LIFESPAN DEVELOPMENTAL PROGRAM SUPPLEMENT TO THE GRADUATE STUDENT HANDBOOK

2013-2014

Rev 2.13
Acknowledgments and Caveats

This Supplement to the Graduate Student Handbook is designed to help LSD students (and faculty) keep up with rules and regulations pertaining to students in the LSD program. The Supplement is not a replacement for the Graduate Student Handbook. You should be familiar with both documents, as well as university and Graduate College guidelines that pertain to completion of your degree. We have tried to eliminate any inconsistencies in guidelines presented in this manual with information presented elsewhere. However, if there are inconsistencies, the rules and regulations of the university supersede all others, followed by those of the Graduate College, Department, and finally the LSD Program. Please bring any inconsistencies to the attention of the Program Director so that changes can be made in future copies of this Supplement.
Part I: General Plan of Study

While each student will work closely with faculty advisors to determine his or her unique plan of study, the following guidelines summarize what typically occurs during the course of training. This outline assumes a four year training plan. Historically, most LSD students have taken 4-5 years to complete their program. You must decide the program of studies that works best for you, in consultation with your advisor. Your progress will depend on a variety of factors – some of which you will control and others that you will not.

The major milestones in any graduate program are one’s thesis, comprehensive exam, and dissertation. In your second year, you will likely be teaching two sections of PSYC 1113 – the time that goes into course preparation and execution of this task cannot be overemphasized, and thus, all students are encouraged to spend their first summer writing their master’s thesis proposal (if you can get this done before the start of your second year, obviously that year will be much easier). However, if this does not happen, do not abandon the rest of the timeline; simply adjust it to fit your own personal training needs and goals. Your advisor or the Program Director will be happy to assist you in adjusting this plan to fit your own needs.

Please note that the LSD social and cognitive core classes are designed to be offered around the schedules of the first and second year students. Thus, we strongly encourage you to take them when they are offered during your first two years in the program. If you miss either of these required courses during your first two years, you run the risk of having to stay additional years in the program in order to complete them.

A. MASTER’S COMPONENT

Fall Year 01
1. Quantitative Methods I (PSYC 5304)
2. Begin taking Departmental and/or LSD and/or Track Core Courses (These are listed in Part III of this document). If an LSD core course is offered it is strongly recommended that you take it.

Spring Year 01
1. Quantitative Methods II (PSYC 5314)
2. Continue Departmental and/or LSD Core Courses and/or Track Core Courses or Electives.
3. Continue work on Master’s Thesis.
4. Enroll in Teaching Practicum (PSYC 5660).
5. Turn in master's degree "Plan of Study" to the Graduate College (you must turn this in before you complete your 17th credit hour).

Summer Year 01
1. Complete Thesis Proposal. You will actually “defend” your proposal to your committee. This is similar to your final “defense” of your thesis, but in your proposal meeting you will be defending your literature review, methods, and proposed analyses.
2. Continue working on Master’s Thesis.

Fall Year 02
1. Continue Core Courses or Electives.
2. Take Research Design (PSYC 6223)
3. Continue working on Master’s Thesis.

Spring Year 02
1. Complete MS Program of Study courses.
2. Complete Master’s Thesis.

Summer Year 02
1. Complete Master’s Thesis if not done in the Spring
2. If you have completed your thesis, you should begin work on your comprehensive exams (see Appendix B)

B. DOCTORAL COMPONENT

Fall Year 03
1. Select Comprehensive Exam and Doctoral Advisory Cmte. (see Appendix B).
2. Submit Plan of Study to Graduate College by the end of the second full semester of enrollment (must be done prior to completing your 28th doctoral credit hour).
3. Continue Coursework to Satisfy Departmental Requirements (throughout remainder of training)
4. Continue Coursework to Satisfy LSD & Track Requirements (throughout remainder of training).
5. Begin or continue work on Comprehensive Exam (see Appendix B)

Spring Year 03
1. Complete Comprehensive Exam

Summer Year 03
1. Propose Dissertation (see Appendix H in the Graduate Student Handbook).

Fall Year 04
1. Continue Dissertation

Spring Year 04
Part II: Advisors

Advisor

Your offer of admission to the program was to work with a faculty member who will serve as your research and academic advisor. For the majority of students, this is the faculty member who will actively direct your thesis and dissertation, and serve as your advisor for academic and career-related issues. In some cases, students will change advisors prior to or after receiving the Master’s degree. If you desire to change advisors, please contact the LSD Program Director or department head for how to best proceed.

Part III: The Curriculum

A. General Comments

The curriculum is not a rigid lock-step plan, and you are likely to see some changes to it during your training at OSU. It is important to keep in mind that the degree requirements that are in place when you begin your graduate training are the requirements that pertain to you. Any changes made to the degree requirements while you are a student will not affect you without your consent. The typical rule is that (a) you can choose to meet the requirements that are in place when you begin training or (b) you can choose to meet the requirements that are in place when you graduate. Thus, you can take advantage of any changes to the curriculum that you view as being consistent with your career objectives. A checklist of courses can be found as an appendix to this document (Appendix A).

B. Coursework

1. Departmental Core Courses (Three courses from the list below are required.)
   PSYC 5823 — Cognitive Processes
   PSYC 6483 — Neurobiological Psychology
   PSYC 6563 — Advanced Social Psychology
   PSYC 6613 — Experimental Learning Theories
   †PSYC 5813 — Lifespan Cognitive Development
   †PSYC 5913 — Lifespan Social Development

   † Note: Both of these courses (5813 and 5913) must be taken by LSD students (see section 3, below). However, ONLY ONE OF THE TWO can be counted toward satisfying a portion of the departmental core course requirements)

2. Other Departmental Core Requirements.
   PSYC 5304 — Quantitative Methods I
   PSYC 5314 — Quantitative Methods II
   PSYC 6223 — Research Design
   One Additional Quant. “Elective” (this will be PSY 6913; see sec 3)
   PSYC 5660 — Teaching Practicum
   PSYC 5000 — Thesis (6 credit hours needed)
   PSYC 6000 — Dissertation (15 credit hours needed, but you can take up to 60)
3. **LSD Core Courses.**
   a. Each student must take all three courses from among those listed below:

   †PSYC 5813 — Lifespan Cognitive Development
   †PSYC 5913 — Lifespan Social Development
   PSYC 6913 — Multilevel Modeling in Psychology (satisfies the departmental additional quant elective requirement)

   † **Note:** one of these two courses can be used to satisfy a portion of the departmental core course requirements.

   The two quantitative courses (6913 and 6223) required in the LSD program satisfy the departmental requirements for two additional quantitative electives (see section 2, above). All students are encouraged to take as many quantitative courses as is reasonable given their individual program of studies and long-term career goals.

   Generally, LSD core courses cannot be waived unless special or unusual circumstances apply. In such cases the student can petition the LSD faculty to request that it be approved for his/her specific program of study. However, any such petition must clearly demonstrate that the substituted course covered the same material at the same level, with the same rigor as the courses listed above.

   b. Each LSD student is required to take two additional 3-credit courses from the list below of recommended courses. These courses must come from your designated track’s list. Research hours (e.g., PSYC 5380) cannot count toward this requirement, however, graduate level courses from other departments that are on the recommended list below may be counted. If the course is at the 4000 level, you must contract with the instructor to take the course for graduate credit and the faculty of record must hold a PhD. This may involve having to complete extra papers, projects, and/or leading a lecture(s). If new courses are added to the list below in subsequent years you may take that course for credit, even if it wasn’t on the list when you matriculated into the program. If a course is at some point deleted from the list but you took it while it was listed, that course will still “count” as part of your program of study. If a student desires to take a course that is not on the approved list, they may petition the track faculty by providing the course syllabus and clear rationale on how that course provides core academic content in that track. You may not count a course as a departmental core and a track class (thus between the departmental core classes and track classes, you must take 5 unique courses).

   **Note:** If you choose to belong to two different tracks within the LSD program, you must complete two 3-credit courses for each track (i.e., a total of four courses).

   **Recommended Courses by Track**
   **Cognitive Psychology Track:**
   - PSYC 4223 - Decision Making and Problem Solving
   - PSYC 5823 - Cognitive Processes
   - PSYC 6393 – Language Development
Comparative-Neurobiology Psychology Track:
PSYC 6483 – Neurobiological Psychology
PSYC 6583 – Developmental Psychobiology
PSYC 6613 – Experimental Learning Theories

Developmental Psychology Track:
PSYC 6583 – Developmental Psychobiology
PSYC 6393 – Language Development
PSYC 4243 – Psychology of Aging
HDFS 5143 – Parent-Child Relations
HDFS 5293 – Developmental Contexts of Normative Behavior Problems
HDFS 5253 – Theory and Research in Social and Emotional Development
HDFS 5243 – Infant Behavior and Development
HDFS 5573 – Adolescent in Family Context
HDFS 5423 – Research Perspectives in Gerontology
HDFS 5443 – Attachment in Later Life
HDFS 5433 – Theories of Aging
HDFS 5453 – Aging in the Medical Context
HDFS 6553 – Marital and Couple Relations

Social-Personality Psychology Track:
PSYC 6563 - Advanced Social Psychology
PSYC 6130 - Ethnic and Cultural Diversity
PSYC 4333 – Personality (taken for graduate credit, only available when taught by an instructor with a PhD and with instructor’s permission)

c. It is assumed the student will also take other courses as relevant to their Program of Study (POS), as determined in conjunction with consultation from her/his advisor.

4. History of Psychology

If you did not complete a course in the history of psychology prior to entering the LSD program, you must either take PSYC 4493 for graduate credit or take EPSY 6133 (an online course). You may not do an independent study to satisfy this history requirement.

5. Graduate Specialization in Quantitative Methods in Psychology

Doctoral students in the department of psychology may take an optional specialization in quantitative methods. Required courses for this concentration, which include 23 hours total, are listed below. For this designation to be awarded, students must earn a 3.0 or better GPA among these required courses and earn no more than one C. Students who complete the requirements will receive a letter from the Department Head attesting to the fact that you have met the criteria for the specialization When you have completed all the required courses for the specialization, please send a memorandum listing the courses taken (along with your unofficial transcript) to the department head. Also send a copy of this memo to the LSD Program Director. You can list this as a specialization on your vita and you will receive a departmental letter that attests to your completion of the concentration.
a. PSYC 5304 – Quantitative Analysis I (4 hours)
b. PSYC 5314 – Quantitative Analysis II (4 hours)
c. PSYC 6223 – Research Design (all other courses are 3 hours)
d. PSYC 6813 – Multivariate (or REMS 6663-Appl. Multivar.; STAT 5063–Multivar. Methods)
e. Three other quantitative analysis classes selected from the following list:
   - HDFS 6143 – Structural Equation Modeling
   - MGMT 6553 – Structural Equation Modeling Applications in Business
   - REMS 6013 – Multiple Regression Analysis in Behavioral Studies
   - REMS 6023 – Psychometric Theory
   - REMS 6033 – Factor Analysis in Behavioral Research
   - REMS 6323 – Structural Equation Modeling
   - PSYC 6913 – Multilevel Modeling in Psychology
   - STAT 4043 – Applied Regression Analysis (must be taken for graduate credit)
   - STAT 5033 – Nonparametric Methods
   - STAT 5053 – Time Series Analysis
   - STAT 5073 – Categorical Data Analysis
   - STAT 5513 – Multivariate Analysis

Part IV: Research Training

Major Milestones
There are a number of major milestones you will encounter as part of your doctoral training. Listed below are certain milestones, along with dates for which your progress could be considered delinquent. The LSD faculty have set these benchmark deadlines to ensure that you advance through the program in a timely manner. Notice in the above sentence that we have used the phrase “could be considered delinquent,” because a student may experience valid personal or academic problems that may slow his/her progress. Any such problems should be documented in writing as part of the student’s annual evaluation, and may be taken into consideration by the student’s advisor and the Program Director when evaluating your progress.

A. Thesis

This is a project that can ideally be completed within two years. Consider this timeline when designing your thesis in consultation with your advisor. We fully expect students to work towards defending their thesis by the end of their second summer in the program. Defense of the thesis after the spring of one’s third year will be considered delinquent progress and subject to possible dismissal from the program.

The thesis (and dissertation) proceeds in three major sections. The first section involves developing your proposal. This consists of an introduction, literature review, method, and proposed analyses. The introduction sets up the project by describing why your study is important and by prefacing key conceptual and empirical questions you will address. In most cases it runs about 4-5 pages in length and it provides a context for everything that will follow. The literature review is an in-depth review of all previous literature relevant to your project. It is strongly suggested that you make an outline of this section of the paper and have it approved by your committee members. Taking this step does not mean that your committee will not ask you to add additional articles at your proposal meeting, but it decreases the likelihood of this happening. You are strongly encouraged to explore what other students have done for their thesis project – you can check out theses or dissertations from one of the departmental assistants who work in the main office. Before doing so, ask your advisor for the names
of students who were good writers. It cannot be overemphasized that you should strive for clarity and cohesiveness in your writing. Double check all formatting, spelling, and grammar. You must also make sure that all aspects of your method section are clear and thorough. If you are using an archival data set, use past tense to describe the data collection. If you will be collecting your own data, use future tense. Be sure to tie your proposed analyses directly to your hypotheses—tell your readers exactly how each hypothesis will be tested. We expect you to fully understand your analyses and be able to explain them verbally and in writing.

At your proposal defense meeting, you will typically be asked to give a 15-30 minute overview of your project. Some students use a PowerPoint format for this presentation (again, ask your advisor). All meetings are considered “open,” which means that other departmental citizens may attend. If you pass your proposal defense, there is a form in the graduate student handbook that needs to be signed. Be sure to bring a copy of that form with you to the defense. Any departmental forms are placed in your departmental file and Graduate College forms are filed with the college. You should make and keep a copy of all forms before submitting them to the department or the college. The proposal defense meeting will usually last from 1-2 hours, but plan for at least two hours when you reserve a room for your defense. Remember that the faculty members on your committee are extremely busy; be sure to give them at least two weeks prior to the defense to review your final proposal. Also remember that many people go on vacation during summers—keep in mind the old maxim, “Poor planning on your part does not constitute an emergency on my part.”

Once you have defended your thesis proposal you come to the second major section of the project—actually carrying out the research. This may involve collecting and analyzing data, or it may involve analyzing an archival dataset. In either case, you will need to seek IRB approval. If you are collecting your own data you will complete a regular IRB application. If you are using an archival dataset, you must submit and have approved a special form called “Request for determination of non-human subjects or non-research.” You can find the relevant IRB forms at the home page for the Institutional Review Board (http://compliance.vpr.okstate.edu/IRB/irb-index.aspx). Once you have completed the IRB application and your advisor has signed it, you will need to have it initialed by the departmental IRB representative. Once it is initialed, take the forms to the department head for a signature. You will then make the correct number of copies and take your IRB forms to A&S research support services (2nd floor Life Sciences East). You may ask that office to forward your forms to the IRB office. No matter which type of thesis you choose (archival source or collect your own data approach), be sure that you fully understand your analyses and you can defend them and in relation to your original hypotheses. Do not allow anyone else to do the analyses for you—you can seek help, but the work must essentially be your own. Finally, take all steps necessary to complete the research and write up a final draft of your manuscript.

The third and last step in the thesis process is the actual defense. This is similar to the first (proposal) defense, except for in the final defense the emphasis of your presentation will be on the results and implications of your research. Make sure you understand every single analysis you write about and how it is related to a specific hypothesis. Make sure the discussion section is not simply a summary of your results, but actually “discusses” your findings—that is, tie your findings to the previously published literature. There is a graduate College form used to report the results of your final defense—you should bring any and all forms that need to be signed with you to the defense. There are also cover pages that will need to be signed that should be printed out on thesis bond paper—consult the grad college website for specifics.

B. Comprehensive Exam
We fully expect students to work toward defending their comprehensive exam by the end of the spring of their third year. Information on the comprehensive exam, its purpose and possible formats is contained in Appendix H of the Psychology Graduate Student Handbook, as well as in Appendix B of this document. Defense of this exam after the spring of the fourth year will be considered delinquent progress. There is a form to report the results of the comprehensive exam at the end of Appendix B.

C. Dissertation (see also Graduate Handbook Appendix H)

As was the case with your master’s thesis project, your dissertation should be a manageable project within the allotted time limit. It should be ambitious in terms of scope and breadth, yet realistic in terms of likelihood of completion. Additional information on the dissertation project can be found in Appendix H of the Graduate Handbook. An ideal situation is one in which your dissertation builds on the findings from your master’s thesis. We fully expect students to work toward defending their dissertation by the end of their fourth summer in the program. Defense of the dissertation after the summer of one’s fifth year will be considered delinquent progress. Once you have successfully defended your dissertation proposal, there is a Graduate College Admission to Candidacy form that indicates you passed the qualifying exam and dissertation proposal. Once this form has been submitted to the Graduate College you will officially be considered “admitted to candidacy” (remember we consider the dissertation proposal the qualifying exam for Graduate College purposes). There is also a graduate College form used to report the results of the final dissertation defense. For many dissertation funding sources, you may not apply until you are officially accepted to candidacy, so it behooves you to propose your dissertation as early as possible so that you can apply for these sources of funds (which include grants and fellowships). You must also complete 10 hours of dissertation after being admitted to candidacy (note you need a total of at least 15 to graduate), making timely progress will be critical to your success. If your POS was approved prior to 2008, you can go with the old policy (you can get your Ph.D. after 6 months after being admitted to candidacy). Note that the for admission to candidacy purposes, you can be admitted to candidacy after your committee has approved your dissertation outline (and you have passed your comps). This can help with meeting the rule of 10 dissertation hours after admission. You should discuss this option with your chair; if using this option to meet the Graduate College admission guidelines, you will still be required to defend your proposal (and all expectations about time and delinquent progress still apply).

D. Research Expectations

Students are expected to spend a minimum of four full years in the program. We expect that students will be engaged in research from the time they enter until the time they leave. As part of this requirement, we expect that you will present your work at at least one regional or national conference each year, seek external funding (e.g., NSF graduate fellowship, FORD Foundation, Sigma-Xi support, APA support), and publish your work in scholarly journals. Students are encouraged to develop a research productivity plan each fall in consultation with their advisor, and review that plan on a regular basis. As part of your annual evaluation, your research progress will be evaluated on each of the dimensions outlined above (i.e., presentations, grantsmanship, and publications). In addition, your annual evaluation will focus on the extent to which you have completed your thesis, comprehensive exam, and dissertation in a timely manner.

Part V: Teaching

Historically, LSD students have been assigned to teach the lab sections of PSYC 3214 (Quantitative Methods) or PSYC 3914 (Experimental Methods) during their first year, although this is not necessarily
the case. How much responsibility you will have for course preparation will depend on which faculty member you are working under. If leading a laboratory section, you should always strive to present the material specified by your faculty supervisor. Your supervisor may also come to a class at some point during the semester to observe your teaching, and meet with you to discuss the strengths and weaknesses of your instructional style. Under most circumstances you should strive to attend the lecture section of the course – this will allow you to become familiar with the faculty member’s terminology and will also give you a good starting point when putting together your own such course in the future. In the spring of your first year you will take a Teaching Practicum class. This course is designed to prepare you to teach PSYC 1113 (Introduction to Psychology). If your teaching evaluations from the first year have been satisfactory and the practicum leader approves you to be a 1113 instructor, you may be assigned to teach two small sections of 1113 during your second year (maximum of 40 students per section). We cannot stress too strongly how time intensive this new course prep will be when you teach this course for the first time. Do not underestimate the amount of effort that goes into being a successful teacher (this is why we recommend getting as much done on your Master’s thesis as possible during your first year, to free up time to work on teaching responsibilities during your second year in the program).

As a teaching assistant or instructor you are expected to arrive at all classes on time and not cancel class unless dictated by dire circumstances. If you are ill you must call the main office to inform them that you will be cancelling class; if you will be ill for an extended time period you need to contact the Department Chairperson to work out a substitute instructor. You will also be required to abide by all University and Departmental policies (toward this end, be sure to read the supplemental handout on teaching!). You are expected to treat your students fairly and with respect, and in turn, you will be treated that way. If there is ever an issue that you need help dealing with do not hesitate to contact your advisor, the Program Director, the Department Head or Associate Head. Your teaching ability (preparation, dedication, presentation of material) is part of your annual evaluation and poor teaching can be grounds for dismissal. Inappropriate behaviors include salacious conversations with or sexual advances toward students, sleeping in the back of class while showing a video, using obscene language in class, yelling at students, or falsifying grades. These behaviors will in no way, shape or form be tolerated. Even if you have no intention of pursuing a career in teaching, as an instructor for the department you represent the program and you’ll need to conduct yourself in a professional manner at all times. If teaching is not your passion, look at this assignment as a chance to gain people and presentation skills – almost all jobs involve those two things, so take full advantage of this opportunity.

Part VI: Other Issues

A. Summer Funding

We encourage students to work with their advisor and the Program Director to identify summer support opportunities. Some possibilities include working as a counselor for Upward Bound (an on-campus program), helping out with academic summer camps (either on or off campus), and participating in externships (a variety of agencies offer opportunities; applications are usually due in the early spring). Depending on the year, the department may also have limited student summer funding available, but it should not be counted on. When summer funding is available, it will go to individuals who are progressing through the program in a timely manner, who have exhibited professional behavior (in research, teaching, and service), and preference is often given to students who are in their first four years of the program. That said, first year students may not be funded in order to encourage them to spend the majority of their time working on their thesis. All funding (summer and yearly) is coordinated through the Associate Head, so please inform this individual of all of your funding, or in the event that your funding changes in any way.
Student financial support really depends from one year to the next as to how much funding is available in the department. Therefore, to be prudent you should not count on having summer funding, but rather, plan your finances based on the notion that you will not receive summer support.

B. **Professional Development and Behavior**

Students are expected to take advantage of opportunities within the department and the University to enhance their professional development. This includes attending all LSD brown bags, as well as all seminars and colloquia offered by the department. Seminar attendance will be noted as part of your annual evaluation. Although attendance at social events (which we distinguish from brown bags, seminars and colloquia) is not compulsory, we strongly encourage students to participate fully in these events in order to be able to get to know their faculty members and colleagues, and to allow others to get to know you. We also encourage students who are making satisfactory progress in the program to consider taking on a committee assignment.

Students are also expected to behave in a professional manner in all departmental and university contexts. Therefore, we would not expect graduate students to spread rumors about others, use sexist, racist, or homophobic language, tell offensive jokes or promote negative stereotypes, or treat others with disrespect. We also expect students to attend all classes for which they are enrolled, to come to those classes well prepared, and to excel in their coursework.

C. **Preparing Future Faculty Program**

Students interested in an academic career are encouraged to consider applying for the Preparing Future Faculty (PFF) program. This is a two year fellowship program in which the first year is spent attending monthly seminars about various aspects of an academic career. During the second year, students work with their PFF mentor on an applied project that is relevant to the type of career to which they aspire. Students can apply for the PFF program in the spring of their second year (apply to the Program Director when applications are solicited). Only one student from the LSD program will be selected for this program (as will one from clinical psychology, counseling psychology, school psychology, and educational psychology).

D. **Annual Evaluations**

As your faculty, we have an obligation to assess your professional development as well as your progress in the program. The process is in no way intended to be punitive, but rather to be informative as to your strengths and weaknesses as you develop into an independent scholar. Graduate school is a training ground in which you may try on various roles, learn teaching and research skills, and begin to understand time management strategies to reach your career goals. Toward this end, the LSD faculty has developed an evaluation system that we believe will assist you in better understanding how to meet your goals.

The LSD Director will request evaluation feedback from students on or around May 1\textsuperscript{st} of each year. This will include information on courses you have taken and grades, funding assignment performance, research productivity, progress toward meeting research benchmark deadlines, and overall professional behavior and development. Your completed evaluation will be due back to the Director by May 15\textsuperscript{th} of each year. You should submit this file electronically and cc your advisor on this electronic communication. If you taught a course, please submit hard copies of your course evaluations to the Director (they will be returned, so no need to copy them). Your advisor will prepare remarks for you for each section of the evaluation to provide you with
feedback on specific areas of strengths and weaknesses. These remarks will be shared with all of the LSD faculty who as a team will add material to the letter if they have interacted with the student in a professional capacity (e.g., student does work in their lab, they are student’s teaching supervisor). The Director will put all of the remarks together into a letter of progress from the program – this letter is intended as formative and not summative evaluation. Students should meet with their advisor and if they wish the program Director. Students and their advisors should go over the letter and plans for remediation of any weaknesses if needed; students will sign the letter and make a copy for themselves and return the original to the Director.

While it is our normal practice to conduct a formal end-of-academic-year evaluation for each student, any LSD faculty member may request that a student be reviewed at any time if there are significant performance concerns that arise prior to the formal annual evaluation.

E. Criteria for Satisfactory Progress

Satisfactory progress in a doctoral program is a complex issue that includes progress and satisfactory performance in each of the four areas of the evaluation listed below. Following is a brief description of progress for satisfactory performance in each area. These descriptions are intended to be descriptive and advisory, but not necessarily inclusive:

1. Coursework. Completing all courses with a grade of ‘A’ or ‘B’ and continued progress at satisfying coursework requirements (for example, addressing incomplete grades in a timely manner or regular enrollment in courses that contribute to progress toward the degree).

2. Research & Scholarship. We expect students will demonstrate continuous involvement in research and timely and quality completion of all expected research activities. Students are expected to meet or exceed certain benchmarks on independent research tasks leading to completion of the dissertation. Benchmark deadlines are as follows:
   
a. Thesis proposal approved by committee members by end of second year.

b. Thesis defense successfully passed by committee members by end of third year.

c. Dissertation proposal approved by committee members by end of fourth year.

d. Significant progress or completion of dissertation project by end of fifth year.

3. Work Assignment/Assistantship. Satisfactory performance at tasks related to assistantships or other work assignments, including fulfilling responsibilities and responding to feedback.

4. Ethical Behavior & Professionalism. Consistent ethical and professional conduct is expected in all areas. Students are expected to engage in the intellectual environment of the training program and the field of psychology to support the development of a professional identity.

The Graduate Student Handbook also contains a section called “Summary of Major Deadlines” that summarizes the generally expected timeline for student progress in the program. These guidelines may also be used to evaluate a student’s rate of progress.
F. Performance Ratings and Consequences

Three general performance ratings, and associated possible consequences, are:

**Making Satisfactory Progress**
Student is meeting or working diligently towards all research benchmarks, performing adequately academically, performing well in assistantship placements, and otherwise conducting him- or herself in a professional manner.

**Failing to Make Satisfactory Progress (FMSP)**
Student is failing to fulfill expectations in one or more areas. The student is considered ‘on notice’ that failing to remedy the situation in the coming year may result in probationary status. The student will be expected to outline a plan for improvement that is approved by the student’s mentor (and academic advisor, if different) and submitted to the Director for inclusion in their file.

**LSD Program Probation (not the same as Academic Probation)**
Student has failed to make adequate improvements and continues to fail to fulfill expectations in one or more areas. Student will not under any circumstances have an opportunity for funding greater than 50% time, and may lose the privilege of funding altogether. Student must meet with the Program Director and their advisor to present a plan for improvement. The Program will hold a mid-year review to evaluate progress. Student is at risk of dismissal from the program if adequate progress is not achieved prior to the next annual review.

Please note that LSD Program Probation is different from Academic Probation, a term used by the Graduate College that is related to inadequate performance in coursework. Academic Probation is described in the Graduate Student Handbook. Academic Probation imposed by the Graduate College may result in a student being prevented from registering for future courses. This is a very serious situation that can jeopardize a student’s ability to continue in the program and would be considered as part of the overall student evaluation.

G. Responsibilities Regarding Online Activities

In an increasingly technologically connected and public world, students are encouraged to remain mindful of your behavior and its consequences online, including the use of social networking, blogs, listservs, and email. It is likely that students, clients, supervisors, potential internship sites, research participants, and future employers may be interested in searching or accessing online information about you. While all of the information that may exist about you may not be within your control, students are urged to exercise caution and restraint and to utilize safeguards when possible. Activities online, including those that you may consider purely personal in nature, may unfortunately reflect upon your professional life. Keep in mind the ideals of the preamble to the APA ethics code in which we aspire to do no harm to our clients, our research participants, or the profession with our actions. With this in mind, you are encouraged to consider the following cautions and suggestions:

1. With social networking sites such as Facebook, utilize privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests and consider the boundary implications. For example, it is not
advisable to become “virtual friends” with undergraduates for whom you have supervisory or evaluative responsibilities.

2. With email, keep in mind that everything you write may exist perpetually or be retrievable, so be thoughtful about what you write. Emails sent via the OSU email system are considered public records and the property of OSU. Participation in listservs include the peril of inadvertently writing things to a much more public audience than intended, so be cautious with posts to such forums. Email is not an appropriate venue to discuss confidential information, so if such communications are necessary make sure any information is non-identifiable.

3. Email “signatures” should be professional and appropriately represent one’s status and credentials. Students are encouraged to consider adding a confidentiality disclaimer to email signature files.

4. Be mindful of voicemail greetings if you utilize a private phone for any professional purposes (e.g., teaching or research). Make sure that such messages reflect a maturity and professionalism that you would want to portray to the public.

5. Online photo and video sharing, including within social networking sites, should be considered very public venues, and use discretion when posting such information.

It is not the intention of the lifespan developmental psychology program to interfere in your personal life or to limit your ability to enjoy the benefits of online activities, express your personality or opinions, or have a little fun. As with off-line activity, we encourage you to be mindful of the implications and make efforts to protect your professional image and reputation. If the program becomes aware of online activity that represents a violation of the APA Code of Ethics, local, state or federal laws, or conflicts with the OSU policy regarding online behavior below, such information may be included in evaluation of student progress and may be grounds for disciplinary action, including dismissal from the program. The official OSU policy on online activities is available at: http://www.osuit.edu/campus_community/cis/social_networking.html.

H. Personal Use of Online Blogs and Social Networking Sites

As an employee of OSU, you must be careful in your personal life to make sure your personal communications and postings are not perceived to be associated with the university. These guidelines explain how OSU policies apply to your personal use of these newer communications technologies.

1. Follow all applicable OSU policies. For example, you must not share confidential or proprietary information about OSU and you must maintain employee privacy.

2. If your blog, posting or other online activities are inconsistent with, or would negatively impact OSU’s reputation or brand, you should not refer to OSU, or identify your connection to OSU.

3. Write in the first person. Where your connection to OSU is apparent, make it clear that you are speaking for yourself and not on behalf of OSU. In those circumstances, you may want to include this disclaimer: “The views expressed on this blog/website are my
own and do not reflect the views of my employer.’ Consider adding this language in an “About me” section of your blog or social networking profile.

4. If you communicate in the public internet about OSU or OSU-related matters, disclose your connection with OSU and your role at OSU. Use good judgment and strive for accuracy in your communications; errors and omissions reflect poorly on OSU, and may result in liability for you or OSU.

5. Use a personal email address (not your okstate.edu address) as your primary means of identification. Just as you would not use OSU stationery for a letter to the editor with your personal views, do not use your OSU e-mail address for personal views.

6. Be respectful and professional to fellow employees, business partners, competitors and employees. Avoid using unprofessional online personas.

7. Ensure that your blogging and social networking activity does not interfere with your work commitments.

Part VII: General Policies.

A. All students are expected to pre-register for courses each semester. Failure to do so jeopardizes course offerings and makes curriculum planning difficult.

B. A request to change one’s advisor should be made in writing to the Department Head, with a copy sent to the Program Director. Remember, however, you must have the consent of the professor who is to serve as the new advisor prior to making your formal request. You are responsible for ensuring that a copy of this request is placed in your departmental file.

C. You are expected to be a good student and act in a professional manner in all university contexts. We have attempted to make that as clear as possible in this document, the Graduate Student Handbook, and in the handout on teaching. If you ever have any questions regarding your professionalism, please speak with your advisor or the Program Director.

D. Finally, it is expected that students will adhere to all tenets of the Ethical Code of the American Psychological Association (2002; 2010 addenda). This code is published in the American Psychologist, Vol. 47, pp. 1597-1611, and it is available online at http://www.apa.org/ethics/
# Appendix A: Coursework Summary and Check-Sheet

### Departmental Core Courses (must take two, plus either 5813 or 5913)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5823</td>
<td>Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>PSYC 6483</td>
<td>Neurobiological Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6563</td>
<td>Advanced Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6613</td>
<td>Experimental Learning Theories</td>
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</tbody>
</table>

### Other Departmental Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5304</td>
<td>Quantitative Methods I</td>
<td></td>
</tr>
<tr>
<td>PSYC 5314</td>
<td>Quantitative Methods II</td>
<td></td>
</tr>
<tr>
<td>PSYC 6223</td>
<td>Research Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Additional Quant. “Elective” (this will be 6913)</td>
<td></td>
</tr>
<tr>
<td>PSYC 5660</td>
<td>Teaching Practicum</td>
<td></td>
</tr>
<tr>
<td>PSYC 5000</td>
<td>Thesis (6 credit hours)</td>
<td></td>
</tr>
<tr>
<td>PSYC 6000</td>
<td>Dissertation (15 credit hours)</td>
<td></td>
</tr>
</tbody>
</table>

### LSD Core Courses (must take all three; count either 5813 or 5913 as 3rd departmental core; count 6913 as additional quant class)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5813</td>
<td>Lifespan Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 5913</td>
<td>Lifespan Social/Personality Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 6913</td>
<td>Multilevel Modeling in Psychology</td>
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</table>

### Additional Track Courses (two per track, see section B.3)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 4223</td>
<td>Decision Making and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>PSYC 5823</td>
<td>Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>PSYC 6393</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 5620.352</td>
<td>The Nature of Human Intelligence</td>
<td></td>
</tr>
<tr>
<td>PSYC 6393</td>
<td>Language Development</td>
<td></td>
</tr>
<tr>
<td>PSYC 6483</td>
<td>Neurobiological Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6583</td>
<td>Developmental Psychobiology</td>
<td></td>
</tr>
<tr>
<td>PSYC 6613</td>
<td>Experimental Learning Theories</td>
<td></td>
</tr>
<tr>
<td>PSYC 6563</td>
<td>Advanced Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 4333</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>PSYC 6583</td>
<td>Developmental Psychobiology</td>
<td></td>
</tr>
<tr>
<td>PSYC 4243</td>
<td>Psychology of Aging</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
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</tr>
<tr>
<td>HDFS 5143</td>
<td>Parent-Child Relations</td>
<td></td>
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<tr>
<td>HDFS 5293</td>
<td>Dev. Contexts of Normative Beh Problems</td>
<td></td>
</tr>
<tr>
<td>HDFS 5253</td>
<td>Theory and Res. in Soc. &amp; Emotional Dvpt</td>
<td></td>
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<tr>
<td>HDFS 5243</td>
<td>Infant Behavior and Development</td>
<td></td>
</tr>
<tr>
<td>HDFS 5573</td>
<td>Adolescent in Family Context</td>
<td></td>
</tr>
<tr>
<td>HDFS 5423</td>
<td>Research Perspectives in Gerontology</td>
<td></td>
</tr>
<tr>
<td>HDFS 5443</td>
<td>Attachment in Later Life</td>
<td></td>
</tr>
<tr>
<td>HDFS 5433</td>
<td>Theories of Aging</td>
<td></td>
</tr>
<tr>
<td>HDFS 5453</td>
<td>Aging in the Medical Context</td>
<td></td>
</tr>
<tr>
<td>HDFS 6553</td>
<td>Marital and Couple Relations</td>
<td></td>
</tr>
</tbody>
</table>


Appendix B: Guidelines for the Comprehensive and Qualifying Examinations
Lifespan Developmental Program

Comprehensive Examination
The comprehensive examination is designed to be a comprehensive assessment of a student’s understanding of the research literature in his or her area of expertise, as well as areas related to their research focus. It can also include an assessment of one’s knowledge of experimental design and statistics. The examination is designed to assess (a) students’ oral/critical thinking abilities, (b) their ability to synthesize and integrate findings from the scientific literature, and (c) their ability to conceptualize issues of measurement, statistical analysis, experimentation, and design. Students should strive to complete the examination by the end of their third year in the program, or by the end of the first semester of their fourth year. The format of the examination, which contains both oral and written components, is described below. You must have an approved doctoral Plan of Study on file to take the examination (see Doctoral Advisory Committee, below). You must pass the comprehensive exam prior to proposing your dissertation.

There are two options for the comprehensive exam: Format A and Format B. Your advisor has the ultimate decision on which format you will undertake and you should discuss this with them early in your graduate career. You may not request an alternate format to these two options.

Although the two types of exams are different in terms of structure and format, both have the same purpose. In both formats the student will be required to read, write, and integrate conceptual information in his/her area of expertise. Neither option is easy, and both will require a strong commitment to becoming an independent scientist. We provide this advice in order to prepare you for the level of scholarship that we expect from you at this point in your career.

Format A: Major Area Paper Option
In consultation with one’s major advisor, the student selects two other faculty members to serve on the comprehensive exam committee. Your major advisor will serve as the third member (and chair) of this committee. Normally, the other two members will be from the Psychology department, although no limitations are placed on this. These three comprehensive exam committee members will subsequently serve on your qualifying exam and dissertation committees; however, you will need to obtain a fourth “outside” committee member (i.e., a faculty member from outside psychology) to serve on your dissertation committee. You are welcome to invite this outside person to be part of your comprehensive exam committee, although this is not required. The timeline to complete the Format A comprehensive exam is typically 3-6 months, which is similar to the Format B approach, described below.

Written Component: The written component of the Format A examination is a literature review in the student's specialty area. The scope of this review, which should run approximately 40-60 pages in length, will be determined by the student in consultation with his or her chairperson and the other committee members. It is the student’s responsibility to consult with all members of the committee either individually or as a group to determine the general direction of the paper. The range of articles included in this review should reflect research that is critical for the student’s understanding of their research area. For this reason, guidance from the student’s research advisor as to the focus of the paper is critical. There is no minimum or maximum page limit – each topic area will be different and you should work closely with your advisor and committee on the scope of your review. It is strongly suggested that you have an outline of the paper approved by all committee members before you begin writing.
The format for the paper should take the general form found in the journal *Psychological Bulletin.* The bulk of the paper should be a comprehensive review and synthesis of pertinent empirical and theoretical work. It is strongly advised that you read several *Psychological Bulletin* articles, which should allow you to see how they are different from an ordinary literature review. You will need to demonstrate that you can synthesize and integrate findings from multiple areas (as determined by you, your advisor, and your committee). The paper should also contain substantive sections on (a) the limitations of current methodologies, and (b) profitable future directions for the field.

In the “future directions” section of your paper, the student should conceptualize a timely and substantive program of research in his or her area of expertise (e.g., outlining 3-5 possible empirical investigations). By timely, it is meant that the proposed projects should address significant, unanswered research questions. By substantive, it is meant that the proposed projects should focus on a major aspect of work in the field, addressing both key theoretical and methodological issues. In this future directions section the student should imagine that he or she has a substantial source of funding that would allow him/her to develop the proposed series of experiments. The purpose of this section of the paper is to encourage the student to begin thinking about the kind of research program he or she would *ideally* develop if funding issues were not a concern. Describe the studies in sufficient methodological and analytic detail so that your committee can assess your grasp of quantitative issues. It is expected that the scope of the proposed projects will go well beyond that of the student’s dissertation.

Ideally, a portion of the literature review from the comprehensive exam will later serve as the introduction to the student’s dissertation proposal. The written portion of the exam should be given to committee members at least two weeks before the scheduled oral defense in order to provide sufficient time for evaluation.

When evaluating the paper, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), and the ability to synthesize empirical research findings.

**Oral Defense:** There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss with you the literature review in greater detail. The student should be prepared to defend his or her conceptualization and synthesis of the literature, as well as discuss his or her view of limitations and future directions.

At the oral defense the student will give a brief presentation on his/her written paper, which will include a description of previous research, the limitations of previously published studies, and the series of proposed (future direction) studies. This presentation will be expected to last no longer than thirty minutes. The floor will then open up to general discussion. Questions from committee members regarding the proposed projects will primarily focus on general issues of experimentation, statistics, and research design. It is believed that consideration of the methodological issues associated with this task will contribute to students’ appreciation of research methods in their area of expertise. Students may also find that they will be able to use the ideas from this task to develop a proposal for outside funding once they have graduated from the program. Again, as with the literature review task described above, students are encouraged to meet with all members of their committee prior to the oral defense to discuss any potential concerns or unresolved issues.

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You may benefit by reading an article written by Daryl Bem (1995) entitled “Writing a Review Article for Psychological Bulletin” (v. 118, p. 172-177) prior to beginning to write your paper.
Format B: Readings and Exam Format

1. With his/her major advisor, the student determines which content areas will be covered on the comprehensive exam. This decision as to content will be guided, to a large extent, by the areas of expertise represented by members of the committee.

2. With his/her major advisor, the student selects two other faculty members to serve on the comprehensive exam committee (who will subsequently serve on the dissertation committee). The expertise of these faculty members should be a direct reflection of the content areas of study for the comprehensive exam. Your major advisor will serve as the chair of the committee and normally the other two members will be from the Psychology department (although no limitations are placed on this).

3. Each member of the committee will develop a list of readings for the student that reflects his/her area of expertise. Alternatively, a committee member may request that the student develop the reading list which the faculty member will adjust as needed. The major advisor will work with each committee member to insure that the reading list is appropriate (i.e., that it have proper content and be of appropriate length). In general, each faculty member will contribute 20-30 articles to the student’s reading list. The student may also provide input regarding the content of the list. It should be noted that the committee members have complete and final say over which articles are selected for inclusion on the reading list.

4. The major advisor will collect, combine, and approve the reading lists developed by (or in consultation with) committee members.

5. The final, approved list of readings will be delivered by the major advisor to the student, who will then be given at least 3 months to read all of the material. The major advisor, with the consent of the committee, will determine the amount of time students will have to complete the task. This period may vary from one student to the next. The reading list should, however, be thorough enough so that at least 3 months will be needed to prepare, with an ideal timeframe of 3-6 months of study time.

6. While the student is reading the material, the advisor will work with the committee members to develop a list of questions. Each committee member will be responsible for generating a number of questions that pertain to his/her readings.

7. On a pre-designated date, the student will receive from his/her major advisor the list of questions developed by the committee members.

8. For all students, the exam will involve a “closed book” format. On the designated test day, the student will be given a total of 9 hours to answer 4-6 questions, with a one hour break for lunch. The student will be placed in a room with access to a computer to type responses, however, no internet access will be allowed.

9. The student will return his/her written responses to the major advisor at the end of the day, who will then photocopy and distribute them to the committee members.

10. An oral exam will normally be scheduled within 2 weeks of the student’s written exam. This oral exam will be attended by all committee members, at which time they will have the opportunity to ask the student questions about his/her written responses to the reading material.
When evaluating the student’s written responses, committee members will determine the quality of the work product on the basis of the clarity of writing, a demonstrated understanding of critical issues (both methodological and theoretical), and the ability to synthesize research findings.

Oral Defense: There are multiple goals associated with the oral defense. One important goal is to allow committee members the opportunity to discuss the written answers with the student in greater detail. The student should be prepared to defend his or her written responses.

Evaluation of the Comprehensive Exam (applies to both formats)
A student's performance on the comprehensive exam will be determined by a majority vote of the committee members at the oral defense. Should the student fail the comprehensive exam, he or she will only be allowed to retake the test one time. Although there are two components to the exam (i.e., a written and an oral component), the test will graded as a unitary comprehensive effort. Therefore, if a student provides poorly written responses, then this will be grounds for failing the exam. Similarly, if a student does a poor job during the oral defense, this would also be grounds for a failing evaluation. However, a traditional grade is not assigned to either the written or oral portion of the examination – the test is passed or failed as a whole. In cases in which the written portion of the exam is judged to be exceptionally poorly done, the committee may decide to forgo the oral examination based on the assumption that even a stellar performance during the oral would not be sufficient to compensate for the poorly written work product. In all such cases the student will be considered to fail the comprehensive exam.

Admission to Candidacy
As per current Graduate College recommendations, you may be admitted to candidacy either with the successful defense of your dissertation proposal, or by an approved outline of your dissertation. Traditionally, most students have defended their dissertation proposal, however, several students have recently used an approved outline to advance to candidacy in order to meet the guidelines for the specified time between candidacy and one’s final defense. If you are interested in the later (outline) option, speak to your advisor (this option must then be approved by the entire committee, including your outside member). Once a student has successfully defended his/her dissertation proposal (or he or she has an approved outline), it is possible to apply to the Graduate College for candidacy.

Once the above has been successfully completed, submit the form “Qualifying Examination Report and Application for Admission to Candidacy” (see Appendix D in the Department of Psychology Graduate Student Handbook). The admission to candidacy form must be submitted with sufficient time for the student to take 10 hours of dissertation credits between admission and his/her final defense. You can count half of the hours taken in the semester you defend your proposal (or outline) towards your 10 hours. See http://gradcollege.okstate.edu/download/pdf/Doctoral_Candidacy_FAQ.pdf for more information.

Doctoral Advisory Committee: The OSU catalog addresses the purpose and formation of the doctoral “advisory” committee. This is the group of individuals who will (a) sign off on your doctoral Plan of Study, (b) serve as your comprehensive exam committee (minus the outside committee member), (c) determine whether you have successfully advanced to candidacy, and (d) serve as your dissertation committee. Under normal circumstances it is expected the three faculty members who serve on the comprehensive exam committee will also serve on the dissertation committee. The fourth member of the advisory committee must be a faculty member from outside the department of psychology. The dissertation committee must be a minimum of four members, the chair must be a full member of the Graduate Faculty (if your major advisor is not, they will serve as the dissertation advisor and another member of the committee will serve as the official chair), and at least one member of the committee must be from outside the department (you can have multiple members from outside, but must have at least one).
Comprehensive Examination  
Lifespan Developmental Program

A comprehensive examination was administered to ______________________________
on the following date ___________________________ , on the subject(s) described below:

_____________________________________________
_____________________________________________
_____________________________________________
_____________________________________________

This examination included both written and oral components, and the student either passes or fails as a whole based on performance on both components. Please sign below as to whether the student has or has not passed the exam:

Student **HAS** satisfactorily completed the qualifying examination.  

________________________________
Chair

Student **HAS NOT** satisfactorily completed the qualifying examination.

________________________________
Chair

Note: The student will only be allowed to retake either portion of the examination (written or oral) one time each if the committee deems the original exam performance was unsatisfactory. The examination must be completed at least six months prior to the expected date of graduation.

This examination is the (circle one):

Original Examination  
Retake Examination