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 the joint Developmental Psychopathology and Clinical Science track 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 2012. 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,

Michael Maratsos
Director of Graduate Studies
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PROGRAM OVERVIEW

1. GOALS

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 child clinical science, public policy administration, and private sector research administration.

2. PROGRAM COMPONENTS

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.

3. SPECIAL TRAINING TRACK: DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL SCIENCE (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. The training in Developmental Psychopathology and Clinical Science (DPCS) occurs via the Clinical Science and Psychopathology Research (CSPR) program at the University of Minnesota, which is accredited by the American Psychological Association. The goal of this specialization is to train leaders in research and applications of developmental clinical science. 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. Students pursuing the DPCS track are governed by both this ICD handbook and the appropriate CSPR handbook, and should consult both handbooks in order to comply with all policies and guidelines.

4. GRADUATE PROGRAM ADMINISTRATION

There are a key people who administer and have oversight of the graduate program. Following are descriptions of their roles. Consult the ICD public website or the ICD Graduate Student Resources Site for a listing of the current individuals in these roles.

Director of Graduate Studies (DGS): Head graduate advisor; approves programs, committees, petitions, and other forms for the department; faculty/student relationships; curriculum and policy; annual student progress evaluation.

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

DPCS Faculty Liaisons: One ICD faculty member serves as liaison to the CSPR program. One CPSR faculty member serves as liaison to ICD. These liaisons are responsible for facilitating and helping to administer the joint track across the two departments, including such activities as orientation, annual student progress evaluation, advising, and advocacy.
1. FIRST-YEAR ACADEMIC ADVISOR

The initial academic advisor for all incoming first-year students is the Director of Graduate Studies (DGS). The role of the DGS as first-year advisor is to provide initial help in planning an academic program, managing the transition to graduate school, getting started on the First Year Research Project, and selection of a permanent research advisor. All students and the DGS are required to meet in accordance with the Advising Policy below until a permanent research advisor has been declared.

2. PERMANENT RESEARCH ADVISOR

No later than the certification of the First Year Research Project (due at the end of the fall semester in the 2nd year), students must declare a permanent research advisor. The permanent research advisor must be a member of the ICD child psychology core faculty. The role of the permanent research advisor is to provide help with planning an academic program, provide research training, help plan and execute the student’s program of independent research, supervise the student in all areas, and represent the student in matters before the ICD faculty. Once a permanent research advisor has been declared, the student and advisor are required to meet in accordance with the Advising Policy below.

Students are encouraged to see the DGS whenever they have a problem that cannot be resolved through consultation with their advisor(s). For matters related to graduate program and university requirements and degree completion and for general advising questions, students may consult the Associate DGS.

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

3. CO-ADVISORS

Students may declare co-advisors within ICD when it makes sense as part of their independent program of research. In the case that a student has co-advisors within ICD, the student must identify which is the primary advisor and which is the secondary advisor. The student and advisors are all required to meet in accordance with the Advising Policy below. We encourage students and co-advisors to meet as a group at least once per year. We also encourage students to keep all co-advisors apprised of their activities and progress; co-advisors as well should be sure to communicate to each other about their advisee’s activities and progress.

DPCS students will be assigned a clinical co-advisor from the CSPR faculty. This co-advisor must serve on the student’s oral preliminary examination and final examination committees. Having a clinical co-advisor does not preclude a student from having co-advisors within ICD as well.

4. ADVISING POLICY

Students and their advisors should have a one-on-one, face-to-face 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.

Students and their advisors should have a progress check-in meeting at the end of each fall semester (in addition to current process of yearly progress review conducted during spring semester – see Student Progress on page 15 for more info). The advisor and the student should submit written feedback from this meeting to the Associate DGS.

5. CHANGING ADVISORS

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 the Associate DGS who will notify the Graduate School.
PH.D. DEGREE REQUIREMENTS

1. COURSEWORK

A. Required Courses

Students complete the majority of their coursework for the Ph.D. during the first two years of graduate study. (Students in the DPCS track will have a heavier course load; consult the CSPR handbook for more information.)

Graduate courses are 5000- or 8000-level (i.e., course numbers begin with a 5 or 8). 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.

44 credits in major program coursework are required, 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 8360 Cultural Issues [3 cr] (counts as part of seminar requirement below)
- 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 Teaching Apprenticeship [1-3 cr] (optional for DPCS students; see pg. 7)
- 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

24 thesis credits:
Students must register for a total of 24 thesis credits (CPsy 8888 Thesis Credit: Doctoral) over the course of at least two semesters. Students may not register for these credits until after passing the prelim oral exam. The prelim oral exam 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. Supporting Program or Minor

Students are not required to complete any coursework outside ICD. However, it may be highly beneficial for students to identify useful courses outside ICD that would complement their training and research goals. Students should consult with their advisors in order to identify outside coursework that would benefit them. If a student elects to take outside coursework, it would fall into the category of a supporting program for the purposes of degree plan reporting (see Graduate Degree Plan on page 5).

Students may alternately complete specified outside courses that would form a formal minor program. Currently, formal minors exist in Interpersonal Relationships Research, Neuroscience, Cognitive Sciences, and Prevention Science.

DPCS students’ clinical coursework constitutes, for the purposes of degree plan reporting, a supporting program.

C. 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 courses only offered S-N) included in the Graduate Degree Plan, however, must have letter grades.
D. Transfer Coursework

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) as soon as possible after admission to discuss what coursework will transfer.

Entering with an M.A. may or may not shorten the time required to complete the Ph.D. degree at the University of Minnesota. Previous coursework that most commonly fulfills Ph.D. requirements is a graduate statistics sequence. Students who have completed an M.A. thesis frequently have it certified as satisfying the first year research project requirement. In such cases, two 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 CPsy 8311, CPsy 8980, CPsy 8301 and CPsy 8302, in addition to Statistics and Research Problems (8994). A topics seminar (8360) is also recommended.

E. Registration Requirement, Special Registration Categories, and Leave of Absence

Full-Time Student Status:
For purposes of registration, 6-14 credits is considered full time. Students must be registered full time in order to hold graduate assistantships and take advantage of other benefits.

Yearly Registration Requirement:
Students are required to maintain active student status by registering for graduate credit every fall and spring term. Summer term registration is not required, nor will it be accepted in lieu of fall or spring registration. Students who fail to register each semester will be discontinued and must apply for readmission to the program unless they have an approved Leave of Absence (see below); readmission is subject to faculty approval ($75 fee). If a student is not intending or not able to register for regular coursework, there are a number of special categories of registration available, depending on individual circumstances. Consult with the Associate DGS for more information. (Note: DPCS students must maintain active status while they are on internship. This is typically done via Grad 999.)

Ph.D. Candidates:
Students who have completed their thesis credits (CPsy 8888) and are still working on their dissertation have two options for registration: CPsy 8444 FTE: Doctoral, or Grad 999. CPsy 8444 is a special one-credit course that carries full time status and all related benefits (such as ability to hold an assistantship, defer loans, receive financial aid). See more about Grad 999 below. Consult the Associate DGS before registering for CPsy 8444.

Grad 999:
Registration in the Grad 999 course is the minimum registration required to keep a student active. Grad 999 carries no tuition or fees assessments and does allow continued access to university resources such as the library; however, it does not allow a student to hold a graduate assistantship, defer loans, or receive financial aid. Grad 999 does count toward a student’s total time to degree (see Time Limit, page 14) and continued degree progress is expected. Grad 999 is generally not an option for international students. Consult with the Associate DGS before registering for Grad 999.

Leave of Absence:
Students experiencing exceptional circumstances that require a prolonged absence from the program may wish to apply for a Leave of Absence (LoA). An LoA does not maintain active student status, and does not allow a student to hold a graduate assistantship, defer loans, receive financial aid, or use university resources such as the library. An LoA does not count toward total time to degree (see Time Limit, page 14) and degree progress is not expected. An LoA has visa status implications for international students. Students must consult with their advisor and the DGS before applying for an LoA.
F. Graduate Degree Plan

The graduate degree plan is an agreement between the student, the advisor, the DGS, and the university about what courses that student will complete in order to satisfy their degree requirements. The degree plan must be formally approved and placed on file via the Graduate Degree Plan Form. See Coursework on page 3 for more information on what to include on the Degree Plan Form. This form should be filed at the beginning of the student’s 3rd year, but must be filed no later than the semester before the Oral Preliminary Examination. See Oral Preliminary Exam Steps on page 9.

2. INFORMAL CURRICULUM

In addition to degree requirements, students are expected to take part in informal curriculum activities during their graduate studies at ICD, including Bag Lunches, Visiting Scholars, the biennial Minnesota Symposium, informal graduate student workshops, and service on ICD committees.

3. REQUIRED RESEARCH

All graduate students, regardless of form of financial support, are required to spend 20 hours per week on average during each academic year on research-related activities. Research training is documented through the: 1) First Year Research Project; 2) Second-Year Research Presentation; 3) Thesis prospectus; and 4) Doctoral dissertation.

4. FIRST YEAR RESEARCH PROJECT

A. Overview

The purpose of the First Year Research Project (FYRP) is to begin engaging students formally in research from the start of their doctoral program. The FYRP is not meant to be a project that necessarily produces publishable results; it is simply meant to be a beginning project in a student’s ongoing research training. To that end, a student will identify an ICD faculty member to act as their FYRP Supervisor for the duration of the project; this faculty member may or may not be the intended permanent research advisor (see Advising on page 2). A variety of types of projects are acceptable (see C. Acceptable Projects below for examples). The project will culminate in a written report read and approved by two faculty members (one can be the FYRP Supervisor). Communication of results in writing via a report that includes the purpose, method, results, and interpretation of a study is an important aspect of research training.

B. Registration Requirement

Credit is given for the FYRP via 8 credits of CPsy 8994 for which the student can register during the first 3 semesters of the program. Students should register in their FYRP Supervisor’s section of CPsy 8994.

C. Acceptable Projects

Examples of acceptable first year projects are as follows:

- **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.

- **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.

- **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.

- **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.

- **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.

- **M.A. thesis**

**D. Deadlines and Steps for Completion**

1. Select a First Year Research Project Supervisor by November 1st of the 1st year. (The FYRP Supervisor is the faculty member responsible for overseeing the project and the student’s progress on it. A student having difficulty selecting an advisor should contact the DGS well in advance of the November 1st deadline.)
2. Submit the **First Year Research Project Definition Form** by the last day of fall semester of the 1st year.
3. By the end of fall semester, the student and the FYRP Supervisor should discuss whether the student will be supervised on the project during the summer. If the FYRP Supervisor is unable to supervise during the summer, the student and FYRP Supervisor should decide whether the student could work independently through the summer. In the event the student cannot work alone, the student should try to complete the project before summer.
4. Submit the **First Year Research Project Report Form** by the last day of spring semester of the 1st year.
5. Submit the written report on the FYRP to the FYRP Supervisor by October 1st of the 2nd year.
6. Identify a second faculty member to read and approve the FYRP in addition to the Supervisor.
7. Submit the **First Year Research Project Certification Form** by the last day of fall semester of the 2nd year.

Refer to the ICD website for the most current links to online forms:
[http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html](http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html)

**5. 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 Research Project is a recommended option. Communication of results orally is as important an aspect of research training as communicating via written report. Students should consult with the DGS if they have any questions regarding this requirement.
6. PRELIMINARY WRITTEN EXAMINATION

A. Overview

The preliminary written examination is an integrative exam written in summer of the student's second year. 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 2012 cohort will be during the week of July 7, 2014. A representative committee of the faculty will read the exams. 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. 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.

The exam is intended to tap the student's ability to draw from various fields in tackling problems, to deal with general crosscutting issues in developmental psychology, and to apply concepts or methods from one domain to another. Successful completion of CPsy 8301 and 8302 is required prior to taking the written prelim.

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.

B. Steps for Completion

1. Associate DGS will communicate with students about specific exam processes.
2. Once exam results are communicated, file Preliminary Written Exam Report Form.

Refer to the ICD website for the most current links to online forms:
http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html

7. TEACHING APPRENTICESHIP

After passing the preliminary written examination, usually in the third year, students will complete a yearlong supervised teaching apprenticeship designed to ensure systematic training in the practice of teaching. (Joint DPCS students are exempt but are welcome to complete this experience.)

During the fall semester, students will complete CPsy 8321 Seminar in Teaching Development Psychology. During the spring semester, each student will co-teach a section of approximately 15 students in CPsy 2301, Introductory Child Psychology. 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. During the apprenticeship experience, students should register for the teaching apprenticeship course (CPsy 8322, 1-3 credits). Students who successfully complete the teaching apprenticeship are eligible to teach undergraduate CPsy courses.

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.
8. SPECIAL AREA PAPER (ORALS PAPER)

A. Overview

The content of this paper serves 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 recommendations are offered:

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

B. Deadlines and Steps for Completion

The deadline for submitting the orals paper to the student's advisor is October 1st of the fourth year for all students. 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 Preliminary Oral Exam date, and readers must be given at least two weeks to read the paper prior to signing the approval form. (It is customary to provide outside committee members with copies of the paper as soon as it has been approved.)

DPCS students are required to have the orals paper and oral preliminary exam completed prior to going on internship. In order to register for and complete all 24 thesis credits prior to internship, the orals paper and exam must be held by the end of the 2nd week of classes in the fall semester of the year prior to leaving on internship.

See Steps for Completion under the Preliminary Oral Examination section below in order to see the complete timeline of the orals paper and exam.

9. PRELIMINARY ORAL EXAMINATION

A. Overview

The preliminary oral examination consists of a presentation by the student to their examining committee. The committee will ask questions of the student in order to assess the student’s proficiency with the area of their orals paper. 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.

B. Committee Requirements

The prelim oral examining committee consists of at least 4 members: 3 members from ICD and 1 from a related field. (Note that for DPCS students, their clinical co-advisor is required to be on the committee as the outside person.) Committee members are identified and assigned after approval of the Graduate Degree Plan Form. See Steps for Completion below.
C. Exam Results

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 One Stop Graduate Student Services within one working day.

D. Deadlines and Steps for Completion

1. Complete the Preliminary Written Exam Report Form (if you did not previously).
2. Complete the Graduate Degree Plan Form one semester prior to the Oral Prelim Exam.
3. Schedule the exam with ICD (via ICD Prelim Oral Scheduling Form).
4. Assign members to preliminary oral examination committee at least one month prior to exam date (Written Exam Report and Degree Plan must be on file and approved).
5. Submit orals paper to committee members one month in advance of exam date.
6. Schedule the exam with One Stop Graduate Student Services (via online scheduling form) at least one week in advance of the exam date.
7. Submit the ICD Orals Paper Certification Form at least one week prior to the exam date.
8. Complete the Preliminary Oral Exam.
9. Submit the Preliminary Oral Exam Report Form (this form will be sent to your committee chair prior to the exam, and must be turned in to One Stop Graduate Student Services within one business day of the exam).

Refer to the ICD website for the most current links to online forms:
http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html

E. Combining the Preliminary Oral Exam with the Prospectus

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 must 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.

If the meetings are combined, the orals paper is still due one month before the exam date, and the thesis proposal/prospectus is still due two weeks before the exam date. 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. 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.

10. THESIS PROSPECTUS

A. Overview

Each student must present a formal prospectus or thesis proposal to his or her final oral examining committee. 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 pre-approval by the committee that the intended research will meet the minimum requirements to earn a Ph.D.

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).

B. Committee Requirements

Two ICD members and one outside member are designated as readers. See Committee Requirements on page 11 for more information about the final oral examining committee.

C. Scheduling and Steps for Completion

The prospectus 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.

1. Submit the ICD Prospectus Scheduling Form at least three weeks prior to the prospectus meeting.

2. Submit the thesis proposal/prospectus to committee members two weeks prior to the prospectus meeting.

There are no forms to submit to indicate approval of the prospectus.

D. Combining the Prospectus with the Preliminary Oral Exam

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 must 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.

If the meetings are combined, the orals paper is still due one month before the exam date, and the thesis proposal/prospectus is still due two weeks before the exam date. 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. 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.

11. DOCTORAL DISSERTATION

The culmination of the Ph.D. program is the thesis. The Ph.D. dissertation is ordinarily a research study of considerable scope. The dissertation serves as the basis for the final oral examination.

12. FINAL ORAL EXAMINATION

A. Overview

The final oral examination is a defense of the dissertation and is the last academic requirement. The student is expected to defend all aspects of the dissertation. 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 of the exam will be closed to all but the
student and their committee. Any refreshments should be at the beginning of the public colloquium. Students are not allowed to provide refreshments at the exam, though faculty or other students may provide them if they wish. The exam 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 submitting the ICD Final Oral Scheduling Form on time, which is 5 weeks prior to the exam date.

B. Committee Requirements

The final oral exam committee consists of 4 members, including 3 members from ICD and 1 from outside ICD. The committee is selected by the student in consultation with their advisor. The chair of the committee may not be the student’s advisor. At least 2 ICD members and 1 outside member must be designated as readers. All advisors must be readers. More than 4 members are allowed, though there must be a minimum of 3 from ICD and 1 from outside ICD. For students completing a formal minor, the outside person must represent the minor field. For DPCS students, the clinical co-advisor is required to be on the committee as the outside person. All committee members must participate in the exam; remote participation is acceptable with approval of other committee members and the DGS.

C. Exam Results

To be recommended for the award of the doctoral degree, students must receive a passing vote with no more than one dissenting member of the total examining committee. The student either passes or fails the exam; there is no provision for a “pass with reservations” and the student has no right to retake the exam. 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 Graduate Student Services 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 Graduate Student Services stating that the form is being held pending required revisions. (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 Graduate Student Services as described above.)

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 that 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.

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 or the One Stop Graduate Student Services Office. 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. If the form will be held for more than one week, the committee must inform the student in writing of the reasons for recessing the examination, including any deficiencies noted in the student's dissertation or defense, and must indicate plans and timelines for concluding the exam. A copy of this letter must be sent to Graduate Student Services along with the
unsigned Final Oral Examination Report Form. When the student and the committee are ready to reconvene the examination, it should be scheduled in the normal way with Graduate Student Services.

D. Deadlines and Steps for Completion

1. Request Graduation Packet online up to one semester in advance of your final oral exam.
2. Schedule the exam with ICD (via ICD Final Exam Scheduling Form).
3. Assign members to final oral examination committee at least one month prior to exam date.
4. Submit dissertation to committee members one month in advance of exam date.
5. Submit Graduate Application for Degree (found in the Graduation Packet) by the first business day of the anticipated month of graduation.
6. Schedule the exam with One Stop Graduate Student Services (via online scheduling form) at least one week in advance of the exam date.
7. Submit the Reviewers’ Report Form to One Stop Graduate Student Services at least one week prior to the exam date.
8. Complete the Final Oral Exam.
9. Submit the Final Oral Exam Report Form (this form will be sent to your committee chair prior to the exam, and must be turned in to One Stop Graduate Student Services within one business day of the exam).
10. Submit the dissertation by the last business day of the anticipated month of graduation (see Graduation Packet for details).

Refer to the ICD website for the most current links to online forms:
http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html

E. Notes for DPCS Students

The final oral examination and the internship may be completed in either order (i.e. with final oral prior to or after internship.) We strongly recommend completing the dissertation and final oral exam prior to internship. If the final oral is held prior to the internship, the student must not submit their Graduate Application for Degree until the conclusion of the internship. The internship must be prior to award of the doctoral degree as part of the clinical psychology accreditation requirements.

13. DEGREE CLEARANCE

Doctoral degrees are always awarded on the last business day of a calendar month. Students may graduate any month of the year, contingent on being able to schedule the final oral exam with their committee. Faculty are not on contract during the summer, so students should not assume they will be able to defend during the summer without discussing it with their committee members first. Follow the Steps for Completion above. Consult with the Associate DGS if you have questions.
M.A. DEGREE REQUIREMENTS

1. OVERVIEW

Students are not admitted directly to an M.A. program, however, Ph.D. students who wish to receive an M.A. while working on their Ph.D. may do so. Requirements may be met by either of two plans, Plan A (typically for students exiting the program with a master’s) 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 EPsy 8251, 3 cr.)

Other courses to complete the degree requirements are selected in consultation with the student's advisor. An M.A. final exam is also required.

2. COMMITTEE REQUIREMENTS

The master’s committee consists of at least 3 members: 2 members from ICD and 1 from a related field. Committee members are identified and assigned after approval of the Graduate Degree Plan Form. Committee members will read and approve either the thesis (Plan A) or the project paper (Plan B).

3. PLAN A

Plan A is typically for students exiting the program with a master’s degree. 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 (CPsy 8777). The thesis requirement may be satisfied via the First Year Research Project. The final exam for Plan A is oral.

4. PLAN B

Plan B is typically for students who wish to acquire a master’s degree on the way to the Ph.D. 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 is required in lieu of a master’s thesis; this may be satisfied through a completed and approved first year research project. Typically, the final exam for Plan B is written; this can be satisfied by passing written prelims at the end of the second year.

5. STEPS FOR COMPLETION

Steps for filing for the M.A. are nearly the same regardless of which plan a student is completing. Some of the steps are the same as for completion of the Ph.D.; however, filing for an M.A. is a totally separate process in the eyes of the university and does require its own sequence of forms:

   1. Submit a Graduate Degree Plan form specifically for the M.A.
   2. Assign members to a master’s examining committee (once the Degree Plan is approved).
   3. Request Graduation Packet online (the packet will contain the Application for Degree and Reviewers’ Report Form for Plan A or Final Exam Form for Plan B).
   4. Submit Application for Degree by the first business day of the anticipated month of graduation.
   5. Submit Reviewer’s Report Form (Plan A only).
   6. Submit Final Exam Report Form by the last business day of the anticipated month of graduation.
   7. Submit Thesis (Plan A only) by the last business day of the anticipated month of graduation.

Refer to the ICD website for the most current links to online forms: http://www.cehd.umn.edu/icd/programs/cpsy/graduate/forms.html
STUDENT PROGRESS

1. ACADEMIC STANDARDS

Students are expected to make timely progress toward their degree by maintaining a minimum grade point average (GPA), maintaining active engagement in research activities and meeting milestone deadlines, and completing the degree within university time limits. A typical timeline of program and degree progress may be found in Appendix A on page 19.

A. Minimum Grade Point Average (GPA)

Students should maintain a minimum GPA of 3.000 on a 4.000 scale. Students who fall below this minimum GPA may be placed on probation and/or terminated from the doctoral program.

B. Incompletes

All grades of "I" (Incomplete) must be made up within the semester following the receipt of the grade. Students are not allowed to have more than 12 credits of incomplete coursework. Students who have greater than 12 credits of incomplete coursework may be placed on probation. Coursework included on the Graduate Degree Plan Form must have permanent grades assigned prior to graduation.

C. Milestone Deadlines

Students should meet deadlines for major program milestones such as:

- Completing the First Year Research Project,
- Completing the Second Year Research Presentation,
- Taking the Written Preliminary Examination,
- Having an approved Graduate Degree Plan on file,
- Completing the Special Area Paper and Oral Preliminary Examination,
- Having an approved Thesis Prospectus, and
- Finishing the dissertation and Final Oral Exam.

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. The risk of missing a deadline brings with it an increased risk of missing the next deadline. This "stacking up" of deadlines poses a serious risk to completing the program in a timely manner.

D. Time Limit for Earning the Doctoral Degree

All requirements for the doctoral degree must be completed and the degree awarded within eight calendar years after initial enrollment to the graduate program. Students who are unable to complete the degree within the time limit may petition for one extension of up to 24 months. Students must obtain the approval of their advisor(s) and program DGS and submit the petition for an extension at least six months prior to the end of the time limit.

- If a petition is approved, the student is notified in writing of the expectations for progress and of the month/year the new time limit ends.
- If the petition is denied, the student is notified in writing that he or she will be terminated from the graduate program if he or she is unable to complete the program by the original time limit.

E. Insufficient Progress/Missed Deadlines - Protocol/Consequences

The following policy has been adopted in order to assist students in making good progress:

After 3 calendar months have elapsed following a missed deadline, 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
that year 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 of that year 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.

Note: Continued financial support can only be justified for students who are making satisfactory educational progress (i.e., meeting the specified deadlines).

F. Grievance Policy

ICD 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.

2. PROFESSIONAL ACTIVITIES

A. Conference Presentations

The faculty strongly 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.

B. Professional Societies

All students are strongly encouraged to become student members of the Society for Research in Child Development (SRCD). The Association for Psychological Science (APS) is also recommended. Students in the DPCS track are encouraged to join the American Psychological Association (APA). Your advisor may suggest joining other societies related to more specialized areas of research.

C. 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 then graduate students. 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 the Associate DGS.

3. YEARLY STUDENT PROGRESS EVALUATION

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 Associate DGS (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 Associate DGS. Feedback is solicited from faculty and other key individuals regarding the student’s performance in courses, teaching assistantships, milestones, and research. (Specific instructions are distributed each year prior to the deadline.) The faculty meets in May to discuss the progress of each student. Each student then receives a formal progress letter from the DGS informing them of their evaluation in the areas of academic, research, teaching, and milestone progress.
EMPLOYMENT AND FINANCIAL SUPPORT

Typically, students’ financial support is via assistantships (RA/TA) and/or fellowships, traineeships, or scholarships. Depending upon the availability of funds, financial support is ordinarily guaranteed for up to four years for students making satisfactory progress. Funding should not be expected beyond the fourth year, but may be available to students making satisfactory progress in the program.

1. RESEARCH ASSISTANTSHIPS

Research assistantships (RAships) involve working on research projects carrying out specified tasks. While RAships are service-based employment, they are considered to be more than a job. They are designed to provide research training experience for the student. A 50% assistantship requires an average of 20 hours of work per week throughout the period of employment (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.

2. TEACHING ASSISTANTSHIPS

Teaching assistants are assigned to instructors of selected undergraduate courses to assist in instructional activities. 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.

3. FELLOWSHIPS AND TRAINEESHIPS

The federal government, the university, and other agencies provide traineeships and fellowships for ICD students. Students may also obtain fellowships independently. Obligations, however, are the same for all trainees and fellows. Unlike assistantships, traineeships/fellowships do not require fulfillment of specific duties; however, like assistants, trainees/fellows are required to spend an average of 20 hours per week 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. Trainees/fellows may be assigned to a faculty member in 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 identifying and aligning themselves with specific faculty.

4. FICA WITHHOLDING ON GRADUATE ASSISTANTSHIP APPOINTMENTS

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: 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.

5. TUITION AND HEALTH BENEFITS

Students holding a fellowship, a traineeship, or a 50% Research or Teaching Assistantship will have tuition costs and 95% of your health insurance premium covered as part of the fringe benefits; this is done automatically. Students are responsible for enrolling in the appropriate health plan and paying any fees assessed beyond tuition and 95% of the health insurance premium.
IMPORTANT POLICIES

1. 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.

2. 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).

3. 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.

4. 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 sometimes have unique needs that must be met in order for them to have 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.

5. 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.

6. 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.

7. 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 DEGREE PROGRESS

This chart is arranged to completing all requirements in 4 years, which is the typical timeline for general child psychology Ph.D. students. This may be completed in more or less time depending on a student’s individual program and/or prior degrees. Students in the DPCS track typically take 5 years to complete these requirements (the internship year is not shown.) Consult the CSPR student handbook for more information and modifications of this timeline.

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<td>Statistics (EPsy 8252 [4 cr])</td>
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<td>CPsy 8360 Cultural Issues [3 cr] (offered every other year, take in 1st or 2nd year)</td>
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1 Clinical students are exempt, but welcome to take this apprenticeship. Only students who have completed the ICD apprenticeship will be offered subsequent teaching opportunities in this department.

2 The oral prelim exam 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 must 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).