DISCLAIMER: This handbook contains information specific to the Developmental Science doctoral training program. Graduate Students assume responsibility for knowing and abiding by additional Departmental and University level policies and procedures during their training at FIU. A non-exhaustive list of links to these resources appears at the end of this handbook.
1. Welcome and Points of Contact
   - Welcome to the Developmental Science Community at FIU
   - Who do I contact if I need a question answered, a problem solved, or have a comment to share?

2. Program History and Vision
   - What is the origin of the Developmental Science program at FIU?
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   - What are the course requirements for the Developmental Science major?
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1. WELCOME AND POINTS OF CONTACT

Welcome to the Developmental Science Community at FIU

We are so glad you are here! This handbook was written with you in mind. It provides a roadmap for successfully earning your PhD in Psychology with a major in Developmental Science. Grad school has many ups and downs, and we are here to help every step of the way on your journey. Our goal is to make sure you feel seen, heard, and above all, valued during your training with us.

Who do I contact if I need a question answered, a problem solved, or have a comment to share?

For questions or problems involving your lab, first reach out to your Advisor (Major Professor).

For questions about the Developmental Science program or problems that cannot be resolved by your Advisor, reach out to your Program Director (PD): Dr. Eliza Nelson (elnelson@fiu.edu)

** Feel free to call/text anytime: 716-640-0735 or send a secure message via WhatsApp **

For general questions about graduate training or problems that cannot be resolved by your PD: reach out to the Graduate Program Director (GPD): Dr. Shannon Pruden (sdick@fiu.edu)

Each training program sends a grad student representative to department meetings and Graduate Education Committee (GEC) meetings. If you have a question, problem, or feedback that you’d like your representative to share with faculty in either of these settings, reach out to your Developmental Science Student Rep: Carlos Desme (cdesm002@fiu.edu)

Anonymous Graduate Student Online Comment Boxes

To make a suggestion or an idea for an action item, an observation, experience, or concern related to your training and education as a graduate student or something related to your graduate experience, visit the Graduate Education Committee online comment box at this link: https://fiu.qualtrics.com/jfe/form/SV_cVkpsmltFwDjWiW

For concerns related specifically to diversity, equity, or inclusiveness, use this link for the Psychology Department Diversity Committee: https://redcap.fiu.edu/surveys/?s=R7HEC3394P
2. PROGRAM HISTORY AND VISION

What is the origin of the Developmental Science program at FIU?

The Doctor of Philosophy in Psychology degree launched at FIU in fall 1984 with two main foci: (1) Child, adolescent, and adult development and (2) Aging and the later years. The program emphasized normal development as well as cross-cultural and urban perspectives on the life span. The curriculum was designed to foster a commitment to both basic research and application as part of the individual student’s specialty area development. The first PhD was awarded in 1990. By 2005, the PhD in Psychology had three foci including Life-span Developmental, I/O, and Legal. The name officially became Developmental Science in 2009. The Program Directors have been:

- Dr. William Kurtines (1984-2012)
- Dr. Anthony Dick (2012-2014)
- Dr. Dionne Stephens (2014-2016)
- Dr. Shannon Pruden (2016-2020)
- Dr. Eliza Nelson (2020-Present)

What is the vision of the Developmental Science program today?

Developmental science is concerned with the description and explanation of change over time in humans and other organisms. As your PD, I am working to implement change at the program level to meet you where you are and ensure you can get to where you want to go, whether that is in academia or industry. My vision is grounded in my core value of transparency in training. I have launched efforts to examine diversity, equity, and inclusion (DEI) from the top-down starting with the conversations we have as faculty, what goes on in our classrooms, and where we can do better in our program policies. I have initiated efforts to review our graduate syllabi for how each course considers DEI, and I have implemented changes to the qualifying exam procedure to ensure that you understand how you will be evaluated; you are evaluated fairly; and you have access to your exam scores. I have also developed clear benchmarks for your training, and I am tracking your progress so I can celebrate every milestone with you. If you use social media professionally, connect/mention/follow/tag me: LinkedIn: @elizalnelson | Twitter: @ElizaLNelson | Program Twitter: @DevSciFIU | Program Hashtag #FIUDevSci - Dr. Eliza Nelson, PD -
# 3. PROGRAM FACULTY AND LAB TEAMS

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Lab Name and Developmental Science Trainees</th>
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<tbody>
<tr>
<td><strong>Lorraine Bahrick</strong></td>
<td><strong>Infant Development Lab</strong> (1) Bethany Ramirez (2) Kaitlyn Testa</td>
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<tr>
<td>Distinguished University Professor</td>
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<tr>
<td><strong>Anthony Dick</strong></td>
<td><strong>Developmental Cognitive Neuroscience Laboratory</strong></td>
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<tr>
<td>Professor</td>
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<tr>
<td><strong>Asia Eaton</strong></td>
<td><strong>Power, Women, and Relationships (PWR) Lab</strong> (1) Randi Spiker (2) Zharia Thomas</td>
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<tr>
<td>Associate Professor</td>
<td><strong>Note: Not accepting new developmental science students</strong></td>
</tr>
<tr>
<td><strong>Leslie Frazier</strong></td>
<td><strong>Health &amp; Development Lab</strong> (1) Maria Bazo Perez (2) Christopher Clifford (3) Ava Nazarimehrvarani (4) Michelle Robinson (5) Ibrahim Yakin</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td><strong>Robert Lickliter</strong></td>
<td><strong>Developmental Psychobiology Lab</strong></td>
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<tr>
<td>Professor</td>
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<tr>
<td><strong>Eliza Nelson</strong></td>
<td><strong>Human and Nonhuman Developmental Science (HANDS) Lab</strong> (1) Kaityn Contino (2) Atefeh Karimi (3) Katherine Long</td>
</tr>
<tr>
<td>Program Director, Associate Professor</td>
<td></td>
</tr>
<tr>
<td><strong>Shannon Pruden</strong></td>
<td><strong>Project on Language and Spatial Development (PLSD) Lab</strong> (1) Carlos Desme (2) LaTreese Hall (3) Nicholas Mattox (4) Karinna Rodriguez</td>
</tr>
<tr>
<td>Director Psychology Graduate Studies, Associate Professor</td>
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<tr>
<td><strong>Dionne Stephens</strong></td>
<td><strong>Culture, Context, Health &amp; Identities (CCHI) Lab</strong> (1) Eduardo De La Vega-Taboada</td>
</tr>
<tr>
<td>Professor</td>
<td><strong>Note: Not accepting new developmental science students</strong></td>
</tr>
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4. PROGRAM MENTORING MODEL AND POLICIES

Who can serve as your Advisor in the program?

The Developmental Science program is built on a 1:1 mentoring model. The match between you and your Advisor began at the application stage. You were offered admittance to our program because your research interests closely align with one of our faculty. When you enter the program, you will immediately begin working in your Advisor's lab. Over the course of your first year, you are expected to establish your dissertation committee. Faculty selected for your dissertation committee will provide additional guidance during your training. The composition of the committee is determined between you and your Advisor but must include: (1) Developmental Science Advisor as Chair or Co-Chair (termed Major/Co-Major Professor), (2) One additional faculty member from Developmental Science, (3) One faculty member from outside of Psychology, and (4) One additional faculty member (no stipulations). The committee may include more than four faculty members if you want additional expertise, and it also may include faculty from outside FIU. Your dissertation committee can be changed within reason (you change labs; a faculty member leaves the university; you change research topics). Non-Developmental Science faculty can Co-Chair, but not Chair, Developmental Science graduate student dissertation committees.

Why should you initiate an Advisor-Advisee agreement?

We recommend that you initiate an Advisor-Advisee mentoring agreement in your first semester and revise it every year you are in the Developmental Science program. This document is also called an Individual Development Plan (IDP). Explore examples on the web and find something you are comfortable using. The IDP sets the tone for your mentoring relationship with your Advisor by jumpstarting open and honest dialog about you can do (your strengths), and what you need help with (your limitations). Because your career goals may shift, update your IDP annually. Having an IDP helps avoid mismatched expectations between you and your Advisor. Remember, be your own advocate! Maximize your IDP to tailor your training to your specific needs. You will have many different types of Advisors, and what you need from an Advisor will change as you advance in your career. Also, no two Advisor-Advisee relationships are alike. You may have a different relationship with your Advisor than another trainee in your lab group, and that's ok. Individual differences and change over time are the cornerstones of developmental science.
What happens if you need to change your Advisor?

You may find that your Advisor is no longer the right person to mentor you to reach your goals. When this happens, you have options. If you can discuss changing labs with your current Advisor, start there. If you feel you cannot have this discussion with your current Advisor, the next person to approach is the Program Director. You have the right to request confidentially in handling a change in Advisor. Depending on your research goals, it may be appropriate to work directly with another faculty member from your dissertation committee. Alternatively, you may want to shift direction completely and identify a new Advisor outside of your committee. If you change Advisors, you need to work out expectations for work on outstanding projects between you and your old Advisor such as authorship on future publications. You will also be required to file paperwork to formally change membership on your dissertation committee. Keep in mind your preference for a new lab placement is not guaranteed—faculty have the right to refuse to mentor you. To continue in the program, you must have a Developmental Science faculty member as Chair or Co-Chair. You will be formally dismissed from the program if you cannot secure an Advisor.

5. PROGRAM TRAINING BENCHMARKS

What are the benchmarks for making adequate progress towards the Doctorate of Philosophy in Psychology: Major in Developmental Science?

Year 1: Establish Dissertation Committee and Propose Master’s Thesis

The dissertation committee should be established no later than Spring of Year 1. This milestone is met by filing the appropriate UGS form online and requires signatures.

The Master’s Thesis proposal meeting should be held no later than Fall of Year 2. There are no formatting or length requirements for the master’s proposal document. Typically, the dissertation committee serves as the master’s thesis committee. This milestone does not require filing any formal paperwork.

Note: The Master's Thesis in Psychology is in-house. Sign up for Supervised Research while you are completing your thesis project. This course is limited to 6 credits per term. You should add Directed Independent Study (3 credits) to maintain full-time status in the fall or spring semesters.
Year 2: Complete Required Coursework and Defend Master’s Thesis

The program is designed so that you fulfill all required coursework by Spring of Year 2. Track your progress toward degree requirements regularly with your Panther Degree Audit. If you find errors in your PDA, email the Psychology Graduate Office (psygrad@fiu.edu).

The Master’s Thesis defense meeting should be held no later than Fall of Year 3. There are no formatting or length requirements for the master's thesis document. However, you are strongly encouraged to write up your results as a publishable manuscript. This milestone requires filing formal paperwork including a memo, rubrics, and Turnitin report. Documents are sent to psygrad@fiu.edu and the GPD Dr. Shannon Pruden (sdick@fiu.edu).

See full details on SharePoint: Awarding of the Master’s Degree

Year 3: Complete Optional Coursework and Pass Comprehensive Exam

You may want to take additional courses to obtain further expertise beyond your requirements. All optional coursework must be completed before filing the form to advance to candidacy. Once you advance to candidacy, you can only take Dissertation credits until you graduate.

Minor in Quantitative Psychology

To complete the Minor in Quantitative Psychology, you must complete 3 additional advanced analytic electives for a total of 6 statistics courses. The application form and a list of approved courses can be found at this link: https://faculty.fiu.edu/~scoxe/quant-minor.html

Graduate Certificates

(1) Applied Behavior Analysis: The Graduate Certificate in Applied Behavior Analysis consists of seven courses that comprise the FIU graduate Verified Course Sequence. The certificate is designed for individuals who already have a graduate degree and wish to complete the coursework required to become a Board-Certified Behavior Analyst. For more info, see https://case.fiu.edu/psychology/graduate-certificate-in-applied-behavior-analysis/index.html
(2) **Applied Social and Cultural Psychology (ASCP):** The ASCP certificate gives doctoral-level Psychology students an opportunity to learn culturally-humility-based frameworks and methods for working with diverse populations. The certificate requires 6 courses. For a list of approved courses and admission information, see [https://case.fiu.edu/psychology/graduate-certificate-in-applied-social-and-cultural-psychology/index.html](https://case.fiu.edu/psychology/graduate-certificate-in-applied-social-and-cultural-psychology/index.html)

(3) **Cognitive Neuroscience (CN):** The CN certificate is designed to advance the scientific education and professional development of students through coursework covering a broad range of areas of neuroscience. The certificate requires 15 course credits. For more details, see [https://case.fiu.edu/psychology/graduate-certificate-in-cognitive-neuroscience/index.html](https://case.fiu.edu/psychology/graduate-certificate-in-cognitive-neuroscience/index.html)

**Comprehensive Exam**

The comprehensive exam (also called Quals) is held on Nov 1\(^{st}\) or next business day annually. The exam occurs in a locked sequence—you will sit for Quals in Fall of Year 3.

You will be required to answer essay questions in three competency domains without any aids:
- (1) Developmental Science Theory,
- (2) Developmental Science Methods,
- (3) Specialty.

The following mechanisms are in place to ensure fairness on Quals:

- Your advisor submits sample specialty questions and three keywords for you. However, only the PD (or faculty supervising exam if the PD has a student taking it that year) writes/selects the final questions that will be on the exam.
- Every effort is made to protect your anonymity during grading. Essays are blinded by competency domain before being distributed to faculty for evaluation.
- The highest and lowest scores per question are dropped before creating an average. You need an average of “4” or higher to pass each competency domain.
- Raw scores are shared with the student only. Faculty do not receive this information. You may choose to share or not share your detailed exam scores with your Advisor.
- **If you do not pass a competency domain, the retake is held February 1\(^{st}\) or next business day. You will be formally dismissed after two attempts per UGS policy.**

For full details, see Section 6: Degree Requirements (Comprehensive Exam) in this Handbook.
Year 4: Advance to Candidacy and Propose Dissertation Project

Advancement to Candidacy requires:

(1) All extra coursework has been completed for any minors/certificates. Once you are a doctoral candidate, you are only permitted to sign up for dissertation credits per UGS.

(2) You have passed your master's thesis defense and filed your paperwork. Your MS degree will post to your transcript, and you can walk in a graduation ceremony if you like.

(3) You have passed the comprehensive exam (Quals). You will receive an official memo.

This milestone is met by filing the appropriate UGS form online and requires signatures.

Dissertation Proposal

The Dissertation proposal meeting should be held no later than Fall of Year 4. There are no formatting or length requirements for the dissertation proposal document. However, you are expected to have a minimum of 2 original studies in your dissertation. We recommend that you aim for 3 publishable papers joined by an introduction and conclusion. You may file for candidacy before proposing OR file both milestone forms at the same time. All milestone forms are submitted online through UGS and require committee signatures.

Year 5: Defend Dissertation and Submit Electronic Dissertation Document

The program is designed so that you complete your graduate training by Summer of Year 5.

It is recommended that you structure your dissertation with chapters as publishable papers. A good rule of thumb is 3 publishable papers tied together with an introduction and conclusion. However, the minimum standard for Psychology is a 2-paper (studies/chapters) dissertation. UGS has strict formatting requirements. Make sure to adhere to their guidelines as you write. The dissertation defense date must be advertised with an abstract of your project.

For details about all the dissertation milestones and the final paperwork required for graduation, see Dissertation Milestone Forms on SharePoint.
**What happens when you DO NOT meet a program benchmark?**

There are two mechanisms for addressing progress towards program benchmarks:

1. **Annual Evaluation** (Required by UGS for all graduate students at FIU)
2. **Fall Check-in with PD** (Specific Requirement for Developmental Science trainees)

**Annual Evaluation**

The UGS Annual Evaluation is completed online through MyFIU through a series of steps:

1. You complete a form on your accomplishments and set SMART goals for next year
2. Your Advisor writes a summary and rates you on satisfactory/unsatisfactory progress
3. You present your annual evaluation in a meeting with your dissertation committee
4. You approve your review and fill in the date when your dissertation committee met
5. The committee signs off electronically and your form goes to the GPD and Deans

A **Performance Improvement Plan (PIP)** is included in your Annual Evaluation if you are rated as occasionally or consistently not meeting expectations in a core competency OR the overall rating of your evaluation is unsatisfactory OR you did not meet a program benchmark. The PIP will explain how you did not meet expectations and will stipulate how to improve your performance with a timeline for completion and evaluation. You will receive a PIP if you have *not* proposed your Master's Thesis by Spring Year 2, *not* defended your Master's Thesis by Spring Year 3, or *not* proposed your Dissertation by Spring Year 4. **If you receive three unsatisfactory Annual Evaluations, you will be formally dismissed from the program per UGS policies.**

**Fall Check-in with PD**

To make sure you are on track, you will fill out a check-in survey every Fall starting in Year 2. Information collected goes to the PD who will initiate a meeting with you and your Advisor if there are concerns about your timeline for these major research milestones: (1) Master’s Thesis proposal; (2) Master’s Thesis defense; and (3) Dissertation proposal. **The intent of the check-in is to avoid a lack of progress resulting in a PIP at your UGS Spring Annual Evaluation.**
6. DEGREE REQUIREMENTS

The Ph.D. in Psychology: Major in Developmental Science requires a minimum of 75 semester credits of graduate work beyond your bachelor’s degree, including a dissertation based on your original research. You will earn your master’s degree (M.S.) on the way to your Ph.D.

Can you waive courses if you’re coming into the program with a master’s degree?

You can request to transfer two graduate courses from another institution towards your Ph.D. Requests should be approved first by your Advisor and then sent to the PD with the course syllabi (Form in Courses and Course Transfers on SharePoint). The PD will consult faculty who have taught equivalent courses at FIU. If your prior course is comparable, the waiver request will be approved. If a prior course is not comparable or does not meet the standards for graduate training at FIU, the waiver request will be denied. Requests to waive courses in the common quant core are unlikely to be successful as the FIU curriculum was designed as a three-course sequence.

What are the course requirements for the Developmental Science major?

1. Common Core Courses in Statistics/Methodology (9 credits)

Developmental Science doctoral students are required to complete 9 credits of departmental core courses in statistics/methodology comprised of the following 3 credit courses:

1. PSY 5939 Special Topics in Psychology Quantitative Methods I (Fall Year 1)
2. PSY 5939 Special Topics in Psychology Quantitative Methods II (Spring Year 1)
3. PSY 5246C Multivariate Analysis in Applied Psychological Research (Fall Year 2)

2. Developmental Science Theory and Methods Requirement (9 credits)

Developmental Science doctoral students are required to complete 9 credits in developmental science theory and methods comprised of the following 3 credit courses:

1. DEP 5608 Theoretical Perspectives in Developmental Psychology (Spring 2024)
2. DEP 5796 Developmental Methods (Spring 2023)
3. PSY 5605 History & Systems (Fall Year 1)
3. Developmental Science Breadth Requirement (3 credits)

A developmental science breadth course is offered annually. Developmental Science doctoral students must take 1 course drawn from the following list of 3 credit courses, or another course approved by the program director:

- DEP 5099 Proseminar in Infancy, Childhood, and Adolescence (Spring 2023)
- DEP 5405 Proseminar in the Psychology of Adulthood and Aging
- DEP 5936 Integrating Theory and Research in Developmental Science
- PSY 5939 Cross Cultural Perspectives of Emerging & Established Adulthood (Fall 2023)

4. Biological Breadth Requirement (3 credits)

A biological breadth course is typically offered every other year. Developmental Science doctoral students must take 1 course drawn from the following list of 3 credit courses, or another course approved by the program director:

- DEP 5058 Bio-Behavioral Development (Spring 2023)
- EXP 5667 Cognitive Neuroscience

5. Cognitive Breadth Requirement (3 credits)

A cognitive breadth course is typically offered every other year. Developmental Science doctoral students must take 1 course drawn from the following list of 3 credit courses, or another course approved by the program director:

- DEP 5065 Cognitive Development (Fall 2022)
- DEP 6645 Cognition and Language

6. Social Breadth Requirement (3 credits)

A social breadth course is offered annually. It is recommended to take the social breadth in Fall of Year 2 with your cohort. Developmental Science doctoral students must take 1 course drawn from the following list of 3 credit courses, or another course approved by the program director:
• DEP 5725 Seminar in Psychosocial Development
• DEP 7096 Seminar in Psychology of Life-Span Social Development (Fall 2022)
• SOP 5058 Proseminar in Social Psychology (Fall 2022)

7. Supervised Research/Ind. Study/Field Experience/Internship Requirement (18 credits)

Developmental Science doctoral students must take 18 credits of supervised research, independent study, field experience, or internship credits as appropriate to their plan of study. Typically, you sign up for Supervised Research while completing your master’s thesis project. When signing up for Supervised Research, you are limited to 6 credits in any one semester. You can also take Directed Independent Study for 3 credits if you need to make a 9-credit load.

8. Electives (6 credits)

Developmental Science doctoral students must take 6 electives comprised of two 3 credit courses. Selecting electives should be done in consultation with your Advisor and approved by the PD. You can use your electives towards the quant minor or one of the graduate certificates. Your tuition waiver will not cover courses beyond 9 credits in fall or spring. We do not advise paying out of pocket for extra courses. You can continue taking electives until you advance to candidacy. Delaying filing your application for candidacy will allow you to take extra courses. A second option is to audit a course. Permission to audit is at the discretion of the instructor and not guaranteed.

9. Master’s Project (6 credits of Supervised Research)

You will complete your master's degree on the way to your Ph.D. The Master's Thesis Project should be a publishable research article based on your original scholarship conducted under the direction of your Advisor. Your paper should be submission-ready at the time of the oral defense. The Master's Project requires 6 credits of Supervised Research.

Specific benchmarks for Developmental Science students include:

- Oral defense of Master’s Project proposal no later than Fall of Year 2.
- Oral defense of Master’s Project paper no later than Fall of Year 3.
10. Comprehensive Exam

Developmental Science doctoral students must sit for a closed-book essay-based comprehensive exam (Quals) on Nov 1st (or next business day) in Fall of their 3rd year in the program. The retake for the exam is Feb 1st (or next business day). **You are allowed two attempts to pass Quals.**

Why do we have Quals?

The process of preparing for the Comprehensive Exam (Quals) in Developmental Science provides students with an opportunity to demonstrate, synthesize, and extend their general and discipline-specific knowledge in Developmental Science Theory, Developmental Science Methods, and Developmental Science Specialty area, and to apply their expertise acquired through coursework and research to generate an original answer to the exam questions.

1. The purpose of the Qualifying Exam taken by Developmental Science graduate students is:
   a. To examine the student’s general and discipline-specific knowledge in the competency domains of theory, methods, and specialty area.
   b. To test the student’s ability to identify, articulate, present, and defend (in written form) an original answer to questions in each domain.
   c. To examine the student’s ability to formulate cogent and articulate arguments/answers and support them with relevant scholarship demonstrating an understanding of the relevant published literatures.
   d. To test the student’s ability to write an advanced theoretical argument that directly answers the specific examination questions.

2. The Qualifying Exam should demonstrate that the student has mastered the critical theory, methods, and specialty content to earn a doctoral degree in the field.

3. Passing the Qualifying Exam is a requirement for admission to Candidacy for the Ph.D.
What is the Quals format?

Students are required to answer questions in three competency domains: (1) Developmental Science Theory, (2) Developmental Science Methods, and (3) Specialty. A list of questions in each competency domain will be prepared by the PD. The list is not available in advance to students sitting for the qualifying exam or their major professors. If the PD has a student taking the exam that year, a faculty member who does not have a student taking the exam will select the questions. For Specialty questions, your Advisor submits sample questions and three keywords. The PD/faculty supervisor uses this information to write Specialty questions that are comparable in scope across all students taking Quals that year.

How are Quals scored?

Each question is scored individually with rubrics (https://go.fiu.edu/devqualsrubric). Questions in the Developmental Science Theory and Developmental Science Methods competency domains are scored by all Developmental Science faculty. A Developmental Science faculty member may abstain from scoring a Specialty area domain question depending on his/her/their expertise. If a Developmental Science graduate student is working closely with a faculty member outside of the program, the Program Director (or faculty member supervising the exam) may ask that external faculty member to evaluate the Specialty question only. On each question, scores range from 0 – 25. The lowest and the highest scores are dropped. The remaining faculty scores are averaged for a single score per question per student and divided by 5 to determine pass – fail on each question. A passing score per question is “4”. If a student scores less than “4” on one or more questions, question(s) in the deficit competency domain(s) may be retaken once in the following semester. Students who score less than “4” on any question on the retake exam will be formally dismissed from the doctoral program per FIU University Graduate School (UGS) policy.

11. Ph.D. Dissertation (15 credits)

You are expected to complete a doctoral dissertation, which is a supervised original research project that makes a novel and substantive scientific contribution to your area of specialization. The dissertation must be at least 2 publishable papers, and the recommendation is 3 papers joined by an introduction and a conclusion. The more products you produce, the stronger you will be on the job market. You do not have to have published any part of your dissertation to defend.
You qualify to begin your dissertation after advancing to candidacy. For Developmental Science, that means you have completed (1) all coursework, (2) your master’s project, and (3) passed the comprehensive exam. You must be enrolled in 3 dissertation credits until you defend your project.

Developmental Science Graduate Syllabi DEI Initiative

The Developmental Science program has implemented a policy in Spring 2021 to review graduate syllabi for diversity, equity, and inclusion (DEI). Faculty can opt-in their course as it comes up in the graduate teaching rotation. Participating faculty conduct a self-evaluation of how DEI is represented in their course. The self-evaluation is discussed alongside the syllabus in a meeting with program faculty and materials are posted online for transparency. Graduate courses taught by Developmental Science faculty that have completed the DEI syllabus review process appear in the list below. Courses that are not listed have either not come up in the teaching rotation since the policy was implemented OR the faculty member teaching the course chose not to participate.

- DEP 5065 Cognitive Development (Submitted and pending discussion; 10/13/22 Agenda)
- DEP 5796 Developmental Methods (DEP 5796 Syllabus with DEI Instructor Eval)
- DEP 7096 Seminar in Psychology of Life-Span Social Development (Submitted and pending discussion; 9/8/22 Agenda)
- PSY 5939 Cross Cultural Perspectives of Emerging & Established Adulthood (PSY 5939 Syllabus with DEI Instructor Eval)
- PSY 6919 Professional Development for Psychology Doctoral Students (PSY 6919 Syllabus with DEI Instructor Eval)

Continuous Enrollment Requirement

UGS requires you to be continuously enrolled in the fall, spring, and summer semesters while completing your degree. **Failure to maintain continuous enrollment will result in dismissal.**

- **Pre-Candidacy:** you must enroll in 9 credits in fall and spring, and 6 credits in summer.
- **Doctoral Candidacy:** you may only enroll in 3 dissertation credits in any semester.
Under what circumstances can you be dismissed from the program?

You may be dismissed from our training program under these circumstances:

- Non-compliance with the continuous enrollment policy
- A third unsatisfactory annual evaluation
- Cumulative and semester GPAs that fall below 3.0 for a third semester
- Failure to make satisfactory progress (program-level guidelines). In Developmental Science, this condition is defined as not achieving a program benchmark by the next Annual Evaluation after receiving a written warning (i.e., 1 year after receiving a PIP for the benchmark) OR failure to secure a Developmental Science Advisor as Chair/Co-Chair of your dissertation committee.

7. FUNDING

How can you make more money as a graduate student?

As a Developmental Science student, you will receive a 12-month stipend at the Non-STEM base TA/GA/RA rate of $20,859. During your training, you may be eligible for a differential assignment. Enhanced TA duties offer additional pay for efforts in teaching that go above and beyond the basic expectations for doctoral students. Teaching Research Methods 2 adds $1,000/year (or prorated by semester), and being the Primary Instructor adds $2,000/year (or prorated by semester). If you are funded on an RA line AND your Advisor can provide additional funds, you may also be able to petition for extensive hours or enhanced RA duties. These positions are limited each semester. We also recommend that you research internal and external scholarships and fellowships that you may be eligible for. An example of an internal fellowship is the FIU Dean’s distinguished fellowship, which provides an additional $3,000 to your base rate. An example of an external fellowship is the APA Early Graduate Student Research Award ($1,000). There may be opportunities for additional awards through individual professional organizations; ask your Advisor about these. You are also encouraged to apply for NSF or NIH fellowships if you are eligible. US citizens and international students with a green card can petition to work hours outside of their FIU contract. For more details on these opportunities, see Fellowships, Scholarships and Awards and Petitions (Enhanced RA, Extensive RA hours, Outside Employment, etc) on SharePoint.
What resources are available if you experience a hardship?

Bethany Sutherland Hardship Fund

This fund was established by Dr. Bethany Reeb-Sutherland to ensure that doctoral students have the means to cover unexpected financial costs. Dr. Reeb-Sutherland was an Associate Professor in our program who passed away in November 2020 after an extended journey with breast cancer. **The fund is strictly for unforeseen emergencies.** The event or catastrophe must be non-recurring, sudden, unexpected and critical, such as but not limited to the following: (1) acute illness of graduate student (i.e., unexpected, sudden and temporary); (2) Unexpected medical bills not fully covered by insurance (i.e., costly co-pay for emergency visit, surgery, or MRI scan); (3) Fire or other catastrophic damage in primary residence of student resulting in unexpected bills not fully covered by insurance; (4) Temporary housing or rent emergency (i.e., student cannot afford their rent due to no fault of their own e.g., missed FIU paycheck, delay in loan receipt); (5) Other hardship not listed above that has led to unexpected bills (must provide details in application).

You may request up to $1,000 per application. One application is allowed per semester. All information is held in confidence. Applications are reviewed by the GEC committee. For more info and to apply: [https://go.fiu.edu/Sutherland](https://go.fiu.edu/Sutherland). Information on additional resources through FIU can be found on SharePoint: [Hardships [Financial, Student of Concern, Emergency Aid]](https://go.fiu.edu/Sutherland)

8. CONFLICT RESOLUTION

Use this decision tree to resolve a conflict. Start at #1 and proceed down. If your issue is about the person at a level OR you are not comfortable disclosing to the person at the level, skip levels.

1. Advisor
2. Developmental Science Program Director (Dr. Eliza Nelson)
3. Graduate Program Direction (Dr. Shannon Pruden)
4. Relevant Associate Chair (Dr. Arlene Garcia/Dr. Maureen Kenney/Dr. Kristin Nichols)
5. Chairperson (Dr. Dana McMakin)
If your issue is not resolved adequately through this process, seek support outside of Psychology. For more information about specific types of complaints and how to file an academic grievance, see [Grievances and Complaints [Academic, Discrimination, Sexual Violence]] on SharePoint.

9. PROGRAM OUTCOMES

_How many students have graduated from the program?_

To date, we have graduated **109** trainees:

- 1990s = 18
- 2000s = 28
- 2010s = 50
- 2020s = 13 and counting!

Our alumni are organized by graduation decade here: [https://go.fiu.edu/devscialumni](https://go.fiu.edu/devscialumni).

Wherever possible, we have linked the dissertation for each alumni and list their current position. This information will help guide you with your own dissertation and see where our students have ended up. To connect with any of our alumni, please visit their hyperlinked LinkedIn profiles.

10. RESOURCE LINKS

FIU Psychology Graduate Catalog 2022-2023 (Official Reference for **Degree Requirements**): [https://go.fiu.edu/psygradcatalog](https://go.fiu.edu/psygradcatalog)

Developmental Science Program Webpage (Read Me for **News** and **Your Directory Profile**): [https://dsp.fiu.edu](https://dsp.fiu.edu)

- You can update your directory profile as much as you want throughout your training.
  Send your edits to the PD: Dr. Eliza Nelson ([elnelson@fiu.edu](mailto:elnelson@fiu.edu)).
- You are also encouraged to develop and regularly update your own academic website, which can be linked to your directory profile on our program webpage.
Psychology Graduate Programs SharePoint (Find All Dept Forms and Policies by Folder):
https://fiudit.sharepoint.com/sites/PsychologyGraduatePrograms

- 2022-2023 Assistantship Information
- Annual Evaluation and Mentoring
- Awarding of the Master's Degree
- Calendar and Deadlines
- Courses and Course Transfers
- Department and Program Handbooks
- Department Policies
- Department SEED Funds
- Dissertation Milestone Forms
- Diversity, Equity and Inclusion
- Fellowships, Scholarships and Awards
- Grievances and Complaints [Academic, Discrimination, Sexual Violence]
- Hardships [Financial, Student of Concern, Emergency Aid]
- Health and Wellness
- Other Forms
- Petitions (Enhanced RA, Extensive RA hours, Outside Employment, etc)
- Professional Development and Workshops
- Psychology Graduate Student Association (PGSA)
- Travel and Travel Funds
- University and College Policies