

SUFFOLK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

APPLIED DEVELOPMENTAL
PSYCHOLOGY DOCTORAL
PROGRAM MANUAL

2019-2020



SUFFOLK
UNIVERSITY
COLLEGE OF
ARTS & SCIENCES

SUFFOLK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

2019-2020

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Applied Developmental Psychology Manual

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DEPARTMENT FACULTY

Applied Developmental Program Faculty

Mimi Arbeit, Ph.D. (Tufts University, 2017), 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.

Amy Marks, Ph.D. (Brown University, 2007), Associate Professor and Department Chair. Developmental psychology; cultural and community contexts; ethnic identity and immigration; academic & social development; mixed methodology and data modeling.

INTRODUCTION

Welcome to Suffolk University's Psychology PhD Programs! We are happy that you have selected to pursue your professional training in Applied Developmental Psychology. 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 Student Handbook (<https://www.suffolk.edu/student-life/student-services/student-handbook>), the Suffolk University Academic Catalog (<https://www.suffolk.edu/academics/academic-catalogs>), the American Psychological Association Ethics Code (<http://www.apa.org/ethics/code/>), and Massachusetts State Licensing Board Ethics Standards (<http://www.mass.gov/legis/laws/mgl/gl-112-toc.htm>).

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 website (<https://www.suffolk.edu/cas/degrees-programs/psychology/doctoral-student-resources>). Changes are also communicated at the yearly orientation meeting. Students in their first four years of the program are required to attend the orientation meeting. 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 students' 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 course-related, teaching-related, research-related, and/or ADP internship work 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 a number of 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 and the department calendar

(https://www.google.com/calendar/embed?src=of6sfgo5uk20c7tbbkrhg1cu5c%40group.calendar.google.com&ctz=America/New_York) 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 of 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 Undergraduate & Graduate Studies, Director of ADP, and your research mentor are all available to answer your questions and provide support. In order 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 5 years. However, each student’s personal and professional needs impact their time to degree completion. Students not completing the program by the end of their 6th year will be reviewed internally by the Psychology Department Standards and Ethics Committee (S&E), 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 meet once a month, throughout the fall and spring semesters.

The Program's Doctoral Faculties 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 work-groups formed to evaluate specific domains (e.g., time-to-completion)
- 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 a blind vote on any policy recommendation. Approval voting requires a quorum (i.e., participation) of more than half of the core and associated 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

The Graduate Student Representatives will be invited to meet with the DADP monthly and, on occasion, will be invited to attend ADP faculty meetings. 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 Student Representatives are often asked to obtain student feedback about policies and procedures that are under consideration for enhancing the program. Graduate Student Representatives will also assist program staff with planning students' events for orientation and interview weekend, as well as other events as needed.

Graduate Student 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 will be elected by the students in April of each academic year, with service beginning the following academic year.

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. 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.

Doctoral Admissions Committee

The Doctoral Admissions Committee is a standing committee that focuses on specific aspects of our doctoral students' training and is populated by self-nominated members of the Program Doctoral Faculty. The Program Doctoral Faculty will elect eligible faculty members to these committees at the last meeting of the academic year, for a one-year appointment beginning the following academic year. There are no term limits to serving on these committees.

The Doctoral Admissions committee includes 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. These decisions will be made in consultation with the Psychology Doctoral Program Faculty in each program.

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 optional 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 be a limited number of 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 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. 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 required 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 requires 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, program advisor, the Director of ADP, or any other faculty member.

Many trainees in the psychology field find it beneficial to seek counseling or psychotherapy during their graduate training and we encourage interested students to do so. Students may contact the Clinical Training Coordinator to receive a list of therapists who are interested in working with students dealing with transitional issues. 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 <https://www.suffolk.edu/student-life/student-services/student-handbook> and under the Links tab on the Department’s Doctoral Student Resources page at <https://www.suffolk.edu/cas/degrees-programs/psychology/doctoral-student-resources>. The Center for Learning and Academic Success can be an important 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. Once the student receives an accommodation letter from the Office of Disability Services they should provide this documentation to the course instructor and the DCT or Director of ADP so that accommodations can be made. If a student becomes concerned about a possible 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

In order 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 Comprehensive Theoretical Paper and Qualifying Portfolio
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 blackboard site (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. See Graduation Requirements at <https://www.suffolk.edu/about/directory/registrar-office/graduate-students>.

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 the Suffolk University Academic Catalog (found here: <https://www.suffolk.edu/academics/academic-catalogs>).

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 the mechanisms of social justice. 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. There are also five elective independent study courses that students may consider taking. Three of these courses (PSYCH 780, 782, 783) are considered to be non-content courses (and are graded on a pass/fail basis) as they are designed for students who need extra time or to complement their efforts in a given semester to work on their Early Research Project or Dissertation. Students who take these courses will receive an “IP” until the appropriate milestone event (e.g., dissertation proposal) is successfully completed. PSYCH 910 is considered to be a “content” independent study course the topic of which is negotiated between an individual student and faculty member. Faculty supervising PSYCH 910, the content-based Independent Study course, may elect to give letter grades or adopt a pass/fail system.

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. If the cumulative GPA falls below 3.0, the student will no longer be in good academic standing, will be referred to GASC and S&E, and may be dismissed from the program. Please see the sections below on Review of Student Progress and Standards & Ethics for information on the consequences of not making satisfactory academic progress.

Suffolk University CAS has developed overall graduate program policies for academic standing. See <https://www.suffolk.edu/academics/academic-catalogs/graduate-academic-policies/academic-standing> 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, practicum, or thesis will not be considered for transfer credit.

Incoming students must submit transfer requests by May 1st 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 (under “General

Program/Curriculum Documents & Forms”) 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 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 2 semesters of their graduate study. TAPs are paired with advanced graduate student lecturers and professors to receive mentorship and experience in a broad-range of teaching-related skills. Students are not paid to serve as TAPs; the responsibilities associated with the position are designed to prepare students for potential careers as instructors/professors and other forms of scholarship. Students are asked to conduct at least one lecture (or part of a lecture) each semester as a TAP, which will be directly observed and evaluated by the faculty mentor. Students then receive feedback on their lecture which they may incorporate in future presentations. Students may lecture more than once in a given semester if they wish and if the faculty mentor is in agreement. For ADP students, formally written teaching evaluations prepared by the faculty mentor must be requested by the student to be added to the student’s file and future teaching portfolio. In addition, there is one orientation and three teaching training seminars offered during the first 2 semesters of graduate studies which all TAPs must attend. The seminars are designed to provide instrumental and interpersonal support for students as they build teaching and presentation skills, and prepare themselves to serve in professional public-speaking roles.

After students have completed their lecturing, TAP experiences, workshops, and orientation, they are eligible to register for Psych 772: The Teaching of Psychology. This elective course is typically offered every other spring semester. Students who have completed the TAP program and all TAP related experiences, who have completed Psych 772, and who have taught at least one undergraduate course (either within the department or at another institution) are eligible for a Teaching Certificate, which may be used as part of the student’s professional development materials (e.g., CV, teaching portfolio). Please see the department’s online resources for more information about the teaching certificates offered <https://www.suffolk.edu/cas/degrees-programs/psychology/doctoral-student-resources>.

Full-time students in the first year of study are expected to devote up to seven hours per week to their teaching apprenticeship responsibilities. Teaching apprentices are expected to attend every session of their assigned course unless it conflicts with a graduate class or practicum assignment. To reap the full training benefits of the program, TAPs are encouraged to participate fully in the course, engaging in activities, class discussions, and work with students outside of class. Importantly, TAPs are expected to meet regularly with their faculty mentors to discuss their teaching approaches, any student issues which may arise, students’ individual learning needs, and course design elements. At the close of each semester, the instructor and the students in the course assess the student’s teaching performance. These evaluation forms are shared with

the TA and become part of the student's file. In addition, students will be 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 and summary (de-identified) data are shared with the core ADP faculty. 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 DADP.

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 necessarily 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 that are ongoing in their research lab, 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 data set.

Timeline

One important 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 (<https://www.suffolk.edu/about/directory/office-of-research-sponsored-programs/institutional-review-board-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 2-3 page proposal, approved by the research mentor, is submitted for departmental approval no later than February 1st of the first year.

(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 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 submitted to the Program Administrator no later than February 1st. The following elements must be present in the Early Research Project proposal:

- 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.

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 15th for a February 1st submission) to ensure that the required elements presented above are included. A letter 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.

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 PowerPoint) 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.

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 by 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 3rd year may result in that student being required to register for 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 be required to drop all coursework for the spring and register for the one-credit full-time course PSYCH 001: Early Research Project Continuation. A student may still participate in practicum with faculty permission. A student who has still not completed their Early Research Project by the end of the spring semester of the third year will not be making satisfactory progress through

the program and will be required to petition the Committee on Standards & Ethics for continuance in the program and may be subject to dismissal.

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 for 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 Preliminary Exam

At the completion of formal coursework and the internship every ADP student will take on the comprehensive examination. It is comprised of two parts: a Comprehensive Theoretical Paper and a Qualifying Portfolio. 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. Each student should identify three core developmental faculty members to serve as reviewers.

The Comprehensive Theoretical Paper should be discussed and planned with the student’s advisor. This component of the exam 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 application of these ideas to the student’s specialized area of interest. 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.

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 vita

2. A transcript of completed course work
3. Evidence of having met teaching goals
4. Evidence of a successfully completed internship (e.g., a copy of the learning goals for the internship and how they were met)
5. Any publications, presentations, sample term papers or reports that demonstrate research competency
6. 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
7. If students have had research experiences outside of Suffolk, they are encouraged to submit letters of recommendation from their collaborators

Students will present their Qualifying Portfolio to the program faculty in a 20-minute presentation, followed by an academic discussion and professional developmental discussion.

Internship

ADP doctoral students are required to complete a yearlong 12-16 hour/week internship in the second year of the program. The ADP Program has a number of pre-established sites for students to choose from. Students on internship are expected to take on positions of considerable responsibility, such as directing a research 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.

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. Although successful progress in the program typically includes a completed dissertation proposal by November of year 4. Students who have not successfully proposed their dissertation by November of year 5 are no longer making satisfactory progress and may be referred to the Departmental S&E committee.

Students are expected to fill out a dissertation progress report twice a year (May and December) beginning May 1st 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 our record keeping for the American Psychological Association and for 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 mentors 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 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

Literature Review

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 for their comprehensive theoretical paper. This document (estimated 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.

Dissertation Committee

Committees must include three members. Two committee members must be tenured or tenure-track members of the student’s Doctoral Program 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 student’s Doctoral Program faculty, a tenured or tenure-track member of the Psychology Department Faculty who is not affiliated with the Doctoral 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 CEC. 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 CEC'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 at the oral defense of the dissertation

Development of a dissertation proposal

The dissertation is conceptualized as an original empirical project that makes a substantive contribution to the knowledge bases of psychology. Initial development of the dissertation proposal begins with a comprehensive, critical review of the literature relevant to the student's chosen dissertation topic. Students work directly with their selected dissertation research mentor to write a critical review appropriate to the intended dissertation topic.

Regardless of the content area or methodology being used, the final dissertation proposal should include the following information:

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.
 - a. Often there will be contradictory findings, inferences, or theoretical claims in the literature, and the review should offer a methodological or theoretical explanation for these contradictions.
 - b. The relevant research that supports the proposed study should be the focus of the review; a full, comprehensive discussion of the background literature may be presented in an Appendix.
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 very 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 procedures 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 of 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 in a position to help the student achieve the goal of completion of the study and presentation of the findings.

Format

The ADP Program requires students to use a Journal submission format for their dissertations. However, under certain circumstances students may petition the ADP Program Director to do a traditional dissertation.

1. Journal submission format & appendices: A total of 3 papers, (e.g., 1 accepted, 1 submitted, 1 in progress) is required for a dissertation. While at least two of the papers must be empirical, the third does not all have to be, in fact different types of papers are encouraged in fulfillment of this requirement (e.g., theoretical, policy, methodological, applied). Because the detail presented in a journal article is substantially less than that presented in a dissertation (submitted manuscripts are usually 20-30 pages in length), students who elect to present their research in journal article format will also be required to append a more extensive literature review and a comprehensive data analysis section.
2. Traditional dissertation format: this format includes an extensive literature review, a comprehensive data analysis, and an in-depth discussion, all of which is presented in one document. Traditional dissertations often have multiple chapters and typically exceed 80 pages in length.

Timing of proposals

For ADP students there is no specific timing requirement but dissertation proposals are expected to be completed by the end of the fourth year.

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 is blocked out for a proposal meeting. Students should prepare a very brief (e.g., 10-15 minute) overview of their proposed study. 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.

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. Students who have a grade of "IP" in PSYCH 782 Dissertation Proposal Prep should contact the Program Administrator upon successful completion of the proposal. Change of grade paperwork will then be completed and submitted to the registrar.

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. Before scheduling an off-campus proposal meeting the student must submit a petition to the CEC requesting program and departmental approval.

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 at <http://www.suffolk.edu/explore/16524.php>.

The timing of 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 the final document 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 that an electronic copy of the approved final version of the dissertation (all revisions accepted), prepared according to the regulations (see the APA Publication Manual and Technical Guide for the Clinical Psychology Ph.D. Dissertation on the Doctoral Program Resources blackboard under “Research Documents & Forms”), 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

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 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 and the Psychology Department. 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 programs in applied development only admit 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 or pre-doctoral internship (whichever is completed last), unless the student has applied for a leave of absence (see below).

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 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 eligibility for student health insurance (<https://www.suffolk.edu/student-life/health-wellness/healthcare-insurance/insurance>), eligibility for student loans and the disbursement of funds (<https://www.suffolk.edu/student-financial-services/eligibility/enrollment-status>), and, for international students, F-1 Visa Regulations (<https://www.suffolk.edu/admission/international-students/immigration/f-1-students-visa>). 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 you register for is fewer than 12 in any given semester during the first three years in the program and you are 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 your responsibility to inform the Office of Student Financial Services office so that student loans are properly distributed. It is also your responsibility to inform the Office of Student Affairs to discuss anticipated and unanticipated consequences.

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

Students in the ADP Program will receive full tuition remission for the first six years of study provided they remain in good academic standing. Please note that they will still be responsible for non-tuition fees during your time as a student. Students enrolled for 1-5 credits are considered “less than part-time”, students enrolled for 6 credits are considered “part-time”, and students enrolled for 12 or more credits are considered “full-time”. You must be enrolled at least half-time (i.e., 6-11 credit hours) to receive the 50% tuition remission while completing the 72 credits of required course work.

Registering for less than a full-time course load may have consequences outside of the doctoral program (please see the previous section *Residency Requirements* for further details).

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.

Additional Expenses

Other university and program related costs include books, professional liability insurance (required for students on practicum and internship) and health insurance (required by the State of Massachusetts; students without private insurance can purchase insurance through Suffolk University at a cost of \$2,781 for the 2019-2020 academic year <https://www.suffolk.edu/student-life/health-wellness/healthcare-insurance/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 1st) whether it is a renewal or first time application. The Psychology Department due date for FAFSA filing is April 1st.

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 801 or 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.

Lab Instructor and Lecturer

Advanced graduate students with the appropriate training are also eligible to apply for positions as Lab Instructors, Lecturers and Course Assistants in the Psychology Department. The Lab Instructor positions support undergraduate courses in research methods and statistics and graduate courses in univariate and multivariate statistics. Students who have completed the Teaching Apprentice sequence and demonstrate a particular skill in these areas should let the Director of Teaching and Inclusivity know of their interest in being a lab instructor. The current award is \$1,200. Students interested in becoming a lecturer must first take the graduate Teaching of Psychology course (PSYCH 772). After successful completion of the course students will be eligible to teach General Psychology and depending on course availability, any 100 or 200 level course. The current award is \$4,600.

Travel Funding

ADP students delivering papers, presentations, posters, or chairing 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 University. 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 one time per fiscal year (July 1 – June 30). 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. Others can be considered on a case-by-case basis by petition to the Chair. Travel forms can be obtained in the Psychology Department (see the hanging document organizer near the front desk); they are carbon copied forms and therefore not accessible in an electronic format. ***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 an advance is requested. Only travelers who adhere to this guideline may be approved for travel funds.***

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. 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. The full University Travel & General Expense Reimbursement Policy as well as a helpful FAQ can be found on the website here: <https://www.suffolk.edu/about/directory/business-office/travel-and-expense-reimbursement>.

Pre-Trip Responsibilities

- At least 4 weeks prior to departure date and prior to making overnight travel arrangements, all travelers must complete the following sections of the Travel Authorization and Expense Report form (for overnight trips).
 - Name of Traveler, Department, Phone #, Home Address, Destination (City & State), Home City, State, & Zip; Departure & Return Dates, Purpose of the Trip (indicate type of presentation and conference name), coverage during your absences (faculty & lecturers)
- Estimated costs
 - Reimbursable travel expenses include: airfare (coach), hotel accommodations, meals, conference registration fees, taxis, public transportation, and mileage. ****Please note: poster printing is in addition to travel funding and must be requested separately.****
 - Meals: The University reimburses for reasonable expenses for meals eaten while on University travel. Travelers have two options:
 - Option 1: For overnight trips, expenses for (3) meals, including beverage and tip will be reimbursed up to \$115 per day, per meal reimbursement guidelines. ***The full detailed meal receipts are required for this option; charge receipts noting only totals or charge card statements will not be accepted.*** At conferences where meals are included, that portion of the \$115 must be deducted from that day's total allowed expense. **Individual day trip meal expenses are not reimbursable unless the total day exceeds six hours and the travel happens during a meal time. In those instances, up to \$40 will be reimbursed for meals.**
 - Breakfast \$25
 - Lunch \$40
 - Dinner \$50
 - Option 2: For overnight trips, expenses for (3) meals, including beverage and tip, will be reimbursed using the government posted Per Diem Meal and Incidental (M&IE) rates for all the personal meals for the entire trip. These rates are set by location and may be found on the GSA website (<http://www.gsa.gov/portal/category/104711>). The rate for the days of travel (first & last) are at 75% of the daily rate (this is also detailed on the GSA website). If a traveler chooses this option, this method must be used for entire trip. A printout of the GSA rate showing the city and rate will need to be included with post trip travel form. *No meal receipts are required for this option.*
 - Air Travel: Coach/economy accommodations on commercial airlines must be used for all travel. Suffolk does not reimburse travelers for tickets purchased with frequent flyer miles.

- Personal Vehicle: When an employee drives from home to a location other than their work, only excess mileage incurred by the employee will be reimbursed (the mileage above what the employee's normal commute would have been). Travelers should use the standard mileage reimbursement rate set by the University each year (see here: <https://www.suffolk.edu/about/directory/business-office>). Gas is included in the mileage rate, therefore separate gas receipts will not be reimbursed.
- Lodging: When traveling to a conference, every effort should be made to secure economical as well as comfortable accommodations. A traveler may stay at a hotel hosting the conference even if the rate is not the most economical available when it is the most convenient and/or offers a "discount" rate. If you are exceeding the hotel cap in order to stay at the hotel where the conference is being held, please note this directly on your hotel bill.
 - Hotel (domestic) Spending Average Maximum per Day (including taxes):
 - \$225.00 Most US Cities
 - \$275.00 Boston, Chicago, Philadelphia, San Francisco, Washington, DC, Orlando, Phoenix, Baltimore, Los Angeles
 - \$325.00 New York City
 - Lodging costs beyond these levels require the prior authorization of a Vice President or Dean and required detailed justification.
- Poster printing is available directly through the department. This expense does *not* need to be recorded on the travel form. Anyone seeking direct poster printing from the department agrees to deliver poster to staff following the conference to display in the department for up to a semester.
 - The standard size for posters is 36 X 48 or 42 X 56 inches but travelers should check conference guidelines.
 - Travelers can print a poster via the following method:
 - Email the PowerPoint or PDF file, the poster size needed, and the date by which the poster is needed to the Administrative Services Manager at least 5 business days prior to the conference.
- Travelers should make every effort to avoid unnecessary expenditures.
- Form of Payment – indicate how the item was paid for (e.g., personal credit card, cash)
- Estimated total trip cost – use the following guidelines for total reimbursement amounts. ***Please note that these travel caps are dependent upon the availability of funds and are subject to change.***
 - For conferences within New England, the following amounts may be awarded:
 - Faculty members: \$500; Doctoral students: \$200
 - For conferences within the continental US, excluding New England states, the following amounts may be awarded:
 - Faculty members: \$1500; Doctoral students: \$800
 - For conferences outside the continental US, the following amounts may be awarded:
 - Faculty members: \$1500; Doctoral students: \$800
- Advance Requested

- Faculty and students are eligible for a pre-trip advance for trips that are two (2) days or more as follows:
 - 100% of lodging and 50% of all other approved expenses (up to travel cap). Air and rail may be submitted for reimbursement after purchase rather than waiting for conclusion of the trip. In order to request 100% of air or rail, the original, paid receipt must be submitted for reimbursement after purchase. Please keep in mind the travel cap when requesting an advance.
 - Any cash advance should be noted when completing the post trip portion of the travel authorization form.
 - If requesting an advance, the minimum request amount is \$100.
 - Advances will be mailed to travelers approximately 2 weeks *prior* to departure date.
 - In order to be eligible to request an advance, **you must submit your pre-trip paperwork at least 4 weeks in advance of your travel.**
 - Sign and date the form on the Traveler line
 - Check off the appropriate box for check distribution: mail or hold for pickup
- Doctoral students should complete the Release of Claims form (found on the Doctoral Program Resources blackboard page)
- All travelers must include a copy of the poster/presentation acceptance letter
- Photocopy the form for your records prior to submitting
- Submit the following to the Administrative Services Manager:
 - Completed travel form (signed by traveler)
 - Copy of letter of acceptance from conference organizers
 - Release of Claims Form (students only)
 - Copy of paid airfare receipt (only if requesting advance)
- The submitted pre-trip form will be reviewed by department staff and if approved, signed by the Chair and then forwarded to the appropriate Dean or Vice President for final approval (only if travel exceeds \$1,000). The form is then forwarded to Accounts Payable who will retain one copy and return the other copies directly to the traveler.
- Information for travelers planning to split expenses (hotel rooms, restaurant bills, etc):
 - If one person covers an expense and others reimburse them, reimbursement should be made in the form of a check. The cancelled check or the bank statement with the transaction will serve as a receipt. These are the only documents the business office accepts as proof of payment when travelers pay one another, when seeking University reimbursement. It is often easier and faster for travelers to pay for their expenses with their own credit/debit cards. Hotels and restaurants often accept more than one credit card to cover bills and/or split bills.

Post Trip Responsibilities

- The green layer of the travel form is generally delivered to the traveler's departmental mailbox within a couple of days of the departure date. If this does not occur, the traveler can contact the Administrative Services Manager for instructions.

- The completed post trip form and all original, final receipts need to be submitted to the Administrative Services Manager **within 3 days of the return date written on the travel form as final paperwork is due to the business office within 5 days of return.** Paperwork submitted after the deadline should include a memo to the budget office detailing the reason for not adhering to University guidelines.
- Completed post trip travel paperwork is reviewed by staff and the chair and forwarded to the Business Office. When travel forms do not reach the Business Office within 5 days of the traveler's return date, the request for reimbursement may be denied.
- Complete the following fields on the post-trip travel form:
 - Actual Costs
 - All original receipts
 - Form of Payment: Indicate how each item was paid for (cash, credit card, check, etc). Take into account the food and lodging amounts outlined to ensure the request for reimbursement does not exceed limits.
- All receipts **must** indicate the form of payment (cash, credit card, check, etc). If the payment type indicated is credit card, a portion of the credit card number must appear on the receipt (for example: xxxx xxxx xxxx 1234). Taxi cab receipts are the exception to this rule. Detailed meal receipts must be provided. **Charge receipts noting only totals are not acceptable substitutes.**
- If the receipt does not meet the above specifications, travelers should print out a copy of the bank or credit card statement from which the expense was paid, highlight the expenses, and submit it with the travel form. Expenses not pertaining to the trip can be blacked out.
- Receipts submitted without acceptable payment info will not be reimbursed.
- If an original receipt in excess of \$25 is lost, a Lost Receipt form is required to be completed. This form, if needed, should be separately signed by both the traveler AND Department Head. The use of the Lost Receipt forms should be an exception and the University reserves the right to restrict the repeated use of Lost Receipt Forms (found here: <https://www.suffolk.edu/about/directory/business-office/travel-and-expense-reimbursement>).
 - Actual Total Trip Cost
 - Sign and date in the Traveler field.
 - Check off the appropriate box for check distribution: mail or hold for pickup.

Non-Overnight Travel

- Travel that does not require an overnight stay must follow all of the requirements set forth in the above sections, however, the form to use is different. Faculty day travel should be submitted via the “Expense Reimbursement Request Form” which can be found on the Business Office website here: <https://www.suffolk.edu/about/directory/business-office/travel-and-expense-reimbursement>. Students who are traveling to day conferences should contact the Administrative Services Manager for instructions.

Travelers with questions can contact the Administrative Services Manager via email or via phone at 617-573-8367.

**These guidelines have been created using the University Travel & Expense Reimbursement provided by the Suffolk University Business Office. For a full outline of all university travel and reimbursement policies & procedures, please see the document found on the Business Office's website here: <https://www.suffolk.edu/about/directory/business-office/travel-and-expense-reimbursement> **

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/>).

For full details on the University reimbursement policy and acceptable/non-acceptable items for reimbursements, please see the University Expense Reimbursement policy found on the website here: <https://www.suffolk.edu/about/directory/business-office/travel-and-expense-reimbursement>.

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 is able to 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.

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 below. 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 Executive Committee. 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 honesty 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 honesty which can be found at <https://www.suffolk.edu/student-life/student-services/student-handbook>.

SATISFACTORY PROGRESS THROUGH THE ADP PROGRAM

Research

- Approval of an Early Research Project plan 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
- Preliminary Paper and Qualifying Portfolio submitted by the end of year 3
- A completed dissertation proposal by May of year 4
- Successful completion of the dissertation 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 successful completion of Internship 798 and 799
- Goals of Learning Contract met Hours of internship accounted for Supervisor evaluation completed with overall ratings of 3 or higher

Teaching

- Successful completion of two semesters as a TA
- Attendance at TA trainings
- Satisfactory ratings on TA evaluations
- Successful delivery of lecture and development of teaching evaluation methods. This will require acceptable observer and student ratings.

Application

- Demonstrate one effective collaboration with a community-based organization pursuing a social justice mission by end of third year.
- Produces a position paper or policy brief 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
- Adheres to the ethical and legal standards of psychology and the APA.
- Demonstrates honesty, personal responsibility, professional integrity, and accountability in on-campus, off-campus, and online settings.
- Practices proactive direct respectful communication on all program-related matters.

- Engages in conflict navigation, negotiation, and resolution demonstrating humility and flexibility in pursuit of the best possible outcome.
- Pursues anti-oppression practices, goals, and values in collaboration with other students and faculty
- Has developed a diverse set of tools through which to advocate for social justice.

REVIEW OF STUDENT PROGRESS

An ongoing goal of the program is to provide students with continuous feedback regarding their training across all domains (e.g., academic, research, teaching, and professionalism). 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, supervision). 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, teaching, clinical, and professional skill 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 excel 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, social justice, teaching and professional skill development. Using the guidelines provided in this manual, students are rated on all five domains as exceeding expectations, meeting expectations (i.e. making satisfactory progress), needing improvement or demonstrating unsatisfactory progress. Students who are making unsatisfactory progress may also be reviewed by the Committee on Standards & Ethics (see below) 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 satisfactory progress is restored. Students not meeting academic standards for the semester are also likely to be reviewed at the CAS GASC meeting (see <https://www.suffolk.edu/academics/academic-catalogs/graduate-academic-policies/academic-standing> for details).

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. Advanced students who had identified areas as "Needs Improvement" or "Unsatisfactory" from their May annual review are also reviewed mid-year, and may receive a letter detailing that further growth is necessary if adequate progress in the growth area is not yet observed.

GRADUATE STANDARDS AND ETHICS COMMITTEE

Purpose and Structure

The psychology department Standards and Ethics Committee (S&E) functions in compliance with the Suffolk University Student Handbook and follows the procedures outlined in the Handbook for academic grievances, non-academic grievances, and academic misconduct (<https://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-students-cas-sbs>).

The committee is comprised of five psychology department faculty members including the Department Chair, the Director of Clinical Training for the clinical doctoral program, the Director of the Mental Health Counseling Program, the Director of Graduate and Undergraduate Studies and Curriculum, and one rotating faculty member. When the matter to be addressed involves practicum or internship, then the Clinical Training Coordinator joins the committee as a sixth voting member. The rotating faculty member is elected by a vote by the psychology department faculty to serve for two-year terms. If a member resigns prior to the end of their appointment, a replacement will be assigned to complete the term by the department Chair.

The S&E committee is typically engaged for four distinct conditions. First, the committee may review and facilitate resolution at the department level of any grievances that a student has with a psychology faculty member. Second, the committee is charged with reviewing student progress in the program when a student is identified as having serious, multiple, and/or repeated instances of unsatisfactory progress in a program as defined by each graduate program's manual. Third, the committee will review reports and evidence of possible unethical and unprofessional behavior as defined by the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association 2010) and American Mental Health Counselors Code of Ethics (AMHCA 2010). The review of such behavior will determine if a report to the College of Arts and Sciences (CAS) is required and/or remedial action would be of benefit at the program level. Fourth, when a determination of academic misconduct is made for a student, and the graduate student's suspected academic misconduct involves actions that a faculty member and the department chair determine must be forwarded directly to the Suffolk University Graduate Academic Standing Committee (GASC), the S&E committee may meet to provide recommendations to GASC for their consideration. GASC is under no obligation to follow S&E recommendations.

It should be noted that when grievances or academic concerns arise, if possible, the first step should be discussion between the student and faculty member. When this is not possible, or the matter cannot be resolved, then the next step is for the concerned party to discuss the matter with the graduate program director. When this is not possible or the matter cannot be resolved, then the next step is for the concerned party to discuss the matter with the department chair. If the matter is not resolved, then the concerned party or the chair can bring the matter to S&E. It should be noted that for the doctoral programs, the severity or frequency of some student concerns may not be evident until the annual student review meeting during which there is a more formal review with all relevant members of the doctoral faculty providing feedback. In these situations, the matter can be referred directly to S&E from the

student review meeting. If a concerned party believes that a matter (either with a student or faculty) cannot be addressed or resolved at the department level for any type of grievance, then the guidelines outlined in the Student or University Faculty Handbooks should be followed and the concerned party can contact the appropriate academic or administrative unit.

The work-flow for academic misconduct does not involve S&E until **after** the faculty member and the department chair determine that the suspected academic misconduct must be forwarded to the GASC.

Review Process and Timeline

A graduate student who wishes to initiate an S&E review must submit a request in writing to the Department Chair, who is also the chair of S&E. Students are encouraged to also review the Student Handbook to ensure knowledge of their rights and privileges. Situations sometimes arise in which students feel that they have not been dealt with fairly and the University has a set of procedures to address these kind of problems (<https://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-students-cas-sbs>). Matter for S&E review and action can also be brought by unmet or unsatisfactory program requirements, the Faculty or in response to a GASC sanction or request from the Dean of Students (for a complete list of GASC criteria, please see the CAS Graduate Academic Standing Policy found here: <https://www.suffolk.edu/academics/academic-catalogs/graduate-academic-policies/academic-standing>) Once the S&E has been informed of a matter to be addressed, a meeting will be convened within 30 days to review the matter. All relevant parties will be informed of the date for the scheduled S&E meeting no less than 14 days prior to the meeting. The individual who is the subject of the review (i.e., the faculty member who is the subject of the grievance, the student who has been identified as making unsatisfactory progress) can submit any written materials for the committee to review. The subject of the review can request to present information in person at the committee meeting. After review and deliberation, a response from the committee will be provided to the subject in writing with the written communication provided to the relevant party no later than 15 days after the meeting (the committee may determine more information is needed before providing a response and will inform the party as soon as possible if such is the case). This communication may be that no action is needed, a remediation plan with specific steps is provided, or a report is provided to the appropriate institutional academic or administrative unit.

Petitioning an S&E Decision

Students may appeal an S&E decision to the appropriate administrative unit depending on the concern. Please see the Student Handbook for a description of student resources and procedures.

Ongoing Review

Once an action is initiated by the S&E Committee, the S&E Committee will have follow-up meetings in accordance with specified time lines as articulated in the written plan or materials provided to the relevant party.

Events that may warrant S&E Review

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 Standards and Ethics and/or the College of Arts and Sciences Graduate Academic Standing Committee if they:

- demonstrate serious difficulties in professional development and conduct
- receive two or more grades below B-
- receive an F
- have an overall GPA below 3.0
- have more than one incomplete in any semester
- do not successfully complete the ERP by the start of the fall semester of the third year
- do not complete a dissertation proposal by the end of the spring semester of the 5th year
- receive an unsatisfactory evaluation for internship
- do not satisfactorily complete the requirements of a remediation plan
- fail to conform to ethical and legal standards of the professional practice of psychology (Ethical Principles of Psychologists and Code of Conduct <http://www.apa.org/ethics/code/index.aspx>).
- fail to complete the program by the end of the 7th year

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
- fall below a 3.0 for a second semester
- receive 2 Cs (grades below B-) and has an overall GPA below a 3.0
- receive an F in one course and has an overall GPA below 3.0
- receive 2 Fs
- fail to complete required coursework
- engage in academic dishonesty
- do not complete the ERP by spring semester of the third year
- fail to conform to ethical and legal standards of the professional practice of psychology (Ethical Principles of Psychologists and Code of Conduct <http://www.apa.org/ethics/code/index.aspx>).
- receive a rating of 1 on any item on the final practicum evaluation form
- do not satisfactorily complete the requirements of a remediation plan
- fail to complete the program by the end of the 8th year

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

STUDENTS PROBLEMS, COMPLAINTS AND GRIEVANCES

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>.

Other Issues

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 these 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. If the student feels that the problem was not satisfactorily resolved, the student may submit a letter to the Committee on Standards & Ethics describing the complaint or grievance and request a hearing. If this hearing is granted, the student may come before the Committee to state their position, and they may bring another graduate student or a faculty member for support, if desired. The Committee on Standards & Ethics will work to resolve the issue fairly.

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 Student Affairs Office at <https://www.suffolk.edu/student-life/student-services/student-affairs> and 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 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 Dean's office. 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.

PERIODIC PROGRAM SELF-REFLECTION AND REVIEW

Self-study and reflection is 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 very 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 8th floor. For those conducting research with participants after business hours please be advised that you must contact security to arrange for participant access to the 8th 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 in 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 of 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 actually 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 psychophysio 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) or Dr. Michael Suvak (msuvak@suffolk.edu).