recess, and discuss with the student the deficiencies that prompted the recess. Within a week of the examination, the chair of the committee should send a letter to the student clearly stating these deficiencies, outlining the steps necessary to remedy them and indicating when they expect to reconvene and to resume the examination. A copy of this letter should be sent to the Graduate School, along with the unsigned Report of Committee on Final Doctoral Examination. When the student and the committee are ready to reconvene the examination, it should be scheduled in the normal way with the Graduate School.

There should be very few cases in either category, particularly the second. However, several students have found themselves in a state of limbo following the recess of the final oral with no indication of when it will reconvene or of the expectations of the committee. If the recess is for major, substantive reasons and is for longer than a week, the Graduate School must be informed.

Doctoral degrees are granted in the month that all requirements and fees are documented in the Graduate School.

Please note: For students in the general program, the Ph.D. thesis, in theory, should be completed by the end of the fourth year, although this may not always be possible. Financial support cannot be expected beyond this time. However, students making good progress in their degree programs are more likely than not to receive support, subject to its availability.

2. Note for joint track students
The Education and Psychology P & R Council (02/20/97) established the following policy: "For research-based doctoral programs that require a final oral examination and an internship, these requirements may be completed in either order. If the final oral examination is taken first, however, the internship must be completed within eighteen months of this event. Under exceptional circumstances, students may petition to extend the time to internship completion." We strongly recommend completing the dissertation prior to internship.
Information for Students with Previous Graduate Study

I. Students entering with a M.A. degree

These students are theoretically at least a year more advanced than those entering with a bachelor’s degree. For purposes of financial support and degree deadlines, they are considered second year students at entrance. Differences in background and preparation, however, result in great individualization of programs and timetables. Entering with an M.A. may or may not shorten the time required to complete the Ph.D. degree at the University of Minnesota.

For purposes of overall program planning, students with prior graduate work should consult with the DGS early in their residence to determine what may be transferred to the Minnesota Ph.D. program. Bring syllabi from past coursework and be sure to discuss specifically what requirements previous work has fulfilled. Previous coursework that most commonly fulfills institute requirements is a graduate statistics sequence. Students may consult the DGS for evaluation of previous work and recommendation about additional coursework at Minnesota. Other courses, unless clearly duplicative of institute offerings, are usually counted toward the Supporting Program. Students who have completed an M.A. thesis frequently have it certified as satisfying the first year research project requirement. In such cases, three readers are asked to read and approve the M.A. thesis.

If a student feels, because of prior experience, that general requirements are not appropriate for his or her particular situation, it is appropriate to petition the DGS, through the advisor, for exemptions or alterations in degree requirements.

Some general guidelines: Regardless of previous coursework, all entering students are required to enroll in Landmark Issues in Child Development, Research Seminar in Ethics and Professional Development and the 2 “Core” courses, in addition to Statistics and Research Problems (8994). A topics seminar (8360) is also recommended.

II. Transfer of Coursework

Transfer of graduate work completed elsewhere to the University of Minnesota is accomplished by listing it on the Ph.D. degree program form, attaching an official transcript from the institution where the coursework was completed, and obtaining DGS approval. **Filing of the Ph.D. degree program form is required early in the third year (and must be approved before the prelim oral exam).**
Degree Program Progress

Incompletes
All grades of "I" (Incomplete) must be made up within the semester following the receipt of the grade.

Student Progress Evaluation
Supplementary to all the specific degree requirements outlined above, the faculty formally evaluates general performance of students during fall and spring semesters each year.

Near the end of fall semester, students and advisors should meet and conduct a progress check-in meeting. The advisor and student should submit written feedback from this meeting to the Graduate Program Office via Danielle Bordeleau (email is acceptable). This feedback is kept on file, though no formal progress letter is produced at this time for students.

Near the end of spring semester, students arrange to meet with their advisors to discuss their entire program progress. A Progress Report form is completed yearly and together with a copy of the student's curriculum vitae, is subsequently submitted to the Director of Graduate Studies for review via Danielle Bordeleau. (Specific instructions are distributed each year prior to the deadline.) This evaluation includes academic, research, and teaching performance. The faculty will meet in May to discuss the progress of each student. Each student will then receive a formal progress letter from the DGS informing them of their evaluation.

Insufficient Progress/Missed Deadlines - Protocol/Consequences
A note on requirements and deadlines. Continued financial support can only be justified for students who are making satisfactory educational progress (i.e., meeting the specified deadlines). The following policy has been adopted in order to assist students in meeting deadlines and in making good progress toward completion of their degree:

After 3 calendar months have elapsed following a missed deadline (e.g., first year research project not done by Jan 1st of the second year), the student and advisor will receive a letter from the DGS informing them that the student is late in meeting this deadline. If by the end of spring semester the deadline is still unmet, the student will be placed on probation. Being placed on probation indicates a very serious faculty concern about a student’s performance. Students placed on probation will receive a memo from the DGS that outlines the faculty concerns and suggests ways of remedying them. There are several consequences of probationary status including loss of financial support, office space, departmental funds for conferences or travel, and ineligibility for teaching appointments and/or fellowship nominations. Probationary status must be removed by August 1st to ensure funding for the following year (contingent on the availability of funds). In the rare event that a student is unable or unwilling to satisfy the terms of probation, as judged by the majority of the faculty, termination from the program may follow.

It should be noted that the faculty is willing to consider a petition for deferred deadline for a student in special circumstances, but only if the petition is presented before the deadline. Also, however, the risk of missing a deadline brings with it an increased risk of missing the next deadline (e.g., delay of completing the first year project can result in a delay in meeting the teaching requirement, or in writing the orals paper). This "stacking up" of deadlines poses a serious risk to completing the program in a timely manner.
M.A. Degree Requirements

(See the current Graduate School Catalog for additional information. Copies are available from the Graduate School Admissions Office in 309 Johnston Hall or on the Graduate School Web site: http://www.grad.umn.edu/)

Students who wish to receive an M.A. prior to a Ph.D. may do so. The process is initiated when a student, in consultation with the advisor, completes an M.A. degree program form.

Requirements may be met by either of two plans, Plan A (typically for students exiting the program with a Masters) or Plan B (typically for continuing Ph.D. students). Both require a full academic year of coursework. The following courses are required of all M.A. candidates:

a. Research Seminar in Child Psychology: Ethics & Professional Issues, CPsy 8980 (2cr.)
b. Landmark Issues in Child Development, CPsy 8311 (2 cr.)
c. Advanced Statistics (one course, usually Psy8814, 4 cr.)

Other courses to complete the degree requirements are selected in consultation with the student's advisor.

An M.A. final exam (may be satisfied by completion of general written prelims) is also required.

I. Plan A

Plan A requires 30 hours of graduate coursework, including 14 credit hours in Child Psychology, 6 credit hours from another department (traditional minor) or in one or more related fields, and 10 thesis credits.

A thesis (may be satisfied through a first year project, Thesis Credits: Masters, CPsy 8777, 10cr.)

The final exam for Plan A is oral.

II. Plan B

Plan B requires 30 credit hours of graduate coursework, of which 14 semester credit hours must be in Child Psychology and 6 semester credits in a minor or related field.

A Plan B project equivalent to 120 hours of work (may be satisfied through a completed and approved first year research project). The project paper must be approved by 3 readers (2 from the major and 1 from minor or related fields).

Typically, the final exam for Plan B is written. (It can be satisfied by taking written prelims at the end of the second year).

For more information about the process for filing for a master’s degree, please see: http://intranet.cehd.umn.edu/ICD/gradstudents/MAtimeline.asp
Registration Procedures

I. New Students

Consult the online One Stop
The class schedule and registration system are found online at: http://onestop.umn.edu/
If you need assistance with registration issues, contact Danielle Bordeleau.

Advising
Meet with your First Semester Advisor (see p. 20 for more info).

Bachelor's Transcript
A copy of your final bachelor’s degree transcript must be on file with the graduate school (309 Johnston Hall) or you will not be permitted to register.

Health Insurance/Immunizations
Students born after December 1956, must show proof of two immunizations for Measles, Mumps, Rubella and a tetanus-diphtheria immunization within the last 10 years. Contact Boynton Health Service (625-8400).

Payroll
Payroll documents must be on file in the department. Please contact the department payroll staff, Wendy McCormick, at 4-5886 or in 156 ICD to complete those documents.

II. All Students

Online registration
Since controlled courses fill up as the next semester approaches, it is advantageous to register as soon as possible. Register online at http://onestop.umn.edu/.

Minimum Credits
Students holding assistantships or fellowships/traineeships must register for a minimum of 6 credits.

Financial Information
Students are required to pay certain fees each year, and for non-refundable fees that occur for non-simultaneous cancel/adds and other late withdrawals. For more information visit the One Stop.

Yearly Registration Requirement
Effective fall 2002: To maintain active student status, students will be required to register in the Graduate School every fall and spring term. Summer term registration is not required, nor will it be accepted in lieu of fall or spring registration. The minimum registration necessary to meet the active student status requirement is a special course called Grad 999. See the graduate school website for more information: http://www.grad.umn.edu/current_students/registration/grad_999.html
Students who fail to register each semester must reapply for admission to the program; admission subject to faculty approval ($95 fee).
**Ph.D. candidates**
Ph.D. candidates who have completed their thesis credits and are still working on their dissertation have two options for registration. If the department or university is not supporting them financially, they should register for Grad 999 (see above) as it carries no tuition or fees charges. If the department is supporting them financially, they should register for a special one-credit course (CPsy 8444) which carries full-time equivalent status. Students in the latter category must advise Danielle that they will be registering for CPsy 8444.

**Lab Groups**
Register for CPsy 8994 (Research Problems) to reflect research time spent as a member of a lab group.

**Thesis Credit**
Ph.D. students may not register for the 24 required thesis credits (CPsy 8888) until the semester after passing the oral prelim exam. Only students who anticipate completing a terminal M.A. should register for CPsy 8777. (These will not count towards the Ph.D. requirement; Ph.D. candidates should NOT register for 8777.)

**Student Status**
Registration in Grad 999 is sufficient to retain student status, use of library and other University facilities. Three credits are required for student loan deferrals. It is the student's responsibility to find out about and conform to registration requirements for her or his individual circumstances. If departmental certification of student status is needed, contact the Registrar's office or Danielle Bordeleau can provide a letter to this effect.

**Full-time Student Status**
For purposes of registration, 6-14 credits are considered full-time. In addition to course credits, students register for research credits (CPsy 8994) to reach full-time status or to take advantage of that tuition band. Students who have completed all coursework and thesis credit registration should refer to the PhD Candidate section above.

**Summer Session**
Registration is not required during summer sessions (except possibly in the case of joint track students).

**Summer Session – Health Benefits**
Students who will be returning in the fall are eligible for summer health benefits. Information is available at the time of spring semester registration from the Graduate Assistant Insurance Office [http://www.shb.umn.edu/twincities/graduate-assistants.htm](http://www.shb.umn.edu/twincities/graduate-assistants.htm).
Advisors and Graduate Program Administration

I. Advisors

A First-Semester Academic Advisor is assigned to each student upon acceptance of our offer of admission to the program. The First-Semester Academic Advisor is available to assist the student in the planning of an academic program, and as an additional resource in the Institute. To ensure that students get acquainted with more than one faculty member, the academic advisor is someone generally outside student's area of expressed interest. All students are required to meet with the First-Semester Academic Advisor twice: one time at the beginning of the first fall semester, and once just before the end of the first fall semester. By the end of fall term in the first year, each student is required to choose his or her own permanent advisor; this person may be the one originally assigned or may be any other member of the institute faculty.

A note about advisors and their relation to the First-Year Research Project Advisor: The First-Year Research Project Advisor is an individual identified by the student partway through their first fall semester in the program. This person may or may not be the First-Semester Academic Advisor or the permanent research advisor; this decision is up to each student.

Students and their advisors should have a one-on-one meeting a minimum of once per month. Since the advisor/student relationship is one of the most important in the program, regular interactions are encouraged, especially during the first year. It is equally appropriate for the student or the advisor to initiate a meeting. To change advisors at any time, the student needs only to get permission from the new advisor, notify the former advisor, and record the change with Danielle Bordeleau who will notify the Graduate School. For more information about progress reporting related to the advisor-advisee relationship, please see Degree Program Progress on page 16.

In addition to assisting the student in the planning of an academic program, the advisor(s) represents the student in matters before the institute faculty and before the Graduate School. Students are encouraged to see the Director of Graduate Studies (DGS) or the institute Director whenever they have a problem that cannot be resolved through consultation with their advisor(s). For matters related to graduate program and graduate school requirements and degree completion and for general advising questions, students may consult Danielle Bordeleau.

Joint Track Students: DPCS and joint school-psychology students will be assigned a co-advisor in the clinical psychology or school psychology department, respectively. For matters related to the DPCS track, students may consult Dante Cicchetti (fall 2011) or Ann Masten (spring 2012). Students in the joint child psychology/school psychology track are encouraged to consult with Michael Maratsos.

All faculty members keep their own calendars and make their own appointments. If you wish to set up meetings, please contact them directly.
II. Graduate Program Administration

Director of Graduate Studies: Michael Maratsos – Head graduate advisor; approves programs, petitions, and other forms for the department; faculty/student relationships; curriculum and policy; conducts sessions for new student orientation and student evaluation.

Associate Director of Graduate Studies: Danielle Bordeleau – Advising; curriculum and policy; student financial support (scholarship/fellowship, teaching requests and assignments); student support services; graduate program and graduate school requirements; DGS Assistant; student records; graduate program marketing and outreach; coordinates admissions; coordinates graduate program events and activities.

Faculty Liaison to Developmental Psychopathology and Clinical Science: Dante Cicchetti (fall 2011) and Ann Masten (spring 2012)

Faculty Liaison to School Psychology: Michael Maratsos

See also page 1 of this handbook for additional listing of persons involved with graduate education.
FINANCIAL SUPPORT

Typically, institute students’ financial support is either "service" assistantships (RA/TA) or "non-service" fellowships, traineeships, or scholarships.

I. Research Assistantships

Financial support is given to a number of students in the form of research assistantships. These involve working in close conjunction with a faculty member on a research project(s).

Assistantships are considered to be more than a job. They are designed to provide research training experience for the student. For this reason, a student's assistantship performance is considered in the overall evaluation by the faculty. As a job, however, a 50% assistantship stipend requires an average of 20 hours per week each semester during the academic year of 39 weeks (including spring and winter breaks). The actual work distribution frequently varies among assistants because of the timing of research projects. The distribution of work over this period depends upon the demands of the research and the needs of the faculty member with whom the assistant is working.

Depending upon the availability of funds, assistantships are ordinarily continued for up to four years, providing the student's scholastic performance and assistantship work are of high quality.

II. Teaching Assistantships

Teaching assistants are assigned to instructors of selected undergraduate courses to assist in instructional activities. Depending upon the student's prior experience, this may involve attending class, leading discussion groups, meeting with students, delivering guest lectures, reading papers, conducting field trips, supervising and/or creating examinations, and calculating/tabulating/tracking grades.

Like the research assistantship, a 50% appointment requires an average of 20 hours of work per week throughout the period of appointment (including spring and winter breaks). Distribution of work and time over the semester will depend upon the needs of the course(s) to which the student is assigned.

III. Traineeships and Fellowships

The federal government, the University of Minnesota Graduate School, and other agencies provide traineeships and fellowships for institute students. Students may also obtain fellowships independently. Obligations, however, are the same for all trainees and fellows. Information on fellowships is available at the Graduate School website. Consult with your advisor, the DGS, Danielle Bordeleau, or fellow students for other potential fellowship opportunities.

Unlike assistantships, traineeships and fellowships do not require fulfillment of specific "service" duties. However, like assistants, trainees and fellows are required to spend an average of 20 hours per week each semester on research activities.
To this end, a trainee/fellow (and especially a first-year trainee/fellow) should align him- or herself with a faculty member and work as closely as possible with that person on research. It is expected that the faculty member will encourage the trainee to assume as much independence in carrying out research as he or she is capable of handling. Often, a trainee will work with several different faculty members during a graduate career, and might, for example, carry out a research project with a different faculty member each year.

Trainees/Fellows may be assigned to a particular faculty member the first year if they are unable to decide what sort of research to do and with whom to work. Subsequently, they should take the initiative in obtaining a variety of experiences in a quantity appropriate to the time for research made available by the traineeship.

Research performance represents an important part of the faculty's overall evaluation of a trainee. Depending on the funding source and terms of the award, traineeships will ordinarily be renewable, providing scholastic and research performance of high quality is maintained.

Options other than being actively engaged in formal experimental research are available for fellows and trainees for fulfilling this requirement. During a given semester a student might work, for example, in Twin Cities programs, the laboratory nursery school, or on a library project, if considered appropriate by his or her advisor. No formal limit of semesters for such an activity has been set. If desired, a student may register for credit for these activities under CPsy 8993.

IV. Miscellaneous

The Graduate Assistant Employment website (www1.umn.edu/ohr/gae/) contains useful information that will help you understand the nature and benefits of your role as a graduate assistant, including information about appointments, workload and compensation, benefits and grievances.

A. FICA Withholding on Graduate Assistantship Appointments

Effective 01/16/98, the University modified its practice in applying Social Security and Medicare (FICA) taxes to Graduate Assistants. Graduate assistants (and trainees) will be exempt from FICA withholding if they meet the following test for exclusion: Enrolled for a minimum of 3 credits per semester, or one (1) credit for doctoral candidates (those students who have passed the prelim oral exam, taken all thesis credits and are registering for 1 credit of CPsy 8444). Note that this means that students who hold assistantships during the summer and are not enrolled for classes will have FICA withheld.

Students can now hold appointments greater than 50% and qualify for the FICA exclusion.

V. Tuition and Health Benefits

If you hold a fellowship, a traineeship, or a half-time Research or Teaching Assistantship, your tuition costs and 95% of your health insurance premium will be paid; this is done automatically. Fellows should follow the directions which were sent with their fellowship award letter. Should you receive a fee statement reflecting an amount due for tuition or health insurance you should call the telephone number indicated on the fee statement.
VI. Support for Research

A. Subjects
There are a number of sources of research subjects including the institute's Participant Pool list, the Preschool, the Child Care Center, public and parochial schools in the area, etc. Procedures for the use of these populations vary. Specified procedures must be followed. No student is permitted to request subjects from local schools or agencies without faculty approval. Information on these procedures can be addressed to the IPP Coordinator.

B. Funds (ICD Graduate Student Small Grants Program)
ICD graduate students may apply for small grants of between $600 and $800 to support their independent research. These grants are competitive. Applications are solicited twice annually, with November and February award start dates. Applications are reviewed by the ICD Small Grant Committee consisting of 3 faculty and 3 graduate students. It is expected that 5-10 grants may be awarded during each application round. Students may apply individually or two or more may apply together.

Funds for doctoral dissertation research may be available from other sources. See the Graduate Fellowship office in 314 Johnston Hall (625-7579) or go to http://www.grad.umn.edu/fellowships/ for information. Applications are due from four months to one year before projects begin.
I. Informal Curriculum

In addition to degree requirements, students are expected to take part in informal curriculum activities during their graduate studies at ICD. Some of these opportunities include:

A. Bag lunches
Once a week, at lunchtime, the ICD community gets together for an hour and twenty minutes for discussions of pertinent topics, research presentations, invited speakers, or a number of other presentations.

B. Minnesota Symposium
Every other fall, ICD hosts the Minnesota Symposium which features a series of lectures given by professionals in the field. Throughout the 3-day event, students are expected to contribute by setting up lunches or hosting dinners with the invited speakers, in addition to attending the lectures. The next symposium will be held in the fall of 2011.

C. Workshops
Occasionally, the graduate student representative(s) will organize informational workshops for the graduate students to discuss pertinent issues. An example topic might be “How to Write a Curriculum Vitae.”

D. Committee work
All graduate students are required to serve on ICD committees. One student representative participates with voting rights on the institute staff committee. Others serve on various institute committees. See Danielle Bordeleau for more information.

II. Professional Activities

A. Conference Presentations
The faculty encourages students to submit papers and posters for presentation at professional meetings (i.e., SRCD, see below). *Contingent upon the availability of funds*, the institute may contribute towards the expenses of students who attend and participate in professional meetings. Students may submit requests for travel funds to Danielle Bordeleau.

B. Professional Societies
All students are encouraged to become student members of the Society for Research in Child Development (SRCD). Students in joint tracks are encouraged to join the American Psychological Association (APA).

*SRCD:* Dues entitle students to SRCD publications, including the journal *Child Development*. Biennial meetings of the Society are held in the spring of odd-numbered years. Students are strongly encouraged to present their research at these conferences. Submissions are due the summer before the conference. The Society is a multidisciplinary, not-for-profit, professional association with a membership of approximately 5,300 researchers, practitioners. The purposes of the Society are to promote multidisciplinary research in the field of human development, to foster the exchange of information among scientists and other professionals of various disciplines, and to encourage applications of research findings. These goals are pursued through
a variety of programs with the cooperation and service of the governing council, standing committees, and members. http://www.sred.org/

APA: Dues entitle students to APA publications, such as the American Psychologist and the APA Monitor. Additionally, APA student members can subscribe to additional publications (most commonly, Developmental Psychology) at a reduced rate. Applications should be submitted before January 1st. http://www.apa.org/


Your advisor may suggest joining other societies related to more specialized areas of research.

III. Teaching Experience
The basic responsibility for instruction lies with the institute faculty, unless they delegate the responsibility to others. Teaching opportunities are sometimes available for students. Priorities have been established for offering these positions. First priority is always quality of instruction. In practice, this means that first offers will be made, in order, to institute faculty, part-time, visiting, or invited faculty, and advanced graduate students with expertise in a particular area. Second priority will be to provide this opportunity to those who have not taught a course before. In all cases, students must have completed general written prelims and the teaching apprenticeship in order to be considered. Students interested in teaching should discuss the possibility with their advisor and contact Danielle Bordeleau.
GENERAL INFORMATION AND FACILITIES AT ICD

I. Staff

Please consult the pages of the institute phone directory for a list of staff members (including names and phone numbers) organized by function.

II. Keys

Students may get keys from Jessica Nichols in Room 158 for their office, research rooms, and outside door. The institute building must be locked in the evening and on weekends (on occasion, thefts have been a problem). It is the responsibility of students to make sure the doors are locked. Keys are to be returned when the student leaves the institute permanently or for an extended period. (Re: reference room keys, see below.)

III. Mailboxes and Bulletin Boards

Mailboxes for graduate students are located on the first floor of the new building near the information desk. The Graduate Student Virtual Bulletin Board (with links to online forms, important dates calendar, and other great info) is at: http://intranet.education.umn.edu/ICD/gradstudents/.

IV. Reference Room

Access to the Florence Goodenough Reference Room is available to all institute graduate students. Keys will be issued to each student upon payment of a fee. The graduate student fee for 2011-2012 is $5.00. Notification regarding key sales and costs will be distributed early in the fall. Reference Room policies and acquisitions are made by a joint student-faculty committee.

This collection of books and journals is non-circulating. Access is limited strictly to faculty, students paying the fee, and other persons authorized by the Reference Room Committee. A cardinal rule is that nothing is to be taken out of the Reference Room at any time (with the exception of photocopying). In order to copy library materials at minimal cost using the copy machine outside the Reference Room, members may purchase copy accounts.

See Danielle Bordeleau, room 154, for keys to the Reference Room, and Eric Hart, room 158, for copy accounts.

Questions about the Reference Room collection should be directed to the library assistant.

V. Use of Institute Resources

Student use of secretarial time, office supplies, long distance phones, the postage meter, fax machine, or other institute resources is strictly limited to appointment-related activities, i.e., an assistantship or traineeship. Arrangements for any of these resources therefore must be approved by the student's employing faculty member and made through a secretary.

Examples of approved uses are correspondence with schools, research subjects, journals and other laboratories by letter or telephone. When a student teaches an institute course a support
staff member will be assigned to assist with copying the syllabus, handouts, and exams. Examples of non-approved resource uses are the preparation of papers, projects, orals papers, and theses.

Students seeking internships or jobs are to cover all costs of xeroxing, postage, or telephone calls. Letters of recommendation will be sent through the institute.

**VI. Security**

We do have a security problem that peaks at different times of the year. **DO NOT LEAVE ANY DOORS UNLOCKED AT ANY TIME!** Thesis research, money, radios, CDs/Players, and wallets have been stolen, sometimes in a matter of minutes when someone only stepped out of their office briefly.

**VII. Parking and Transportation**

*Caution:* Parking facilities on campus are few and meter monitors frequently issue tickets. On-street regulations are enforced strictly and violators frequently are towed at the owners’ expense. There are commuter lots at various near-campus locations that are serviced by the intercampus bus line to campus. Free on-street parking can sometimes be found early in the morning about 10 blocks from campus. Information about the campus bus lines, parking, and more can be found at the Parking and Transportation Services website at [http://www1.umn.edu/pts/](http://www1.umn.edu/pts/).

City buses are available (612-349-7000 or [www.metrotransit.org](http://www.metrotransit.org) for information), and there are routes that come directly to campus from many areas. Schedule and fare information can be found on campus, in the yellow pages of the University phone book under "Bus," by calling 626-PARK, or at the metro transit website at [http://www.metrotransit.org/](http://www.metrotransit.org/). For $60, you can purchase a U-pass which allows unlimited bus rides on city buses for a semester. See [http://buspass.umn.edu/](http://buspass.umn.edu/) for more information and to purchase a U pass.

The institute has a few parking spaces that can be used for research activities. A copy of the strict policy that governs the use of those parking spaces is available from the support staff in room 158 as are the parking permits.
Statement on Diversity

The Institute of Child Development (ICD) embraces the University of Minnesota’s position that promoting and supporting diversity among the student body is central to the academic mission of the University. We define diversity to encompass many characteristics including economic disadvantage, special talents, evidence of leadership qualities, race or ethnicity, a strong work record, and disability. A diverse student body enriches graduate education by providing a multiplicity of views and perspectives that enhance research, teaching, and the development of new knowledge. A diverse mix of students promotes respect for, and opportunities to learn from, others with the broad range of backgrounds and experiences that constitute modern society. Higher education trains the next generation of leaders of academia and society in general, and such opportunities for leadership should be accessible to all members of society. ICD is therefore committed to providing equal access to educational opportunities through recruitment, admission, and support programs that promote diversity, foster successful academic experiences, and cultivate the leaders of the next generation.

Equal Opportunity

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612-624-9547).

Sexual Harassment Policy

Sexual harassment is against the law. It is prohibited by Title VII of the 1964 Civil Rights Act and by the Minnesota Human Rights Act. Sexual harassment is broadly defined to include behavior that is not considered overtly sexual. Although not specifically prohibited, consenting sexual relationships between faculty and student, or supervisor and employee, are actively discouraged. The University of Minnesota has had a strongly enforced policy on sexual harassment since 1981, and encourages the reporting of violations. Call (612) 624-9547 for additional information.

Disability Services

The University’s mission is to provide optimal educational opportunities for all students. The University recognizes that students with disabilities sometimes have unique needs that must be met in order for them to have access to campus programs and facilities. In general, University policy calls for accommodations to be made on an individualized and flexible basis. It is the responsibility of students to seek assistance at the University and make their needs known.

The first place to seek assistance is Disability Services. This office promotes program and physical access, which means ensuring the rights of students with disabilities and assisting the University in meeting its obligations under federal and state laws. Disability Services provides direct assistance such as information, referral, support, and academic accommodations for enrolled and prospective students, as well as consultation to faculty and staff to ensure access to
their programs and facilities. For more information, contact Disability Services, University of Minnesota, 180 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455 (612-626-1333 voice or TTY). For online access, go to http://ds.umn.edu.

**University Email Policy**

Email is the University’s official means of communication with students. Students are responsible for all information sent via their University email account. Students who forward their University email account are still responsible for all information, including attachments, sent to the account.

**Grievance Policy**

The Graduate School follows the University's policy on student academic complaints. Information about the policies related to student conduct and academic grievances are available online at http://www.umn.edu/regents/polindex2.html. For more information and additional resources contact the Student Conflict Resolution Center (612-624-7272; sos@umn.edu; www.sos.umn.edu.

**Student Conduct**

The Student Conduct Code is available online from Student Judicial Affairs at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html. The full document presents the comprehensive institutional conduct code, including statements on scholastic dishonesty and falsification of records, as well as the policy statement on sexual harassment and institutional commentary on consensual relationships.

**Access to Student Educational Records**

In accordance with Regents policy on access to student records, information about a student generally may not be released to a third party without the student’s permission. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), college and class, major, advisor, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information. To do so, they must request suppression from the records office on their campus.

Students have the right to review their educational records and to challenge the contents of those records. The Regents policy is available for review online, at 200 Fraser Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the One Stop Services Center, 200 Fraser Hall (612-624-1111; helpingu@umn.edu).
Appendix A: Typical Timeline of Program and Degree Progress for Child Psychology Students

For organization’s sake, this is arranged around completing all requirements in 4 years. This may be completed in more or less time depending on a student’s individual program and/or prior degrees. Students in joint tracks may find they need more time to complete these requirements, and the internship year is also not shown. Consult the CSPR or School Psychology student handbooks for more information and modifications of this timeline.

<table>
<thead>
<tr>
<th>Fall - 1st Year</th>
<th>Spring - 1st Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework:</strong></td>
<td><strong>Coursework:</strong></td>
</tr>
<tr>
<td>CPsy 8980 Research Seminar in Child Psych:</td>
<td>CPsy 8302 Social Development [4 cr]</td>
</tr>
<tr>
<td>Ethics &amp; Professional Development [1 cr]</td>
<td>Statistics (EPsy 8252 [4 cr])</td>
</tr>
<tr>
<td>CPsy 8301 Cognitive Development [4 cr]</td>
<td>CPsy 8xxx Cultural Issues [3 cr] (offered every other year, take in 1st or 2nd year)</td>
</tr>
<tr>
<td>CPsy 8311 Landmark Issues in Child Dev [2 cr]</td>
<td>CPsy 8360 Seminar (elective, variable credit)</td>
</tr>
<tr>
<td>Begin statistics sequence (EPsy 8251 [3 cr])</td>
<td></td>
</tr>
<tr>
<td>CPsy 8360 Seminar (elective, variable credit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research:</th>
<th>Research:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hrs/wk of research (CPsy 8994)</td>
<td>20 hrs/wk of research (CPsy 8994)</td>
</tr>
<tr>
<td>Lab Groups</td>
<td>Lab Groups</td>
</tr>
<tr>
<td>1st Year Project</td>
<td>1st Year Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines and Forms:</th>
<th>Deadlines and Forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 1st Year Project advisor by Nov. 1st</td>
<td>File 1st Year Research Project Report Form by end of spring semester</td>
</tr>
<tr>
<td>File 1st Year Research Project Definition Form by end of fall semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall - 2nd Year</th>
<th>Spring - 2nd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework:</strong></td>
<td><strong>Coursework:</strong></td>
</tr>
<tr>
<td>Supporting Program/Minor</td>
<td>CPsy 8360 Prelim Seminar [1 cr] (optional, but encouraged)</td>
</tr>
<tr>
<td>CPsy 8360 Seminar (elective, variable credit)</td>
<td>Supporting Program/Minor</td>
</tr>
<tr>
<td>Statistics (if not done first year)</td>
<td>CPsy 8322 Teaching Apprenticeship [1-3 cr]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research:</th>
<th>Research:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hrs/wk of research (CPsy 8994)</td>
<td>20 hrs/wk of research (CPsy 8994)</td>
</tr>
<tr>
<td>Lab Groups</td>
<td>Lab Groups</td>
</tr>
<tr>
<td>1st Year Project</td>
<td>Independent Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines and Forms:</th>
<th>Deadlines and Forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Project Due October 1st</td>
<td>None</td>
</tr>
<tr>
<td>1st Year Project Certification Form due by end of fall semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams:</th>
<th>Exams:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Written Prelim Exam (summer after 2nd year)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall - 3rd Year</th>
<th>Spring - 3rd Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework:</strong></td>
<td><strong>Coursework:</strong></td>
</tr>
<tr>
<td>Supporting Program/Minor</td>
<td>Supporting Program/Minor</td>
</tr>
<tr>
<td>CPsy 8321 Teaching Seminar [1 cr]</td>
<td>CPsy 8322 Teaching Apprenticeship [1-3 cr]</td>
</tr>
<tr>
<td>CPsy 8360 Seminar (elective, variable credit)</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research:</th>
<th>Research:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 hrs/wk of research (CPsy 8994)</td>
<td>20 hrs/wk of research (CPsy 8994)</td>
</tr>
<tr>
<td>Lab Groups</td>
<td>Lab Groups</td>
</tr>
<tr>
<td>Independent Research</td>
<td>Independent Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines and Forms:</th>
<th>Deadlines and Forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Prelim Report Form due after Written Prelim and at least 1 week prior to Oral Prelim</td>
<td>Write Orals Paper (due by Oct. 1st of 4th year)</td>
</tr>
<tr>
<td>PhD Degree Program Form due at least one semester prior to Oral Prelim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall - 4th Year</th>
<th>Spring - 4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milestones:</strong></td>
<td><strong>Milestones:</strong></td>
</tr>
<tr>
<td>Prospects Meeting</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursework:</th>
<th>Coursework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPsy 8888 Thesis Credits</td>
<td>CPsy 8888 Thesis Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research:</th>
<th>Research:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Research (CPsy 8888 Thesis Credits)</td>
<td>Dissertation Research (CPsy 8888 Thesis Credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadlines and Forms:</th>
<th>Deadlines and Forms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICD Orals Paper Certification Form due at least one week prior to Oral Prelim</td>
<td>Final Oral Scheduling Form due at least one week prior to exam</td>
</tr>
<tr>
<td>Prelim Oral Scheduling Form due at least one week prior to Oral Prelim</td>
<td>Application for Degree</td>
</tr>
<tr>
<td>Thesis Proposal Form due at least one term prior to Final Oral Exam (generally signed during prospectus)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams:</th>
<th>Exams:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Oral Exam</td>
<td>Final Oral Exam</td>
</tr>
</tbody>
</table>

1 Clinical students are exempt, but welcome to take this apprenticeship. School students can choose between the CPsy and the EPsy apprenticeships, however only students who have completed our apprenticeship will be offered subsequent teaching opportunities in this department.

2 The orals paper must be done before internship for joint students. In order for joint students to have time to register for all 24 of the required dissertation credits, the orals paper should be written and defended before fall semester of the year prior to leaving for internship.

3 The orals paper must be defended by the end of the second week of fall semester in order to register for dissertation credits (CPsy 8888).
Appendix B: Required Coursework Chart

Students complete the majority of their coursework for the Ph.D. during the first two years of graduate study. It is generally advised that students carry 10-12 course credits per semester, plus research credits (8994). Students in the School Psychology or Child Clinical tracks will have heavier course loads.

<table>
<thead>
<tr>
<th>AREA</th>
<th># CREDITS REQUIRED</th>
<th># CREDITS COMPLETED</th>
<th>SEMESTER/YEAR COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPsy Ph.D. Coursework Credits</td>
<td>TOTAL = 44 (listed below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Seminar in Child Psych: Ethics &amp; Professional Development (CPsy 8980)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Core” Sequence (CPsy 8301, 8302)</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical Analysis (2-course sequence from EPsy)</td>
<td>6 (or demonstration of competence, credits unspecified)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landmark Issues in Child Dev (CPsy 8311)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Issues (CPsy 8xxx)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Seminars (CPsy 8360)</td>
<td>5 minimum; 3 credits must be a 3 credit seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Seminar (CPsy 8321)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Apprenticeship (CPsy 8322)</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Problems (CPsy 8994)</td>
<td>8 for 1st Yr Research Project; then 6 minimum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Program/Minor Credits (Courses outside CPsy, or for joint program students, courses in Clinical or School psychology)</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Thesis Credits (CPsy 8888)</td>
<td>24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:

• For questions regarding course requirements, consult with the Director of Graduate Studies.

• Regarding RESEARCH CREDITS:
  o Typically, 1 hour of research credit (CPsy 8994) = 1 hour/week
  o Registration in CPsy 8994 during the first two years will account for time spent reading and conducting research for the first year research project.

• Regarding SUPPORTING PROGRAM/MINOR CREDITS, fourteen (14) credits in a supporting program or formal minor are required. (See page 5 for more information.)

• Regarding DOCTORAL THESIS CREDITS, the graduate school requires students to register for 24 thesis credits (CPsy 8888) over the course of their graduate studies. These are designated as “registration only,” no grades are assigned. Students may not register for these credits until after passing the prelim oral exam.

For detailed information about all the requirements, please refer to the appropriate subsection of the Academic Program and Progress section of this handbook (beginning on page 4).
Appendix C: Graduate Student Forms and General Deadlines

You are required to file several forms with both ICD and the Graduate School at various times during your degree work. It is essential that each of these forms be submitted at the appropriate times. You can find these forms online at [http://www.cehd.umn.edu/icd/gradinfo/forms/](http://www.cehd.umn.edu/icd/gradinfo/forms/).

<table>
<thead>
<tr>
<th>Forms:</th>
<th>Deadline:</th>
<th>Turn in to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forms for Your First Year Research Project</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. First Year Project Advisor</td>
<td>Nov. 1st, first year.</td>
<td>Danielle via email</td>
</tr>
<tr>
<td>2. First Year Project Definition Form</td>
<td>End of fall, first year.</td>
<td>Danielle</td>
</tr>
<tr>
<td>3. First Year Project Report Form</td>
<td>End of spring, first year.</td>
<td>Danielle</td>
</tr>
<tr>
<td>4. ICD First Year Project Certification Form</td>
<td>End of fall, second year.</td>
<td>Danielle</td>
</tr>
<tr>
<td><strong>Written Prelim Report Form</strong></td>
<td>After written prelim passed, at least 1 week prior to oral prelim.</td>
<td>Grad School 316 Johnston Hall</td>
</tr>
<tr>
<td><strong>Degree Program Form</strong></td>
<td>At least one semester prior to the oral prelim exam.</td>
<td>Grad School 316 Johnston Hall</td>
</tr>
<tr>
<td><strong>Forms for Your Oral Prelim Exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ICD Oral Exam Scheduling Form</td>
<td>Five weeks prior to oral exam.</td>
<td>Your Committee &amp; Danielle</td>
</tr>
<tr>
<td>2. Graduate School Oral Prelim Scheduling Form - Note that the oral prelim must be completed by the second week of classes in any given term in order to register for thesis credits in that term.</td>
<td>At least one week prior to the oral prelim.</td>
<td>Graduate School (online form)</td>
</tr>
<tr>
<td>3. ICD Orals Paper Certification Form</td>
<td>At least one week prior to the oral prelim.</td>
<td>Danielle</td>
</tr>
<tr>
<td>4. Preliminary Oral Examination Report Form - This form is issued after your submit your graduate school scheduling form.</td>
<td>Within one working day of completion of the exam.</td>
<td>Graduate School 316 Johnston Hall</td>
</tr>
<tr>
<td><strong>Forms for Your Prospectus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ICD Prospectus Scheduling Form – Use Oral Exam Scheduling Form and deadline if holding a combined Oral Prelim/Prospectus.</td>
<td>Three weeks prior to prospectus meeting.</td>
<td>Your Committee &amp; Danielle</td>
</tr>
<tr>
<td>2. Thesis/Project Proposal</td>
<td>At least one semester prior to final oral exam.</td>
<td>Graduate School 316 Johnston Hall</td>
</tr>
<tr>
<td><strong>Forms for Your Dissertation Defense (Final Oral Exam)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Doctoral Graduation Packet - Request this packet online after approval of your Thesis Proposal form.</td>
<td>Order about one semester prior to final oral exam.</td>
<td>N/A</td>
</tr>
<tr>
<td>2. ICD Final Oral Scheduling Form</td>
<td>Five weeks before exam date.</td>
<td>Your Committee &amp; Danielle</td>
</tr>
<tr>
<td>3. Graduate School Final Oral Scheduling Form</td>
<td>At least one week prior to the final oral exam.</td>
<td>Graduate School (online form)</td>
</tr>
<tr>
<td>4. Thesis Reviewer’s Report - Issued with your grad packet.</td>
<td>One week prior to final oral exam.</td>
<td>Graduate School 316 Johnston Hall</td>
</tr>
<tr>
<td>5. Final Oral Examination Report Form - This form is issued after you submit your scheduling form.</td>
<td>Within one working day of completion of the exam.</td>
<td>Graduate School 316 Johnston Hall</td>
</tr>
<tr>
<td>6. Graduate Application For Degree - This form comes with your Graduation Packet. Note for joint track students: Do not submit this form until after your internship is complete!</td>
<td>By the first working day of the month in which you intend to graduate.</td>
<td>Office of the Registrar 200 Fraser Hall or 130 Coffey Hall</td>
</tr>
</tbody>
</table>
Appendix D: Graduate Student Resources and Useful Links

For information on deadlines, links to online forms, this handbook online, and other valuable information, please visit the ICD Website at:
http://www.cehd.umn.edu/icd/gradinfo/current.html

To view your funding, and for progress reporting, see the online database system at:
http://www4.cehd.umn.edu/icd/GradServices/

Employee self-service (for Direct Deposit management, viewing paycheck stubs and more):
http://hrss.umn.edu/

Graduate Assistant Employment Office (info about tuition benefits and more):
http://www1.umn.edu/ohr/gae/

Graduate Assistant Health Plan info on Boynton Health Services site:
http://www.shb.umn.edu/twincities/graduate-assistants.htm

For Graduate School information and forms for current students, please visit:
http://www.grad.umn.edu/current_students/

For links to other valuable resources and contact information, please visit the college’s Resources for Graduate School Students webpage:
http://www.cehd.umn.edu/current/