Welcome to the Human Development Doctoral Program!

We are extremely pleased that you have chosen to join us as we work together toward achieving your career goals. We believe that you will find graduate study in Human Development to be a rewarding and challenging experience that will prepare you to work in the varied roles and careers available to developmental psychologists. The successful student is one who makes a commitment to excellence. I challenge you to become the best that you can be as you become highly knowledgeable in one or more areas of specific interest. You will gain more from the program and be more prepared to begin your career if you follow this path.

This handbook describes several aspects of the program and its requirements, as well as answering many questions about how to navigate successfully to graduation. You should maintain frequent with your advisor who will help plan your individual program of studies to assure that you will meet your goals. Your advisor can also answer specific questions about the program. We look forward to working with you to achieve your objectives. Again, welcome!

Anne Dopkins Stright, Ph.D
Director, Human Development Program
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I. INTRODUCTION

Welcome to Indiana University and the Human Development specialization of Learning and Developmental Sciences in the Department of Counseling and Educational Psychology. Learning to maneuver through a doctoral program is a challenge that requires more than keen intellect. It requires planning, mapping out a schedule, clearing a set of hurdles, and wading through a seemingly endless amount of paperwork. We hope that this handbook will help to lessen the challenges and provide a guide to answer many of your important questions.

Read this handbook carefully in order to familiarize yourself with program requirements. Continue to refer to the handbook at regular intervals throughout your tenure as a doctoral student, and updated versions, which will be posted to the CEP website. Although the handbook provides a wide array of information, it should not be considered a substitute for regular meetings with your advisor or the Human Development monthly program meetings. In addition, to the requirements of the Human Development Program covered in this handbook, there are additional requirements for the Ph.D from the School of Education. For School of Education requirements for the Ph.D., refer to http://education.indiana.edu/students/graduates/current-students/index.html.

A. Program Overview

Human Development is one specialization of the Learning and Developmental Sciences degree. The Human Development program trains scientists and scholars to teach courses in human development, conduct research on substantive problems in the area, and/or provide consultation and other services to a wide variety of individuals, groups, and agencies.

A doctorate in Learning and Developmental Sciences requires 90 semester hours of graduate credit. A total of 60 credit hours (including dissertation credit hours) must be taken at the Bloomington or Indianapolis campuses. To meet the residency requirements, a student must spend two consecutive semesters in a single academic year (exclusive of the summer session) on the Bloomington or Indianapolis campus. Nine credit hours of courses (excluding credit hours awarded for the dissertation) must be completed in each of these semesters.

The program of studies for each student is under the direction of the student’s advisory committee. This committee of three faculty members is selected by the student and approved by the department. Each student’s program is composed of individually tailored work and some required course work. It must contain the sections outlined in the next section: II CURRICULUM AND REQUIREMENTS.
II. CURRICULUM AND REQUIREMENTS

Course requirements for the Ph.D. in Human Development and a suggested course sequence follows.

A. Course Requirements (at least 90 credits for a Ph.D.)

1. Major: Human Development (36 credits)

Students must take 3 courses in development so that each major period of the lifespan is studied (Child, Adolescent, & Adult) (9 credits total). The 3 courses are:

- P623 Advanced Child Development – 3 cr. – Stright - (Spring Even Years & Summer)
- P516 Adolescent Development – 3 cr. – Waldron - (Spring)
- P513 Gerontology 3 cr. – Huber (Fall & Spring) or P517 Adult Development 3 cr. – Huber (Fall) or P5?? Emerging Adulthood 3 cr. – Waldron (Fall)

Students also must take:

- P624 Biological Bases of Behavior – 3 cr. – Estell (Fall)
- P590 Independent Study (3 cr.) With your advisor. These credits are for your early inquiry study which is similar to a master’s thesis.
- P685 Proseminar in Human Development (6 cr.) You MUST attend these meetings as a first-year student leaning the ins and outs of the program. Beginning in your second year you must take 1 cr. every semester, for 3 years. As a formal student you will be presenting your work as you complete your quals portfolio and other research projects. After this, we expect attendance so that newer student can gain from your experience.
- P601 History of Psychology – 3 cr. (Fall 1st Year)

The remaining credits from the 36 total may be chosen from:

- P622 Social Development - 3 cr. - Estell (Spring)
- P625 Family Processes and Child/Adolescent Development - 3 cr. - Stright (Spring odd years)
- P518 Social Aspects of Aging - 3 cr. - Huber (Spring)
- PSYCH P657 Development and Psychopathology - 3 cr. - Spring
- P683 Developmental Epidemiology -3 cr. – Waldron (Fall)
- P600 Children’s Thinking - 3 cr. – Alexander (Spring alternating years)
- P652 Family Transitions - 3cr. – Waldron (Spring)
Course Requirements, cont.

2. Inquiry Core (17 credits)

The following courses are required:

- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y502 Intermediate Statistics Applied to Education (4 cr.)
- Y527 Educational Assessment and Psychological Assessment (3 cr.)
- Y604 Multivariate Analysis in Educational Research (4 cr.)
- Y645 Covariance Structure Analysis (3 cr.)

We also highly recommend:

- Y637 Categorical Data Analysis (3 cr.) (counts as an elective on the program of studies)
- Y639 Multilevel Modeling (3 cr.) (counts as an elective on the program of studies)
- Y655 Longitudinal Data Analysis (3 cr.) (counts as an elective on the program of studies)

3. Minor (12 credits)

A minor is at least 12 credits (the minor program can require more than 12 credits). We suggest minors in inquiry methodology, gerontology, psychology, epidemiology, counseling, or education.

4. Electives or Second Minor

If you receive a job appointment to be an Associate Instructor, then you must take (counts as an elective on the program of studies):

- P650 College Teaching (2 cr.) each year of teaching

5. Dissertation 15 credits

The following dissertation credits are required by the School of Education:

- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis (12 cr.)

SPECIAL NOTE: International Students

F-1 and J-1 student visa holders have restrictions regarding the number of online (or distance learning) credits that can be taken during the semester as it relates to fulfilling the full-time enrollment requirement. Specifically, the majority of credit in any semester MUST be “residential,” or traditional face-to-face, coursework. Failure to abide these restrictions may lead to the student visa being suspended.
B. Course and Qualifying Exam Requirements Sequence

For the majority of students, the following course sequence is ideal assuming a 5 year completion time. Important deadlines are also noted.

**First Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Y521 Method Approaches to Ed. (3 cr.)</td>
<td>P516 Adolescent Development (3 cr.)</td>
</tr>
<tr>
<td>Y502 Inter. Stats (4 cr.)</td>
<td>Y604 Multivariate Analysis (4 cr.)</td>
</tr>
<tr>
<td>P601 History of Psychology (3 cr.)</td>
<td>P623 Advanced Child Development (3 cr.)</td>
</tr>
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</table>

Submit Program of Studies to advisor by end of Spring semester of first year. By the Spring of the first year, analyses for the Early Inquiry project should be underway.

**Second Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>P513 Gerontology,</td>
<td>Y637 Categorical Data Analysis (3cr.)</td>
</tr>
<tr>
<td>P517 Adult Development, or</td>
<td></td>
</tr>
<tr>
<td>P652 Emerging Adulthood (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Y645 Covariance Structure Analysis (3 cr.)</td>
<td>????? Major/Minor/Elective Course (3cr.)</td>
</tr>
<tr>
<td>P650 College Teaching (2 cr.)</td>
<td>P590 Ind. Study (Early Inquiry) (3 cr.)</td>
</tr>
<tr>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
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</tbody>
</table>

Finish Early Inquiry project and present it at a conference by end of Spring semester of second year.

**Third Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>P624 Bio. Bases of Behavior (3 cr.)</td>
<td>Y639 Multilevel Modeling (3 cr.)</td>
</tr>
<tr>
<td>Y655 Longitudinal Data Analysis (3 cr.)</td>
<td>P690 Independent Study (3cr.)</td>
</tr>
<tr>
<td>P650 College Teaching (2 cr.)</td>
<td>????? Major/Minor/Elective Course (3cr.)</td>
</tr>
<tr>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
</tr>
</tbody>
</table>

Submit a review of a manuscript for the qualifying exam portfolio by end of the Fall semester of third year. Submit Early Inquiry for publication. Submit a major scholarly paper (review, grant proposal, or empirical paper [separate from Early Inquiry]) for qual portfolio by end of the summer of third year.
Fourth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Y527 Educ. Assess &amp; Psych Assess (3 cr.)</td>
<td>???? Major/Minor/Elective Course (3cr.)</td>
</tr>
<tr>
<td>P690 Independent Study (3cr.)</td>
<td>???? Major/Minor/Elective Course (3cr.)</td>
</tr>
<tr>
<td>???? Major/Minor/Elective Course (3cr.)</td>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
</tr>
<tr>
<td>P685 Proseminar in Hum. Dev. (1 cr.)</td>
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</table>

Take the written portion of the qualifying exam in Oct. or Feb of the fourth year, complete the oral qualifying exam by the end of the spring of fourth year. Form dissertation committee. Meet with Tracey McGookey Spring of your fourth year to go over degree checks in order to be able to register for P795 in the Fall.

Fifth Year

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>P795 Dissertation Proposal (3 cr.)</td>
<td>P799 Doctoral Thesis (8 cr.)</td>
</tr>
<tr>
<td>P799 Doctoral Thesis (4 cr.)</td>
<td></td>
</tr>
</tbody>
</table>

In early Fall, have Dissertation Proposal meeting & apply for jobs. In late Spring, defend dissertation.

Sixth-Eighth Years (if needed)

G901 (see Appendix A)
III. QUALIFYING EXAM PROCEDURES

A. Major Qualifying Exam. The Major Qualifying Exam in Human Development has two parts.

1. Portfolio of Work. The Portfolio must include:

   a. A copy of a manuscript of the early inquiry study or other study completed by the student submitted to a scholarly journal or a copy of a manuscript of the study in publishable form (if the study is not publishable). This must be completed by the end of a student’s second year of studies.

   b. A copy of a poster or talk presenting results from an empirical study (the student must be the first author) at a national scholarly conference (SRCD, SRA, APS, APA, AERA). Depending on student progress on their Early Inquiry and other research projects, this should be completed in the second year of studies.

   c. A review of a manuscript for a journal (the manuscript will be provided by the student’s advisory committee). The review should be 2-3 pages long single spaced. Faculty will provide examples of reviews of other manuscripts to serve as models. This must be completed by the end of a student’s third year of studies.

   d. A major scholarly product such as a:

      - A grant application suitable for submission to the appropriate agency (see the attached example). The possible grant mechanism must be approved by the student’s advisory committee before the student begins to write the grant application.

      - A meta-analysis in publishable form (see examples in Psychological Bulletin).

      - A review paper in publishable form (see examples in Developmental Review or Psychological Bulletin).

      - An empirical journal article accepted for publication, and on which the student is the first author. The student’s advisor must confirm that the majority of the work was done by the student. Any publication that results from a student’s Early Inquiry project may NOT be counted toward this requirement.

Each of these 4 components of the qualifying exam portfolio must be created during the student’s time in the doctoral program. Products from before the student joined the doctoral program will not be counted. Exceptions must be approved by the student’s Advisory Committee.

For each requirement, the work will be evaluated by the two Human Development faculty on the Advisory Committee. If these faculty disagree, then another Human Development faculty member will also evaluate the work. The faculty committee may require that the student revise the work.
2. **Written Exam.** A proctored 3-hour written exam given twice a year (in October & February). The student will be given a research question and asked to design a study for that question. The student will not know the question before the exam, and no notes, etc. may be used during the exam. An example question follows:

*Design a study to explore whether parents’ use of corporal punishment during early childhood predicts children’s aggression in elementary school. Describe the subjects (how many, sample characteristics, etc.), describe your procedures, describe how you will assess each of the specified variables, explain how you will analyze your data, discuss power issues (including concerns about type 1 and type 2 errors) and possible strengths, weakness, confounds.*

3. **Minor Qualifying Exam.** Requirements for the minor qualifying exam will be determined by the department or program supervising the minor.

4. **Oral Qualifying Exam.** The oral qualifying exam will be given by the two Human Development members on the student’s Advisory Committee after the student has passed the other portions of the qualifying exams. The oral exam provides the student with the opportunity to demonstrate to the faculty his/her mastery of areas of the written exam or the portfolio on which he/she may have had difficulties. The exam lasts 1 to 2 hours.

**B. Admission to Candidacy**

If the student successfully passes the oral qualifying exam, papers admitting the student to candidacy for the Ph.D. are signed at the end of the oral exam. The student is then considered ABD or “all but dissertation”. The student is then allowed to form his/her dissertation committee. *Note:* The student has 7 years from the date of the oral qualifying exam to complete the dissertation.

The dissertation proposal meeting can then be scheduled and completed. The earliest the student can defend his/her dissertation is 6 months after the dissertation committee form has been accepted by the Graduate School. The dissertation defense (Date, Time, Place, etc.) must be announced at least 30 days before the defense or the defense cannot take place.

For forms, see [http://education.indiana.edu/students/graduates/current-students/index.html](http://education.indiana.edu/students/graduates/current-students/index.html)
IV. RESEARCH

Students in the program are expected to become actively involved in research with faculty members. Typically this occurs in collaboration with the student’s advisor. However, students are free to approach any faculty member about his/her research interests. Graduate students can expect to be involved in different levels of the research process depending on the extent of his/her previous research experience. Note that it is an extremely rare student who is able to take on fully independent research upon admission to the program.

There are two major research requirements for the doctoral degree: the *Early Inquiry Experience*, and the *Dissertation*.

A. Early Inquiry

The *Early Inquiry Experience* is an independent research project to be conducted prior to the dissertation and distinct from dissertation research. The primary goal of the *Early Inquiry Experience* is to obtain early training in the conduct of research. To ensure adequate supervision, students are strongly encouraged to pursue a topic and/or methodology related to their mentor’s research.

Students begin their *Early Inquiry* project as early as possible in Year 1, under the guidance of their Advisory Committee. As described in the Graduate Bulletin, the Advisory Committee consists of at least three faculty members, two of whom must be from the student’s major area of study and one from the minor area. The committee chair, who is often the student’s advisor, must be a regular faculty member in the major area of specialization.

A research report resulting from the *Early Inquiry* project is due to the Advisory Committee before the start of Year 3. **Failure to complete the Early Inquiry Experience by Year 3 is grounds for dismissal from the doctoral program.** In the case of extenuating circumstances, requests for extensions may be considered for a student who is otherwise in good academic standing.

Note that students enroll for 3 credits of independent study (P590) during early inquiry research.
B. Dissertation

Credit Hour Requirement: Dissertation credits are designed to be used to plan and write your dissertation. 15 credit hours are the minimum for dissertation research. After being given permission by your dissertation director, you enroll for the following dissertation credits:

_P795 Dissertation Proposal Preparation_ (3 credits) - P795 are required dissertation credits utilized for the development of a dissertation proposal. Students must have the consent of their prospective dissertation director to enroll. This consent is then officially noted by the director authorizing the student to enroll. Students should be finished or nearly finished with program course work when enrolling for these credits. The director of the dissertation plays an active role in the supervision of dissertation proposal writing.

_P799 Doctoral Thesis_ (12 credits) - P799 is required after students have successfully completed the qualifying examination and have been advanced to candidacy. Students are expected to enroll for P799 credits while working toward the completion of their dissertation and after completing three credits of P795. Students are not permitted to enroll in P795 and P799 in the same semester. Credit may be earned over a period of several semesters.

For more information on dissertation credits and various restrictions in use, see Appendix A: _Dissertation courses P795, and P799 and G901: When do you use what?_

Appointment of Doctoral Research Committee: The Doctoral Research Committee has the responsibility for guiding the student through the dissertation process, including conducting a final oral defense of the dissertation and recommending the student for the doctoral degree. The Research Committee must be formed at least 6 months prior to the final oral defense but only after admission to candidacy. This process involves completing the _Nomination of Research Committee_ form which provides for a proposed dissertation title and brief prospectus. The prospectus is a one- to two-page document submitted with the nomination of research committee form. The prospectus contains: (1) a clear statement of the questions to be addressed in the study, (2) an outline of the design of the study, (3) the research methods to be used, and (4) a discussion of the contribution of the study. Subsequently, the student is required to submit a more detailed dissertation proposal—see below. This document must be approved by the Research Committee and department chairperson. Human subjects approval must be attached to the Nomination of Research Committee Form.

As described in the Graduate Bulletin, each Research Committee must have at least two members from the student's major area of study and one from the minor area. If the student has more than 1 minor then the committee must include a faculty member from each minor. If the minor filed is not pertinent to the topic of the dissertation, the student may petition to substitute another member from outside the major area. One member must be the committee chair and must be a faculty member in the student's major area. Usually the committee chair is also the dissertation director. However, it is acceptable for another committee member with particular expertise in the area of the study to direct the dissertation. All members of Ph.D. Research Committees must be members of the University Graduate School faculty. The committee chair
and the dissertation director must be full members of the Graduate School faculty. If an associate or affiliate member of the Graduate School faculty has special expertise in the area of the student's research, the research committee chair and the Associate Dean for Graduate Studies may petition the University Graduate School to allow the associate or affiliate faculty member to direct the student's dissertation. If the need arises to change a member of the committee then the student will need to complete a Change of Research Committee Form. This form is available in the Office of Graduate Studies.

The Dissertation Proposal Meeting: The dissertation proposal, including an elaborated statement of purpose and literature review, proposed methods, and defense of the value of the proposed study, should be presented to the chairperson of the research committee. The proposal consists of the first three chapters of the dissertation (Introduction, Lit Review, and Method sections). If the proposal is approved by the chairperson, the student will make arrangements for its presentation for approval at a meeting of the Research Committee. After the proposal has been approved by the committee, and the Dissertation Proposal Approval form is submitted, the dissertation will be completed under the guidance of the director.

Human Subjects Protection: Under Federal regulations and University policy, all researchers who conduct research that involves human subjects or materials of human origin must submit an application to the Institutional Review Board (IRB). Approval of the research protocol must be in place BEFORE the research begins. This includes data collection, which refers to any gathering of information from or about living human beings. Special training is required of all investigators, including students, involved in human subjects research. See the Office of Research Administration website for additional information on pre-submission training: http://researchadmin.iu.edu/HumanSubjects/pre_submit.html. IRB approval is required with submission of the Dissertation Proposal Approval form.

Dissertation Manuscript: In writing the dissertation, students work closely with their dissertation advisor and often with other members of their Research Committee. The document, A Guide to the Preparation of theses and Dissertation, is available at http://www.graduate.indiana.edu/preparing-theses-and-dissertations.php. This document contains detailed instructions regarding the preparation and submission of the dissertation. After the Dissertation Research Committee approves of the dissertation, the final version of the dissertation must be submitted electronically.

Final Oral Defense: After completion of all coursework and the dissertation, a final oral examination covering the dissertation is scheduled. An announcement of the final oral examination must be submitted to the Office of Graduate Studies one month prior to the examination. Although the focus of this examination, also called the oral defense, is on the dissertation, members can also query students on their knowledge of theory, inquiry, research relevant to the cognate and study, and psychological foundations. The examination will be conducted by the entire committee unless in case of extenuating circumstances when arrangements may be made for a member to participate by remote technological means (e.g., phone, videoconferencing, Skype). In addition, because the dissertation is conducted in the spirit of an open forum for the sharing and disseminating of scientific information, additional faculty, students, or staff may elect to attend the defense. Upon successful defense of the dissertation, the
faculty will recommend awarding of the Ph.D., which is conferred by the University Graduate School after all documentation is completed. A Dissertation Defense form, which is generated by Graduate Studies and given to the dissertation director before the scheduled defense, is submitted only after the defense and all revisions to the thesis are completed to the committees’ satisfaction.

7 Year Rule: The dissertation must be completed within seven years of passing the oral qualifying examination. At this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission, with this process initiated with a letter to the associate dean for graduate studies requesting readmission. Students applying for readmission are subject to current admission criteria. If readmitted, students must retake the current qualifying examinations and fulfill other conditions imposed by the department in order to establish currency (such as taking or auditing selected courses). If the qualifying examinations are passed and the other conditions are met, these students are readmitted to candidacy. They have three years from this date to complete a dissertation.

For a step-by-step overview, from designing your study to the final defense, see also Appendix B: Procedures for the Dissertation, which was created by Drs. Alexander, Stright and Estell.
V. PERFORMANCE AND PROFICIENCY REQUIREMENTS

You will be evaluated in multiple ways as you progress through the program, you must demonstrate competence and proficiency in all aspects of your program. If you unable to meet these requirements then the program may not be appropriate for your career goals and you may be asked to withdraw from the program.

Areas of evaluation include:

A. Performance in classes – You must maintain at least a 3.3 graduate GPA at all times. Failure to meet this criterion will result in a meeting with your advisor or the program faculty and may lead to placement on academic probation. No grade lower than a “C” can be counted toward a graduate degree. No more than 6 hours of “C” can be counted toward a graduate degree. No grade lower than a “B-” will be counted by program faculty in the 36 credit hours of Human Development courses or the 17 hours of Inquiry courses. If a grade lower than a “B-” is given in any of these courses, you may be required to re-take the course, which may prevent you from enrolling in subsequent program courses, which will delay your program progress.

B. Performance in assistantships – If you have an assistantship, you are required to ask your supervisor in at least one semester each year to complete the Student Review Form – Graduate Assistantship Supervisor. These completed forms will be completed in your qualifying exam portfolio. At least 90% of the ratings must be Average (3) on a 1 to 5 rating scale. If any rating is lower than Average, your advisor will be notified and may ask to meet with you to discuss your progress.

C. Making adequate yearly progress – You must make adequate yearly progress completing your coursework and the requirements for the qualifying exam portfolio. Please see the qualifying exam and course requirement deadlines earlier in the Handbooks (in the “Course and Qualifying Exam Requirements Sequence” section). Your performance will be reviewed by your advisor and at least one other Human Developmental faculty member annually, and you will be provided written feedback on your progress and expectations for the upcoming year.
VI. APPENDICES
APPENDIX A

Dissertation credits P799 and G901: When do you use what?

Dissertation credits are designed to be used to plan and write your dissertation. P795 is 3 credits; P799 is 12 credits. Authorization for P795 and P799 comes from your advisor/dissertation director. It doesn’t matter if you complete all 12 credits while at IU or use them 1 or 2 credits at a time after you leave IU to collect data and write. You will receive a grade of “R” in all dissertation hours until you defend your dissertation.

P795 Dissertation Proposal Preparation (3 credits)
Plan dissertation – this is the time to meet with dissertation director regularly to plan your study, organize thoughts, and begin writing. ***795 MAY be taken before quals if you are ready and already working with your dissertation director, but only if ALL OTHER COURSEWORK IS COMPLETE.

P799 Doctoral Thesis (12 credits)
You must be actively working on dissertation.

What if you have used all 12 credits of 799 and you aren’t done writing and defending your dissertation? Now what? Regular credits are costly so you want to avoid paying them as much as possible. You may register for G901 instead. G901 may be used AFTER you have passed quals (written and oral) and taken 12 credits of P799. G901 has a flat fee of $150 per semester (subject to change). The caveat is that you can only sign up for G901 during fall and spring semesters AND only for six semesters. If you submit your dissertation to the Graduate School during the summer you will have to register for 799 again. You must be registered as a student whenever you submit your dissertation to the Graduate School.

To sign up for G901 go to: http://education.indiana.edu/students/graduates/G901-permission.html The department cannot authorize you for G901. Only Graduate Studies can authorize you. (It will take a few days for them to respond so request permission as soon as possible.) Remember - Completing this form only gives you permission. After you receive an e-mail verifying that you have permission you still must go into OneStart and register.

Still not done?! If you still aren’t done with the dissertation after 6 semesters of G901 you have to return to signing up for 799 Doctoral Thesis credits and pay the higher fees.

For more detailed procedures go to www.education.indiana.edu/cep; click on Information for Current Students; click on Departmental Forms; and click on the Ph.D. Program Checklist.
APPENDIX B

Procedures for the Dissertation

Created by Drs. Alexander, Stright, and Estell for Human Development Ph.D. Students

1. Design your study (figure out your participants & procedures-when & who for your IV and DV variables, pick your measures, etc.).

2. Meet with the dissertation director to go through questions and problems about the above, finalize the study design. Do not be surprised if your advisor/director asks for a more complicated study than you originally designed. In many institutions multiple-study dissertations are the norm. At the very least, this should be a significant piece of scholarly work. It should also answer an important question and the need for the study in the literature should be clear. Redoing an already existing study will not qualify as a dissertation.

3. Write the method section (participants, procedures, measures). The method section is written using variations of the verb phrase “will be” because you are describing what you will do. Spend time thinking about everything including how you will code responses to interviews or code behaviors on videotape. Try to be as specific as possible.

4. Write the end of the method section that is unique to a proposal – hypotheses and analyses that you will use to test each hypothesis.

5. Write the first 2 chapters (intro and lit review) Portions of these 2 chapters are also written using the future verb voice.

6. Give the completed proposal to your dissertation director (cover page, abstract, chapters 1, 2, & 3, references, appendices-including consent forms, all measures, Tables, Figures)

7. The director will have you revise the proposal until he/she believes that it is going to be acceptable to the committee, then he/she will give you permission to send the proposal to the committee (2 weeks before the meeting) and schedule the proposal meeting for 2 hours when all members of the committee can attend (and reserve the room and arrange for PowerPoint equipment for your proposal presentation).

8. Usually, you do not meet with or contact the members of the committee before the meeting, the director is typically supposed to provide you with the necessary direction to write the proposal. There are some exceptions, such as when you need to confer with a member of the committee before the meeting about a measure or analytic strategy, however, your director will tell you when that is appropriate, you should not do so without your director’s knowledge.

9. At the proposal meeting:
   - The director will ask you to leave the room and ask the committee if there are any serious problems with the proposal which would require the cancellation of the meeting.
   - You will be invited back into the room and asked to give a 10 minute (not any longer) Power Point presentation summarizing the proposal. You will want to make the “case” for why your study is needed, but the majority of your presentation will focus on your methods. This is the aspect of your study you want the most feedback on from your committee.
   - The director will ask the committee for questions or comments about the proposal.
   - The rest of the 2 hour meeting will be spent going through the changes requested by the committee. You should expect to have changes to your proposal within this meeting. This is probably the only time you will have 5 brilliant people thinking about your research question. Use the guidance wisely!
   - At the end of the meeting, the director may ask you to leave the room again. The director will then ask the committee which of the changes discussed by the committee at the meeting
must be made. Not all the changes suggested during the meeting will be included in the final list of necessary changes. The director is responsible for ensuring that the student makes all of the necessary changes.

- When you return to the room, the director will summarize for you the most important necessary changes and the members of your committee will sign your dissertation proposal form.

10. Do the study. Note carefully any deviations from what you had originally planned to accomplish. Why did these things happen? Take notes about what happens during your data collection procedures. These may be helpful later.

11. Code the data if necessary. Find a peer to help with inter-rater agreement. Investigate which type of inter-rater agreement is best for your data. Be prepared to defend your choice by having a complete understanding of your choices.

12. Do the analyses. Same comment as above. Investigate which specific analyses are necessary, especially if you did any deviation from your plan during data collection. Talk with your director about changes and decide together what to do.

13. Write the results section (chapter 4)

14. Create Tables and Figures for your results. You may want to share your Chapter 4 with your advisor at this point, though advisors differ in how often they wish to see the dissertation.

15. Rewrite chapter 3 (the method section) reflecting changes. Pay careful attention to tense changes. Your data collection is now past tense, not future tense.

16. Rewrite the introduction and lit review (chapters 1 and 2) to be more consistent with the argument that you are finding in your data. If your findings are very different from your hypotheses or you ended up deviating much from your original plan of data collection, talk with your advisor about how to revamp these chapters.

17. Write chapter 5, the discussion section. Make sure you discuss not only the implications of your study, but the limitations as well.

18. Redo the references (make sure every reference in the text is on the reference list and vice versa.

19. Make certain that there are no typos, APA style errors, etc. Your readers will be distracted by minor errors. Take time to do it right the first time. The dissertation must also follow all the typing rules listed on the School of Education’s web site. They are very specific and will take considerable amounts of time to follow so allow time to meet these requirements.

20. Give the completed dissertation to your director. The director will have you rewrite the dissertation until he/she is satisfied that the committee will be satisfied with the dissertation. Be prepared for multiple rounds of revision and do not try to “guilt” your advisor into hurrying. We know you wish to graduate and get your degree finished, but trying to rush through the process does not help.

21. The director then will give you permission to send the complete dissertation to your committee and to schedule the dissertation defense (the committee should have the COMPLETE dissertation at least 1 month before the defense). Your dissertation defense announcement (which includes the day, time, and room) must be submitted to the University Graduate School at least 30 days before your defense.

22. Reserve the room for the defense for at least 2 hours and arrange for PowerPoint equipment with the Media Services office.

23. A few weeks to one-week before the defense date, your advisor may ask the other committee members if they had particular issues they found when they were reading your dissertation. There may be suggested additional analyses from committee members. Your advisor will let you
know these suggestions, Make sure you do the suggested analyses and are ready to show results when your committee member asks questions about their concerns. This is very important. Plus, it typically makes the dissertation stronger and closer to publication quality.

24. At the dissertation defense:
   - The director will ask you to leave the room and ask the committee if there are any serious problems with the dissertation which would require the cancellation of the meeting.
   - You will be invited back into the room and asked to give a 10-30 minute Power Point presentation summarizing the dissertation.
   - The director will ask the committee for questions or comments about the dissertation. These questions will ask you to consider alternative interpretations of your data, point out difficulties with the ways you have done your data analyses, ask for applications of your data to circumstances, etc. Basically, you will be asked to defend not only your methods, but your choices for data analyses, etc. You will be asked to explain why your chosen method is the best. You need to be ready with this information. Failure to understand the statistical procedures you have chosen may result in a failure of your dissertation defense.
   - At the end of the meeting, the director will ask you to leave the room. The director will then ask the committee whether they believe your study and your understanding of the study are worthy of passing. Issues that were brought up during the meeting will be noted and a list of expected changes will be finalized. The director is responsible for ensuring that the student makes all of the necessary changes typically, though more than one committee member may withhold their signature on forms until all changes are complete.
   - When you return to room, the director will inform you of the outcome of the committee deliberations and the members of your committee will either sign your dissertation paperwork if the changes are minor or will wait to sign the form until the changes are made if the changes are major. If you do not pass your dissertation defense you will be informed at this time.

25. After the defense, if you pass, you need to make all of the changes required by the committee. Your director is responsible for ensuring that you make all the changes. This could take a significant period of time – up to one month.

26. After all the changes have been made, the director will give you permission to submit your dissertation to Indiana University. You will then follow the very elaborate directions and paperwork for submitting your dissertation. Remember that you must be enrolled as an IU student during the semester you turn in your paperwork. Thus, if you defend during summer I, you must be enrolled as a student at some time during the summer.

27. When you have finished all the paperwork and submitted the dissertation to the University then you will be awarded your Ph.D.

NOTE: The director is expected to protect your reputation and his/her own reputation as a scholar by making sure that your dissertation proposal and your dissertation defense go smoothly without major problems. Consequently, the director probably will ask for considerable rewriting at each stage of the process. However, the director will be unable to anticipate all the possible problems so there will be changes asked for by the committee. Often, you will ask the members of the committee and the director to write some of your recommendation letters for your job search. So, ensuring that this process goes smoothly is to your advantage.