

SUFFOLK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY

APPLIED DEVELOPMENTAL  
PSYCHOLOGY DOCTORAL  
PROGRAM MANUAL

2022-2023



SUFFOLK  
UNIVERSITY  
COLLEGE OF  
ARTS & SCIENCES

SUFFOLK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY

2022-2023

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# Applied Developmental Psychology Manual

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## **DEPARTMENT FACULTY**

### **Applied Developmental Program Faculty**

Mimi Arbeit, Ph.D. (Tufts University, 2015), Assistant Professor. Adolescent development, sexuality development, social justice.

Rose DiBiase, Ph.D. (Temple University, 1990), Associate Professor. Social and emotional development in childhood and adolescence; biological-psychological-social interactions in the developmental process; the development of psychological disorders in childhood and adolescence.

Lacey Hilliard, Ph.D. (Pennsylvania State University, 2012), Assistant Professor. Applied developmental science; social group development; stereotyping and prejudice; educational media and technology.

## **INTRODUCTION**

Welcome to Suffolk University! We are happy that you have selected us to pursue your professional training in Applied Developmental Psychology (ADP). It is an exciting and challenging journey. We are here to support you in any way we can. Our programs include a very accessible, supportive, and accommodating group of colleagues – including our faculty, staff, and your peers. This manual is designed to include program requirements specifically for Applied Developmental Psychology. Please note that the ADP program shares many faculty, curriculum, program milestones, and events with the Clinical Program. All doctoral faculty members should therefore become familiar with both programs' manuals.

We hope that this manual will serve as a useful resource for helping you to navigate our ADP program and the many training experiences we offer. Students are obliged to follow the Suffolk University Policy and Procedures, the ADP Graduate Program Procedures, and the requirements and procedures of the Psychology Department. It is your responsibility to be informed of all program requirements and policies and to follow the procedures outlined herein.

The manual supplements other important published material with which you should be familiar and are obliged to follow: the [Suffolk University College of Arts and Sciences Handbook](#)), the [Suffolk University Catalog](#) and the [American Psychological Association Code of Ethics](#)).

The manual is our current statement of the departmental and ADP program requirements. From time to time, however, requirements may be modified to reflect changes and growth of the program and the field of Psychology. Changes to program requirements or procedures are communicated to students via email, campus mail, and/or public postings on the [Doctoral Student Resources Page](#). Changes are also communicated at the yearly orientation meeting. Students in their first three years of the program are required to attend the orientation meeting and cohort meetings throughout the year. All other resident students are encouraged to attend.

Although we try our best to keep the manual (and web material) up to date, we may occasionally make an error in the revision process. If an error is found, we will inform students and correct the error as soon as possible. However, in no case will the ADP program be bound to follow an erroneous statement or procedure, and students will be expected to bring their program of studies in line with correct requirements as quickly as possible. Should any questions arise, students may contact the Chair or Program Director for clarification.

The only way that a student may deviate from the procedures listed in this manual is by submitting a formal petition and receiving program approval from the core ADP faculty via the formal petition process outlined later in this manual. Should any exceptions, decisions, or clarifications about your particular requirements be made, make sure that you have a written, signed, and dated memorandum on the matter, with copies placed in your department student file.

## **PROGRAM DESCRIPTION**

### **ADP Program Mission & Aims**

The mission of the ADP program is to train students to apply the science of developmental psychology in the service of marginalized or under-served individuals and communities. Our program takes a social-justice orientation to training future researchers, community leaders, and educators in the service of youth. We emphasize applied, hands-on doctoral training in methodology, statistics, writing, and research. The program offers rigorous coursework and student-centered mentoring aimed at maximizing each student's career potential. We embrace diversity, inclusivity, and equity in pursuit of our program's mission, in our teaching, and in our community service.

Training in the ADP Program prepares students for careers as academics in colleges and universities, as well as researchers, educators, and leaders in applied settings that include public policy, social change, and human services.

Our aims/goals are that students will:

### **Research Aims (Learning Goal 1): Acquire and demonstrate substantial understanding of, and competence in, research.**

Graduates from our program will be able to meet the following **learning objectives**:

- a) Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- b) Conduct research or other scholarly activities.
- c) Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

### **Applied Aims (Learning Goal 2): Apply the science of psychology in the service of social justice and supporting marginalized youth and families.**

Graduates from our program will be able to meet the following **learning objectives**:

- a) Demonstrate effective collaborations with community-based organizations pursuing social justice missions.
- b) Produce written material such as position papers or policy briefs designed to influence institutional/structural changes to promote justice and equity.
- c) Demonstrate how the student's research comprehensively addresses its applied aims as part of the conceptualization and proposal processes for the ERP and dissertation.
- d) Integrate the expertise of people doing applied work in your issue area who are outside of academia, at multiple steps of your research project, including but not limited to conceptualization, project design, data collection, data analysis, and interpretation.
- e) Demonstrate a critical evaluation of your own multi-dimensional positionality in relation to power and privilege, and what this means for your relationship with the people who are or will be directly impacted by your work in both the ERP and dissertation.



**Teaching Aims (Learning Goal 3): Acquire and demonstrate the ability to convey knowledge about the field of psychology through teaching**

Graduates from our program will be able to meet the following **learning objectives**:

- a) Demonstrate effective independent teaching skills
- b) Create and maintain an inclusive and safe learning environment for all students.
- c) Foster active learning in students by using a variety of teaching techniques.
- d) Design and show effective use of student learning assessments in the course context.

**Professional Aims (Learning Goal 4): Manage yourself as a colleague responsible for your own behavioral conduct and treatment of others.**

Graduates from our program will be able to meet the following **learning objectives**:

- a) Follow all program, department, and university policies and procedures.
- b) Adhere to the ethical and legal standards of psychology research and application, including APA.
- c) Demonstrates honesty, personal responsibility, professional integrity, and accountability in on-campus, off-campus, and online settings.
- d) Practice proactive direct respectful communication on all program-related matters.
- e) Engage in conflict navigation, negotiation, and resolution as needed, demonstrating humility and flexibility in pursuit of the best possible outcome.
- f) Pursue anti-oppression practices, goals, and values in collaboration with other students and faculty, understanding that such a process will be at times imperfect, uncomfortable, and difficult.
- g) Develop a diverse set of tools through which to advocate for social justice.

**Student Commitment and General Expectations**

Students are expected to engage in work related to Suffolk ADP courses, teaching, research, and/or ADP internships for at least 40 hours each week, September through May. Most students devote a significant amount of time over the summer to working on their research requirements to remain within program timelines. Some advanced students also engage in teaching experiences over the summer. Successful completion of several critical program elements (e.g., the dissertation proposal and defense, research data collection, and accrual of internship hours) is typically contingent upon continuation of studies over the summer months. Faculty members' schedules change over the summer and thus students are encouraged to discuss summer plans with their research mentor and plan accordingly.

Students are expected to be active members of the program, department, university, and professional community. As such we encourage students to attend the Master's thesis presentations and dissertation defenses of their peers. Students are elected to serve on committees through their student governance organization, are appointed based upon Fellowship Awards, or may express interest in departmental service and be appointed by the Chair. We encourage students to become active as members and/or student representatives in professional organizations such as the American Psychological Association, the American Psychological Society, Society for Research in Child Development, Society for the Study of Human Development, Society for Research on Adolescence. Students should talk with their research mentors about other professional organizations related to their professional interests.

Students are expected to be knowledgeable about all program procedures, deadlines, and events. It is critical that you regularly check your Suffolk email account to ensure that you stay informed. The department webpage and blackboard are also an excellent source of information and students are expected to frequently check them. All the doctoral program manuals, policies, procedures, and forms can be accessed on our blackboard site titled “Doctoral Program Resources” which can be accessed by logging into your student blackboard account. The program staff, Chair, Director of Teaching Training & Inclusivity, Director of ADP, and your research mentor are all available to answer your questions and provide support. For us to best serve all students, we ask that you review the resources that we have made available before seeking individual assistance.

The program has been constructed so that it can be completed by the dedicated full-time student in 2 years for the master’s degree and 5 years for the PhD. However, each student’s personal and professional needs impact their time to degree completion. Students not completing the program by the end of their 5th year will be reviewed internally by the ADP Faculty and if appropriate brought to the notice of the College Graduate Academic Standing Committee (GASC) and could be subject to dismissal.

## **DOCTORAL PROGRAM GOVERNANCE AND COMMITTEES**

### **Core ADP Program Doctoral Faculty**

The Director of the ADP Program (DADP) in consultation with the Chair of the Psychology Department, is responsible for overseeing all policies, curricular activities, and student progress in the programs. Core ADP Program Doctoral Faculty (listed at the beginning of this manual) serve as the primary governing body of the ADP program. It is the primary body of the doctoral program responsible for developing and approving policy recommendations. The ADP Doctoral Faculty meets once a month throughout the fall and spring semesters.

The Program's Doctoral Faculty review and are authorized to approve all policy, procedural, and curricular recommendations. In addition, they:

- develop policies and procedures surrounding admissions to the doctoral program,
- develop policies and procedures regarding graduate student training milestones,
- develop new graduate courses or curricular changes,
- review old and propose new policies and procedures for the doctoral program,
- monitor the activities of standing doctoral committees (e.g., doctoral admissions) and workgroups formed to evaluate specific domains (e.g., time-to-completion), and
- provide continual self-evaluation of the ADP doctoral program.

Approval of a new policy, procedure, or petition is defined as majority rule (i.e., more than half of the votes). Any member of the Doctoral Faculty can request an anonymous vote on any policy recommendation. Approval voting requires a quorum (i.e., participation) of more than half of the core program faculty. Proxy votes will be admissible so long as the proxy vote is submitted to the DADP prior to the start of the meeting. Preference is given to voting on all policy recommendations within the context of a regularly scheduled ADP Program Doctoral Faculty meeting. However, on occasion electronic voting (e.g., email) will occur to expedite decisions on urgent matters between regular meetings.

The DADP will submit all policy recommendations approved by the Program's Doctoral Faculty to the Chair. The Chair is responsible for making the final determination on all policy recommendations from the ADP Program Doctoral Faculty.

### *Graduate Student Representation and Associations*

The Psychology Ph.D. programs at Suffolk University recognize the importance of open communication among all members of the program, especially between faculty and students. All students in the Psychology Doctoral Programs are considered members of the Graduate Student Association, which is led by several Student Representatives in their first, second, third, or fourth year of the program. Student Representatives for each program will be elected by the students in April of each academic year, with service beginning the following academic year.

The Graduate Student Representative(s) will be invited to meet with the DADP monthly and, on occasion, will be invited to attend ADP faculty meetings at the discretion of the DADP. Graduate Student Representatives will not be present for the discussion of issues pertaining to specific students. Also, the Graduate Student Representatives will report directly to the DADP

or Department Chair about any student concerns, issues, and/or suggestions for programmatic improvement that students have discussed in the ADP Graduate Student Association. Graduate

The Student Representatives for the Graduate Student Association serve as the voice for students by meeting monthly with the DADP and sharing information between faculty and students. This includes informing other students of current activities and issues within the department, as well as bringing requests, questions, and opinions from students to the faculty. Representatives are often asked to obtain student feedback about policies and procedures that are under consideration for enhancing the program. Along with this valuable responsibility, the Student Representatives plan and organize events for the department, such as an annual town-hall style meeting between students and faculty, social events and luncheons, presentations and speakers, and other occasions that arise. Finally, the Student Representatives coordinate the welcoming and transition of the incoming first year students, including interview weekend events, orientation events, the peer mentoring program, and other opportunities for integration into the program.

### **ADP Admissions Committee**

The ADP Admissions committee includes all ADP faculty members who are eligible to admit a doctoral student within the program's mentorship model and who will be accepting a new student into the program. The DADP chairs the admissions committee. Members of this committee are responsible for reviewing Ph.D. applications, making review and interview schedules, and making final admissions decisions.

The rotation for a specific faculty member admitting a student will be determined by several factors articulated by the core ADP faculty by the end of the spring semester prior to the following year's admission cycle. Factors may include articulated rotation schedule, when the faculty member last admitted a student, lab size, and program need.

## **STUDENT SUPPORT AND MENTORSHIP**

### **Research Mentor**

Students are admitted into the ADP doctoral program to work with an identified research mentor; this program approach is known as the mentor model. Although the primary role of the research mentor is to supervise engagement in program-required research (the Early Research Project\ADP Master's Thesis and Dissertation) and additional research activities, this relationship is also aimed more broadly at cultivating and promoting the professional development of the student. The most productive and constructive student-mentor collaborations occur when students meet regularly with their mentors throughout each semester. We strongly encourage students and their mentors to develop and maintain mutually agreed upon regular meetings. The obligations of the mentor include availability to provide guidance, direction, and support around:

- (1) professional development and career trajectory,
- (2) the selection of a research topic and adjusting to the psychology laboratory,
- (3) supervision over research design and methodology,
- (4) scientific writing efforts, and
- (5) selection of internship training opportunities.

The expectation is that students will remain with a research mentor throughout their graduate training. However, there may be occasions when the student feels the need to terminate a relationship with their current mentor. Reasons for this termination may include:

- Changes in research interests
- Personality conflicts
- Differences in goals/scope of research project
- Extended faculty leave
- Termination or retirement of faculty member

Students feeling the need to implement such a change are strongly encouraged to first speak directly to their current research mentor. However, students may also seek guidance from the DADP, the Chair, or any other faculty member if they have concerns or questions about how to initiate this discussion. Mentors and students are encouraged to try to find a way to continue their advising relationships if appropriate. If, during this meeting, the mentor and the student agree to terminate their research partnership, they must address the plan for presenting and publishing shared research. Research conducted in a lab is collaborative in the present and in the future. Students and mentors need to determine appropriate co-authorship for future publications or presentations. Students may not publish or present data originating from a faculty member's lab without that faculty member's permission.

Although the decision to change research mentors may be well informed and appropriate, it is important for students to understand that in any given academic year, there may not be ADP faculty members who are willing or able to take on a new mentee from within the program. Thus, students are required to consult with the DADP and Department Chair regarding the availability of a new mentor as part of this process. Faculty members are limited in the number of students for whom they can serve as research mentors in any given year and cohorts are admitted with

these limits in mind. As such, a new mentor is not guaranteed for students wishing to make a change. Students seeking a new mentor need to be flexible and consider the impact of mentor switching upon their timeline trajectory. Students who change mentors must complete the “Change of Research Mentor Form” found under the Research Documents & Forms section of the Doctoral Program Resources blackboard page.

### **Program & Course Advising**

Consistent with the program’s mentor-match model, the student’s research mentor will provide the student with career and course enrollment advising throughout their residency. Students are encouraged to meet with their research mentor prior to registration period each semester while students are actively engaged in content coursework (typically years 1-3 in the program) to review their academic program needs and their course schedule plan for the upcoming semester.

### **Student Support Services**

Professional growth and development require ongoing attention to personal health and well-being. We encourage students to engage in good self-care to ensure effective professional functioning. Students are expected to continuously self-monitor issues related to self-care and to be open to feedback from others, so that support and intervention can be utilized when disruptions in self-care that impact functioning occur. Students are welcome to discuss issues of concern with, and to seek support from, their research mentor, DADP, or any other faculty member.

There are also a number of support programs available throughout the university. Information about student services such as the Counseling Center, Diversity Services, and the Writing Center can be found in the Suffolk University College of Arts and Sciences Student Handbook at [Student Services](#) and under the Links tab on the Department’s page [Doctoral Student Resources page](#). The Center for Learning and Academic Success can be a valuable resource to graduate students, particularly if ESOL issues have been noted by the student or faculty.

Any student who, because of a disabling condition, requires special arrangements to meet course requirements or to participate in any other activities required by the program should contact the Office of Disability Services at (617) 994-6820 or [disabilityservices@suffolk.edu](mailto:disabilityservices@suffolk.edu). Once the student receives an accommodation letter from the Office of Disability Services, they should provide this documentation to the course instructor and the DADP so that accommodations can be arranged. If a student becomes concerned about a disability while a student at Suffolk University, that student should contact the Office of Disability Services to begin the referral and evaluation process.

## **PROGRAM DEGREE REQUIREMENTS**

### **Ph.D. in Applied Developmental Psychology Requirements**

For students to be considered for the Ph.D. in Applied Developmental Psychology degree at the time that degrees are conferred (September, May, and January), students must have met the following requirements:

1. Completion of all Master's requirements
2. Completion of teaching requirements
3. Completion of the Qualifying Comprehensive Review
4. Completion of applied internship
5. Completion and defense of stapled dissertation
6. Completion of 72 credits. See the ADP Ph.D. Program Student Check Sheet found on the [Doctoral Program Resources](#) (under "General Program/Curriculum Documents & Forms")
7. It is recommended that students complete the departmental exit survey. See the "Graduation Forms & Massachusetts Licensure" section located on the Doctoral Program Resources blackboard site
8. Submission of an Application for Degree with the Registrar's Office. [Graduation Requirements](#)

### **Course Work**

The list of required courses and the block schedule can be found on the Doctoral Program Resources blackboard page, under "General Program/Curriculum Documents & Forms." The purpose of the block schedule is to let students know which year and semester they should take each required course and to provide a sense of the days and times at which courses are typically offered. Students should be aware that the actual courses offered each semester (and the day and time they are offered) may vary from semester to semester as necessary to accommodate faculty availability, student needs, and programmatic changes. The courses are further described in [Suffolk University Academic Catalog](#)

The ADP curriculum is designed to provide students with a foundation in the broad bases of psychology, strong statistical and methodological skills, specific knowledge about the process of human development, and an understanding of social justice approaches. The courses required for program completion evolve over time. If a change is made to the curriculum, students in each cohort will be informed as to whether they need to abide by the change.

Students are expected to enroll in four courses per semester (fall & spring only) during their first three years of the program. Permission to register for a fifth course must be obtained from the Director of the ADP Program and is typically only granted under special circumstances to students with a demonstrated record of academic excellence and good research progress. Students who are approved to take a fifth course will not be responsible for the additional tuition incurred by the addition of the course.

- A limited number of electives are available for students to take on a rotating basis. Please note that these courses are subject to change based on yearly offerings. There are also six elective independent study courses that students may consider taking

(limited to 9 credits total). Five of these courses (PSYCH 778, 780, 781, 782, 783) are research “non-content” courses (and graded on a pass/fail basis). They are designed for students working on their Early Research Project, Comprehensive Review, or Dissertation who need extra time or wish to supplement their efforts in a given semester. Students also may take PSYCH 910, a “content” independent study course the topic of which is negotiated between an individual student and faculty member. Faculty supervising PSYCH 910, may elect to give letter grades or adopt a pass/fail system. In addition, students who have completed all required program courses (72 credits) and who are working on their dissertations must register for PSYCH 000-Advanced Dissertation Residency every fall and spring semester until the doctoral degree is conferred. *This course does not confer credits and is not graded. However, students enrolled in this course have full access to privileges, services, and facilities and will retain full-time status.*

### **Grades and Grade Point Average**

All doctoral students are expected to complete 72 academic credits within the first three years of the program and must maintain an overall GPA of 3.0 (B). To successfully complete required classes, a minimum grade of B- or a pass for pass/fail is also required. If a student fails to achieve this threshold in a required course yet maintains an overall cumulative GPA of 3.0 or above, they must retake the course and earn the minimum required grade. Students who do not receive the minimum grade of B- (or pass) in a course are also referred to [Graduate Academic Standing](#) (GASC) Failure to achieve the required grade threshold a second time may warrant dismissal. If the cumulative GPA falls below 3.0, the student will no longer be in good academic standing. The student will be referred to Graduate Academic Standing Committee (GASC) and may be dismissed from the program. Please see the sections below on Review of Student Progress for information on the consequences of not making satisfactory academic progress.

Suffolk University CAS has developed overall graduate program policies for academic standing. See [Graduate Academic Policies](#) for criteria that will trigger a review by the GASC. GASC has overall authority over student probation and dismissal.

### **Incompletes**

A student may request an incomplete for a course in which they have satisfactorily completed (i.e., with a grade of “B” or better) a minimum of half of the required work for the course. The timeline for completion of a course is to be jointly determined by the student and the instructor but shall not exceed one year from the time the incomplete is approved. The student and instructor are expected to fill out the Incomplete Contract form (on the Doctoral Program Resources blackboard site under “General Program /Curriculum Documents & Forms”). A copy of this contract should be filed in the student’s folder.

### **Transfer Credits**

Our academic programs are designed to be systematic, cumulative, and comprehensive. We do not require or expect students to have completed graduate work elsewhere before starting the doctoral program. We generally discourage students from attempting to transfer in coursework they may have completed in a master’s or different doctoral program in lieu of taking a required core course at Suffolk. However, we are willing to review up to 6 credits of previous



coursework to determine if a transfer is appropriate. Courses in research methods, statistics, internship, or thesis will not be considered for transfer credit.

Incoming students must submit transfer requests by August 1<sup>st</sup> before their first semester of study at Suffolk so that their academic plan can be adjusted accordingly. Transfer credit request forms can be obtained on the Doctoral Program Resources blackboard site and should be submitted, along with required paperwork, to the Program Administrator. The DAPD will then review the course syllabus (in close collaboration with faculty who teach the comparable course in the department as needed) and make an initial determination regarding the transfer of credit. The Departmental Chair makes the final determination. A minimum of a “B” grade is required for a course to be considered for transfer.

Students currently enrolled in the doctoral program who are interested in taking and receiving program credit for a course in another program or department at Suffolk that is not on the ADP elective list should seek permission from the DAPD and the Department Chair before registering.

### **Teaching Apprenticeships**

The ADP program requires all students to participate as Teaching Apprentices (TAPs) for the first 3 years of their graduate study. The TAP program is designed to be a scaffolded experience. The TAP program is also tied to the annual stipend full-time students in good standing receive during their first 3 years in the program (see *Financial Assistance* for further details).

#### ***Year 1***

The first year of the program focuses on providing TAPs with an introduction to college-level teaching. In year 1 TAPs are paired with advanced graduate student lecturers and professors who are teaching undergraduate Psychology courses. TAPs will receive mentorship and experience in a broad range of teaching skills; the position is designed to meet learning goals all students should have as doctoral-level professionals in the field of Psychology. These learning goals include, but are not limited to, presentation skill development, effective communication skill development both in writing and verbally, effectively working with individual differences in students’ learning and behavioral needs and demonstrating professional proficiency working within a service delivery system (e.g., education system).

To achieve these learning goals, students:

- Attend the course they are assigned to Apprentice
- Meet regularly with their TAP mentor (the course instructor)
- Hold one office hour per week (see Appendix G for Guidelines for Mentors of Teaching Apprentices)
- Conduct at least one lecture (or other relevant presentation) each semester, which is directly observed and evaluated by the faculty mentor. Students receive formative feedback on their presentation, which they incorporate in future presentations.
  - o Students are encouraged to present more than once in a given semester.

- o Written teaching evaluations prepared by the faculty mentor must be requested by the student to be added to the student's qualifying portfolio and future teaching portfolio.
- In addition, one orientation and three teaching training seminars are offered during the first 2 semesters of graduate studies, which all TAPs must attend.
  - o The seminars provide instrumental teaching and interpersonal support for students, disseminate important background on institutional policies and ethics, and empower students to serve in professional public-speaking roles.
- Students should expect to spend 5- 7 hours per week completing TAP program activities during the Fall and Spring semesters of their first academic year

At the close of each semester, the course instructor and the undergraduate students in the course each independently assess the student's teaching performance (see Appendix H for the instructor rating form and Appendix I for the student rating form). These evaluation forms are shared with the TA and become part of the student's file. In order to successfully complete this program requirement, students must receive an overall rating of "3" or higher on item 7 of the Teaching Apprentice Instructor Evaluation Form by the end of their TA experience. Students are also invited to evaluate their experiences working with the instructor and reflect on their own teaching training progress throughout the year. These evaluations are shared with the Director of Teaching and Inclusivity, the DADP, and the Chair. Student evaluations of instructors are kept confidential and student responses are not directly shared with the instructor. Instead, responses are used to improve the process of teaching training. Students are invited to address any concerns about the TAP instructor evaluation process to the Director of Teaching and Inclusivity or the Chair.

### ***Year 2***

The second year of the program focuses on providing TAPs with increased responsibility for the delivery of college-level instruction. In year 2 TAPs are lab instructors for one semester either the Fall or the Spring. Specifically, each student will be the instructor for 1 lab section of Psych 215 *Behavioral Statistics* or 1 lab section of Psych 216 *Research Methods*. TAPs are expected to commit 5 hours per week to their TAP responsibilities during this semester, which include preparation, teaching, grading, and office hours (during the semester that students are not functioning as lab instructors, the annual stipend will be used fully to support research assistant work). TAPs will be supervised in their TAP activities by the instructor for the course. Regular meetings with this instructor are strongly recommended.

Depending upon the size of the doctoral student body in any given year, it is also possible that year 2 TAPs will serve as the course assistant for Psych 240 *Professional Development in the Science and Practice of Psychology* or for Psych 350 *Psychology Internship*.

### ***Year 3***

The third year of the program focuses on providing TAPs with experience in out-of-class instruction and academic support. In year 3 TAPs are paired with professors who are teaching undergraduate or graduate Psychology courses. The undergraduate courses include Psych 215 *Behavioral Statistics* and Psych 216 *Research Methods*. The graduate courses may include but are not limited to Psych 718 *Research Methods and Ethics*, Psych 722 *Graduate Statistics in*

*Psychology I, Psych 723 Graduate Statistics in Psychology II, and Psych 792 Introduction to Neuropsychology and the Clinical Neurosciences.*

Third-year TAPs are not expected to attend class. They are expected to design and implement academic support programming (e.g., workshops, tutoring, review sessions, writing support). Students are expected to spend on average 2 hours per week completing TAP program activities during the Fall and Spring semesters of their third academic year. TAPs will be supervised in their TAP activities by the instructor for the course.

### ***Additional Teaching Opportunities***

After students have successfully completed the first year of TAP training, they are eligible to register for Psych 772 *The Teaching of Psychology*. This elective course is offered every other spring semester (typically on odd years). Students who have completed all three years of the TAP program and who have completed Psych 772 are eligible to be hired as Graduate Lecturers within the College. Graduate Lecturer positions are supervised, paid positions in which the student may teach their own undergraduate course (e.g., Psych 114 *General Psychology*) independently. As per Suffolk policy, graduate students may not teach more than one undergraduate course section each semester.

### **Early Research Project (ERP)**

#### *Goals*

The primary objective of the ERP experience is to help students develop the skills to critically analyze, synthesize, conduct, and present psychological research. Students are not expected to independently develop and conduct a project from beginning to end. Instead, in collaboration with their mentor, they will immerse themselves in a number of research-related activities during their first two years in the program to begin developing the research competencies required to function independently as an applied developmental psychologist. Although students may be involved in multiple projects in their research labs, they must identify one particular study that they will ultimately present to the faculty in an oral and written form. This research may be qualitative, correlational, quasi-experimental, or experimental in design, and can involve the collection of new data or analysis of an existing lab data set or archival data from outside the lab.

#### *Timeline*

One key component of the ERP is the ability to develop and adhere to a feasible and well-developed research timeline. Ideally, a timeline presents research goals to be achieved starting no later than February 1 of the first year through May of the second year; it should present relevant activities for each semester (including the summer). The timeline will be part of the project proposal (see below), should be developed in close collaboration with the research mentor, and may cover such activities as reviewing a literature, developing requisite data collection, or coding skills, obtaining IRB approval for a project data collection, development of hypotheses to be tested, development of study design, data analysis, presentation at a conference, submission of a manuscript, etc. However, the following three elements of the timeline are required (more detail on each of these elements is provided below):

- (1) Completion of CITI certification by mid-September of the first semester of program participation, and registration at Suffolk University, as opposed to registration at

the prior institution. CITI certification indicates the student has attained the requisite knowledge to protect human research participants and is eligible to join the research team. Faculty (the principal investigators) cannot include a student on an existing research protocol until CITI certification is documented. The [Suffolk University IRB](#) contains the appropriate links to complete the courses. Upon completion, students must submit an electronic copy of their certificate to the IRB.

(2) A proposal that is at least 6-10-pages in length, approved by the research mentor, is submitted for departmental approval no later than February 1<sup>st</sup> of the first year. (see below for specific requirements of the proposal).

(3) An oral presentation of some component of the student's research activities, representing a finished coherent project, is completed during April of the student's second year. Faculty feedback forms are due back to the student within one week of the presentation.

(4) A written empirical APA-style manuscript of some component of the student's research is completed and submitted to the department for approval prior to the beginning of the fall semester of year 3 (by the third Friday in April if the student wants to receive the master's degree at May graduation; by the third Friday in August if the student wants to receive the master's degree in September).

### *Project Proposal*

ERP proposals should be accepted by the mentor and submitted to the Program Administrator no later than February 1<sup>st</sup> of year 1. The following elements must be present in the Early Research Project proposal:

- Written in APA style
- Presence of a clearly defined statement of the research question/problem.
- Presence of a clearly articulated research strategy and methodology.
- Description of data to be utilized (if archival data) or data collection methods.
- Description of measures/measurement strategy and/or data analysis strategy to be employed.
- Presence of a timeline.
- Inclusion of an IRB/Request for Approval of Research RAR plan if necessary.
- Presence of research mentor signature indicating mentor's approval.
- Name of the Second Reader.

Typically, ERP topics and research questions are at the discretion of the research mentor. Our expectation is that first-year students, and their mentors will work together to write the ERP proposal over the course of the first semester. The final student draft of the proposal should be submitted to the research mentor at least 2 weeks prior to the February 1<sup>st</sup> deadline to ensure that any final edits can be made before the February 1<sup>st</sup> deadline.

The student, in conjunction with the research mentor, is responsible for identifying a second reader who will also evaluate the project proposal and the final document. The second reader may be more involved in the project depending upon the agreement between the student, mentor, and second reader. The second reader must be a member of the Program's Doctoral Faculty.

The second reader is responsible for reviewing the project proposal within two weeks of submission (i.e., by February 15<sup>th</sup> for a February 1<sup>st</sup> submission) to ensure that the required elements presented above are included. A check sheet either indicating approval of the proposal or requesting revision and/or clarification is sent to the student and the research mentor. The student will then have two weeks to work on any required revisions requested by the second reader. All successful proposals and final approved ERP documents are considered public documents to be kept on file and shared with other students as a guide.

Proposal approval is contingent upon these criteria being fully addressed. The approval check sheet is on the Doctoral Program Resources blackboard site under the “Research Documents & Forms” tab. If the ERP proposal is not deemed acceptable by either the mentor or the second reader, the student together with their mentor will create a remediation plan. This plan should include a learning contract, a schedule of regular meetings with the mentor to assess progress, and an updated timeline for submitting the revised ERP proposal. If the ERP proposal has not been accepted by both the mentor and second reader by February 15<sup>th</sup> of the first year, the student will be referred to the Graduate Academic Standing Committee (GASC) and may be put on probation. Further, they may be required to suspend one of their scheduled courses to take the ERP preparation course. Please note that if this occurs the student may be behind in one required course and may need to complete that course in their 3<sup>rd</sup> or 4<sup>th</sup> year of the program. If the ERP proposal has not been accepted by the mentor and second reader by September 1<sup>st</sup> of the second year, the student will be referred to GASC and may be dismissed from the program. Students may petition to remain in the program if there are extenuating circumstances.

### *Oral Presentation*

Students are assigned a date in April of their second year on which they are required to conduct an oral presentation of their ERP research. These presentations are open to all students and faculty in the department. Each presentation should provide an overview of the relevant literature, identify a research problem or question and hypotheses (if appropriate), describe the methods used to conduct the research, present the major results, and discuss limitations and implications of the project. Each presenter is allocated 10-15 minutes for a prepared presentation (typically with slides) which is immediately followed by a 5-10-minute question and answer period. Written feedback is provided to both student and research mentor within one week of the presentation. Failure to meet this requirement on time may result in referral to GASC.

### *APA-style Manuscript*

Students are required to submit a written manuscript as a final requirement of the Early Research Project. This manuscript should be carefully formatted to comply with APA guidelines. Specifically, the paper should include an abstract, introduction, method section, results, discussion, and reference list. The APA publication manual should be consulted for all matters of current style and format (the sample manuscript is particularly useful). The top section of the Early Research Project Manuscript Evaluation form must be turned in and signed off on by the research mentor alongside the final electronic version of the ERP manuscript to the Program Administrator. This form can be obtained on the Doctoral Program Resources blackboard site (under the “Research Documents & Forms” section).

The project's second reader will review the final manuscript to ensure that it contains the required elements and is formatted exactly in accordance with APA guidelines before submission to the Program Administrator. A letter either indicating approval of the proposal (based on the inclusion of the required elements) or requesting revision and/or clarification is sent to the student and the research mentor. The student will then have two weeks to work on any required revisions requested by the second reader. Additionally, the second reader may provide some comments and feedback reflecting their personal impressions of, and reactions to, the paper. This optional feedback does not require any response from the student.

If it is the student's intention to apply to receive a master's degree in May of their second year, and participate in the commencement ceremony, the ERP research mentor and second reader approved manuscript must be submitted to the Program Administrator no later than the third Friday in April. Students with this goal are strongly advised to ensure that their ERP manuscript includes the required elements, is formatted in APA style, and is submitted to their research mentor and to their second reader well in advance of the departmental deadline (ideally at least two weeks prior to the departmental deadline, to allow sufficient time for the second reader's review and for the student to address any required revisions/clarifications). For a September degree award, the research mentor and second reader approved manuscript must be submitted no later than the third Friday in August.

Failure to complete the Early Research Project prior to the first day of the fall semester of the student's 3<sup>rd</sup> year will result in a referral to GASC and requisite registration in the PSYCH 780: Early Research Project Preparation elective in lieu of a fourth content-based course. If the student has not completed the ERP by the grades deadline of the fall semester, the student will not be making satisfactory progress through the program. They will be referred to GASC and may be dismissed from the program.

#### *Conference Submission*

ADP students must submit their ERPs to appropriate conferences (e.g., EPA, SRCD, SSHD, SRA). Each conference will have its own guidelines for submission that students should follow. A copy of the submission should be filed with the Psychology Department.

#### *ERP Resources*

All Doctoral students can be reimbursed up to \$300 for research expenses related to the ERP. Additional financial support may be provided depending on availability of funds and budgetary approval. Students requesting additional funding beyond the allotted amount must do so via a petition to the Department Chair. Appropriate research expenses for which reimbursement can be requested include equipment, tests, postage, and recognizing the value of participant time. Researcher travel, food, parking, etc. are not considered research resources and will not be reimbursed. Detailed guidelines can be found in the "Financial Assistance" section of this manual and submission forms can be found on the Doctoral Program Resources blackboard page (under the "Travel & Research Reimbursement Documents" tab).

#### **ADP Program Qualifying Comprehensive Review (QCR)**

At the completion of formal coursework and the internship every ADP student will take on the Qualifying Comprehensive Review (QCR). It is comprised of three parts: a Comprehensive

Theoretical Paper, a Qualifying Portfolio, and the QCR Meeting. The goal of this program component is to give students a foundation for the dissertation and a means for program faculty to evaluate their progress toward the dissertation. Students may begin working on their QCR any time after they have completed their ERP. They can schedule their QCR Meeting any time in the second semester of their third year and should complete it no later than September 30<sup>th</sup> of their 4th year. Guidelines for this process can be found on the department website: [Doctoral Resources Page](#)

## Theoretical Paper

### *Theoretical Paper Outline*

By the end of the fall semester of the third year (i.e., the last day of final exams), ADP students must develop an outline or draft for their comprehensive theoretical paper. This document (estimated minimum of 5-6 pages plus references) should include an overview of the theories to be covered and how they relate to the student's specific area of interest. The student's research mentor must approve and sign the document before it is submitted to the Program Administrator and filed with the department.

### *Comprehensive Theoretical Paper Overview*

The Comprehensive Theoretical Paper should be discussed and planned with the student's advisor. This component of the QCR is designed to demonstrate the student's general theoretical knowledge and ability to apply this knowledge to the research process. It should review the important theories (historical and current) and ideas in the field of developmental psychology that are relevant to the student's research interests, as well as demonstrate the student's ability to use theory in the service of their program objectives. For example, they could apply theory to their specialized area of interest to develop unique research questions, integrate theories to develop new ways of understanding developmental phenomena, or use existing theories to develop new theories. The final product should clearly demonstrate mastery of the information as well as the ability to synthesize and integrate concepts in the discipline at a level high enough to be considered eligible for Ph.D. candidacy. Ideally, this paper should be the foundation for research questions that become part of the dissertation proposal. Students may demonstrate mastery of this information in any number of ways, but the final paper should be of sufficient quality to meet the criteria for publication in discipline specific journals or other professional venues. For these, typically students write a 15–20-page paper. Students, in consultation or collaboration with their mentors, may decide to submit their Comprehensive Theoretical Paper for publication.

## Qualifying Portfolio

Students also must submit a Qualifying Portfolio that will allow faculty to evaluate their progress toward the dissertation and appropriateness for moving forward.

The Qualifying Portfolio should include:

1. An updated curriculum vitae
2. A copy of the theoretical paper
3. A transcript of completed course work

4. Evidence of having met teaching goals
5. Evidence of a successfully completed internship (e.g., a copy of the learning goals for the internship and how they were met)
6. Any publications, presentations, sample term papers or reports that demonstrate research competency
7. A plan for completion of the Ph.D. that should include:
  - a. A timeline for further plans to complete coursework, develop competencies, and write a dissertation proposal
  - b. A dissertation proposal outline and timeline for completion of the dissertation
8. If students have had relevant experiences outside of Suffolk, they are encouraged to submit letters of recommendation from their collaborators

This portfolio should be accompanied by an introductory letter (about 800-1500 words) in which the student explains how they have achieved ADP program goals/aims thus far, puts forth their plans for program completion, and reflects on their future goals. All elements of the portfolio and the theoretical paper should be made available for faculty review one week prior to the QCR Meeting date.

The student will be responsible for scheduling a 2-hour meeting with ADP program faculty to present and discuss the QCR. The student's mentor will chair this meeting. The student will make a 20-minute presentation of their Qualifying Portfolio to the program faculty that will be followed by a discussion of academic and professional development. The style of presentation is flexible (e.g., oral, pre-recorded PowerPoint) but it should elucidate and complement the quantitative aspects of the portfolio with a personal reflection demonstrating how students met the program goals/aims and what they are still working on.

ADP faculty will decide by consensus whether the student has satisfactorily completed their Qualifying Comprehensive Review and will submit the signed **ADP Qualifying Comprehensive Review form** to the Program Administrator. If any element of the QCR needs to be revised to meet ADP standards, students will be invited to gather and/or complete missing items and/or revise the theoretical paper. Students will be given 2 weeks to submit a detailed timeline for completion. If the revisions are not satisfactorily completed 6 months after the date of the initial presentation, students will be required to petition the DADP for continuing in the program. Further, they will be referred to GASC and may face dismissal.

If the Qualifying Comprehensive Review (QCR) Meeting is not complete by September 30<sup>th</sup> of the 4<sup>th</sup> year, students will be required to submit to the program a written explanation for the delay and timeline for completing it. If the QCR Meeting is not completed by January 30<sup>th</sup> of the 4<sup>th</sup> year, students will not be making satisfactory progress through the program. They will be required to petition the ADP faculty for continuance in the program, will be referred to the Graduate Academic Standing Committee, and may face probation or dismissal.

### **Internship**

ADP doctoral students are required to complete a yearlong 8-10 hour/week internship in the second year of the program. Students may petition to the Internship Coordinator to do their



internship virtually (the petition should explain the rigor of planned internship activities, supervision arrangement and why it needs to be virtual). The ADP Program has several pre-established sites for students to choose from. Students choosing to find their own internships must receive approval from the Internship Coordinator before signing the internship agreement. Internship agreement forms can be obtained on the ADP website or from the program coordinator and are due before the first day of fall classes. Students on internships are expected to take on positions of considerable responsibility, such as directing a research project, evaluation a project or helping to direct a program, that will further their career goals. Students, site supervisor, and the Suffolk Internship Coordinator together, will develop a Learning Contract for the internship year. Successful completion of the internship will require a passing grade in the internship class and on the supervisor evaluation. Students who are terminated by internship site will automatically fail the course and will be subject to review by the Graduate Academic Standing Committee (GASC).

### **Dissertation**

The dissertation is the capstone research-training milestone and represents a student's original contribution to scholarship prior to earning the PhD. In addition, the dissertation is a document that demonstrates the student's proficiency in psychology. Successful progress in the program typically includes a completed dissertation proposal by November of year 4 and a completed dissertation by May of year 5. Students who have not successfully proposed their dissertation by September 30<sup>th</sup> of year 5, and/or have not completed their dissertation by May 1<sup>st</sup> of year 6 are no longer making satisfactory progress and may be referred to GASC.

Students are expected to fill out a dissertation progress report twice a year (May and December) beginning May 1<sup>st</sup> of their third year in the program until the dissertation has been completed. Progress forms must be signed by the dissertation research mentor and submitted to the Program Administrator. These progress forms are an essential part of internal monitoring of student progress. All dissertation progress reports must be completed and submitted when the dissertation has been finished; missing progress reports will count against program completion requirements for graduation.

All successful final dissertations documents are considered public documents to be kept on file, if you do not wish to have yours as part of the Suffolk library database, contact the DADP.

### *Dissertation Advisor*

Students are expected to work with their research mentor on dissertation research. If a student changes research mentors, they should complete a "Change of Research Mentor" form available on the department's blackboard site (under the "Research Documents & Forms" section) and submit it to the Program Administrator.

The dissertation advisor's responsibilities include:

- (a) Assisting the student in conceptualizing the dissertation topic
- (b) Determining when a student's dissertation proposal is ready to be distributed to the committee
- (c) Clarifying to the student the department's shared expectations regarding the nature and quality of dissertations

- (d) Assessing the student's need for statistical consulting (this must occur before proposal acceptance)
- (e) Overseeing the IRB process
- (f) Supervising data collection and analysis
- (g) Reviewing and suggesting appropriate changes to the dissertation proposal
- (h) Consulting with the student as needed during the dissertation process
- (i) Approving the proposal and final dissertation before it is circulated to the committee
- (j) Chairing both the proposal meeting and the oral dissertation defense
- (k) Overseeing feedback and/or revisions to the proposal and dissertation
- (l) Ensuring all post-defense revisions have been addressed in the final document

#### *Dissertation Committee*

Committees must include three members. Two committee members must be tenured or tenure-track members of the ADP faculty, with one of these serving as the chair and primary mentor of the student. The third member of the dissertation committee will be either a member of the ADP faculty, a tenured or tenure-track member of the Psychology Department Faculty who is not affiliated with the ADP Program, or someone external to the Psychology Department with demonstrated expertise in domains relevant to the proposed research. External refers to both Suffolk University faculty affiliated with a department other than Psychology as well as doctoral-level professionals whose primary appointment is at a facility other than Suffolk University.

Students must petition the core ADP faculty to include someone who is not a member of the Psychology Department Faculty to serve as a third member of the dissertation committee. To petition, the student should submit a letter from the dissertation chair outlining the external person's expertise, along with a recent CV, to the ADP faculty. To be approved as an external committee member, the individual is expected to have demonstrated expertise in the student's dissertation research area (e.g., external funding, recent peer reviewed publications that directly relate to the student's dissertation topic, or similar evidence of recognized expertise to be evaluated on a case-by-case basis). It is mandatory that any external committee member hold a doctoral level degree. The ADP faculty's determination will be sent to the Chair of the Psychology Department for final determination.

Students may consider adding a fourth, external committee member to the dissertation committee. Students wishing to add a fourth, external committee member should follow the same procedure described above.

Committee members' responsibilities include:

- a) Reviewing and suggesting appropriate changes to the dissertation proposal
- b) Consulting with the student as needed during the dissertation process
- c) Providing feedback and/or revisions to the dissertation proposal and final dissertation draft
- d) Actively participating in the dissertation proposal meeting
- e) Actively participating in the oral defense of the dissertation

### *Format*

The dissertation is conceptualized as an original empirical project that makes a substantive contribution to the knowledge bases of psychology. The ADP Program default requirement is that students use a journal submission format for their dissertations (stapled dissertation).

Journal submission format: A total of three publication ready papers is required for a dissertation. These can be in any stage of preparation (e.g., in preparation, submitted, under review, or accepted). The student must be the first author on all papers and the papers must represent original work. While at least two of the papers must be empirical, the third does not have to be, in fact different types of papers are encouraged in fulfillment of this requirement (e.g., theoretical, policy, methodological, applied). In addition to the three papers, the journal submission format also includes an Integrative Introduction that puts the individual papers in context demonstrating how they constitute a cohesive body of research. Dissertations written in this format conclude with an Overarching Discussion section that integrates findings across all three papers, discusses broad implications of the combined papers and makes suggestions for future research. Please note that this section should go beyond the general discussion sections of each of the individual papers.

Students also may petition the DADP to do a traditional dissertation.

Traditional dissertation format: this format includes an extensive, comprehensive critical literature review, comprehensive methods, data analysis and results sections, and an in-depth discussion, all of which is presented in one document. Traditional dissertations often have a table of contents, multiple chapters, appendices, and typically exceed 80 pages in length (detailed description below).

### *Development of a dissertation proposal*

#### Journal Submission Format

The format for the Journal submission proposal must include a contextualizing integrative Introduction section. It should explain how the group of papers that will be included, represent a cohesive program of research. It also should include any papers that have been submitted or accepted for publication in a peer-reviewed journal that will become part of the dissertation. Finally, it should include a complete Introduction, Methods, and Planned Analyses (or Results) sections for any to-be-included papers that have not yet been submitted or accepted for publication in a peer-reviewed journal. Appendices should be added as needed to include drafts of planned data collection materials, including recruitment materials, informed consent, procedures, and relevant measures (see #3 below for further details).

#### Traditional Format

The traditional dissertation proposal should include the following elements:

1. A critical review that a) identifies a current knowledge gap in the research literature that will be addressed in the proposed study, and/or b) supports the proposed study as an important extension of the previous work in the field.
2. Proposed questions that will be addressed systematically by the study along with the methodological paradigm that will be employed in systematically addressing them.

3. A detailed and complete methods section including the following:
  - a. Information about how recruitment will be conducted, with attention to ethical concerns such as coercion, use of minors and/or underrepresented groups, and case selection (actual recruitment materials should be provided in an Appendix).
  - b. An Appendix with the informed consent form that will be used.
  - c. A description of all procedures to be followed in the process of data collection, including discussion of the content and psychometric properties of any measures to be administered.
  - d. A copy of any measures to be administered in the Appendix. (Occasionally students add measures that are not part of the dissertation to their study. These measures should be a part of the IRB proposal; however, they should not be included in the dissertation proposal. In other words, do not include measures in the proposal that are not fully discussed and integrated into the study.)
  - e. A complete procedure section clearly delineating all steps of the procedure (including informed consent and debriefing).
4. A thorough description of all procedures to be followed in the analysis of the data, including proposed statistical analyses to be conducted for any stated hypotheses (and a power analysis if appropriate).

The student and mentor should feel free to consult the committee members with specific issues/questions about the project at any time; however, committee members should not expect to read a final proposal until the student and primary mentor agree that it is complete. The document should be in APA style, thoroughly edited, checked for spelling and grammar, and with complete references before it goes to committee members. In general, it takes 4-6 months to write a dissertation proposal, and the average proposal is likely to go through numerous drafts and revisions with the mentor before it is ready to be read by committee members. It is critically important to work out all the potential problems with the study before data collection begins. The proposal should be viewed as a contract between the student and the committee. If everyone agrees that a proposal is approved, the committee is able to help the student achieve the goal of completion of the study and presentation of the findings.

#### *Dissertation proposal meeting*

Once a student has advisor permission to distribute the proposal to committee members and schedule a proposal meeting date, they should contact the Program Administrator with the date so a room can be booked. Generally, two hours are blocked out for a proposal meeting. Students should prepare a very brief (e.g., 10-15 minute) overview of their project. After the presentation is completed, the committee may ask questions and discuss issues. At the end of the meeting, the student will be asked to leave for closed door faculty deliberation, also known as executive session. The committee, chaired by the student's dissertation advisor, will discuss whether to approve the proposal, whether revisions are needed before the proposal is approved and who will review the revisions (the committee or just the chair). The dissertation advisor must be present for the dissertation proposal meeting.

At the time of the proposal meeting, the Certification of Dissertation Proposal Completion form (found on the Doctoral Program Resources blackboard site under the "Research Documents & Forms" section), signed by all committee members, should document all required revisions to the document; upon completion of these revisions, the dissertation advisor signs off on this

document to confirm revisions were made. If the completion of dissertation proposal revisions exceeds 60 days, the student must provide the department with a written summary of progress and expected completion date. Following approval of the proposal by the dissertation committee, the student must submit an electronic copy of the full proposal along with an abstract of not more than 350 words in electronic form to the Program Administrator for e-mail circulation to the entire faculty. The dissertation proposal is not formally complete until the student's abstract has been circulated to the entire core faculty.

Typically, the dissertation proposal meeting is held on campus within one of the larger meeting-room spaces available to the Psychology Department. Under unusual circumstances a student may desire to hold the dissertation proposal meeting at an off-campus location or on Zoom.

#### *IRB approval*

Once the dissertation proposal is approved, the student must secure approval from the Suffolk University Institutional Review Board (IRB) prior to collecting data. Students also need to ensure that they are up to date with all federally mandated training requirements for conducting research with human participants. Students are strongly encouraged to consult the [IRB website](#) when developing a timeline for their dissertation

#### *The dissertation defense*

All members of the dissertation committee must approve the formal dissertation and a departmental oral defense must be completed. Students anticipating imminent completion of the dissertation manuscript must discuss specific plans for timing of feedback and revisions with all members of their dissertation committee under the guidance of the committee chair. Some committee members may wish to provide extensive feedback prior to the tabling of the document; others prefer to engage in an intensive review of the document coincident with the defense. It is the responsibility of the student, with guidance and support from the primary mentor, to formally establish a shared understanding of the timing of committee contributions relative to the defense. The student is required to provide the committee with the final document/s three weeks before the defense. At least one week prior to the scheduled defense date, the student will provide the Program Administrator with an electronic copy of the committee-approved final dissertation draft for all faculty members to review at that time. Doctoral defenses are public events and will be announced via email to all members of the department as well as posted on both the department and the University calendar.

In order to allow adequate time for post-defense revisions, the oral defense of the dissertation must occur a minimum of 3 weeks prior to the deadline for administrative approval (minimum of 5 weeks prior to graduation date) of degree conferral to allow time for post defense revisions. No exceptions will be made.

The Certification of Dissertation Completion form must be signed by the chair and committee members the day of the defense, along with inclusion of required revisions. The final (second) signature of the chair is required with their review and approval of revisions. However, students should be aware that the extent of post-defense revisions required varies considerably and while 3 weeks is a reasonable estimate, it may take longer. In general, students hoping to

receive their degrees in May should defend no later than the second Friday in April; in January, no later than the final Friday in November; and in September, no later than the 3rd week in June.

Administrative approval for degree conferral requires an electronic copy of the approved final version of the dissertation. For the journal format this includes the integrative statement, the three papers, and the generalized discussion. Other elements should conform to the [APA format for dissertations](#). Traditional dissertations should be prepared according to the [APA guidelines for dissertations](#). In both cases, the copy along with the signed approval page must be submitted to the Program Administrator a minimum of two weeks prior to the anticipated graduation date (approximately the last Friday of April, August, or December). Please note the final copy must be submitted as one Word or PDF document. If tables, graphics, or appendices prevent this, one paper copy must be submitted to the Program Administrator.

#### *Format of the dissertation defense*

Once a student has advisor permission to distribute the final dissertation draft to committee members and schedule a proposal meeting date, they should contact the Program Administrator with the date so a room can be booked. Generally, two hours are blocked out for a dissertation meeting.

The format of the oral defense will include a 30–45-minute student presentation of the dissertation, up to 60 minutes of audience questions, and 15 minutes of closed faculty deliberation. Dissertation defenses are open to student and faculty members of the Doctoral Program, the Psychology Department, and the larger Suffolk community. As such, all dissertation defenses normally must be held on Suffolk University's campus.

It is expected that all members of the dissertation committee will be present for the oral defense. However, it is permissible for one member of the committee to be absent from the defense so long as another member of the Program Doctoral Faculty is able to attend. In this circumstance, Director of ADP approval must be obtained prior to the defense. The dissertation advisor must be present for the dissertation defense.

The committee, chaired by the student's dissertation advisor, will vote whether to accept or reject the dissertation. A vote of acceptance by the dissertation committee must be unanimous. If the committee determines that a student has failed the oral component of the defense, a new defense must be scheduled. A vote to pass the student at the defense is typically made contingent upon the candidate completing revisions to the dissertation. Students should keep in mind that the defense is the penultimate step in completing the dissertation and that significant post-defense revisions to the document may be required and can take several weeks to complete. Any corrections or additions deemed necessary by the committee will be documented on the Certification of Dissertation Acceptance form (found on the Doctoral Program Resources blackboard site, under the "Research Documents & Forms" section). If completion of dissertation revisions exceeds 60 days, the student must provide the department with a written summary of progress and expected completion date. No degree will be granted until the required revisions have been completed and approved by the dissertation committee.

Dissertation binding occurs twice yearly (typically in December and June). Dissertations are now archived electronically with the Sawyer Library

(<https://suffolk.libguides.com/c.php?g=1132878&p=8267893>) and the Psychology Department. In order to have work uploaded to the library's digital archive, students will be asked to fill out an online release form ([https://suffolk.co1.qualtrics.com/jfe/form/SV\\_8A4bqsLIecLPflr](https://suffolk.co1.qualtrics.com/jfe/form/SV_8A4bqsLIecLPflr)). Students will be provided with one bound copy free of charge. Additional copies can be purchased by the student at a cost.

#### *Dissertation expenses*

Students will be reimbursed for research costs for up to \$1,000 for expenses related to the dissertation. Additional financial support may be provided depending on availability of funds and budgetary approval. Students requesting additional funding beyond the allotted amount must do so via a petition to the Department Chair. Appropriate research expenses for which reimbursement can be requested include equipment, tests, postage, and participant payments. Researcher travel, food, parking, etc. are not considered research resources and will not be reimbursed. If a student requires more funds, they should submit a request to the Department Chair and when possible, based on budget availability, additional support will be provided. Detailed guidelines can be found in the "Financial Assistance" section of this manual and submission forms can be found on the Doctoral Program Resources blackboard page (under the "Travel & Research Reimbursement Documents" section).

## **RESIDENCY REQUIREMENTS**

Although Suffolk University offers some part-time graduate programs, the doctoral program in Applied Developmental Psychology only admits students for full-time study. The program has been designed with full-time study in mind and, therefore, students are strongly encouraged to register for a full-time course load for all three years of course work. Students must complete three years of full-time study or its equivalent at Suffolk University during which students must be in full-time residence. Students are expected to be continuously enrolled (i.e., registered for Fall and Spring semesters) from the date of matriculation in the program until the successful completion of the doctoral dissertation.

Students receiving specific training or scientific grants may need to adjust the timeline of their doctoral trajectory to accommodate the additional appropriate activity. Under these conditions students may petition the DADP and department chair to go to part-time status for a specific period of time. Students must include the anticipated length of leave in the petition. The department reserves the right to place constraints on the length (in years) of part-time status to ensure that proper overall engagement with program goals is maintained. Students should expect that part-time status plans extending their doctoral program trajectory by more than two years will receive close scrutiny for appropriateness.

Part-time status (i.e., registering for less than 12 credit hours in a given semester) during the first-three years of study may come with consequences outside of the doctoral program. For example, part-time status can affect stipends and tuition waivers, eligibility for [student health insurance](#), eligibility for [student loans and disbursement of funds](#), and, for [international students F-1 Visa Regulations](#). Federal student loans and private student loans may follow different rules, and it is your responsibility to discuss how part time status may affect your various loans with Student Financial Services. Additional effects or consequences (e.g., eligibility for the Discount MBTA Program) may exist as well.

If the number of credits a student registers for is fewer than 12 in any given semester during the first three years in the program and a student is not registered for a course that conveys full-time status (e.g., Psych 001 - Early Research Project Continuation or PSYCH 000 – Advanced Dissertation Residency), it is the student's responsibility to inform [the Office of Student Financial Services](#) so that student loans are properly distributed. Any student experiencing extenuating circumstances that impact registration must document through the [Office of Student Affairs](#)



## Doctoral Program Policies and Procedures

### **FINANCIAL ASSISTANCE**

The Office of Student Financial Services is your best resource for getting information about your financial aid award. The material below is provided as a helpful guide specifically for students in the ADP Program. However, if there are inconsistencies between this information and that provided to you by the Office of Student Financial Services, the Financial Services ruling stands.

#### **Tuition and Program Costs**

##### *Tuition*

The tuition waiver is dependent upon full-time status and is in effect for 6 years but after year 3 ADP students should only be enrolled in the 1 credit offerings that confer full-time status. The expectation is that the curricular component of the ADP training will be completed in 3 years. If students pursue additional coursework beyond the 3<sup>rd</sup> year the tuition waiver for those extra courses is not guaranteed, and the student would need to appeal to the Dean's office directly.

As mentioned previously, advanced students must enroll in PSYCH 000 while engaged in dissertation research. These courses carry zero credit, cost one tuition credit per semester but denote full-time status which prevents student loans from going into repayment. If students are still within the first six years of study when they enroll in these courses, they will receive full tuition remission. If they are beyond the six years, they will be required to pay the tuition for the one-credit.

##### *Stipend*

In addition, students are eligible to receive an annual stipend for their first three years of full-time study in the ADP Program. The amount of the stipend is subject to final budgetary approval by University administration and will be set each year at the time admissions offers are made. During each 15-week semester in the academic year, stipends are pro-rated to include approximately 20 hours per week of responsibilities, the majority of which will be as a research assistant in the mentor's lab. Mentors may ask doctoral research assistants to engage in tasks including but not limited to data collection, data analysis, manuscript preparation, grant writing, lab management, and mentoring undergraduates and junior graduate students. Please note the doctoral research assistant role entails contributing to scholarship in the lab and daily lab functioning beyond the student's specific ERP or dissertation work. In addition, during certain semesters students will use some stipend-supported hours for TAP roles (see TAP section above for details). The ADP Program faculty reserve the right to change the responsibilities associated with this stipend annually for the coming year. Any changes to stipend responsibilities from year-to-year will be communicated to students via email. Students who do not satisfactorily complete either the lab or teaching duties will be subject to unsatisfactory end-of-year review and potential referral to GASC.

### *Additional Expenses*

Other university and program related costs include books, and health insurance (required by the State of Massachusetts; students without private insurance can purchase insurance through Suffolk University <https://www.suffolk.edu/student-life/health-wellness/health-services/student-health-insurance>).

### **Financial Aid**

New students normally receive notification from the Office of Student Financial Services regarding their financial aid package by April of the preceding academic year. Award offers are extended on a “rolling basis” as students are admitted to the program and aid applications become complete. All students are strongly encouraged to submit their FAFSA (<http://www.fafsa.ed.gov>) as soon as it is available on the web (October 1<sup>st</sup>) whether it is a renewal or first-time application. The Psychology Department due date for FAFSA filing is April 1<sup>st</sup>.

Students can expect their yearly aid levels to remain stable pending continued availability of funds, maintenance of enrollment status (i.e., full time, part time), satisfactory academic progress, and demonstration of the same level of need if the student is receiving need-based funds. For more information on financial aid deadlines, requirements, types of aid, and how to apply, please see the Office of Student Financial Services web page at <https://www.suffolk.edu/student-financial-services>.

Students must be enrolled at least half-time (6 or more credits) to maintain in-school deferment status for federal student loans (<http://studentaid.ed.gov/repay-loans/deferment-forbearance>). Advanced students who are registered for PSYCH 000 will be considered full-time and thus may continue to defer repayment. Students who receive repayment notices from loan lenders in error should immediately contact the Registrar for resolution on deferment. Students must be in good academic standing to receive financial aid. Students who are not in good standing or who are not on time for completing programmatic milestones or required coursework may not be eligible for financial aid.

### **Travel Funding**

Faculty members and ADP students invited to deliver a paper, present a poster, or chair a symposium at a conference for research conducted with Suffolk faculty or through Suffolk University may be eligible to receive reimbursement of travel expenses from the Department. Plans for travel should be indicated via the Departmental Funding Survey sent every August. Doctoral students in the 1st, 2nd, 3rd, and 4th years may be reimbursed for their expenses to present at conferences up to \$800 for national/international travel, and up to \$300 for regional (within New England) travel, per fiscal year (July 1 – June 30). Extensions beyond these travel fund caps for students will be considered on a case-by-case, first come-first served basis as funding allows. Doctoral students beyond year 4 should submit a petition to the chair and will be considered on a case-by-case basis pending availability of funds. For student travel, only the first author on a presentation will be funded. Other types of travel can be considered on a case-by-case basis by petition to the Chair, and pending funding approval by the Dean’s Office.

Pre-approval forms are required for both students and faculty members, available via the Administrative Services Manager. The student pre-approval form can be found on the Doctoral Program Resources Blackboard page. *At least 4 weeks before travel departure and prior to making any overnight travel arrangements, all pre-trip paperwork must be submitted to the Administrative Services Manager to be considered for departmental funding, regardless of whether or not an advance is requested. Only travelers who adhere to this guideline may be approved for travel funds.*

**As of March 1, 2021, all expense processes are to be documented through Workday Financials, which unites University financial functions in a fully integrated environment, while improving reporting capabilities and enhance management tools. Please contact the Administrative Services Manager to help you through this process.**

### **[Employee Travel Expense Policy \(Handbook\)](#)**

This policy applies to any employee who incurs business and travel related expenses paid by Suffolk University regardless of the source of funds or if paid by University Credit Card.

### **[Workday](#)**

If you have any questions about Workday Financials and new business processes, please contact your [Workday Engagement Network representative](#). Alternatively, you can reference step-by step training guides and videos on all financial transaction tasks and reporting in our [LinkedIn Learning Library](#).

- [Workday Financials Knowledge Base/Training Materials](#)
- [Workday Financials Process Crosswalk](#)
- [Workday Financials FAQ](#)
- [Service Portal](#)
- Contact: [workdayatSU@suffolk.edu](mailto:workdayatSU@suffolk.edu)

Faculty and students are expected to use good judgment and to request reimbursement only for necessary business-related expenses. Each traveler should be conscious of an obligation to spend Suffolk funds prudently. All approval of travel expenses must be made by the Department Chair; final approval is given by the Dean of the College of Arts & Sciences. Expenses will be paid by the University if they are deemed to be reasonable, appropriately documented, properly authorized and within the guidelines of University Policy.

### **Research Funding**

The department offers financial support for doctoral student research for both ERP and dissertation expenses. Students can be reimbursed for up to \$300 for ERP expenses and \$1000 for dissertation expenses. In order to be eligible for funding, students must have completed the appropriate proposal milestone (i.e., ERP proposal or dissertation proposal). Students may request additional funding for research, beyond the allotted cap. These requests should be submitted via email petition to the Chair and will be reviewed on a case-by-case basis. All requests are dependent on the availability of funds. Appropriate research expenses for which reimbursement can be requested include equipment, assessment materials, postage, participant payments (see below for more details regarding participant payments), and software. Student research monies cannot be used for conference travel or membership fees. *All requested items must be pre-approved by the department prior to purchase.* Please note that software requests

may require additional approval by Suffolk University ITS. All approved software purchases (whether reimbursed or purchased directly from the department) should be purchased through the Suffolk University Webstore (<https://webstore.suffolk.edu/>).

Research items funded by the department that are unique to your project or not usable by other departmental researchers or are non-consumable (consumable items include certain software, non-consumable includes certain equipment) will not need to be returned upon project completion. Items that are not unique to your project and may be of use to other department faculty or students conducting similar research will need to be returned to the department upon project completion or graduation. Students will be notified of these types of items upon pre-approval of purchase.

Students who have already indicated research needs via the yearly funding survey may submit a pre-approval request by completing the “Psychology Department Student Research Reimbursement Request Form” (found on the Doctoral Program Resources blackboard page). For purchases made within a current fiscal year (7/1 – 6/30) this form must be submitted no later than 6/1. Receipts from outside of the current fiscal year will not be reimbursed. ***The form must be submitted prior to making any purchases.***

At the time of submission, the department will review the requested items and if pre-approved, will notify the student of pre-approval. Once pre-approval is granted, students may move forward with the purchase and re-submit the original form with the final costs and all original receipts. All receipts must indicate the form of payment (cash, credit card, check). If the payment type indicated is credit card, a portion of the credit card number must appear on the receipt (ex: xxxx xxxx x1234). Suffolk University is a tax-exempt institution therefore, Suffolk does not reimburse for tax.

Students may request that the department purchase approved research items directly. This can be requested using the same form. If the department can purchase directly, the student will be notified upon pre-approval. There may be some purchases that cannot be directly purchased. If this is the case, the student will be notified that they should purchase on their own and submit the receipt for reimbursement using the [Expense Report](#) function on WorkDay.

Students should contact the Chair or Administrative Services Manager with any questions regarding appropriate research expenses or the reimbursement policy.

#### *Participant Payments*

Students requesting reimbursement for participant payments must be sure to adhere to university guidelines as outlined here [Suffolk University Institutional Review Board Policies and Procedures](#) and included below. Changes made to the university guidelines may not be accurately reflected in this manual until its annual revision; be sure to familiarize yourself with the university guidelines. Requests for participant reimbursement will need to include an addendum to the “Psychology Department Student Research Reimbursement Request Form” outlining the project. See the form for more details.

*Suffolk University Research Gift Card Policy*

For research involving human subjects, gift certificates may be given to subjects, not to those conducting the research. However, the following steps must be followed:

- The maximum value of the gift cards given to a single participant shall not exceed \$50 without prior approval from the Department Chair, Dean, and Institutional Research Board.
- Due to private and sensitive information of the participants, records are to be kept by the principal investigator (in the case of a student, the faculty member supervising the student). The record must include the name of the recipient and dollar amount.
- If any one participant receives a total of \$100 or more in gift cards in a calendar year, a completed W-9 must be obtained from that participant and provided to the Accounts Payable Office along with the total value of all gift cards given to the participant.
- An end date must be provided (the expected day the last gift card will be given to a participant). The end date should not be more than 3 months from the request date. If more gift cards are needed after 3 months, an additional request may be submitted.

Once all gift cards have been distributed, an email should be sent to the Program Administrator notifying the department.

## **PETITIONS**

A doctoral student may petition for an exception to any of the previously stated departmental requirements or deadlines. The petition must clearly state the details of the exception and a clear rationale for the request. ADP Program Petitions must be submitted in writing to the Applied Developmental Program Director who will consult with the ADP faculty. Depending upon the nature of the petition, the core ADP faculty may consult with the full Program Doctoral Faculty. Students are encouraged to discuss potential petitions with their research mentor, program advisor or appropriate administrator before submitting.

A response to the petition will be provided to the student in a timely manner. The core ADP faculty's response may be petition granted, petition denied, or request for more information. Before sharing this response to the student, The ADP Program Director will submit the core ADP faculty's response to the Chair. The Chair is responsible for making the final determination on all student petitions.

A student who disagrees with the outcome of the petition and believes that the petition was unfairly judged by the faculty may file a grievance with the University Office of Student Affairs (<https://www.suffolk.edu/student-life/student-services/student-affairs>).

### **Suffolk University Statement on Academic Honesty**

Academic honesty and integrity are fundamental to the University, the department and are consistent with the APA ethics code. All students are responsible for knowing and adhering to the Suffolk University policy for academic misconduct and the consequences of being dishonest. Continued participation in the program constitutes an acceptance of the conditions described in the publication and, thus, a commitment to honest academic conduct. All students are expected to know the Suffolk University policy on academic misconduct which can be found at <https://www.suffolk.edu/student-life/student-services/student-handbook>.

## **SATISFACTORY PROGRESS THROUGH THE ADP PROGRAM**

### **Research**

- Completes research duties in mentor's lab associated with stipend
- Approval of an Early Research Project proposal by February 1st of year 1
- Oral presentation of the ERP in the spring of year 2
- Final ERP manuscript approved prior to the start of fall semester of year 3
- Submission of ERP to academic conference by end of fall semester of year 3
- Theory paper and Qualifying Portfolio (QCR) submitted by September of year 4
- Qualifying Comprehensive Review (QCR) completed by September 30<sup>th</sup> of year 4
- A completed dissertation proposal & proposal meeting by May of year 4
- Successful completion of the dissertation & oral defense by April of year 5

### **Academic**

- B- or higher (and Pass in Pass/Fail courses) in all courses
- Overall GPA of 3.0 or higher
- No more than 1 incomplete per semester
- All incomplete contracts met on time
- Successful completion of 48 credits by the end of year 2
- Successful completion of 72 credits by end of year 3

### **Internship**

- Learning Contract with internship site completed by October 1st of second year
- Goals of Learning Contract met by the end of the internship
- Hours of internship accounted for
- Supervisor evaluation completed with overall ratings of "meets expectations" or higher
- Successful completion of Internship courses PSYCH 798 and 799\*

### **Teaching**

- Successful completion of two semesters as a TAP and one semester as lab instructor
- Attendance at TAP trainings
- Satisfactory ratings by TAP and lab instructor faculty mentor and on student evaluations
- Demonstrate ability to teach independently (e.g., deliver a successful lecture and develop effective teaching assessment tools as evidenced by teaching mentor's evaluation)

### **Application**

- Demonstrate one effective collaboration with a community-based organization pursuing a social justice mission by the end of the third year.
- Produce a position paper, policy brief or fact sheet designed to influence institutional/structural changes to promote justice and equity by the end of 4th year.
- Demonstrate how research comprehensively addresses its applied aims as part of the conceptualization and proposal processes for the ERP and dissertation.

- Integrate the expertise of people doing applied work in issue area who are outside of academia, at multiple steps of the dissertation proposal and dissertation process.

### **Professionalism**

- Follow all program, departmental and university policies, and procedures
- Adhere to the ethical and legal standards of psychology and the APA.
- Demonstrate honesty, personal responsibility, professional integrity, and accountability in on-campus, off-campus, and online settings.
- Practice proactive direct respectful communication on all program-related matters.
- Engage in conflict navigation, negotiation, and resolution demonstrating humility and flexibility in pursuit of the best possible outcome.
- Pursue anti-oppression practices, goals, and values in collaboration with other students and faculty
- Develop a diverse set of tools through which to advocate for social justice.

\*Students who are terminated by internship site will automatically fail the course and will be subject to review by the Graduate Academic Standing Committee.



## **REVIEW OF STUDENT PROGRESS**

An ongoing goal of the program is to provide students with continuous developmental feedback regarding their training across all domains (e.g., academic, research, applied, teaching, and professional skills). As such, students are frequently provided with direct and timely feedback by instructors, mentors, and supervisors during regularly scheduled departmental activities (i.e., classes, research meetings, advising). Several formal evaluations are also completed on an ongoing basis. Students are formally evaluated both by students in the course and by the instructor of each course for which they serve as a TAP.

In addition to these informal feedback opportunities, students are given a formal and in-depth evaluation across all training domains each year: the annual review. The central goal of the student's annual review is to provide comprehensive feedback to students on the quality of their academic, research, applied, teaching, and professional skills development. At the review, the full faculty convenes to document and acknowledge positive student growth, as well as identify any difficulties that a student may be experiencing so that a remediation plan can be developed and implemented. It is common that a student might demonstrate exceptional growth in one domain (e.g., research) in the first year of their training, for instance, but require guidance in that same area later in the program. Students might also exhibit excellent growth in some domains but show delayed growth in others. The purpose of the annual review is to facilitate continued growth in all areas of the training to maximize student potential. The review letter generated by the Program Director becomes part of the student's file and should be used as a tool by both the student and research advisor to tailor students' training activities for subsequent year(s).

### **Annual Faculty Reviews of Overall Student Progress**

In preparation for the annual review, at the conclusion of the academic year, each student and faculty research mentor will be asked to fill out an online survey documenting each student's research progress during the year as well as research plans for the year ahead. Departmental staff and administrative faculty also gather teaching evaluations, academic transcripts, and program evaluations for every student prior to the faculty review meeting.

The department program faculty will convene in May to review all students' progress. The faculty reviews the materials noted above, and discusses student progress in academic, research, applied social justice, teaching, and professional skill development. Using the guidelines provided in this manual, students are rated on all five domains as demonstrating exceptional growth, beginning to demonstrate growth beyond what is expected, demonstrating expected growth, beginning to demonstrate growth, or not demonstrating growth. Students who are not demonstrating expected growth may also be reviewed by Graduate Academic Standing Committee (GASC) for the purpose of developing a remediation plan or when a disciplinary action is to be considered. These students are then reviewed at least semiannually until expected growth is restored. Students not meeting academic standards for the semester are reviewed at the GASC meeting ( [Academic Standing and Re-entry Policies](#)).

Within six weeks after the May faculty review meeting, students will receive a letter specifying the results of their academic progress for the year. Students must acknowledge receipt

of the letter and verify that they have read the letter and are aware of any conditions that must be met for continued progress in the program.

In order to more closely monitor their adjustment to the program, all first-year students are also reviewed after grades are officially recorded for the fall semester of the first year (in addition to an end of year review). The purpose of this review is to monitor, facilitate, and support students' early adjustment to the doctoral program. All first-year students will receive feedback (in the form of a letter) from this mid-year review.

### **Events that may warrant review from the Graduate Academic Standing Committee (GASC)**

Every student is different, and all student progress is evaluated in the context of individual factors. However, students are typically referred to and reviewed by the College of Arts and Sciences Graduate Academic Standing Committee if they demonstrate:

- Serious difficulties in professional development and conduct as noted on research mentor, instructor, or teaching apprentice evaluation forms or behavioral observation
- Academic difficulties
  - Receive one or more grades below B-
  - Fail to receive a passing grade when retaking a required course following initial failure
  - Earn an overall GPA below 3.0
  - Have more than one incomplete in any semester
- Difficulties completing program milestones on time
  - Do not complete ERP proposal by February 1<sup>st</sup> of 1<sup>st</sup> year
  - Do not have accepted ERP Proposal by February 15<sup>th</sup> of 1<sup>st</sup> year
  - Do not present ERP by April of 2<sup>nd</sup> year
  - Do not successfully complete the ERP manuscript by the start of the fall semester of the 3<sup>rd</sup> year
  - Do not complete QCR by September 30<sup>th</sup> of 4<sup>th</sup> year
  - Do not complete and defend dissertation proposal by the end of the spring semester of the 4<sup>th</sup> year
  - Fail to complete the program by the end of the 5<sup>th</sup> year
- Receive an unsatisfactory evaluation for internship or termination from internship
- Do not satisfactorily complete the requirements of a remediation plan
- Fail to conform to Ethical Principles of Psychologists and Code of Conduct (American Psychological Association 2010), including plagiarism, data fabrication and unethical treatment of research participants
- Fail to complete research duties in mentor's lab associated with student stipend

### **Events That May Warrant Dismissal**

Every student is different, and all student progress is evaluated in the context of individual factors. However, a student may be dismissed from the program if they:

- demonstrate serious and pervasive difficulties in professional development as determined by the ADP faculty
- fall below a 3.0 for a second semester
- receive 2 grades below B- and have an overall GPA below a 3.0
- receive an F in one course and have an overall GPA below 3.0
- fail to complete required coursework
- engage in academic dishonesty as determined by the Academic Misconduct Committee
- do not have fully accepted ERP Proposal by September 1<sup>st</sup> of 2<sup>nd</sup> year
- do not complete the ERP manuscript by the end of the fall semester of the 3<sup>rd</sup> year
- do not complete the QCR by June 1<sup>st</sup> of the 4<sup>th</sup> year

- do not complete and defend dissertation proposal by September 30<sup>th</sup> of the 5<sup>th</sup> year
- fail to conform to Ethical Principles of Psychologists and Code of Conduct (American Psychological Association 2010), including plagiarism, data fabrication and unethical treatment of research participants
- do not satisfactorily complete the requirements of a remediation plan
- fail to complete the program by May 1<sup>st</sup> of the 6<sup>th</sup> year

Student probation and dismissal is administered through the College of Arts and Sciences Graduate Academic Standing Committee.

**Events that may warrant review from the Academic Misconduct Committee (AMC)**

Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships, study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions. All cases of academic misconduct necessitate a full review by the Academic Misconduct Committee (AMC).

For additional information, please refer to the academic misconduct policy [outlined on the website](#).

### **Events that may warrant review from the University Student Conduct System**

Suffolk University has established the Community Standards to promote and maintain an academic environment that is consistent with the mission of the University. The Student Conduct System addresses alleged violations of the Community Standards. Students are expected to carefully review the Community Standards and are required to comply. Students will be held accountable for violations. Sanctions will range from a warning from dismissal from the University to the withholding or the revocation of a degree. Minimum sanctions have been established for certain violations.

For additional information, please refer to the Community Standards & Student Conduct System outlined [on the website](#).

## **STUDENTS' PROBLEMS, COMPLAINTS AND GRIEVANCES**

### **Grievances Related to Discrimination or Harassment**

Suffolk University has informal and formal grievance procedures for students who believe they have been the victim of discrimination or harassment. For a description of these procedures, please see the Student Handbook at <https://www.suffolk.edu/student-life/student-services/student-handbook>.

### **Discrimination Due to a Disability**

If a student believes any University employee has discriminated against them because of a disability, they have the right to seek a review of such concerns. For this type of grievance, the Program will use Suffolk University's process for filing grievances related to academic accommodations for students registered with disability services found at this [link](#).

### **Grade Grievances**

The applied developmental program follows the university policy ([which can be found at this link](#)) for resolving grade grievances. Students who have complaints about a grade **on a single assignment or exam**, should first speak with or email the faculty member to try and resolve the dispute. If the complaint is not resolved, students may bring the matter to the attention of the program director and, if required, the Department Chair.

Students who dispute their **final grade** should also first attempt a resolution with the faculty member, within two weeks of the grade being assigned. If a resolution is not reached, students may petition the program director or Department Chair in writing. If the grievance is not addressed or resolved fairly at the department level students have 10 business days to file a formal grievance with the academic dean (or dean's designee) of the school in which the course is offered

### **Other Grievances about a Student or Faculty/Staff Member**

For other instances in which a student believes that they have been treated inappropriately or unfairly by another student, faculty or staff member or an internship supervisor in the psychology department, on an academic or interpersonal matter, students are encouraged to follow the following procedures.

1. The first action, in most cases, would be to address the problem with the other person(s) involved and attempt to reach an informal resolution of the area of concern.
2. If the student is not satisfied with the resolution of the problem or feels that it would be inappropriate to address the matter directly, then they should next contact their research mentor or program advisor for assistance.
3. If the issue is not satisfactorily resolved at this stage, the next step would be discussion with any of the following persons (depending on the nature of the problem): The DADP or the Chair of the Psychology Department.
4. A student who needs to pursue a grievance beyond this level, or a student who has a grievance that they feel cannot or should not be handled through Department channels should contact the CAS Dean's office at <https://www.suffolk.edu/cas/about/administration>.

## **STUDENT RECORDS**

The department maintains a confidential file for every matriculated student. Files for graduated students remain permanently archived within the department per the FERPA, Family Educational Rights and Privacy Act: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

*Each ADP student's file contains:*

- Transcripts
- Teaching Evaluations
- Internship Evaluations
- Yearly Review Letters
- Theoretical Paper and Qualifying Portfolio
- Dissertation Proposal
- Final Dissertation

Students may request to review their files at any time. A member of the department staff will supervise the student's review so as to maintain the integrity of the file. Students may request copies of materials in their files at any time, provided a reasonable lead time is given for copying.

All student records are protected by FERPA, and no information from a students' file will be communicated to persons outside the faculty and administration of Suffolk University without the student's express written consent beyond the following exceptions. Information about a student required for the internship applications and/or to facilitate successful progress on internship will be shared with the site Training Director and supervisors as appropriate and required by APPIC for the application process itself. Accrediting bodies (if applicable), such as the American Psychological Association, have access to student files as part of their confidential site visit and review.

## **LEAVES OF ABSENCE**

A leave of absence may be granted for up to one year to a student in good academic standing (not on academic probation or subject to dismissal). Requests for leaves of absence should be made directly to the Administrative Services Manager, who will begin the proper paperwork sequence and ensure these are directed to the Office of Student Affairs. Students on official leave remain subject to the degree requirements under which they were admitted. Students away from the University and not meeting program requirements for longer than one year will be required to withdraw formally from the program. They may then re-apply through the normal admissions process. Only one leave of absence will be granted during the course of completion of the doctoral program. Please refer to the following for more information: <https://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-students-cas-sbs/withdrawing>



## **PERIODIC PROGRAM SELF-REFLECTION AND REVIEW**

Self-study and reflection are critical to the success of our doctoral program, and we have several mechanisms in place to facilitate this process. The goals, curriculum, and procedures of the program are subject to yearly review by faculty and program administrators.

Regular student feedback is one especially important way that we evaluate our performance and identify areas in need of improvement. Thus, students are asked to provide regular written feedback and evaluation of their course instructors, teaching apprenticeship mentors and supervisors. We also ask students to respond to a yearly survey on their experiences in the program and we conduct an exit survey on students graduating from the program.

Faculty and committee meetings also promote ongoing evaluation of program goals and objectives. Students actively participate in this review process through attendance at program and departmental meetings and through student governance. Student representatives also meet with their program's director to review and provide feedback regarding the curriculum and procedures of the program, or otherwise communicate with the program's director via survey results.

Any changes in curriculum or procedure will be communicated to all enrolled students and to all departmental faculty members in writing. Typically, changes are communicated via email and then the updates are made to the program manual.

## **PSYCHOLOGY DEPARTMENT ROOM RESERVATION POLICIES**

### **Eligibility to Reserve Space**

Reservations may be requested by the following members of the department community: adjuncts, faculty, graduate students, and teaching apprentices. Research supervisors, Psi Chi advisors and Psych Club advisors can request rooms on behalf of undergraduate research assistants, Psi Chi members, or Psych Club members.

### **Length of Reservation**

Reservations for research, study groups, or meetings should be reserved for the specific day and time needed. If the room is needed more than one day, please indicate this in your room request.

Research lab spaces can be reserved for up to two-week blocks at a time. If you have a space reserved and do not end up needing it, you must notify staff as soon as you are aware, so that the room can be released and used by others if needed. If you have a room booked and need to extend the reservation, you will be able to do so based on availability. If you would like to extend an already existing lab reservation, please contact the Administrative Coordinator directly.

Priority access for reservations will be given to students who require the use of equipment in the specific space (e.g., Physio Lab or Video Lab). All other requests will be reviewed in the order in which they are received.

### **How to Submit a Request**

All requests will be submitted through the online reservation found on our department website here: <https://www.suffolk.edu/cas/degrees-programs/psychology/department-resources-forms/room-request-form>.

Prior to submitting a reservation, please check the table of Reservable Spaces, located at the end of this document, to determine which room will best fit your needs. All members of the department community also have access to view the room availability of each of the reservable spaces through Google Calendars. Links to the public room calendars are located within the table of Reservable Spaces. Please check this prior to submitting a request.

### **Types of Events**

- **Research:** To run participants, collaborate with research team, and collect or analyze data.
- **Study Group:** To meet with students for a review or study session
- **Meeting:** Committee meeting, dissertation proposal meeting, dissertation defense, research meeting and any general use that does not require the use of equipment.

### **Timeline for Submitting Reservation Requests**

Please note that submitting a request for a space through the online reservation system does not guarantee you that space. You must receive an e-mail confirmation from the Administrative Coordinator before your reservation is confirmed. If the department is unable to grant your request, please see the following links for alternate room reservations in 73 Tremont St not requiring specific equipment or software (e.g., E-Prime or Physio Equipment): <https://www.suffolk.edu/about/directory/registrars-office/contact-us/room-request-form>.

All reservations should be submitted at least 2 business days prior to the date needed. We understand that this is not always possible as unexpected rooming needs may come up. If an immediate need for a room comes up, please submit the room request form, and then contact the Administrative Coordinator directly to notify them of your request. Room availability may be limited with late requests. Please be advised that for weekend or evening use special building access may be required to access the elevators to the 8<sup>th</sup> floor. For those conducting research with participants after business hours please be advised that you must contact security to arrange for participants access to the 8<sup>th</sup> floor. The Administrative Coordinator will work with the requester to ensure access to the reserved room.

### **Requesting Event Set Up and Media Services**

To ensure availability of services, specific setup and media needs should be indicated on the room reservation form. If there are any changes to the requested set-up or equipment, please notify the Administrative Coordinator as soon as possible via email. The Administrative Coordinator may not be able to accommodate requests for special equipment and setups if such requests are received less than 3-5 business days prior to an event.

### **Requester Responsibilities**

The requester of each room is responsible for the actions of all persons using the reservable spaces. For example, the requester will be responsible for the actions of their undergraduate research assistants.

Requestors should not leave personal belongings in the lab rooms. (i.e., if you leave the space during your reservation for an extended time, please take all your belongings with you). The Psychology Department is not liable for any lost/stolen items.

Each of the reservable lab spaces has an “Occupied/Vacant” sign on the door. These signs should be used to ensure that no one disturbs you when working in the lab rooms. Please be courteous and mindful of your noise level when you walk by an occupied room. When you are done using your room, please move the sign back to “vacant,” and return seats and tables to original placement. Please keep spaces clean and professional looking.

### **Cancellations**

All cancellations must be made as soon as the requester is aware they will no longer need the space. Department expectation is that faculty and students reserving a space are utilizing it during the times they have it reserved.

Please email the Administrative Coordinator immediately or call the main office if you no longer need the space so that the room can be used by others if needed.

### **Physio Lab Reservations**

The Physio Tech Lab and Physio Lab can only be reserved for psychophysiology studies. It will be the responsibility of the room requester to indicate that their study requires the physio equipment. Only individuals who have been properly trained on the equipment will be able to use it. If you require equipment training or have questions about the use of equipment, please contact Dr. Gabrielle Liverant ([gliverant@suffolk.edu](mailto:gliverant@suffolk.edu))