

APPLIED DEVELOPMENTAL PSYCHOLOGY PROGRAM

Ph.D. in Applied Developmental Psychology

- Program Guidelines –

Department of Psychology in Education

School of Education

University of Pittsburgh

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Applied Developmental Psychology Program Program Guidelines

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Overview of Program

The [Applied Developmental Psychology, doctoral \(Ph.D.\)](#) program prepares students for academic positions in colleges and universities and for positions as psychological specialists and research specialists in a variety of organizations concerned with education, health, and other human services. Graduates of the program hold positions such as Assistant Professor of Psychology, Instructor in Educational Psychology, Senior Research Coordinator at Western Psychiatric Institute and Clinic, and Program Manager at Highmark Caring Place.

The Program is oriented toward research and issues that are or can be readily applied to developmental policy and/or practice. Examples include factors associated with competence among children from urban, low-income families, successful out-of-school time programming for youth at risk for low academic attainment, and the influence of schools, classrooms, and teacher-student relationships on and children's and adolescents' development. There is an on-going dialogue among students and faculty regarding research. The shared attitude is that knowledge from theory and research can enhance our understanding of individual competence and social relations, contribute to improved design of institutional policies and practices, and foster healthier relationships within social groups to improve communication and learning.

In doctoral coursework, attention is given to theoretical and empirical work that focus on applied topics, including developmental assessment, best practices for child care and early learning, the impact of families, schools, and programs on child and youth functioning, and policy affecting children and families. ***The Program does not offer coursework or practica leading to licensure or certification in Psychology.*** More than in many traditional programs in developmental psychology, however, students of this program are encouraged to become experts in applying theory to practice. Students also are encouraged to engage in a wide variety of research activities across their program of studies. In addition they are encouraged to learn about and investigate different applied topics, ranging from alternative strategies of teaching and assessment, mechanisms for promoting family involvement in education, and prevention of educational or psychological problems.

A college teaching seminar provides an overview of the teaching-learning process as well as opportunities to assist a faculty member in teaching a course (departmental teaching assistantship) and/or to teach an undergraduate course (departmental teaching fellowship).

Student Rights and Responsibilities

Students have the right to be offered a program of studies as outlined in the University of Pittsburgh Graduate and Professional Bulletin: <http://www.bulletins.pitt.edu/graduate/>

Students have the right to be assigned an *academic advisor* whose responsibilities include helping those students to design a plan of studies and plan and prepare for their preliminary examination. Students have the right to change academic advisors, if another faculty member agrees with the student that s/he may be better suited to guide the student in developing and carrying out an approved plan of studies. When it is time to assemble a comprehensive examination committee, students also have the right to seek a different faculty member within the program to serve as *research advisor*. However, the research advisor normally must be **a member of the Graduate Faculty of the University of Pittsburgh**. If the identified faculty member is part of the Graduate Faculty, and agrees to serve as research advisor, s/he is expected to chair both the comprehensive exam committee and the doctoral committee.

Students have the responsibility to be cognizant of those **University, School, and Departmental regulations** relevant to their program of study. These include crucial date and time deadlines such as:

1. statute of limitations requirements regarding the time allowed to complete a graduate program (<http://www.bulletins.pitt.edu/graduate/regulations2.htm#Anchor-Statute-23240>)
2. registration requirements to maintain active status as a student and to be eligible to graduate (<http://www.bulletins.pitt.edu/graduate/regulations.htm#registration>)
3. the [Academic Calendar](#) for meeting classes, taking examinations, and applying for graduation (<http://www.provost.pitt.edu/information-on/calendar.html>)

Students have the responsibility to complete the annual student self-evaluation and submit it, along with your current curriculum vitae each spring semester to the departmental secretary.

Students have the responsibility to obtain a University of Pittsburgh e-mail account. You will receive Program materials and communications via your Pitt e-mail account. Use this account, whether directly through www.my.pitt.edu; or by forwarding the mail to your personal e-mail.

Students have the responsibility to be honest, to avoid plagiarism (i.e., the use of another author's words and phrasing without quotation marks and proper reference in any self-authored document or presentation), and to conduct him or herself in an ethical manner while pursuing academic studies.

Accommodations for students with disabilities – If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890 or (TTY) 412-383-7355 as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. Information about Pitt's services for students with disabilities can be found on www.drs.pitt.edu.

List of Forms for Milestones
(Available in filing cabinet in PIE suite)

Preliminary Exam

1. Doctoral Plan of Studies
2. Doctoral Preliminary Examination
3. Doctoral Study

Pre-dissertation Project

4. Supervised Research Proposal Form
5. Supervised Research Evaluation Form
6. Doctoral Pre-Dissertation Defense

Comprehensive Exam

7. Doctoral Competency

Dissertation Overview

8. Proposed Doctoral Committee
9. Dissertation Overview Examination
10. Doctoral Candidacy

Dissertation Defense

11. Dissertation Defense

The Plan of Studies

In the second half of their *first year* in the program, students are expected to meet with their advisor to design a plan of studies and prepare for the preliminary examination. The plan of studies should be approved *and* the preliminary exam should be passed *before 27 credits* (9 courses) have accrued. If they are not completed once 27 credits have accrued, the student is required to register for Directed Study in ADP (PSYED 3598) until the preliminary exam has been passed.

Once the plan of studies has been constructed and approved by the advisor, it is submitted to a three-member Preliminary Exam Committee. This committee is composed of three ADP faculty members, jointly selected by student and advisor, with the advisor serving as Chair of the Committee. *A cover letter must be included specifying (1) the student's career goals, (2) the preliminary examination topic that best fits his or her career goals, and (3) a rationale for the proposed plan of studies in relation to the student's career goals.* See page 13 for more details about the Preliminary Exam Committee. The Preliminary Exam Committee approves or designates changes in the student's plan of studies, approves or designates changes in the preliminary exam topic, and serves as the three-person faculty committee that evaluates the preliminary exam presentation.

The program's doctoral curriculum serves as the framework for the plan of studies. Before beginning their plan of studies students should review the University of Pittsburgh Graduate and Professional Bulletin (<http://www.bulletins.pitt.edu/graduate/>) for regulations concerning transfer credits from other graduate programs, minimum degree requirements, required courses, and so forth. The following considerations apply in designing the plan of studies:

Transfer Credits

In keeping with university-wide requirements, students will be able to apply a maximum of 30 post-baccalaureate credits from a master's degree awarded by another institution to meet the minimum credit requirement. Each course must meet the following conditions:

- The course grade must be at least B or its equivalent.
- The course must be judged relevant to a student's doctoral Plan of Studies by the program or department.
- The course must be approved for equivalent graduate degrees at the accredited institution, extension, or off-campus center of other institutions at which the course was taken.

Statute of Limitations

From the student's initial registration for doctoral study at the University of Pittsburgh, all requirements for the PhD must be completed within a period of 10 years (or 8 years if the student has received credit for a master's degree appropriate to the field of study).

Cross-Registration Credits

Students may register for graduate courses at Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University. Such work, if approved in advance by the student's advisor, will not be considered as transfer credit and may be counted for credit toward a graduate degree; the grade earned will be used in computing the student's grade point average. Cross-registration is only available in the fall and spring terms. Only full-time students may cross-register.

Full-Time Study

All PhD students must register as full-time students in the fall and spring terms. Graduate students who register for 9 to 15 credits in the fall or spring term are full-time students.

Registration Status at Graduation

All graduate students must register for at least 1 credit or full-time dissertation study during the 12-month period preceding graduation (that is, must be on active status).

Inactive Status

Students who have not registered for at least 1 credit or full-time dissertation study (eligible doctoral students) during a 12-month period are transferred to inactive status and must file an application for readmission to graduate study (application fee required) before being permitted to register again. Students on inactive status cannot apply to graduate or take preliminary or comprehensive examinations. Also, students on inactive status are not eligible to use University facilities and should not expect to receive counseling from the faculty or active supervision by their advisor and committee.

Adding and Dropping Courses

Students may add and drop courses only during the add/drop period. The dates for the add/drop period are listed in the University's Schedule of Classes, in course descriptions, on calendars (including the University's Academic Calendar at www.provost.pitt.edu/information-on/calendar.html), and in numerous other publications. Students who no longer wish to remain enrolled in a course after the add/drop period has ended may withdraw from the course or resign from the University.

Academic Standards

An average of at least B (GPA=3.00) is required in the courses that make up the program for any graduate degree. Students with full graduate status are automatically placed on probation whenever their cumulative GPA falls below 3.00. Each school determines the restrictions placed on a student on probation. A student on probation is not eligible to take the PhD preliminary or comprehensive examination, or to be graduated.

Supporting Field (Cognate) Requirement.

Depending upon students' educational background, they may be required to take up to 18 credits in a supporting field (sometimes called a "cognate"). According to the School of Education Graduate and Professional Bulletin (<http://www.bulletins.pitt.edu/graduate/education.htm>), this requirement may be met in three ways:

1. For a student who **does not have a bachelor's degree or an equivalent number of credits to that for a bachelor's degree in an appropriate academic discipline**, a minimum of 18 credits must be taken outside the School of Education in one field or in an interdisciplinary concentration (e.g., psychology or sociology) as approved by the program or department. No more than 6 of these credits may be used to satisfy research methodology requirements.
2. For a **student who has a bachelor's degree or an equivalent number of credits to that for a bachelor's degree in an academic discipline**, a minimum of 9 credits must be taken outside the School of Education in one field or in an interdisciplinary concentration as approved by the program or department. None of the 9 credits may be used to satisfy research methodology requirements.
3. For a **student who has a master's degree or an equivalent number of credits toward a master's degree in a relevant academic discipline**, no additional credits outside the School of Education need to be taken.

There are several courses in the Department of Psychology that students are encouraged to consider to fulfill this requirement, including:

Foundations: Developmental Psychology (PSY 2310) – Dr. Jana Iverson
Cognitive Development (PSY 2330) – Dr. Jana Iverson
Social Development (PSY 2325) – Dr. Celia Brownell
Adolescence (PSY 2376) – Dr. Kathryn Monahan
Child Psychopathology (PSY 3290) – Dr. Susan Campbell/Dr. Jennifer Silk

The supporting field/“cognate” courses should be entered on the Plan of Studies in whatever section applies, and *designated by an asterisk*.

Additional information and policies concerning statute of limitations, leaves of absence, academic probation, and other related topics can be found on the SOE website under “current students” or at: <http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

Additional Considerations for Plan of Studies

Minor in Quantitative Research Methodology. Students who would like to emphasize research skills in their course of doctoral studies may seek a [Minor in Quantitative Research Methodology](#) (see pp. 23-24). A Minor advisor from the Research Methodology Program must be assigned to the student. In addition, a Plan of Studies for the Minor must be submitted to the Research Methodology faculty for approval. This should be done at about the same time that the student’s full plan of studies is submitted to the Preliminary Exam Committee for approval (see below). The document on the Minor, highlighted above, should be consulted before students decide whether or not to pursue this option.

Supervised Teaching. All students are required to take a 3-credit supervised “Seminar in College Teaching.” This consists of both a seminar and (simultaneously) a supervised teaching experience. The purpose of the seminar is to expose the student to the many issues of college teaching (e.g., course content, structure, and student concerns). Working closely with a faculty supervisor in a teaching experience—whether as a volunteer or paid teaching assistant or teaching fellow—is to take place simultaneously with enrollment in the seminar.

The student and advisor decide how and when the teaching requirement might best be met. Several options are possible. Students who have been awarded assistantships or fellowships for teaching can sign up for the seminar and gain teaching experience with a faculty supervisor. Students may also volunteer to assist a faculty member teaching a course while enrolled in the seminar, with supervision by the faculty member teaching the course. Some students may also apply to waive this requirement (both the practicum and the seminar) if they have previous comparable teaching experience.

Required Coursework for PhD Students Across Areas of Concentration (ARCOs). Preparing students to tackle problems of practice and policy, and create innovative research agendas, requires intentionality in the methods coursework that supports students’ development of independent projects, meaningful contributions to advisors’ research, and critical analysis of past research. To help ensure that students develop the necessary analytic competencies, students across the ARCOs in the SOE are required to complete a **minimum of 5 methods courses**: Quantitative 1 (EDUC 3100) and 2 (EDUC 3103); Qualitative 1 (EDUC 3104); and 2 seminars in advanced quantitative or qualitative methods determined by the student and their advisor.

To further support students' research competencies, PhD students also participate in a school wide first year seminar (EDUC 3102 and EDUC 3105). This seminar meets every other week (1 credit in fall and 2 credits in spring taken over and above the typical 9 credit course load) and focuses on familiarizing students with practical and ethical issues in research (e.g., necessary clearances for working in schools, resolving questions of authorship and authorship order, human subjects guidelines), and supporting students' work on their pre-dissertation proposal (Milestone 1) (e.g., developing innovative research questions, conducting a literature review).

Students will also benefit from writing-intensive experiences to gain proficiency in the production of scientific articles and grant proposals. To this end, students will also complete a series of 1-credit experiences (taken over and above the typical 9-credit course load) beginning in their second year. These courses are offered within their ARCO.

Finally, a minimum of 3 credits of supervised research is required for PhD students. The School-wide requirement of 3 credits is tied to students' work on their pre-dissertation projects to promote timely and high-quality completion of this milestone (Milestone 2). This course is offered within students' individual ARCOs.

Year 1 Course Descriptions

Fall:

EDUC 3100: Introduction to Quantitative Methods: Descriptive & Inferential Statistics (3 credits) This first seminar in quantitative methods for PhD students provides an introduction to descriptive and inferential statistics, including confidence intervals and significance tests for means and proportions, contingency table analysis, and analysis of variance. Throughout the course students will apply quantitative statistical methods to real world data, moving from data preparation, to data display, to a polished results write-up. This course provides a foundation in the logic of statistical methods, which forms the basis for more advanced study and a framework for assessing quantitative educational research.

EDUC 3102: First Year Seminar (1 credit)

This seminar addresses professional issues germane to doctoral skills and competencies. Topics addressed in the seminar, include social, ethical and legal issues pertaining to conducting research such as collaborating with research partners, determining authorship, obtaining clearances, and IRB requirements. [Note: This class meets every other week.]

Spring:

EDUC 3103: Intermediate Quantitative Methods: Regression Analysis (3 credits)

This course focuses on single predictor and multiple regression analysis for binary, multi-category and continuous outcomes. Students will examine a variety of data sets, each of which can be used to address substantive research questions by fitting increasingly sophisticated regression models. Topics addressed include the regression model's purpose, mathematical representation, assumptions, implementation, interpretation, presentation, relationship to other statistical methods, implications for research design, and limitations. The course also will include "sneak peek" introductions to more advanced topics, such as: multi-level modeling, structural equation modeling, mediation analysis, regression discontinuity and propensity score matching to inform students about upper-level courses that they might consider taking in the future.

EDUC 3104: Introduction to Qualitative Methods (3 credits)

This course introduces students to different inquiry traditions (e.g. post-positivist, interpretive, critical, and post-structural) and modes of research (e.g. narrative, ethnographic, phenomenological, historical, rhetorical, linguistic) associated with qualitative research in the social sciences and humanities. In small-scale projects, students gain experience with various elements in the research process and research methods characteristic of qualitative research.

Differing assumptions about how knowledge is generated and the nature of truth claims are explored.

EDUC 3105: First Year Seminar (2 credits)

This seminar focuses on developing students' competencies toward completing a proposal for their pre-dissertation research project (Milestone 1). Topics addressed in the seminar include developing research questions and a literature review. [Note: This class meets every other week.]

Year 2 Course Descriptions**Writing Workshops**

Beginning in their second year, students also participate in ongoing writing workshops (1-credit per semester for 6-8 credits). The writing workshops provide students with an opportunity to get regular feedback on manuscripts and milestone documents. These workshops will be located within individual ARCOS.

Supervised Research (Fall, Spring or Summer of Year 2)

The SOE requirement of 3 credits of supervised research is tied to students' work on their pre-dissertation projects (Milestone 2) to promote timely and high-quality completion of this milestone. These courses are offered within individual ARCOS. [Note: Existing course numbers for supervised research can be used to meet this requirement.]

**Applied Developmental Psychology
DOCTORAL PLAN OF STUDIES**

Name:

Date:

**Master's Degree in:
from:**

Advisor:

Core Courses - 9 Credits

	Cred	Term	Grade
PSY 2330	3		
PSY 2325	3		
PSYED 3589	3		
EDUC 3102	1	Fall	
EDUC 3105	2	Spring	
PSYED xxxx	9		

Development in Context - 12 Credits

	Cred	Term	Grade
Select <i>at least 4</i> from the following (other options available with advisor consent):			
PSYED 3519	3		
PSYED 3531	3		
PSYED 3535	3		
PSYED 3536	3		
EDUC 3595	3		
PSYED 3589	3		
PSYED 2588	3		
	12		

Research Methodology - 30 Credits

The required courses in Research Methodology should be taken as recommended below:

Year 1

	Cred	Term	Grade
EDUC 3100	3	Fall	
EDUC 3103	3	Spring	

Years 1 or 2

PSYED 3632	3	Fall	
EDUC 3104	3	Spring	

Years 2 or 3 (Course is offered biennially)

PSYED 3190	3	Fall	
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Years 1-3: Choose 1 Assessment course (other options available with advisor consent)

PSYED 2510	3	Spring	
PSYED 2072	3		
PSYED 2073	3		

PSYED 3471	Constructing Questionnaires and Conducting Surveys	3
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Years 2-3: select *at least 4* from the following (**any sequence**):

PSYED 3419	Qualitative Methods – Meaning Centered Approaches	3
ADMPS 3012	Qualitative Data Mgt, Analysis, & Present	3
PSYED 2416	Applied Multivariate Statistics	3
PSYED 3450	Introduction to Educational Evaluation	3
PSYED 3417	Structural Equation Modeling	3
PSYED 3486	Applied Hierarchical Linear Modeling	3
DIL 3003	Research Interviewing	3
LSAP 3595	Advanced Qualitative Data Analysis	3
		9

Area of Concentration - 15 Credits

With your advisor, develop a coherent set of courses for your scholarly development. Courses may be drawn from outside the School of Education or University of Pittsburgh.

		12
<u>Supervised Research - 3 Credits</u>		cred term grade
PSYED 3591	Supervised Research	3

<u>Practicum in Teaching - 3 Credits</u>		
PSYED 3592	Practicum in College Teaching	3

<u>Dissertation - 18 Credits</u>		
PSYED 3599	Dissertation	18

Total Credits 90

Reminder- note courses that meet the supporting field (cognate) requirement with an asterisk*

^a These credits are above and beyond the 90 credits required for graduation.

^b A course number will be assigned by fall 2015.

^c The cross-cultural psychology is taken during the Early Childhood Education Study Abroad program in Florence, Italy.

Milestones and Professional Experiences

PhD students across the ARCOs also complete a common set of milestones intended to 1) ensure that students have the requisite knowledge and skills needed for independent research, and 2) position students for success in the job market. Toward these ends, the proposed milestones and professional experiences for PhD students are as follow:

Milestone 1: The Preliminary Exam (Year 1)

A proposal for an independent research project

By October 1 of the second year of full-time study, all doctoral students are expected to have (1) developed a plan of studies and (2) completed the first milestone (preliminary exam). *Students may not register for more than 27 credits in coursework, nor engage in a teaching practicum, until the predissertation proposal has been passed. Students who have reached 27 credits must register for Directed Study in ADP until the preliminary exam is passed.* The plan of studies and preliminary exam are completed within the same time frame, in collaboration with the academic advisor.

Students write a proposal that includes a well-defined research problem, relevant literature review, methodological approach and an analysis plan for an appropriately scoped second year research project. Students defend the proposal in a meeting of all program faculty and staff. A committee of 3 faculty members, including the student's advisor, makes a final decision about the student's successful completion of the proposal based on faculty input. The purpose of this defense is to ensure that the proposed project is theoretically grounded, methodologically rigorous, and appropriate for submission to a peer-reviewed journal upon completion. The defense should begin with a 10-15 minute presentation, followed by Q&A with the committee.

Plan of Studies. As noted previously, the Preliminary Exam Committee is composed of three ADP faculty members, jointly selected by the student and his or her advisor. The advisor serves as Chair of this committee. The student is responsible for inviting the two remaining faculty members to serve on the committee. The advisor then arranges a meeting of the committee to review the plan of studies. The committee may invite the student to attend this review meeting. The advisor communicates any necessary changes in the plan of studies, and gains final approval from committee members for any revisions. The **Doctoral Plan of Studies form (#1)** should be completed and signed, and then the advisor will notify the student of faculty approval, and s/he may begin preparing for the presentation of the predissertation proposal.

It is the student's responsibility to contact the faculty members assigned to his or her panel to arrange a date, time, and room for the Preliminary Examination.

Predissertation Proposal. The presentation is to be approximately 20 minutes, followed by a brief question and answer period. Students are asked to *provide visual supports*, whether PowerPoint slides, videotapes, overheads, handouts, or other presentation aids. Students are encouraged to attend other preliminary examinations within the Program, observe a model, videotaped examination (see the Departmental secretary), and/or rehearse their full presentation in advance.

A student whose presentation is judged by the committee *not* to have met evaluation criteria will be asked to *repeat* the preliminary examination within 6 months. To ensure that the retake of the

preliminary examination will be passed by the (same) committee, the student is ***required to sign up for directed study (PSYED 3598) with the advisor***, devoted to improving the quality of the presentation. The same procedures are followed for scheduling and delivery of the repeat preliminary examination. If the repeat presentation is again judged by the committee ***not*** to have met evaluation criteria, this will constitute grounds for dismissal of the student from the Program, within the context of a faculty review.

After approval of both the plan of studies and preliminary examination, the advisor completes the **Doctoral Preliminary Examination form (#2)** and the **Doctoral Study form (#3)**, indicating that the student may be admitted to doctoral study.

Milestone 2: The Predissertation Project (Year 2)

A completed manuscript of an independent research project

Supervised Research Sequence

Doctoral students in ADP are required to gain training and experience in the conduct of research through the Supervised Research Sequence. This consists of (1) an initial seminar (PSYED 3632, Applied Research Design) on some of the pragmatics of doing research, (2) one term of supervised research practicum working on, typically, existing research project(s), and in conjunction with that experience, (3) enrollment in the supervised research practicum (PSYED 3591).

Students typically begin their supervised research sequence by registering for Applied Research Design (PSYED 3632) – a Fall-term seminar introducing students to supervised research and the process of conducting research. The course is designed to develop the following competencies: (1) creation of testable research questions and hypotheses, (2) suggestion of appropriate procedures to test research questions and hypotheses, (3) knowledge of the APA form and style requirements for empirical writing (with an emphasis on Results and Discussion sections), and (4) familiarity with ethical issues in the conduct of research. Included in this course is completion of the University's required Human Subjects training module(s) for faculty and students conducting research. Information about this training is detailed below.

Supervised Research Practicum (PSYED 3591). The seminar is normally followed by one term (3 credits) of supervised research practicum during which the student works with a research supervisor, and becomes engaged in various aspects of the research process. This should take place early in the student's graduate career, and may or may not lead to a paper that serves as the pre-dissertation project. The student **enrolls in the practicum**, PSYED 3591, during the term that s/he engages in approved supervised research. The site must be formally approved by the advisor, the on-site research supervisor must complete an evaluation form at the end of each experience, and the student must see that this evaluation is given to the advisor, who then assigns a grade for the experience. The process and procedures are described below.

To select an appropriate [Research Practicum Site](#) (pp. 25-27), students consult with their advisor, then contact the faculty member or director of the research project and request placement. Faculty members in the ADP program, or faculty and/or research supervisors outside the program, may serve as practicum supervisors. If accepted, students prepare a **Supervised Research Proposal form (#4)**, which describes the practicum, and submit it for approval by the academic advisor before engaging in supervised research. Students may choose to work on two entirely different research

projects or to devote both terms of supervised research working on a single research project, including the advisor's research project. The practica may be carried out in two consecutive terms or spaced apart in time. The choice is up to the student. However, whenever they are working on a supervised research practicum, students must be enrolled in the PSYED 3591 course.

Students spend **at least eight hours per week** in fall, spring, or summer terms, or sixteen hours per week during one of the summer sessions, in the practicum setting where they may be expected to assist in various research activities (e.g., identifying problems, collecting data, reviewing literature, coding and/or entering data in a data base, analyzing data, writing reports, attending research team meetings), and receive weekly supervision. **Periodically, throughout the practicum, students must contact the academic advisor to report on progress.** This may be done by phone, email, or in a personal meeting.

Toward the end of the term, students are responsible for having their on-site supervisor complete the **Supervised Research Evaluation form (#5)**. The student normally summarizes the supervised activities and has the supervisor complete the evaluation portion, whereupon both sign the completed form. **The student's academic advisor is responsible for assigning the S/N grade.**

Pre-dissertation Research Project

All doctoral students must complete pre-dissertation research project or show evidence that they have previously completed a comparable project. The project may result from the research practica, or may be done independently. To the extent that the research project extends beyond the normal two terms of supervision, the student may be required to register for additional credits of PSYED 3591. The research project should involve empirical investigation employing qualitative and/or quantitative methods.

Human Subjects approval. Students are required to complete specific research training requirements through the CITI system; see [http://www.ird.pitt.edu/corpus/files/citi/Welcome to CITI.pdf](http://www.ird.pitt.edu/corpus/files/citi/Welcome%20to%20CITI.pdf) and <http://www.rcco.pitt.edu/ResearchTrainingRequirements.htm>

Typically both the "Research Integrity" and "CITI Responsible Conduct of Research" modules must be satisfactorily completed in order to conduct **ANY** research. Each takes several hours to complete and be tested on. Students must also submit ALL research proposals to the Pitt Institutional Review Board (IRB) for human subjects review. This is done by completing an IRB application, on-line, through "OSIRIS." The IRB application must be submitted and approved before data collection can begin.

A public, oral defense is required. The first step is to schedule the defense date with the committee and reserve a conference room for the defense. It is strongly recommended that the student begin this process at least 1-2 months prior to the anticipated defense date. The student must submit a final hard-copy of the pre-dissertation project to the committee two weeks prior to the defense. On the same day the project is submitted, the student should arrange with the department secretary to send out an announcement with the project title, date, time, and room of the defense. The student will make an oral presentation lasting no longer than 20 minutes. This presentation must follow APA guidelines for research presentations.

The following standards are required for the pre-dissertation project:

1. The research should be theoretically grounded and involve substantial independent effort.

2. The report should be organized in a form similar to that of the dissertation (i.e., Statement of the Problem, Review of the Literature, Research Questions/Hypotheses, Methods, Results, Discussion, and Conclusions).
3. The report should be written in APA style.
4. The report should be of appropriate length for submission to a professional journal (normally 25-30 double-spaced pages, excluding references, tables, appendices).

A 3-member committee reviews a full manuscript (Abstract, Introduction, Method, Results and Discussion sections) in APA Style. The defense should begin with a 15-20 minute presentation followed by Q&A with the committee. *To complete this milestone, the committee should agree that the manuscript is ready (or will be ready with revisions suggested by the committee members) to be submitted to a journal.*

The predissertation is assessed according to the [Research Paper Scoring Rubric](#) (see pp. 27-30). Any required revision of the research report must be completed within the committee approved deadline. Failure to meet the requirements of this milestone, as outlined in the rubric, or to meet the deadline for revisions are grounds for dismissal from the program. Copies of the research report and approval form are kept in the student's file. After final approval, the **Doctoral Pre-Dissertation Defense approval form (#6)** should be signed by the committee members.

This project does not constitute a Masters thesis. If a student files the appropriate documentation, this project can be credited by the University as a Masters thesis. However, **departmental permission and additional documentation** must be filed to receive a Masters degree.

Students who have already completed a research project may ask to have this requirement waived by submitting a research report or master's thesis for review by at least two ADP faculty members. Approval of the waiver requires faculty signatures on the waiver form (in PIE filing cabinets). Waiver of the requirement for a pre-dissertation project does **not** constitute waiver of the 6 credits of supervised research, although these may be waived in separate action, following the normal waiver procedures. In the case of research reports in a language other than English, the student must submit an abstract in English, and orally present the research to two ADP faculty members.

The pre-dissertation project should be completed before the comprehensive examination is taken.

Applying for a Master's Degree in Applied Developmental Psychology. If students do not already have a Master's degree in Applied Developmental Psychology or a related field, the completion of the pre-dissertation project and 36 credits of graduate study would satisfy the requirements for a M.S. in ADP at the University of Pittsburgh. See the M.S. Program Coordinator for more details on the procedures for graduating with a M.S. degree while completing the Ph.D. program.

Milestone 3: The Comprehensive Exam (Year 3):

The Comprehensive Examination is taken **after** all coursework has been completed **and** the pre-dissertation project has been approved, but **before** the student conducts the Overview (oral defense of proposal for dissertation research). A detailed description of the exam format and procedures will be distributed by the doctoral program coordinator. Upon successful completion of the Comprehensive Examination, the advisor completes and submits the **Doctoral Competency form (#7)**.

Milestones 4 and 5: Dissertation Overview and Final Defense (Year 4)

Proposal for a traditional dissertation or a two-paper dissertation

The Dissertation, the culmination of the Ph.D. program, is original research conducted by the student with the assistance of a research advisor. This research should contribute to the field of applied developmental psychology in the areas of theory, methodology, empirical results and/or policy/practice applications.

University and School of Education Policies regarding Dissertation Completion

University and School regulations require students to be registered during the term of graduation. Students must formally apply for graduation the previous term through the Student Services Center.

University and School Regulations also require students to register for at least 1 credit, or Full-Time Dissertation Study, at least once every year (3 consecutive terms) to remain “active” in the Program. Students who fail to register at least once a year move into “inactive” status and must formally reapply, with application fee, to the Program to be readmitted.

Additional policies and forms concerning advancement to doctoral study, doctoral competency, dissertation committees, dissertation overviews, advancement to doctoral candidacy, and the dissertation defense can be found on the SOE website under “current students” or at:

<http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

Dissertation Format

Students choose one of two options for the dissertation. For the first option, a student writes a traditional dissertation that presents the results of the student’s research project. For the second option, a student writes two strong research articles looking at a common research problem (using, for example, different subsets of data and/or different methodological techniques) for submission to leading journals in the field. Each article includes its own literature review, questions/hypotheses, methods section, results and discussion sections. These articles must be beyond the work used to count as the predissertation project (milestones 1 and 2). Students write an introduction and a conclusion showing how these studies are connected.

Sequence of Steps for Dissertation Completion

1. Identification of topic. Students identify a topic that can be developed into a dissertation overview proposal, normally in discussion with their research advisor. The research advisor need not be the academic advisor initially assigned, but *must be a member of the Graduate Faculty of the University of Pittsburgh*. Faculty members must apply for this status, and not all applications are granted. Students have the responsibility to check whether the faculty member has attained this status.

2. Selection and approval of the committee. The student and the research advisor meet to select additional members of the dissertation committee. The final committee must consist of four (or more) persons, including at least one person from outside the School of Education. *The majority of committee members must be members of the Graduate Faculty.* The student prepares the **Proposed Doctoral Committee form (#8)** listing the committee members, their professorial rank, and a rationale for the selection of each committee member. The form must be approved at the Program, Department, and School levels.

3. Human Subjects approval. As described on page 14, students are required to complete specific research training requirements through the CITI system; see http://www.irb.pitt.edu/corpus/files/citi/Welcome_to_CITI.pdf and <http://www.rcco.pitt.edu/ResearchTrainingRequirements.htm>

Typically both the “Research Integrity” and “CITI Responsible Conduct of Research” modules must be satisfactorily completed in order to conduct **ANY** research. Each takes several hours to complete and be tested on. Students must also submit ALL research proposals to the Pitt Institutional Review Board (IRB) for human subjects review. This is done by completing an IRB application, on-line, through “OSIRIS.” The IRB application must be submitted and approved before data collection can begin.

4. Preparing a draft of the Overview. Before beginning to write the Overview document, which is typically the first three chapters of the dissertation (Introduction, Review of Literature, and Methods), the student needs to do several things:

- Access Pitt’s ETD (Electronic Thesis and Dissertation) website <http://www.pitt.edu/~graduate/etd/index.html> and download the template to use for the Overview document.
- Arrange for any needed support in following ETD guidelines as specified on their website
- Obtain a copy of the [University's Style Manual](http://www.umc.pitt.edu/styleguide/) (<http://www.umc.pitt.edu/styleguide/>) available in the Student Services Center (SSC) along with other materials in their “dissertation packet.” Dissertations completed in the Department of Psychology in Education must **also** conform to the Guidelines of the *American Psychological Association's (APA) Style Manual* (<http://www.apastyle.org/pubmanual.html>), to the extent that they do not conflict with ETD requirements.
- **All dissertations must be submitted to the University in ETD electronic form.** More information about this can be found at <http://www.pitt.edu/~graduate/etd/index.html>.

The initial draft of the dissertation Overview document is prepared and submitted to the research advisor (a.k.a Chair of the dissertation committee). Based on suggestions by the research advisor/Chair, a revised draft is prepared.

5. Circulation of the draft. After the dissertation Chair agrees that the revised draft of the dissertation Overview is ready for the committee, it is **printed out and** distributed by the student to the other committee members. It is NOT to be circulated by email unless individual committee members have given verbal consent to this deviation from policy. Each committee member is then given two weeks during which to read and react to the revised draft. If a committee member feels that further revision is necessary prior to the overview committee meeting, that member should contact the student or dissertation advisor and request that the draft be further revised. Note: acceptance by the committee members does **not** indicate approval of the research. It indicates only that the Overview document is judged to provide adequate justification for an Overview meeting.

6. Final draft and scheduling of the overview meeting. The student prepares the final draft of the dissertation Overview based on the committee members' suggestions, **prints it out** and distributes it to all committee members. It is NOT to be circulated by email unless individual committee members have given verbal consent to this deviation from policy. The overview

examination is to be scheduled by the student **at least two weeks** after the distribution of the final draft. Students must inform the departmental secretary of the date as soon as it is scheduled so that the secretary can complete and submit the Dissertation Overview Announcement. The scheduled overview examination is then announced to the School of Education faculty by the Student Services Center, which publishes an announcement of scheduled overview examinations on the first and fifteenth of each month. (Note: For an examination scheduled between the first and fifteenth of each month, all materials must be submitted to the SSC no later than the fifteenth of the preceding month. For examinations scheduled after the fifteenth of the month, all materials must be submitted to the SSC no later than the first of that month).

The overview defense should begin with a 10-15 minute student presentation of the key rationale and components of the proposed dissertation project, followed by Q&A with the committee.

7. Final Overview document. The research advisor/Chair is responsible for bringing the **Dissertation Overview Examination form (#9)** to the scheduled overview examination. The dissertation overview must be assessed by all committee members using the [Research Proposal Scoring Rubric](#) (pp. 31-34). When the student passes the overview examination, a final copy of the dissertation overview is prepared by the student for submission to the Student Services Center, along with the signed Dissertation Overview Examination form.

If the student has not already done so, s/he must secure approval to conduct the proposed research from the Institutional Review Board of the University of Pittsburgh (<http://www.irb.pitt.edu/>). Once the proposed study has been approved by the IRB, the student must give evidence of approval to the research advisor/Chair. The advisor/Chair is then responsible for completing and submitting the **Doctoral Candidacy form (#10)**.

8. Data collection. Once the overview has been approved, AND the student has been advised that the research project was approved by the Institutional Review Board, the student may begin collecting/analyzing data under the supervision of the research advisor.

9. Draft of the dissertation. The student submits a draft of the completed dissertation to the research advisor/Chair. Based on suggestions by the research advisor, a revised draft is prepared. The student **prints it out** and distributes it to all committee members. It is NOT to be circulated by email unless individual committee members have given verbal consent to this deviation from policy.

10. Scheduling the final examination. The final examination is scheduled by the student—with the approval of the research advisor/Chair—to be held **at least two weeks** after distribution of the final draft to all committee members. (See paragraph 6 above for scheduling the Final examination). The student informs the departmental secretary of the date as soon as it is scheduled. The secretary then reserves a room and notifies the Student Services Center of the date and time.

11. Final Oral Examination. The final oral examination in defense of the dissertation is conducted by the doctoral committee, chaired by the research advisor, and open to any member of the Graduate Faculty of the University. *The student prepares and brings to the final examination the signature page of the dissertation AND the ETD signature page*, to be signed by all members of the committee after approval of the final document. The research advisor brings the Dissertation Transmittal Form (in the “Final Defense packet.” Students are expected to provide an oral

presentation of their research in no more 20 minutes, followed by Q&A with the committee for the full dissertation. This presentation must follow APA guidelines for research presentations.

The dissertation will be assessed using the [Research Paper Scoring Rubric](#) (pp. 27-30). Following the final examination, the student prepares a final draft of the dissertation based on the committee members' suggestions for revision (if any) and *distributes a bound copy to all members of the committee*.

12. Approved Final Copy. A final, bound copy of the approved dissertation, *along with a signed (by Chair) abstract and the signed Dissertation Defense form (#11)*, is submitted by the student to the Student Services Center.

Professional Experiences

Below is a list of exemplar professional milestones that students should acquire for their curriculum vitae during their graduate training. Many of these milestones will involve intensive mentoring and assistance from students' advisors:

- Conference Poster Presentation
- Conference Paper Presentation
- First-Author Publication
- Co-Authored Publications
- Teaching Experience
- Grant Proposal (e.g., SOE, Dissertation, Advisor grants)
- Service (e.g., SOE or CGSE committees; hiring committees; reviewing journal articles)

Financial Assistance

Financial aid is available at four levels: (1) individual faculty members; (2) the Department level; (3) the School level, and (4) the University level. **Priority for financial aid is given to full-time doctoral students making good progress during the first six years of enrollment in the program.**

1. Working with individual faculty members. At various times, faculty members in and outside the Program with research grants hire students to work as research assistants. Deadlines vary for individual faculty grants. Students should contact faculty members directly. Priority is normally given to the faculty members advisees.

2. Within the Department, a limited number of Graduate Student Assistantships, Teaching Assistantships, and Teaching Fellowships are available each year. These require some service (e.g., teaching) in exchange for stipends plus tuition remission. Students should apply at the Departmental Office. **Application deadline for Departmental assistantships and fellowships is February 1st for the following academic year. Students must re-apply each year if they wish to be considered for support.**

3. School of Education Financial Aid. A number of fellowships, scholarships and awards are available through the [School of Education](#). Some of these are merit-based and highly competitive (e.g., Alumni Doctoral Fellowships, K. Leroy Irvis Fellowship), others are dedicated for specific purposes (e.g., PIE Book Award). In addition to fellowships, some aid is normally available in the form of research and travel grants for students through both the [Council of Graduate Students in Education](#) and the [Dean's Office](#). Finally, students in the School of Education have the opportunity to submit **a proposal for research funding** from the Faculty /Student Research Awards program. **Deadlines for research grant proposals are November 1st and March 1st of each year.** Information on Fellowships and Grants may be picked up at the Student Services Center, 5501 Posvar Hall. **A February 1st deadline normally applies for (non research-based) financial aid for the following academic year.**

4. University Aid. A number of dedicated scholarships and fellowships are available at the University level and information on these sources of financial aid can be obtained from the Student Services Center. One example is the [Provost Development Fund for Women and Minorities](#), which provides up to 2 terms of financial support during the last year of graduate work. In addition, student loans are available through the Central Office of Admissions and Financial Aid.

There are also various opportunities for part-time work available throughout the University. Job listings may be found in: the Student Employment Office, William Pitt Union; in the Human Resources Offices, Craig Hall; and in the personnel offices of Western Psychiatric Institute and Clinic, Children's Hospital, and the Learning Research and Development Center.

University of Pittsburgh, Applied Developmental Psychology program
Act 33/34 & Federal Clearances

1. You can obtain the **PA State Criminal Record Check (Act 34) online** – the website for our (Pitt’s) School of Education says that you have to mail the form (which is included in this packet), but you do not. You can more easily do it, using a credit card to pay, online at: <https://epatch.state.pa.us/>

Once you enter all of your information (use your local address here in PA) online and click “search”, you will get search results with a “control number” link. Click on the “control number” link and that will bring up your results page. When you see the results page, print several copies of it because you cannot access it again later. Be **sure to always keep one copy for yourself – you can make more copies of it later if needed if you keep a copy of your own.**

Then show this results page as needed – this is your official PA State Criminal Record Check.

2. To complete the fingerprints (**FBI Criminal Background Check/Fingerprinting**), you MUST first register online at: <http://www.pa.cogentid.com/index.htm>

Be sure to **select “Department of Public Welfare (DPW)”** (unless you are currently working in a school – then you must register through the PDE **AND** request that a paper copy of the clearance be sent to you) and then “Online Registration”. Leave the Agency Information boxes blank. For “reason for fingerprinting” you can choose “Employment with a Significant Likelihood of Contact with Children”. For your address, again, use your local address here in PA. You will then submit your information and see a verification page.

Check to make sure you entered the information correctly, and then click “Next”. You will enter your payment information (using a credit card). Then you select the location where you want to go for fingerprinting. There is a location in Oakland (Univ. of Pittsburgh) on Forbes Ave (the UPS Store) as well as locations around the state. Also, take note of the acceptable types of photo ID you may show at the fingerprinting location - these are the only accepted options.

Once you have finished the online registration process, PRINT your registration confirmation to take with you to have the fingerprints done. **When you go for the fingerprints, you will need to show the printed confirmation and a current & valid photo ID.** Accepted forms of ID are listed on the Cogent website when you register. When you get your fingerprints scanned, you can get a receipt that may be used as proof that you had the fingerprints done and are waiting for the results.

You will then receive the fingerprint (FBI/Federal) clearance paper in the mail. Make several copies of it to keep in your files, as well as keeping the original. DO NOT give away the original.

3. For the **PA Child Abuse History Clearance (Act 33)**, you need to fill out page 1 of the application (Pennsylvania Child Abuse History Clearance Form, Form CY-113) and mail it in. Instructions are included on page 3 of the application. The application is included in this packet as well as available to download and print from: <http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

This website also gives specific directions for completing the form. Use your current, local address for the main contact information. Select “School Employee” as the reason for the clearance. Note that you must mail payment with your form, and you cannot use a personal check. It MUST be a money order.

Be sure to list all of your addresses since 1975. Also, for “Household Members,” be sure to list ALL family members and/or friends/roommates with whom you have lived since 1975. If you leave out people (such as a roommate in college), it is possible the form will be returned for you to correct and re-submit.

Department of Psychology in Education, Research Methodology Program
MINOR IN QUANTITATIVE RESEARCH METHODOLOGY

A. Procedure and Requirements

A minor in Quantitative Research Methodology is awarded to students who successfully complete a minimum of 18 credits of intermediate and advanced quantitative research methodology course work in the Research Methodology Program in the Department of Psychology in Education. The course work must be distributed as follows:

1. A minimum of 6 credits in statistical methods.
2. A minimum of 3 credits in measurement.
3. A minimum of 3 credits in research design.

All courses a student wishes to apply toward the minor must be (a) taken in the Research Methodology Program in the Department of Psychology in Education (except for the two EDUC classes specified below), (b) at the intermediate or advanced level (see Section C), and (c) completed with a minimum quality point average of 3.25. A comprehensive examination for the minor is **not** required. Courses may **not** be transferred from outside the Research Methodology Program Courses. Courses that are cross-listed with another department must be taken by registering under a PSYED course number. Since the specific courses a student takes are up to the student, no exceptions to the distribution requirement are granted. Section C lists the courses that may be applied toward the minor.

B. Steps for Progressing Through the Minor

Listed below are the steps to be followed for a minor in Quantitative Research Methodology within the Department of Psychology in Education.

1. A minor advisor is arranged. Usually a student who wants to minor in Quantitative Research Methodology simply asks a Research Methodology faculty member to serve as the minor advisor. If a student does not know a Research Methodology faculty member, the Program Coordinator should be contacted and a minor advisor will be appointed.
2. A proposed Plan of Studies for the minor is developed by the student and the minor advisor. The form used for this purpose is shown in Appendix H.
3. The proposed Plan of Studies is submitted by the minor advisor to the Research Methodology faculty for approval. Approval of the proposed Plan of Studies constitutes its acceptance.
4. When the courses on the approved Plan of Studies have been completed with a quality point average of at least 3.25, the minor is certified by the Research Methodology Program Coordinator.

C. Courses That May be Applied Toward a Minor in Quantitative Research Methodology in the Department of Psychology in Education

Statistical Methods Courses (minimum of 6 credits)

PSYED 2018 Statistics I or EDUC 3100 Intro to Quantitative Methods

PSPSYED 2019 Statistics II

PSYED 2410 Applied Regression Analysis or EDUC 3103 Intermediate Quantitative Methods

Measurement Courses (minimum of 3 credits)

PSYED 2072 Educational and Psychological Measurement

PSYED 2073 Constructing Achievement and Ability Tests

PSYED 3471 Constructing Questionnaires and Conducting Surveys

Research Design Courses (3 credits)

PSYED 2030 Experimental Design

Some of these courses have prerequisites; see the description of courses.

Other Courses That May Apply

The Research Methodology faculty offer courses which are not on the above lists, but which may be applied toward the minor. Students should consult with their RM minor advisor before registering for these courses if they wish to apply them toward the minor. Some of these courses have prerequisites.

Additional information may be obtained from:

Program Coordinator for Research Methodology

Department of Psychology in Education

5930 WWPB

Pittsburgh, PA 15260

Telephone: (412) 624-7230

FAX: (412) 624-7231

Admissions Information can be obtained from:

Student Service Center

School of Education

5500 Wesley W. Posvar Hall

University of Pittsburgh

Pittsburgh, PA 15260

Telephone 412-648-2230

soeinfo@pitt.edu

Or request information from our website:

<http://www.education.pitt.edu>

Applied Developmental Psychology Supervised Research Practicum Sites

Within the ADP Program

Thomas Akiva, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Learning in out-of-school contexts (i.e. youth programs), youth motivation and engagement, youth empowerment, observational assessment, mindfulness for children, youth, and caregivers.* tomakiva@pitt.edu

Heather Bachman, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Contexts of Children's Development: Families, Schools, Poverty, and Policy.* hbachman@pitt.edu

Stephen Bagnato, Ed.D., Professor of Pediatrics and Psychology; Director, Early Childhood Partnerships, Children's Hospital of Pittsburgh and The UCLID Center at the University of Pittsburgh, Office of Child Development. *Interdisciplinary practices in community-based early childhood and early intervention settings for children (0-8) with developmental risk, delays, and/or disabilities.* steve.bagnato@chp.edu

Carl Johnson, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Cognitive foundations of spiritual development, concepts of mind and metaphysics.* johnson@pitt.edu

Mary Margaret Kerr, Ed.D., Higher Education, Department of Administrative and Policy Studies. *School-based Interventions for Children and Adolescents with Behavioral and Emotional Problems.* mmkerr@pitt.edu

Roger Klein, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *The Impact of Media on Different Audiences.* rklein@pitt.edu

Tanner LeBaron Wallace, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Adolescent perceptions and valuing of instructional interactions, classroom management in urban schools, and identifying constructs measured by adolescent assessments of teacher behavior,* twallace@pitt.edu

Ming-Te Wang, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Achievement motivation and engagement; school/classroom climate; adolescent development; family socialization; quantitative research methodology.* mtwang@pitt.edu

Shannon Wanless, Ph.D., Applied Developmental Psychology, Department of Psychology in Education, School of Education. *Self-regulation, school readiness, social-emotional learning, fidelity of implementation, culture.* swanless@pitt.edu

Office of Child Development: Policy & Evaluation

Christine Groark, Ph.D., Co-Director, Office of Child Development. *Programs, Policies, and Practices Supporting Children's Development in Pennsylvania*. 412-244-5303, cgroark@pitt.edu

Laurie Mulvey, Director of Service Demonstrations, Office of Child Development. *Programs Serving Children and Families in the City, Region, and State*. 412-244-5026, mulvey@pitt.edu

Learning Research & Development Center (LRDC)/ Dept. of Instruction & Learning (DIL)

Isabel Beck, Ph.D., Learning Research and Development Center/Department of Instruction and Learning, School of Education. *Teaching Beginning Reading: What are the Steps?* 412-624-7065, ibeck@pitt.edu

Richard Correnti, Ph.D., Learning Sciences and Policy program, School of Education. *How educational innovations influence teacher practice and how teacher practice influences student learning*. rcorrent@pitt.edu

Keven Crowley, Ph.D., Learning Research and Development Center/Department of Instruction and Learning, School of Education. *Gender Differences in Parent-Child Interaction in Museums*. 412-624-8116, crowleyk@pitt.edu

Ellice Forman, Ed.D., Science Education, Department of Instruction and Learning, School of Education. *Gender Differences in Math and Science Learning, Gender Differences in Social Negotiation Strategies, and Classroom Discourse in a Third Grade Reform Mathematics Classroom*. 412-648-7022, ellice@pitt.edu

Mary Kay Stein, Ph.D., Learning Sciences and Policy Center, School of Education. *Educational Reform in Literacy in Two Urban School Districts*. 412-624-6971, mkstein@pitt.edu

Lindsay Clare Matsumura, Ph.D., Learning Sciences and Policy program, School of Education. *Content-Focused Coaching for High-Quality Reading Instruction*. (412) 624-7594 lclare@pitt.edu

Jennifer Russell, Ph.D., Learning Sciences and Policy program, School of Education. *Relationship between policy shifts and the organization of public schooling*. jrusse@pitt.edu

Other

Carl Fertman, Ph.D., Maximizing Adolescent Potentials Program, Department of Health and Physical Activity, School of Education. *Policy and Programming to Maximize Adolescent Potential*. 412-648-7191, carl@pitt.edu

Introduction & Literature Review (30%) Committee Members initial ratings

A. Has student made an interesting and accurate claim about the literature related to the topic?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. A claim seems to be inherent in the review, but it is not stated clearly and the research questions do not derive from a synthesis and analysis of the literature.	2. Research questions are clearly stated but do not derive from a synthesis and analysis of the literature (there may be a common sense idea about the literature on the topic, but it is not rooted in the research reviewed).	3. An interesting claim stemming from the synthesis and analysis of research is inherent in the review, but is not stated clearly, or is not clearly related to the research questions.	4. An accurate and interesting claim is clearly stated and summarizes the synthesis and analysis of the literature reviewed; claim leads clearly into explicit statement of specific research questions.
B. Is student's claim supported by appropriately described and analyzed evidence?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Only some sources are described and analyzed as individual pieces with relations to each other or in relation to the claim being made about the literature; but such description & analysis is not consistent across sources.	2. All sources are described and analyzed as individual pieces OR in relation to the claim being made about the literature; their relation to one another and/or to the claim is unclear.	3. All sources are described and analyzed as individual pieces AND in relation to the claim being made about the literature, but their relation to one another (e.g., in themes) is unclear.	4. All sources are described and analyzed as individual pieces; all sources are synthesized in relation to one another (e.g., in themes); a relation between the claim being made about the literature and all sources is explained.
C. Is student's literature review organized in a way conducive to following the argument for the study/hypotheses?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Organization of lit review may suggest that evidence supports claim, but does not make clear the ways in which evidence is related to claim.	2. Only one of the following is true: (1) The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly and one can tell what is meant, (2) sections are clearly marked and transitions are clear, and (3) the connection of evidence to claim follows a logical train of thought.	3. Two of the following are true: (1) The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly and one can tell what is meant, (2) sections are clearly marked and transitions are clear, and (3) the connection of evidence to claim follows a logical train of thought.	4. The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly and one can tell what is meant; sections are clearly marked and transitions are clear; and the connection of evidence to claim follows a logical train of thought.

Method (20%)

D. Does the method section appropriately describe the sample?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Sample section is missing.	2. Sparse details on sample are provided.	3. Sample is described, but not all the required elements are present.	4. Sample is fully described—number of participants, reference to population, recruitment procedures, response rate, and appropriate demographics are present.
E. Does the method section clearly describe the data collection procedures?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Reference to how data were collected or what data were collected may be present, but details on how, when, and why are not provided.	2. Data collection procedures are present, but both explanation of their appropriateness and details of the process are missing.	3. Data collection procedures are present, but either explanation of their appropriateness or details of the process are missing.	4. Data collection procedures are clearly stated. How, when, and why data were collected are fully explored. Sample items, some psychometric data, and references are provided for each measure.
F. Has the student fully and clearly described the data analysis procedures?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Statement of either the type of study (e.g., case study) or the type of analysis (e.g., grounded theory) is present, but there is no discussion of either how or why.	2. Description of either the type of study or the data analysis procedures is present, but there is limited discussion of how and why.	3. Description of both the type of study and the data analysis procedures are present and somewhat explored, but their relation to the study/research questions is unclear.	4. Type of study and data analysis procedures are both clearly stated and fully explored. How data were analyzed, sample codes and themes, and why the analysis was performed and is appropriate in light of research questions are all clearly explained.

Findings (Results & Discussion), Limitations, & Implications for Practice (40%)

G. Has the student made complete and accurate claims about the data?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Findings may be summarized, but connections among the different findings are loose (i.e., there is little, if any, synthesis) and there is little connection between the findings and the literature.	2. Findings are summarized, but either connections among the findings (synthesis) or between the literature and the findings are missing.	3. Connections among the findings and between the literature and the findings are present. There are obvious attempts not just to (re)summarize the literature, but to build on it, but they are not compelling.	4. Synthesis of findings and relation of the findings to the literature are both clear and accurate. The reader understands how this study's findings better inform the literature on this topic.
H. Are the stated results supported by appropriately described and analyzed evidence?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Some data may be presented, described, and analyzed, but presentation of data as evidence is inconsistent or insufficient.	2. Data are provided as evidence and are described and analyzed as individual pieces or in relation to the claim being made about the data. But their relation to one another and to the claim about the data is unclear.	3. Presentation of raw data is appropriate and includes description and analysis of the individual pieces and in relation to the claim being made. But the logical connections aren't strong and/or coherent.	4. Data are described and supported by strong presentation and discussion. Evidence is analyzed individually and in relation to other pieces of data. The relation between the claim being made and the actual data is fully explained.
I. Are limitations and areas for future research fully described?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Limitations and/or recommendations are missing.	2. Limitations and recommendations are stated, but are neither accurate nor thorough.	3. Limitations and recommendations are stated, but are not accurate or are not thorough	4. Limitations and recommendations are accurate, thorough, and discussed appropriately.
J. Has the student detailed clear and appropriate implications for practice?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Implications for practice are missing.	2. Implications for practice are stated, but do not match the study results.	3. Implications for practice are stated and may or may not be fully described, but their connection/emergence from the study is insufficiently explored.	4. Implications for practice are stated and clearly described and their relation to the study is appropriately described.

Mechanics (10%)

K. Did the student follow conventions of written English as specified by APA style guidelines (e.g., grammar, syntax, spelling, punctuation)?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Frequent, blatant errors in punctuation, spelling, sentence structure, syntax, grammar, word choice	2. Generally minor, but consistent, errors in punctuation, spelling, sentence structure, syntax, grammar, word choice	3. A few notable, but infrequent errors in punctuation, sentence structure, syntax, grammar, word choice	4. No writing errors
L. Did the student follow APA style guidelines?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Frequent errors that may include paper formatting (e.g., margins, page numbering, headers, spacing), table format, in-text citation style, and/or reference list	2. Generally minor, but consistent, errors in formatting, citations, and/or reference list	3. A few notable, but infrequent errors in formatting, citations, and/or reference list	5. No formatting errors
M. Did the student adopt the appropriate professional voice/tone?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. First person language used, inappropriately familiar or personalized phrasing, inappropriate personalized information included	2. Some blatant voice/tone issues, but not consistently	3. Some minor voice/tone issues occasionally present	4. The proper professional voice and phrasing is used throughout the paper.
N. Is an Abstract included?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. No Abstract	2. Abstract is present but of poor quality in a number of ways	3. Abstract is present, but has some errors/omissions	4. Abstract is present and is accurate and thorough

Advisor

Date

Introduction & Literature Review (40%) Committee members initial their ratings

A. Has student made a compelling claim about the need for and significance of the proposal?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. A claim is inherent in the review, but it is not stated clearly and in relation to the research questions and the research questions do not derive from a synthesis and analysis of the literature.	2. A claim may be stated but does not derive from a synthesis and analysis of the literature and is not clearly connected to the research questions	3. An accurate claim stemming from the synthesis and analysis of research is inherent in the review, but either is not stated clearly, or is not clearly related to the research questions.	4. A compelling claim is clearly stated and summarizes the synthesis and analysis of the literature reviewed; the claim leads clearly into specific research questions.
B. Is student's claim about the need for and significance of the proposal supported by appropriately described and analyzed evidence?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Only some sources are described and analyzed as individual pieces with relations to each other or in relation to the claim being made about need; but such description and analysis is not consistent across sources.	2. All sources are described and analyzed as individual pieces or in relation to the claim being made about the need, but their relation to one another and/or to the claim is unclear.	3. All sources are described and analyzed as individual pieces and in relation to the claim being made about need, but their relation to one another (e.g., in themes) is unclear.	4. All sources are described and analyzed as individual pieces; all sources are synthesized in relation to one another (e.g., in themes); a relation between the claim being made about advancing the field and both existing and proposed research is explained.
C. Is student's literature review organized in a way that supports the argument for the proposed research?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Organization of lit review may suggest that evidence supports claim, but does not make clear the ways in which evidence is related to claim.	2. Only one of the following is true: (1) The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly and its meaning is clear), (2) sections are clearly marked and transitions are clear, and (3) the connection of evidence to claim follows a logical train of thought.	3. Two of the following are true: (1) The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly and we can tell what is meant), (2) sections are clearly marked and transitions are clear, and (3) the connection of evidence to claim follows a logical train of thought.	4. The relation of evidence (descriptions and analyses of sources) to the claim is stated clearly so one can tell what is meant; sections are clearly marked and transitions are clear; and the connection of evidence to claim follows a logical train of thought.

Method (40%)

D. Does the method section appropriately describe the sample?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Sample section is missing.	2. Sparse details on sample are provided.	3. Sample is described, but not all the required elements are present and rationalized.	4. Sample is fully described—number of participants, reference to population, recruitment procedures—and is effectively rationalized.
E. Does the method section clearly describe the data collection procedures?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Reference to how data are to be collected or what data will be collected is present, but details on how, when (a timeline), and why are not provided.	2. Data collection procedures are present, but both explanation of their need/appropriateness and details of the process are missing.	3. Data collection procedures are present, but either explanation of their appropriateness/need or details of the process are missing.	4. Data collection procedures are clearly stated. How, when, and why data are to be collected are fully explored. Sample items, psychometric data, and references are provided for each measure.
F. Are the design/data analysis procedures described and justified?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Statement of either the type of study (e.g., case study) or the type of analysis (e.g., grounded theory) is present, but there is no discussion of either how or why.	2. Description of either the type of study or the data analysis procedures is present, but there is limited discussion of how and why.	3. Description of both the type of study and the data analysis procedures are present and somewhat explored, but their relation to and justification for the study/research questions are unclear.	4. Type of study and data analysis procedures are both clearly stated and fully explored. How data are to be analyzed, sample codes and themes, and why each analysis will be performed are all clearly explained and well justified.
G. Are the necessary skills and resources to complete the study appropriately documented?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. It seems likely that the skills and resources to conduct the research are not available.	2. It is not clear that all the skills and resources to conduct the study are available.	3. The availability of skills and resources to conduct the research seem to be present, but potential problems are not taken into account.	4. The availability of skills and resources needed to conduct the research are documented, and potential problems are raised and resolved.

Budget (10%)

K. Does the student provide an appropriate, detailed budget and budget justification, if appropriate?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. The budget lacks detail and the budget justification is poor or missing.	2. The budget or the budget justification is provided in good detail, but one or both aren't compelling.	3. The budget and the justification are provided in good detail, but aren't compelling.	4. A detailed budget and careful justification of every item is provided, resulting in a compelling request for funds.

Mechanics (10%)

K. Does the student follow conventions of written English as specified by APA style guidelines (e.g., grammar, syntax, spelling, punctuation)?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Frequent, blatant errors in punctuation, spelling, sentence structure, syntax, grammar, word choice	2. Generally minor, but consistent, errors in punctuation, spelling, sentence structure, syntax, grammar, word choice	3. A few notable, but infrequent errors in punctuation, sentence structure, syntax, grammar, word choice	4. No writing errors
L. Does the student follow APA style guidelines?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. Frequent errors that may include paper formatting (e.g., margins, page numbering, headers, spacing), table format, in-text citation style, and/or reference list	2. Generally minor, but consistent, errors in formatting, citations, and/or reference list	3. A few notable, but infrequent errors in formatting, citations, and/or reference list	5. No formatting errors
M. Does the student adopt the appropriate professional voice/tone?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. First person language used, inappropriately familiar or personalized phrasing, inappropriate personalized information included	2. Some blatant voice/tone issues, but not consistently	3. Some minor voice/tone issues occasionally present	4. The proper professional voice and phrasing is used throughout the paper.
N. Is an Executive Summary included, if appropriate?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. No Executive Summary	2. Executive Summary has some errors/omissions and is not compelling to a funder.	3. Executive Summary has some errors/omissions or is not compelling to a funder.	4. Executive Summary is accurate, thorough, and compelling to a funder.

O. Is the Student's Curriculum Vitae included, if appropriate?			
Novice/Poor (1)	Intermediate/Fair (2)	Proficient/Good (3)	Distinguished/Excellent (4)
1. No Curriculum Vitae	2. Curriculum Vitae has some errors/omissions and is not presented in a way to be compelling to a funder.	3. Curriculum Vitae has some errors/omissions or is not presented in a way to be compelling to a funder.	4. Curriculum Vitae is accurate, thorough, and presented in a way to be compelling to a funder.

Signed by Advisor

Date

Early Childhood Education Study Abroad in Florence, Italy

Program Overview:

This new summer program is designed for graduate students pursuing Master's or Doctoral degrees in education or a related field. Students will spend four weeks in Florence, Italy, engaging in research in the area of Early Childhood Education. Students who are interested in cross-cultural research but not in focusing on early childhood education, are welcome to attend. Although there will be field trips to early childhood sites, including Reggio Emilia, there will be many opportunities to individualize your study to your area of interest. Students enroll in two courses for a total of six credits. This program is planned to occur every May, beginning 2014, but is subject to cancellation. See Dr. Wanless for more information.

New courses

Special Topics: Cross-Cultural Psychology

This course is an overview of the theoretical and methodological issues that characterize cross-cultural research in psychology. Students will grapple with the inherent limitations in comparing cultures, and with the historical tensions between looking for universal and culturally specific phenomena. We will read and discuss empirical examples from across many cultures, but will conduct observations in Italy as case examples. For ADP doctoral students, this course will count as a Development in Context Requirement.

Directed Study

This course is intended to provide graduate students with an opportunity to conduct their own research project in Italy. This project will be individualized to meet the needs and interests of each student. All projects, however, will include data collection in Italy, and a final paper written in the form of a manuscript suitable for submission to a professional journal. Projects may include (1) intensive data collection in Italy, or (2) light data collection in the U.S. (prior to the trip to Italy) and in Italy to allow for cross-cultural comparisons.

Depending on the student's academic stage, this project may serve as the initial steps toward a pre-dissertation project or some other academic milestone. If so, however, the student is expected to work with the Directed Study Instructor, and be in close contact with an academic advisor.

If students are interested in presenting this project data, or publishing it, they will need to complete an IRB proposal at Pitt before collecting data. Due to the potential complexity of international IRB proposals, students who would like to go through this process should meet with the Directed Study Instructor by February at the latest (preferably much earlier).

On-Site Faculty

Dr. Wanless is an Assistant Professor at the University of Pittsburgh with post-doctoral training from the University of Virginia and doctoral training from Oregon State University. Dr. Wanless's research builds on her experiences as a former Head Start teacher, and on research linking social-emotional learning to positive long-term outcomes for students and teachers. She has conducted cross-cultural research as a Fulbright Scholar, and has had research collaborations with scholars in Taiwan, China, South Korea, Iceland, Germany, France, and the United States.