

**Psychology & Law Doctoral Training Program
Student Handbook**

**Doctoral Program in Psychology:
Psychology & Law Training Area**

The Graduate School of the City University of New York

September 2023 Edition

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Introduction, Mission, and Background

The purpose of this handbook is to serve as a reference guide for students (and faculty) in the Psychology and Law Doctoral Program (herein after referred to as the “Program”) housed at John Jay College and administered through the Doctoral Program in Psychology of the CUNY Graduate Center.

Students are advised that the procedures and requirements contained in this procedural handbook are subject to revision; therefore, they should consult with their advisor, the Director of the Training Area, and/or the Program Administrators on all matters contained herein.

In addition to this handbook, students are expected to read and be familiar with the following:

1. The Graduate Center’s Student Handbook, available at:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf which supplements information available in the *Bulletin* of the Graduate Center:

<http://www.gc.cuny.edu/About-the-GC/Resource-Services/Bulletin-of-the-GC>

2. The APA Ethical Principles of Psychologists and Code of Conduct, available at:

<http://www.apa.org/ethics/code2002.html>

Mission Statement

The mission of the Psychology and Law Program is to train its students to become critical, thoughtful, productive scholars prepared to address psycho-legal social issues through their work. We seek to (a) instill in our students understanding of psychology as a science and of the law, broadly construed; (b) promote human welfare, address social issues and serve society at large; (c) foster student growth and development; and (d) prepare students to serve professionally in academic and applied domains. This mission comes in the context of the larger Graduate Center mission of serving its diverse student population.

Training Philosophy

To best address our mission, the program’s training philosophy has some key components. First, we seek to make all our students’ activities meaningful – whether as a form of personal or professional development. For example, all the milestones for student progress are designed to be “value-added” to their education (e.g., grant-writing for comprehensive examinations). Second, our training is geared directly toward the skills and capacities our students will need to compete and succeed professionally in either academic or applied domains. For example, training tasks include teaching, conducting original research, grant writing, attending, and giving presentations at conferences, etc. Third, our overarching goal is to train students in the art of translating our knowledge into action – through teaching, training of external groups (e.g., judges, attorneys), expert testimony, writing, consulting, and so forth.

To these ends, we seek to ensure that students gain understanding of the science of psychology and of the law through required coursework (e.g., content courses in domains such as social and developmental psychology, and five statistics and research methods courses). Our faculty are actively involved in socially relevant research and translating their research in actual cases--work

that is modeled for and shared with our students. Our students receive numerous opportunities in and outside of their classes to practice those professional activities that best prepare them for professional work: giving presentations, writing grants, seeking ethics approval, presenting at conferences, writing manuscripts, writing op-ed and/or policy-relevant position papers, etc. We also seek to train our students how to teach, through active involvement with Graduate Center-based teacher training (i.e., pedagogy days), as well as scaffolded teaching opportunities (TA, then recitation leader, then teaching classes) and instruction through departmental teaching seminars. We also offer numerous opportunities for students to learn from other scholars through colloquia and brown bag presentations. All these activities contribute to our students' growth personally and as budding scholars.

Organizational Structure

The Program is supported collaboratively by The City University of New York (CUNY) Graduate Center and John Jay College. The degree in "Psychology" conferred upon graduation is granted by the Graduate Center at CUNY. The Program is administered by a Training Area Coordinator (TAC), who reports to the Executive Officer of Psychology at the GC, as well as to the Provost of John Jay College. The TAC is responsible for Program development and evaluation, course planning and staffing, managing the budget, financial aid and all endowments for the program and, most importantly, for admitting high quality candidates and for ensuring and monitoring student progress in collaboration with the Faculty.

Under the direction of the TAC, the Office is staffed by an Administrative Director who is responsible for maintaining all forms, papers, student records, and files and transmitting required documents to the Graduate Center.

General Program and Curriculum Requirements

The following are the formal requirements of the Psychology and Law Training Program within the CUNY Graduate Center's Doctoral Program in Psychology.

1. Completion of 60 credits (including all required courses) with an overall average of B or better. (Note: A maximum of 30 credits, at the discretion of the Training Area Coordinator (TAC), may be transferred from another degree program)
2. Successful completion of the First Doctoral Examination
3. Successful completion of the Second Doctoral Examination
4. Successful completion of the Comprehensive Doctoral Activities Milestone
5. Teach at least one post-secondary course in psychology or its equivalent
6. Successful completion of the Dissertation (Third Doctoral Examination)

This curriculum is designed to provide the basic education required to function as an academic or applied research psychologist but allow flexibility to build a course of study and research that meets each individual student's needs and interests. The Program is designed for completion in 4-6 years, although students who enter with a Master's degree may be able to complete all of the requirements in less time. All requirements *must* be met within eight years of matriculation.

Students with 30 transfer credits must complete all requirements within 7 years of entering the program. It is very important that students remain mindful of these time limits as they plan their academic and research schedules.

Suggested Timeline for Completion

Please note the following timeline represents a suggested course of study. Students may choose to move at a faster or slower pace through the Program, as long as they complete requirements within the required timeframes (for details on timing requirements, please see sections entitled *First Doctoral Exam*, *Second Doctoral Exam*, *Comprehensive Exam*, *The Dissertation Proposal*, *The Dissertation*, & *The Dissertation Defense* below). Also, the following timeline does not include additional requirements (i.e., teaching assignments or research appointments) that individual students may have to receive their stipend.

	Year 1	Year 2	Year 3	Year 4	Year 5
Proposals	First Doc		Second Doc	Dissertation	
Exams/ Presentations		First Doc	Comprehensive Activities Milestone	Second Doc	Dissertation
Number of Credits Completed	18	45	60	60	60

Required Courses and Typical Sequence of Study

The Program of Study and a model sequence of study can be found at:

<http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Law/Program-of-Study>

Policies and Procedures

Academic Honesty

John Jay College and the GC are committed to the highest standards of academic honesty. Acts of academic dishonesty include, but are not limited to, plagiarism, (in drafts, outlines, and examinations, as well as final papers), cheating, submitting the same paper to fulfill assignments for different classes, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the GC and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism. The source should be cited whenever (a) a text is quoted verbatim, (b) data gathered by another are presented in diagrams or tables, (c) the results of a study done by another are used, (d) the work or intellectual effort of another is paraphrased by the writer.

Because the intent to deceive is not a necessary element in plagiarism, careful notetaking and record keeping are essential to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at

https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/General/AvoidingPlagiarism.pdf?ext=.pdf

Procedures to be Followed in Instances of Allegations of Academic Dishonesty

The GC's Policy on Academic Honesty provides for referral of cases of alleged violations to the Executive Officer of a student's program, where a three-member ad hoc faculty committee will review the evidence and recommend to the Executive Officer whether formal disciplinary charges are warranted. The Executive Officer then forwards the recommendation and the evidence to the Graduate Center's Vice President for Student Affairs. The Vice President for Student Affairs, under Article 15 of the CUNY Bylaws (Student Disciplinary Procedures), confers with the Executive Officer and instructor, meets with the student, and otherwise further investigates the matter before deciding whether to proceed with resolution, conciliation, or formal disciplinary charges. Faculty "are encouraged to discuss the matter with the student, including possible resolution, but no student may be assigned a grade as a sanction without the student's agreement or a due process determination" (p. 17). Any such possible resolution, as well as any accusation, must be reported to the Executive Officer and the Vice President for Student Affairs. For this purpose, faculty are directed to the "Faculty Report Form for Alleged Violations of The Graduate Center Policy on Academic Honesty," Appendix IV, p. 29 of the guide, available from the Graduate Center's Provost's and Student Affairs offices or at

https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/General/AvoidingPlagiarism.pdf?ext=.pdf

Any student who has submitted a paper, examination, project, or other academic work not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty members, an administrator, or another student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an ad hoc committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the ad hoc committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the ad hoc committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

Admission procedures

Students are admitted into the Psychology and Law Training Program in the Psychology Doctoral Program based on an evaluation of their application materials as prescribed by the Graduate School's Office of Admissions. The criteria for admission are based on Graduate Record Examination scores (verbal, mathematical, analytic and Psychology advanced subtests) (SUSPENDED), undergraduate and graduate transcripts, letters of recommendation, personal statements, and research/professional experience. After an initial screening of credentials, potential students are invited for interviews by the faculty and by student representatives. Following interview day, candidates are ranked by the admissions committee. Candidates may be rejected, admitted, or placed on a waitlist. Candidates have until April 15 to notify the Program of their decision.

Applications for Admission to the Program are accepted once a year. The deadline for applications is December 1. Applications must be complete by that time for applicants to be considered for admission. Acceptances are offered during the following spring.

International Students

An International Student Eligibility form must accompany applications for admission from international students. International students should contact the Graduate Center's Office of International Students for information regarding immigration regulations, employment issues, and full-time student status. Students can contact the Office of International Students, located at the GC in room 7200, by phone (212-817-7490) or by email (intstugc@gc.cuny.edu). All international students who are in the United States for the **first time must apply for a social security card** as soon as possible. CUNY payroll forms will not be processed without a social security number.

Full-time Attendance

The Program is based on full-time attendance, and only students who can commit themselves to full-time work are admitted. Students enrolled in the Program cannot be enrolled concurrently in

any other academic institution nor are they permitted to maintain external employment (see following section entitled *External Employment Policy*).

External Employment Policy

All students in the Program are matriculated with full-time student status, and therefore are prohibited from accepting outside employment of any kind while a student in the graduate program. On-campus jobs, including teaching, research, or other (above the work-requirements for stipend) may be allowed at the discretion of the TAC provided the student is in good academic standing and that the policy does not violate workloads established by the GC.

Grievances and Appeals Procedures

Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means (i.e., through discussion with their advisors and/or the TAC). In the case of a conflict of interest (i.e., the complaint involves the TAC), the student should contact the Executive Officer at the GC. The advisor, TAC, or the EO will attempt to work with the student to resolve the issue informally. In some cases, an issue might require discussion by the faculty. In such a case, the student will consult with the TAC or another faculty member, who will present the student's grievance or appeal to the faculty.

If informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, the GC has separate complaint procedures for three different matters: academic matters, university staff and administrator issues, and student-related issues. Students are referred to the Executive Officer of Psychology for the specific procedures for filing complaints. Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer at the GC if the complaint deals with faculty or staff. When an alleged action violates state or federal law, the student need not follow the GC's complaint procedure and may investigate or pursue legal action.

Issues of Confidentiality

Students should consult the APA Ethical Principles on issues related to confidentiality. The principles of confidentiality apply to the work of psychologists in consulting and clinical relationships, in department committee work, and in research settings. Students should also maintain the standards of confidentiality in storing and disposing of data and in reporting research results.

Sexual Harassment Policy

It is the policy of John Jay College and The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all CUNY students, faculty, and staff. Harassment of employees or students based upon gender is inconsistent with this objective and contrary to the CUNY's nondiscrimination policy. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within CUNY.

CUNY, through its colleges, will disseminate this policy and take other steps to educate the CUNY community about sexual harassment. CUNY will establish procedures to ensure that

investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the CUNY community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

It is a violation of CUNY policy for any member of CUNY University community to engage in sexual harassment or to retaliate against any member of the CUNY community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing; submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the CUNY community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the CUNY community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the CUNY community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may

raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at CUNY if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards, or other remuneration, or that may impact upon other academic or employment opportunities.

Members of the CUNY community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

For more information, please refer to the GC's policy on sexual harassment. It can be downloaded at <https://www.gc.cuny.edu/About-the-GC/Governance,-Policies,-Procedures/Detail?id=28642>

Course Credit

Students are required to complete a minimum of 60 credit hours, of which no more than 30 credits can be transfer credits. Each course taken to fulfill program requirements toward graduation is worth 3 credit hours.

A student is allowed to carry a maximum of fifteen course credits during any semester, and seven credits is the minimum.

For registration purposes, there is another type of credit (in addition to course credit) that is used for maintaining matriculation as a PhD student: Weighted Instructional Units (WIU). Students who have completed coursework and are completing dissertation or other research requirements must enroll in these credits to maintain matriculation. WIUs do not count toward the required credits for the degree. Students are to register for WIUs only with the permission of the TAC.

Transfer credits

Students who have taken course work beyond a bachelor's degree at another accredited institution may request to have these credits transferred, up to a total of 30 credits. The principle for accepting such credits toward the requirements of the Program is that they replicate course work that would ordinarily be taken in the Program. The transfer of credits will be considered on an individual basis by examining in detail the course syllabi and other materials for each course for which a transfer of credits is being requested. It is the determination of TAC whether courses are eligible for transfer. Only courses in which students have received a grade of B or higher are eligible for transfer and it is unusual to transfer more than 12 credits into the program.

Registration

It is important that students register each semester within the time limit established by CUNY. Late registration is costly to the Program and the student. Students who fail to register by the final cut-off date will not be permitted to register by the registrar.

Registration for courses each semester must be approved by the student's advisor.

Student Leaves of Absence

It is sometimes the case that unexpected emergencies or life events make full participation in one's studies difficult. Students in such situations should discuss their situation with their advisor and the TAC as soon as possible as it is possible to make accommodations.

Although it is generally preferable to maintain matriculation, and the Program has been able to successfully assist students in managing emergencies through a variety of mechanisms, students, who for personal reasons (e.g., illness of their own or members of their family), find it necessary to suspend work toward the degree may apply for a leave of absence for up to one year. Such applications are in the form of a letter describing their situation. Students who are requesting a leave and who have incomplete courses pending should present, as part of their letter requesting a leave, their plans for completing their courses when they resume matriculation. It should first be submitted for approval to the student's advisor and the TAC, and then to the Executive Officer. A student may receive a maximum of four semesters leave of absence. Students who feel they require additional leave will need to resign from the Program and reapply for re-admission later when they are able to return to continue progress toward the degree. There is no guarantee, however, that a student will be readmitted.

A student on a leave of absence is not permitted to use the resources of the GC or of John Jay College (e.g., library, mentor consultation) and may not take any examinations. A student may not defend his or her dissertation during the first semester after he or she returns from leave. In other words, a student who has withdrawn and is subsequently readmitted may submit and defend the dissertation no earlier than the second semester after resuming active study. Finally, leaves of absence “stop the clock”; that is, they do not count toward the student's time deadlines for satisfactory progress toward the degree.

Evaluation Procedures

A student's progress towards his or her degree is evaluated according to two sets of overlapping criteria, academic and professional performance, both of which are considered “academic” performance. The full faculty of the Psychology and Law Training Program evaluates student status and progress at the end of the Spring semester of each year. In addition, first year students are evaluated by the Faculty at the conclusion of both the fall and spring semesters. The purpose of this evaluation is to ensure that students maintain a satisfactory level of performance and that they are working effectively to fulfill the requirements of the Program. All students are required to complete a Student Activity Report (SAR) at the end each term, which requests information about the student's research, teaching, curriculum, service, and professional progress towards graduation made during the current year. The SAR should be approved by the student's faculty advisor, and both the SAR and the student's current Curriculum Vita should be provided to the student's advisor prior to the faculty evaluation meeting. During this time, students are also expected to complete course evaluations for the courses they have completed during the semester/year. The SAR is also reviewed by the TAC each semester, so that if a remediation plan

is required the student will have adequate time to complete the plan before their next full faculty review to improve any deficiencies noted.

After the student evaluation meeting a letter discussing the faculty's findings regarding each student's progress is prepared by the TAC. The letter is sent to each student and placed in the student's file. All faculty advisors are expected to meet with their students to discuss the letter and talk about any problem areas. Students who are not performing satisfactorily will be informed in writing and, if appropriate, placed on probationary status. In these cases, efforts will be made to determine the nature of the problem and to help the student improve in any deficient area. Students in these circumstances who do not improve, however, may be asked to withdraw from the program. In such cases, students may appeal the decision (as detailed above in the section entitled *Grievances and Appeals Procedures*). If there is evidence that fair procedures were not followed, further appeals can be made to the Executive Officer of Psychology.

Time Limit for the Degree

In unusual circumstances, where the student's progress toward the doctoral degree has been delayed because of illness, financial considerations, or other demands, the faculty will consider a petition from the student for an extension of the eight-year limit. Students who require time beyond the eight-year limit for completion of the PhD degree should, no later than two months prior to the end of the Spring semester of their eighth year, prepare, in conjunction with their advisor and the TAC, a contract setting forth a timetable of progress expected in the coming academic year. Further extensions must be requested annually and no later than two months prior to the end of each spring semester. These will be considered pending a review of the student's success in meeting the previous years' contract and the development of a new contract for the next academic year. Contracts will be discussed by the faculty during the semi-annual reviews of students' progress in the program. All extensions require the approval of the Executive Officer.

Auditing Courses

Matriculated students may audit courses in which they have an interest so that they can increase their knowledge and proficiency. Students must formally register to audit courses in the same manner as for any other course. The registration card should indicate "AUD" in the credits field. "Unofficial" auditing is not permitted. Auditor status cannot be changed to credit status after the change-of-program period has ended. Likewise, credit status cannot be changed to auditor status after the same period. The grade notation "AUD," which carries no credit, cannot be changed to any other grade. Students must obtain the approval of the TAC to audit a course.

Incomplete Grades

Students who will not be able to complete course requirements for a given course must so notify the course instructor prior to the end of the semester to request an incomplete grade (INC) and negotiate with the instructor a contractual schedule for completing all remaining course requirements. Students should be aware that instructors may choose not to accept late course completions. To resolve incomplete grades, students must fulfill their course obligations within the next two semesters in residence. If not completed in that time, the incomplete grades automatically will become Permanent Incomplete (INP) grades. Unless otherwise noted, students

who have two or more pending INC's or permanent INP's will be targeted by the Registrar's office for automatic review by the Program each semester.

A student who has more than two pending incomplete (INC) grades at any time will be considered as not making satisfactory progress in the Program and will be asked to account for his or her failure to meet the negotiated timetable for completion of course work. To receive financial aid students may not have more than two incomplete grades on their records.

No Record of Progress

A grade of “No Record of Progress” (NRP) is to be used for students at Level III who have not made progress on their dissertation research over the semester. The NRP grade provides a way for the dissertation adviser to indicate to the student and to the EO that the student is not making progress on his or her research. It is intended to bring all parties together to set in motion a plan to get the student's work on track toward successful completion.

Reasons for Termination from the Program

Students must maintain the minimum GPA of 3.5 throughout their doctoral work to graduate. Failure to maintain the minimum 3.5 cumulative grade point average will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from the Program.

In addition to the above GPA requirements, students may be dismissed from further graduate psychology study under the following circumstances:

1. The student fails to abide by the standards of professional conduct required by the Program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc) or student conduct required of the profession (APA Ethical Standards),
2. The student fails to complete Comprehensive Doctoral Activities Milestone,
3. The student fails to maintain satisfactory progress in course work and/or progress toward degree/research (the Program may recommend dismissal regardless of grade point average), or
4. The student engages in activities that appear to be either unethical or inappropriate to their level of training.

Program Procedures and Resources

Orientation

In the week prior to the start of the fall semester, an orientation meeting is held at John Jay College for new students. At this meeting, the faculty and students are introduced to each other, the Program and its requirements are discussed, and general housekeeping procedures are explained. Additionally, the GC holds an orientation for all incoming doctoral students. This all-day event is also usually held during the week before classes start.

GC Student Handbook

Students are advised to consult the Student Handbook, which is published each year by the GC. It contains the academic calendar, tuition and fee schedules, information on the offices of CUNY, including the financial aid office, and a great deal more that is of vital importance to students.

The handbook is available at https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf

Office Space and Supplies

Students are expected to furnish their own office supplies. Departmental office supplies are not available except for program activities; phones are also to be used for program purposes only. The Program will assign each student an individual office space. Available office space includes two large bullpen offices and several smaller student offices. Offices will have a workstation and computer for each student who is currently taking courses. Students who are working as research assistants/associates with faculty who have laboratory space at John Jay College may be required to use such space as their offices in lieu of receiving separate student office space.

Communication

Although based at John Jay College, students enrolled in the Program are considered students of the Graduate Center, i.e., their offices and most classes are housed at John Jay College. Students are required to hold identification cards and email accounts from both institutions. Students have access to the library and other resource of both institutions.

E-mail is the standard mode of communication between the Program, the Graduate Center (GC), and students. Students are expected to use the e-mail facilities of the GC for all formal communications. Students are responsible for all information transmitted to them in Program Memoranda through their GC email accounts. It is recommended that students retain a file of such communications to stay abreast of deadlines, requirements, etc. Students who prefer to rely on another e-mail address should program their GC e-mail accounts to automatically forward any messages to their preferred account.

All students can obtain a Graduate Center e-mail account from the Graduate Center's IT Center. Email: HelpDesk@gc.cuny.edu. Students must inform the Program Administrator of their e-mail address. Students should check with the GC Computer Center regarding configuring their communication software to the Graduate Center computer systems.

Students are provided with individual mailboxes. Student mail is distributed once each day. The Program's Administrative Assistant maintains a list of the addresses, e-mail addresses, and phone numbers of all students. If a student changes his or her address or phone number, the Administrative Assistant should be informed. This list is only for Program administration and will not be distributed to anyone outside of John Jay College.

Identification Cards

Students are required to procure identification cards at both the Graduate Center and John Jay College. Identification cards allow students to gain access to, among other things, university buildings and libraries. Identification cards are issued by the respective campus Security Offices at John Jay College and the Graduate Center. Once procured, identification cards must be

validated each year.

At John Jay College, students receive student ID cards with graduate stickers, which permit access to the building after hours and weekends. These IDs will be issued each year. Information about these IDs will be available within the first two weeks of each semester.

Accessibilty and Disability Services

Both John Jay College and the GC provide support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions that affect their performance in the classroom setting. At John Jay College, such services are provided through the Office of Accessibility Services, which may be reached at (212) 237-8031. A full listing of specific services offered by this program is available at

<https://www.jjay.cuny.edu/accessibility>. Students requesting special services or equipment at the GC should consult with Mr. Matthew G. Schoengood, Vice President for Student Affairs, Room 7301, 212-817-7400. For details of the kinds of accommodations and assistance available, please consult the Student Disability Services section on the CUNY Graduate Center (GC) website's Resources page. You can also contact Director of Student Affairs, Elise Perram, or Associate Director of Student Affairs Scott Voorhees (or email disabilityservices@gc.cuny.edu), confidentially, for more information. The GC and John Jay College do not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff.

Professional Development

The Program seeks to facilitate students' professional development. In accordance with this goal, students participate in several professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels. Students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, the American Psychology-Law Society, and the Association for Psychological Science. The newsletters, newspapers, and journals offered by these organizations, often at reduced rates to student members, afford students the opportunity to remain abreast of current professional issues and research in the field of psychology. All students are encouraged and *expected to attend and present research* and educationally-related talks at the national conferences of these organizations.

Although all students are expected to present frequently at national and international conferences, Program students are required to present at a minimum of one such conference to meet the requirements for successful completion of their studies. In addition, Program students are expected **to teach at least one post-secondary course** or its equivalent as judged by their advisor and the TAC to meet the requirements for successful completion of their studies.

Student Presentations & Publications

The faculty encourages students to present their research at professional meetings and recognizes that scholarly presentations by our students reflect very well upon our Program. However, students are expected to consult with their advisor prior to submitting an abstract for review by professional organizations and prior to making a presentation. Such consultation is also expected prior to submitting a manuscript for consideration for publication in a journal. Arrangements for joint authorship among faculty and students are matters for those parties involved to decide in

accordance with APA ethical guidelines on this issue. However, even in cases where students are the sole authors of a presentation or publication, consultation with their advisor or TAC is required if they plan to present themselves as being affiliated with our Program.

While the review of proposals for presentations and manuscripts for publication typically is done blind, students should identify themselves in cover letters as having affiliations with John Jay College and the Graduate Center of the City University of New York as either graduate students or doctoral candidates (when they have advanced to candidacy). The official designation of our institution is: John Jay College of Criminal Justice at The City University of New York. If you intend to apply for funding from the Graduate Center for conference travel, you **MUST** include your “CUNY Graduate Center” affiliation.

Professional Affiliations

Students are encouraged to join one or more professional associations and to consider attending their annual meetings. These organizations typically offer substantial discounts for student affiliates and one of the benefits of membership is receiving research journals. Some of the associations with which the faculty is affiliated with include the American Psychological Association (<https://www.apa.org>), Association for Psychological Science (<http://www.psychologicalscience.org>), and the American Psychology-Law Society (<http://www.ap-ls.org>).

Mentoring, Faculty Advising, and Course Planning

Each student is required to always have a faculty advisor. The advisor reviews program requirements and deadlines with the student, advises students on courses taken each semester, reviews student progress, approves registration and other forms and requests, and discusses with students the semi-annual faculty reviews of student progress. In addition, the student will be incorporated into the advisor’s research lab or another faculty member’s lab (with the agreement of the advisor).

The admissions committee matches each incoming student with a faculty advisor. Attempts are made to assign students to advisors who share similar research interests. During the first year, the primary advisor will be responsible for completing paperwork and evaluations on behalf of the student and ensuring that the student is properly registered for classes and to facilitate progress towards completion of the first doc project.

Either party (student or faculty advisor) may initiate the process for the identification of a new faculty advisor for the student. Changes in advisors should be discussed with the TAC in anticipation of such changes and all parties concerned must be notified of such changes. The Program's Administrative Assistant also needs to be so notified. In addition, if any student is having problems with his or her faculty advisor at any time, the TAC should be contacted for assistance.

It is important for students and their advisors to view progress in the Program as the consequence of a series of decisions that incorporate Program requirements as well as the student's individual goals and research interests. Students should meet regularly with their advisor(s) to discuss coursework, progress in the Program, professional development, and any difficulties that

may be encountered. Future plans should be reformulated to reflect changes in student objectives and possible changes in Program requirements and practices. For questions regarding the Program, curriculum, or research, the student's advisor(s) and/or the TAC can be consulted.

Any student whose advisor leaves or who chooses to switch advisors needs to complete a *Change of Advisor Form*, available online and in the Program Office.

Additional Student Information

Financial Aid

All graduate students in the Program are offered financial support. Historically, such support has included tuition remission and a stipend from the Graduate Center or John Jay College. Additional stipend monies from other sources (e.g., advisors' grants, Dean's or Provost's Fellowships) have also been procured. Financial support is offered for the first 5 years of residency in the Program. Accepted applicants will receive a description of the support package with their offer of admission,

Most funding packages include a service requirement. Typically, students who have fellowships with service requirements do research and/or serve as adjunct professors or teaching assistants. Students with these types of awards are expected to fulfill all duties, as stipulated by protocol and/or their supervisor(s). Further, students, regardless of their award type, are responsible for completing all forms and attending all training sessions as required by the GC or John Jay College to maintain their positions.

Finally, students may apply for additional support (usually in the form of federal loans or federal work study program) through the GC's Office of Financial Aid. Students can contact the Office of Financial Aid, located at the GC in room 7201, by phone at (212) 817-7460 or email at financialaid@gc.cuny.edu. For more information, see <https://www.gc.cuny.edu/Prospective-Current-Students/Financing-Your-Education/Doctoral-Funding/Current-Students-and-Financial-Aid>. As previously indicated, students are not permitted to procure external employment during their tenure in the Program.

Payroll

Graduate student stipends are disbursed by the payroll offices at John Jay College or the GC. At the beginning of each semester, students will be contacted by the payroll office and required to fill out paperwork. Employees are paid on a biweekly basis. Any questions regarding disbursement of stipend monies, taxes, etc., should be directed to the Director or Deputy Director of Payroll Services in the respective office.

New York State Residency

Students are required to establish in-state residency as soon as possible, and no later than the beginning of their second year in the program. Forms and detailed instructions for establishing residency are available in the Office of the Registrar at the GC. Students who fail to do so by their second year will be responsible for paying the out of state portion of their tuition. International students are unable to establish in-state residency and the Program will therefore pay their full tuition amount for five years.

Health Services and Insurance

Students are entitled to health insurance and are referred to the GC website for details. It is very important that you check on your health insurance paperwork anytime there is a change in your funding. For questions, speak with Anne Ellis at the GC.

Identification Cards

Students are required to procure identification cards at both the GC and John Jay College. Identification cards allow students to gain access to, among other things, university buildings and libraries. At John Jay College and the GC identification cards are issued by the respective campus Security Office. At the GC, identification cards must also be validated, in addition to being procured. Validation stickers may be obtained in the Bursar's Office. Students must show proof of payment for the current semester's tuition and fees before a card or validation sticker will be issued.

At John Jay College, students receive ID cards that permit access to the building after hours and weekends. Stickers for these IDs are issued each semester.

Taking Courses at other Universities or through the John Jay MA Program

Students interested in taking courses at other universities or through the Master's program at John Jay College should first consult the TAC. Taking courses at other universities or in the Master's program requires permission from the TAC and requires the student to coordinate with a variety of offices (including John Jay College's and the GC's Offices of the Registrar). Please note that only courses taken at universities in the consortium and during the school year are covered under students' financial aid awards. In other words, students who elect to take courses during the summer or at institutions outside of the consortium are responsible for paying their own tuition (i.e., tuition for summer courses is not covered by students' financial aid awards nor in exchange for students provision of teaching services to John Jay College). Information about the Inter-University Consortium is available on the GC website and in the Program Office.

Teaching Experience

It is a goal of our Program that students develop competency as teachers. Students are required to attend a seminar on teaching. Students begin with TA assignments and progress to recitation sections for basic courses. Students may request specific courses in their fourth or fifth years to build their CVs and to specialize within their chosen field. Although every effort will be made to grant such requests, whether that is possible is dependent upon a variety of factors (enrollment, availability of the requested sections in each semester, etc.). All students must teach at least one post-secondary course or its equivalent as judged by their advisor and the TAC before graduating.

Research Requirements

Learning to conduct research in psychology is one of the cardinal components in the education of students in the Program. Research competence is achieved through a variety of means and students are expected to avail themselves of the opportunities the Program offers to acquire the knowledge and skills required for such competence. Although the focus of the research requirement is the First Doctoral Exam and Dissertation Research, students should be aware that there are a multitude of other ways in which the Program strives to educate students in this area including conferences, brown bag seminars, colloquia, and open First Doctoral Exam presentations and dissertation defenses). Students are encouraged to attend these to gain as broad a base of knowledge as possible.

Research Policies

Specific rules and guidelines apply to both students and faculty who wish to conduct research at John Jay College. No student may conduct research without a faculty supervisor; all research projects must have a faculty Principal Investigator. Students who wish to conduct research must first obtain approval from their faculty principal investigator. Students must then apply for and obtain ethics approval from the CUNY Internal Review Board (IRB). Ethical guidelines and information about the participant pool at John Jay College are outlined below.

Ethical Guidelines for Research

All research conducted under the auspices of the Program must conform to the guidelines of the American Psychological Association. Any study, research, or investigation utilizing data that is collected from human participants (directly or indirectly) must be documented by approval of the CUNY's Institutional Review Board (IRB). Students are required to submit a research proposal to the IRB for ethics review and these forms are to be completed prior to the commencement of the investigation.

The IRB meets periodically during the semester and meeting dates and deadline for proposal submissions are found on the IRB website. The committee typically responds within a few weeks of the meeting. The committee typically meets less frequently during the summer, so advanced planning is required of students who plan to collect data during that time. The IRB offers three levels of review, depending upon the level of deception or risk required by the research design. Projects with minimal or no risk may apply for an expedited review, while projects involving normal to high risk require full review. Exempt review is available for projects that do not need to be reviewed by the Committee. In order to determine which level of review to apply for, students must contact the IRB Chairperson.

Once approved by the IRB, the research to be conducted is recognized by CUNY and subsequent steps in the research process may be followed. Additional information regarding the correct forms to be completed and procedures to be followed in order to gain IRB approval may be obtained on John Jay College Human Research Protection Program website (<https://www.jjay.cuny.edu/HRPP>)

Protection of Human Subjects

As stated above, to carry out any research (whether for a First Doctoral Exam, dissertation, funded or unfunded, and whether the data are collected at John Jay College or at another site), it is necessary to receive approval regarding the protection of human subjects.

To obtain approval, students must first (that is, before beginning their IRB proposal) complete the Collaborative IRB Training Initiative (CITI) to obtain certification to work with human subjects. CITI may be accessed at <https://www.citiprogram.org>. CITI is a well-respected, web-based training product that was designed, and is updated and maintained, by several nationally recognized IRB professionals and is housed at the University of Miami. The CITI is designed around topic-specific modules, each followed by a short quiz. CITI

certificates expire 3 years from the completion date. At that time, researchers must complete the refresher course. All students and faculty wishing to apply for IRB approval for a research project must submit a copy of their CITI certification with their proposal. For those who will be conducting federally-sponsored research (e.g., research funded by NIH or NSF), you must also obtain a CITI certificate in the Responsible Conduct of Research (RCR). Even if your research is not federally-funded, it is a good idea to obtain and maintain this certification.

To submit an Institutional Review Board (IRB) protocol for approval, visit [IDEATE.cuny.edu](https://www.cuny.edu/research/research-compliance/human-research-protection-program/hrpp-policies-procedures/) and create an account. You must have completed your CITI certification before you submit a protocol. Once signed in, select “Create New” at the top of your homepage. Complete all the appropriate fields. For more information on CUNY IRB policies and procedures, visit <https://www.cuny.edu/research/research-compliance/human-research-protection-program/hrpp-policies-procedures/>

Resources and References

The following are important and useful resources for all students involved in research:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association Press.

Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Research Tools

The Program requires every doctoral student to demonstrate competence in research. Students will take courses that provide them with the technical research skills necessary to become independent investigators. To fulfill this research requirement, students must complete Statistics I and II (grades of B or better must be attained to meet this requirement), Psychometrics, and Research Methods. Advanced statistical electives are offered frequently, and students are encouraged to take advantage of these courses as appropriate for their programs of research.

EXAMINATIONS

First Doctoral Examination

The Psychology and Law Doctoral Training Area requires independent scholarly work in the form of a First Doctoral Examination. Students will design and complete the First Doctoral Examination under the supervision of their faculty advisor. The main objective of the First Doctoral Exam is for the student to demonstrate a depth of knowledge in the field of psychology and to demonstrate an ability to conduct scientific research. Therefore, an additional objective of the First Doctoral Exam is the development of scholarly written and oral presentation skills.

The First Doctoral Exam will consist of two parts: (1) a written paper and (2) an oral presentation and defense of the written work. The oral presentation will be in a “brown bag” format that is open to the entire Program faculty and student body. Each student will be evaluated on this work by a committee of three doctoral faculty members, selected by the student or recommended by his or her advisor. The three committee members will be required to read and comment on the written paper.

Requirements for the First Doctoral Examination

There are three alternatives for the successful completion of the First Doctoral Exam.

1. Completed Master's thesis from a psychology program or from a related discipline.

To fulfill the First Doctoral Exam requirement with this alternative, students will be required to submit their thesis to the Program for review. Theses from other programs will be accepted as fulfilling the First Doc requirement of the Program if they are research based, relevant to psychology and/or law, and are deemed to be of an appropriate level of scholarship by the Program. The goal of approving already completed Master's theses is solely to determine if the thesis constitutes a scientific research project, not to grade the quality of the project. Once the written portion of the thesis is approved, students will give an oral presentation of this research to their fellow students and the faculty.

2. Completion of a manuscript for a research project with original data analysis.

To fulfill the First Doctoral Exam requirement with this alternative, students will be required to write a manuscript-style paper reporting on the results of an empirical research project. This research project can be either work on his or her advisor's pre-existing research or on the student's own research. Students writing up the results of ongoing research in their advisor's research labs should have taken some responsibility for the completion of the research project, even if the original research question, design, hypotheses were generated by their advisor. The level of responsibility will be as deemed appropriate by the advisor but must include original data analysis by the student. The literature review, methods write-up, results, and discussion should mostly be the work of the student. Students will also be permitted to satisfy this alternative for the First Doctoral Exam by conducting an empirical research project of their own design. After the paper is read by the committee, the student will be required to complete an oral presentation of the paper.

3. Completion of a theoretical or critical thinking paper reviewing an area of psychology which ties that area into the rest of the field as a whole.

To fulfill the First Doctoral Exam requirement with this alternative, students will be required to write a theoretical or critical thinking paper. This paper should investigate the research in an area of psychology in depth and discuss the relationship of this area of research to the broader field of psychology. The topic of the paper is to be determined by the student, the student's advisor, and/or the committee. The goal of this paper should be to produce a publishable quality paper examining a topic area that could later be converted into a non-dissertation research project. After the paper is read by the committee, the student will be required to complete an oral presentation of the paper.

Timing

Students may begin work on the First Doctoral Examination at any time subsequent to their entry into the Program. The First Doctoral Exam must be completed by students prior to finishing 45 credits of coursework, including any transfer credits awarded. If the First Doctoral Exam is not completed by the time 45 credits are earned, the student will be placed on academic probation. CUNY rules do not permit (without special approval) such students to enroll in any more courses before this requirement is met. It is the determination of the TAC whether to permit students to take courses while on probation and completing this requirement.

Students will proceed from Level 1 to Level 2 after passing the First Doctoral Exam *and* earning at least 45 credits.

Evaluation of the Exam

The First Doctoral Examination will be graded on a pass/fail basis. In order to complete the First Doctoral Exam requirement, the student must earn a “pass” from a majority of his or her First Doctoral Examination committee on the written component of the exam. A “pass” indicates that the student has completed the requirement and no revisions to the written work or additional oral defense of the written work will be required. If a student does not receive a “pass” from a majority of his or her committee, the committee will suggest reasonable revisions to the project. The student will be required to re-submit the project with revisions to the committee for its consideration. The committee may require an additional oral defense of the revised written work if a majority of the committee members agree that an additional oral defense is required. A “fail” indicates that substantial revisions would be required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised written paper and to orally defend that revised paper.

In the Case of Failure

Withdrawal from the Program will be required if the student fails to pass the First Doctoral Examination requirement within the following time constraints. If the student does not pass the First Doctoral Examination by the time the student earns 45 credits, the student will not be permitted to enroll in any additional classes in the Program until the First Doc is completed. Students will only be permitted to continue in the Program for 1 year with 45 credits and without taking classes. If the First Doc is not completed at the end of this year, the student will be required to withdraw from the Program.

Forms and Format

Please refer to the Program's First Doctoral Examination policy available in the Program Office and on the Program website for additional information and to download forms.

When the first doctoral exam manuscript is written and approved by the committee chair, students should send it to the other committee members, giving them a month to read and respond. When the whole committee has approved going forward with a defense, find two possible dates for a defense that are AT LEAST two weeks away. Contact the college assistant to reserve a room. Once the room reservation is confirmed, notify the committee – the defense date is scheduled.

FORMS TO COMPLETE WHEN SCHEDULING THE FIRST DOC DEFENSE

Complete the two forms below at least TWO WEEKS BEFORE the defense date. Students should complete the forms (example: name, title of document, date, etc.). Committee members should only be signing their name.

- *First Doc Committee Selection Form*
 - One (1) form signed by all committee members
- *First Doc Defense Approval Form*
 - One (1) form signed by all committee members

FORMS ON DAY OF DEFENSE

- *First Doc Evaluation Form*
 - Three (3) copies of same form (1 for each committee member)
 - Each member signs their own form the day of defense
- Submit all forms to the Program Administrator or College Assistant. The office staff will then inform the Executive Office that the student has passed the first doc. Confirmation will include student name, banner ID, and date of defense. Please include banner number on forms.

Note: Once students have defended the first doc and completed 45 doctoral credits, they progress to level 2. Please bear in mind the GC *advancement in level deadlines*. Deadlines are typically in mid-September for Fall semester and mid-February for Spring semester. Students must defend before those dates to change levels in that semester.

En-Route Master's Degree

Enrollment in the Program is for the purpose of working toward the PhD degree; however, an en-route master's degree is awarded by John Jay College to currently enrolled doctoral students who have fulfilled certain requirements. These requirements include a minimum of 45 GPA credits with an average grade of "B" (courses taken for "P" credit ordinarily cannot be included) and passing of the First Doctoral Examination. All students must be enrolled and have met their financial obligations to CUNY. Applying students must abide by the deadline for filing established at John Jay College. It is the student's responsibility to complete paperwork (available from the Administrative Assistant), which will be forwarded to the GC to be processed.

Second Doctoral Examination

Rationale

The second doctoral examination is designed to ensure that all students will gain competencies to conduct a broad literature review of a given topic, conceptually integrate theories from diverse areas of Psychology and/or of Psychology & Law that are relevant to the topic chosen, and provide evidence of their potential to develop a rigorous program of research.

Requirements

The second doctoral exam will be comprised of a written product that takes the form of a review paper, similar to those found in *Psychological Bulletin* OR a ready-to-submit grant proposal (e.g., NSF, NIH, or NIJ). The two options for successful completion of the second doctoral examination are described below. Students must gain approval of their topic from their second doctoral committee chair (typically the faculty advisor) prior to beginning their Second Doctoral Exam.

**EITHER*:*

1. An approximately 25 page, excluding references, *Psychological Bulletin*-style review of research: (a) on a topic in a related area of psychology, such as social, developmental or cognitive; or (b) on a topic which bridges a related area of psychology (i.e., social, cognitive, etc.) with Psychology & Law. The paper should take the form of a systematic and integrative review (e.g., meta-analysis) that makes a theoretical argument and/or presents a new theoretical model. Students are encouraged to be familiar with the guidelines of this journal and use them as a framework for writing the review. The treatment of the related area of psychology should not be incidental but represent a significant contribution to the theorizing, review or analysis within the paper.

- OR -

2. A full-scale, ready-to-submit (as judged by the second doctoral examination committee) NSF or NIMH-style grant proposal. The grant proposal should give appropriate attention to theoretical, ethical, diversity and methodological issues, as well as encompass several studies, if appropriate.

Committee Selection

A three-person committee will grade the student's second doctoral exam. The three-person committee should have the following composition: (a) The student's primary faculty advisor (Chair of the committee); (b) A second committee member, chosen by the student and the faculty advisor together; and (c) A third committee member from the Program chosen by the training area program head, regardless of area of expertise. The committee for the Second Doctoral Exam is likely to include members of the student's Dissertation Committee, however the committees need not be the same.

Evaluation of the Examination

The Second Doctoral Examination will be graded on a pass, qualified pass, or fail basis. In order to successfully complete the Second Doc requirement, the student must earn a “pass” from 2 of the 3 members on the Second Doc committee, with no “fails”. A “pass” indicates that the student has successfully completed the requirement and no revisions to the written work will be required. A “qualified pass” indicates that reasonable and minor revisions are required. In the event that a student receives a “qualified pass” from the majority of the committee, the student can re-submit the revisions for final approval by the second doctoral committee chair. A “fail” indicates that significant and substantial revisions are required in order to pass the exam and that the student has failed to meet the minimum requirements of the exam.

In the Case of Failure

Students who fail to meet the requirements of their committee more than once will be subject to a written remediation plan (which includes criteria for successful versus unsuccessful completion), developed by the second doctoral committee and approved by the training area program head. If efforts to remediate the student are not successful, the student will be required to withdraw from the program.

Timing

Students are eligible to begin work on the Second Doctoral Examination once they have successfully completed the First Doctoral Examination. If the Second Doctoral Examination is not successfully completed by the beginning of the fall semester of the student's fifth year, then the student will not be able to register for that semester.

FORMS FOR SECOND DOC COMMITTEE TO COMPLETE

Complete the two forms below after committee members have read and evaluated the second doctoral examination submission. Students should complete the forms (example: name, title of document, date, etc.). Committee members should only be signing their name.

- Psychology & Law Training Area – Second Doc Committee Selection Form
 - One (1) form signed by all committee members
- Psychology & Law Training Area – Second Doc Evaluation Form
 - Three (3) copies of same form (1 for each committee member)
 - Each member signs their own form after reviewing the document

TO PROGRESS TO LEVEL III – at completion of Second Doc

To move to Level III, along with paperwork for the Second Doc, students must submit the

- *Dissertation Topic Proposal & Committee Selection Form.*
 - One (1) form signed by all committee members – it is best if you already have your readers at this point or start to look for them if you haven’t done so already
 - An abstract/summary of your proposed dissertation topic must be included

Submit all forms to the Program Administrator or College Assistant. The office staff will then inform the Executive Office that the student has passed the second doc. Confirmation will include student name, banner ID, and date of defense. Please include banner number on forms.

Note: Once students have defended the first and second docs, completed all courses (with grades), and turned in their dissertation topic proposal and committee selection form, they can be advanced to candidacy / move to Level III. (Completion of the Comprehensive Milestone is not required, but is recommended, by this time.) At Level III, students register for dissertation supervision with the committee chair. Please bear in mind the ***GC advancement in level deadlines*** – they impact tuition rates. Deadlines are typically in mid-September for Fall semester and mid-February for Spring semester. Students must defend before those dates to change levels in that semester.

Comprehensive Doctoral Activities Milestone

Rationale

The purpose of the Comprehensive Doctoral Activities are for students to engage successfully in a number of professional activities that are intimately associated with the creation, communication, and dissemination of scholarship in psychology and law, which are key scholarly competencies. Although not a requirement of the Graduate Center, all students will be required to complete the Comprehensive Doctoral Activities to complete the Psychology and Law Program.

Requirements

To successfully complete the comprehensive doctoral activities, students are required to complete all of the following activities while in the Program:

1. Submit a first-authored manuscript to a peer-reviewed journal and complete any necessary follow-up “revise and resubmit” procedures. The process of publishing the manuscript should allow students to develop skills of responding to an editor and peer reviews (either directly via a revise and resubmit OR via a new submission to a different journal). The manuscript could be based on the student's first-doc research project, an alternative project with the students’ faculty advisor, or a project with another faculty member (in Psychology and Law, or from outside). The peer-reviewed journal to which the article is submitted is subject to the approval of the student's faculty advisor.
2. Present a poster or paper at a relevant regional, national or international conference. The student should be first author on the presentation.
3. Attend two regional, national and/or international conferences, with each conference being hosted by a different organization. (This can include the conference from #2 above.)

Evaluation

Students must obtain approval from their faculty advisor prior to engaging in each of the comprehensive tasks to ensure the activity meets the standards of the Program. In addition, successful completion of the Comprehensive Doctoral Activities Milestone will be subject to the approval of the student’s faculty advisor and the training area program head.

Timing

Students are required to complete all the Comprehensive Doctoral Activities prior to their dissertation oral defense. It is expected, however, that students will attempt to complete all activities by the end of their first three years in the program.

Forms and Format

Students must document their completion of each requirement that comprises the milestone. Students should complete the form below (example: name, title of document, date, etc.) and submit it to their advisors for review and signature.

- Psychology & Law Training Area – Comprehensive PhD Activities Milestone Evaluation Form
- One (1) form signed by the Advisor and Training Area Coordinator

Human Subjects Research Approval

The Graduate Center has an ethical and legal commitment to protect human subjects in research. All such research, whether for the dissertation or for other purposes, must be reviewed and approved by the Committee on the Protection of Human Subjects prior to its initiation. This includes interviews, observations, questionnaires, use of previously collected data with identifiers, and any other methods by which data are obtained from human subjects. Student researchers who are conducting research with human subjects must complete the CITI human subjects training, as must their advisers.

The Registrar sends all students advanced to Level III a “Dissertation Proposal Clearance: Human Participants” form. Students are required to submit the completed form to the Office of Research and Sponsored Programs after their committee approves the dissertation topic and methodology and before research begins. If human participants are not involved, students submit the completed “Dissertation Proposal Clearance: Human Participants” form, with the dissertation project abstract and methodology, to the Graduate Center’s Office of Research and Sponsored Programs, Room 8309, 365 Fifth Avenue, New York, New York 10016. If human participants are involved, the student must also complete an “Institutional Review Board (IRB) Application for Approval To Use Human Subjects in Research,” available at [https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures/Prerequisites-for-the-Dissertation-\(Dissertation-Topic,-Committee-Approval,-Proposal,-HRPP\)](https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures/Prerequisites-for-the-Dissertation-(Dissertation-Topic,-Committee-Approval,-Proposal,-HRPP)) and from the Office of Research and Sponsored Programs, and submit it to the Graduate Center Institutional Review Board (IRB).

The Dissertation (Third Doctoral Examination)

The Doctoral Dissertation is the culmination of the student's research training in psychology. The scope of the research is more ambitious than that in the First Doctoral Exam research project, yet it should not be of such scope as to be incapable of completion in a reasonable period of time, and, in any case, within the eight-year limit set by the GC for the completion of doctoral training. Students should realistically plan for completion long before the deadline is reached. The expectation is that the idea for the research and its plan will be developed by the student, in consultation with the student's faculty advisor. Students may, but are not required to, use the research topic from their Second Doctoral Exam as a basis for the dissertation. All dissertations must be based on original research, and must clearly demonstrate the candidate's ability to work at the frontiers of the field.

Eligibility and Timing

Students are eligible to submit their Dissertation proposal once the First and Second Doctoral requirements are successfully completed. Students must be continuously enrolled at the GC until all degree requirements are fulfilled, including filing of an approved dissertation in the library.

Committee Selection

The Dissertation Committee consists of three faculty members, one of whom is designated as chair and who works with the student throughout the research period. The Chair must be a member of the Psychology & Law Doctoral Faculty. The two additional internal members of the Dissertation Committee are chosen by the student in consultation with, and approved by, the Dissertation Chair. The internal members of the Dissertation Committee must be members of a CUNY Psychology Doctoral Sub-Program or members of another CUNY Doctoral Program, and they must hold a PhD or equivalent degree.

In the event that it is necessary to find a replacement for committee members, new members should be chosen using the criteria for the selection of members as outlined above.

External Examiners

The dissertation proposal will be examined by the (3 member) Dissertation Committee. However, the completed dissertation will be evaluated by the Dissertation Committee, in addition to two external examiners. It is desirable, but not mandatory, that these two external examiners be present at the dissertation *proposal* defense. Ideally, the two external examiners should be from outside CUNY, and must hold one of the following degrees: PhD, MD, JD/LLB, or PsyD.

Under exceptional circumstances, where appropriate external examiners are not available from outside of CUNY, they may be selected from within CUNY according to the following guidelines:

1. They must not be members of the Psychology & Law doctoral program and
2. They must not be part-time or full-time faculty members of the Department of Psychology at John Jay College.

The external examiners can play two roles:

1. They may assess and provide feedback on the dissertation proposal during the oral examination.
2. They are part of the final examination committee for the dissertation defense.

In the event that it is necessary to find a replacement for external examiners, new external examiners should be chosen using the criteria for the selection of external examiners outlined above.

Dissertation Proposal

The process of undertaking dissertation research requires that the student follows a series of formal procedures. The first of these is registering the topic proposal. The student first satisfies the dissertation advisor that a manageable research problem has been formulated (i.e. one that is methodologically feasible and for which there are appropriate subject populations available). To register the topic proposal, the student completes two copies of the *Dissertation Topic Proposal Form* (available online). A one-page summary of the student's proposed research is required, as well as the nomination of at least two faculty members for the Dissertation Committee, other than the Dissertation advisor. The dissertation advisor then approves the topic proposal and signs the two forms. One copy is sent to the TAC for approval. The second is sent to the Executive Officer.

Dissertation Proposal Defense Meeting

The purpose of the dissertation proposal defense meeting is to provide a forum in which a student's dissertation proposal is presented to the faculty and students in order to obtain informed open critique. To achieve this, a written proposal is prepared in advance (ONE MONTH) and is circulated among the members of the student's dissertation committee for their approval prior to the meeting. It is next circulated among the core faculty at least two weeks prior to the meeting. Since these proposals often tend to be extensive, a 4 or 5 page summary is prepared for distribution to interested students at least two weeks prior to the meeting. Electronic copies, as

well as one hard copy of the summary report should be left with the Program's Administrative Assistant for distribution among interested students. This is to ensure full participation of students in the informative and critical functions of the meeting.

The date and time for the dissertation proposal defense meeting needs to be cleared with the Program's Administrative Assistant, no later than three weeks prior to presentation. Ideally the meeting should not be scheduled at a time when core faculty and students are in classes. Each of the core faculty should be petitioned for a date that is convenient for them to attend. The Program Assistant will need at least a week to arrange a room, prepare and distribute the announcement to the faculty and students. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a presentation at the end of a semester. The meeting is conducted by the Chair of the Dissertation Committee (the dissertation advisor) and consists of a 20-30 minute presentation made by the student regarding the essentials of the proposal, followed by general discussion and questions. Upon completion of the discussion, the dissertation committee meets to decide on whether to accept or reject the proposal, or whether to accept it on the condition that changes are made. In cases where changes are required, they are to be submitted by the student no later than one month after the seminar.

Upon completion and approval of the full Committee, the members must sign the Dissertation Proposal Approval Form indicating that the proposal is ready to be defended. (If revisions are required, this will be indicated on the form and approval would follow satisfactory student revisions.) This Form needs to be submitted to the FP Academic Director along with one electronic copy and one hard copy of the full proposal and a copy of the formal receipt from the IRB office confirming that an IRB proposal has been submitted for review. At this time, students typically use the John Jay IRB, but may go through the GC IRB, if appropriate.

PLEASE NOTE:

- ☐ If the student is past the Graduate Center deadline for defending the dissertation proposal, re-submission is only possible with both the PhD Program and GC approval of an extension.
- ☐ If a student changes their topic after the defense of the proposal, they are required to resubmit and defend their proposal according to the above guidelines.
- ☐ Proposal Defenses are open to other students and faculty, but all individuals not on the committee will leave while the committee deliberates regarding the decision.

Once the *Dissertation Proposal Approval Form* has been signed by committee members and the Sub-Program Head, the student must wait for IRB approval. Once IRB approval has been obtained the student is then free to collect their data and develop their dissertation.

The Dissertation Defense

The final draft of the student's doctoral dissertation must be approved by the Dissertation Committee. This evaluation is recorded on the Dissertation Evaluation Form, which is submitted to the Executive Officer in Psychology and the Dissertation Advisor. The evaluation permits the following choices: (i) Approved as the Dissertation stands, (ii) Approved, except for minor revisions, (iii) Not approved at this time because the dissertation requires major revisions, and (iv) Dissertation is unacceptable to readers.

When all three members of the Dissertation Committee have approved the dissertation on the Dissertation Evaluation Form (either as it stands or with minor revisions) the Dissertation Advisor contacts the Executive Officer and suggests several people to serve as outside readers. The Executive Officer invites two from the suggested list to participate. All faculty outside CUNY must submit a resume unless one is already on file. Upon their agreement, copies of the dissertation are sent to the readers for their evaluation. That evaluation is made on the same Dissertation Evaluation Form. The Dissertation Committee plus the two outside readers constitute the five-member Oral Defense Committee. The two outside readers also must approve the dissertation on the Dissertation Evaluation Form and send it to the Executive Officer and the Dissertation Sponsor at least SIX WEEKS before the oral defense. The defense is scheduled only if all the evaluations are in the acceptable categories.

Oral Defense of Dissertation

The Dissertation Advisor and other members of the Oral Defense Committee arrange the time and date for the final examination in consultation with the Program's Administrative Assistant.

At least ONE MONTH must be allowed for the Provost, at the request of the Executive Officer, to formally invite all members of the Oral Defense to participate in the final Examination. Thus, at least one month prior to the defense date, an Intent to Defend form must be submitted. It is the responsibility of the student to see that all arrangements for the Oral Defense have been made. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a defense at the end of a semester. The Dissertation Advisor chairs the oral defense.

Evaluation Procedures

The Executive Officer provides the appropriate forms to evaluate the candidate's performance at the oral defense. The options open to the committee are: (i) Candidate passes, Dissertation is accepted as presented, (ii) Candidate passes, Dissertation is accepted with minor revisions, (iii) Dissertation must be resubmitted for approval by sponsor and two members of the oral defense committee, and (iv) Candidate fails the final examination with stated recommendations. The results and recommendations of the Oral Defense are decided by a majority vote of the five members. When revisions are required, the student will receive written notice from his or her advisor describing the changes to be made.

After the oral defense, the Dissertation advisor submits the signed evaluation forms to the Executive Officer who informs the Provost and the Registrar of the results. If "minor" revisions are necessary, only the advisor need approve the revised dissertation and sign the form. If "major" revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the Approval of Revised Dissertation Form is sent to the Executive Officer by the advisor for his or her signature who then informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their advisor. When the final version of the dissertation has been accepted and when all other requirements have been met, the candidate may then arrange with the Dissertation Secretary in the Library to submit the dissertation to the Graduate Center Library. The Dissertation Cover Sheet must be signed by the Executive Officer. The PhD degree is considered completed on the date that the dissertation is

accepted for deposit in the Library. The actual awarding of the degree takes place on: February 1, June commencement, or September 1.

Before Dissertation Defense - Graduation

Well before the oral defense of the dissertation, the student is advised to consult the staff of the Executive Office to be certain that all the requirements for the PhD degree at the City University of New York have been met. *Before the student can sit for the oral defense*, the following must have been satisfied:

- 1) Completed at least 60 graduate credits, with an average of B or better
- 2) Satisfied the statistics requirement with a grade of B or better (see section on Research Tools)
- 3) Passed the First Doctoral Exam
- 4) Filed an accepted topic proposal with the Executive Officer
- 5) Filed an accepted Dissertation Proposal with the Executive Officer
- 6) Satisfied all program requirements
- 7) Passed the Second Doctoral Examination
- 8) Passed the Comprehensive Doctoral Examination

Forms and Format

Please refer to the Program's Third Doctoral Examination policy available in the Program Office and on the Program website for additional information and to download forms.

THREE MONTHS PRIOR TO INTENDED DEFENSE DATE

When the manuscript is written and approved by the committee chair, students should send it to the other committee members, giving them a month to evaluate it.

TWO MONTHS PRIOR TO INTENDED DEFENSE DATE (WHEN SCHEDULING)

Complete the forms below after all committee members have read and evaluated the dissertation. Students should complete the forms (example: name, title of document, date, etc.). Committee members should only be signing their name. Forms must be submitted to the Program Administrator (or College Assistant) *at least 35 days before intended defense date – NO EXCEPTIONS*. Documents will be forwarded to Executive Officer.

- *Intent to Defend Form*
- *Approval of Outside Readers Form* (be sure to submit electronic CVs of outside readers)
- *Dissertation Evaluation Form*
 - Five (5) copies of same form (1 for each committee member)
 - Each member signs their own form the day of defense

FORMS ON DAY OF DEFENSE (or shortly thereafter)

- *Report of Final Examination Form*
 - One (1) form signed by all committee members
- *Dissertation Cover page*
 - Since students will likely have the committee together for the defense, it recommended to have the Dissertation Cover Page available for committee members' signatures. It also requires the EO signature. This "Cover Page" is the first page of the bound dissertation

when it is deposited. Consult with the GC librarian in advance for guidance on depositing, dissertation formatting, margins, etc. Please check the GC website for updates.

- *Approval of Revised Dissertation Form*

- If a student passes the oral defense, but needs to make revisions to the dissertation, the Approval of Revised Dissertation Form will be required. It should be submitted to the Program Administrator (or College Assistant) and EO office before depositing.

Status Designations for Tuition Purposes

For the purposes of determining tuition charges, all students are classified at one of three levels.

Level I

Upon entry to the program, students are classified at Level I.

Advancement to Level II

Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral research project.

Advancement to Level III

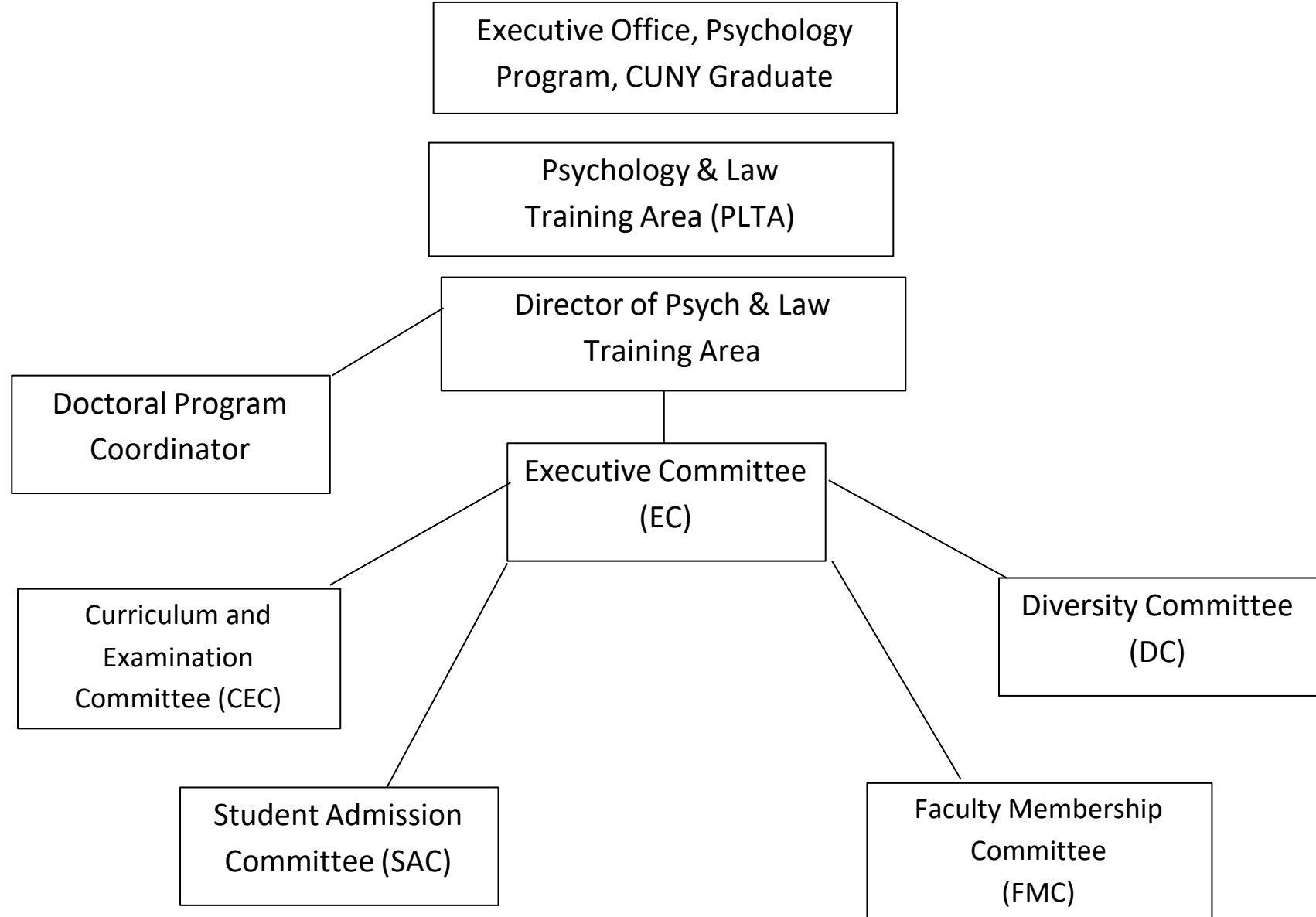
Before a Psychology & Law student can advance to Level III (advanced to candidacy for a doctoral degree), he or she must have completed the following requirements:

1. Completed all required course work with no missing grades (of which at least 30 credits must be taken at the City University) with at least an overall B average;
2. The First and Second Doctoral Examinations (Comprehensive Milestone recommended, but not required);
3. The Dissertation Topic Proposal Form.

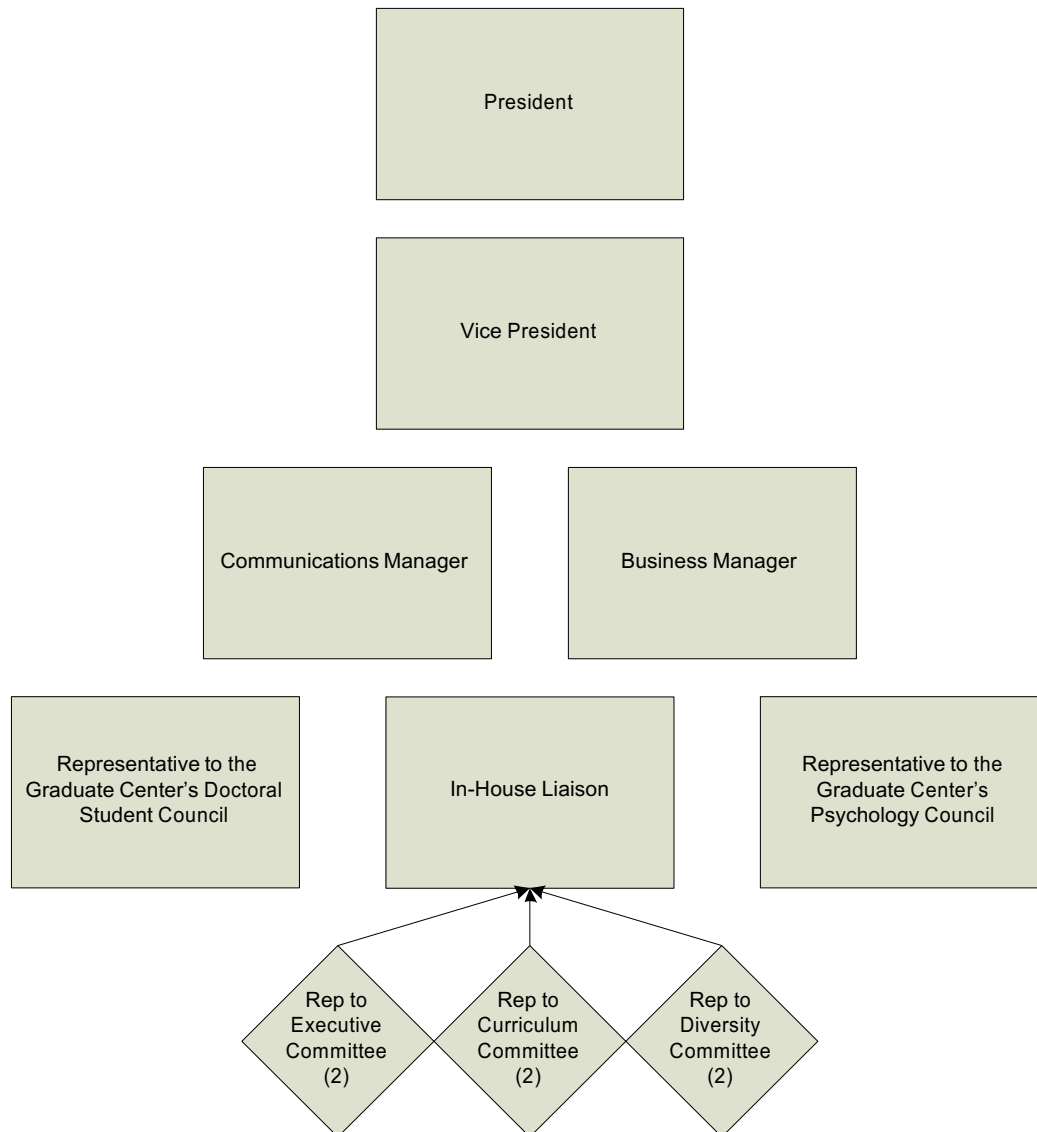
It is the responsibility of the student to ensure all of the above are satisfied, notify the Program's Administrative Assistant and submit the appropriate documentation (e.g., Second Doc forms). Documentation will be submitted to the Executive Officer in Psychology – they handle the certification process. If a student is missing one of the requirements for candidacy, the Executive Officer notifies the Program's Administrative Assistant.

A student is required to register each semester, even if not engaged in course work, unless a leave of absence is granted. The student must be registered in the semester in which the degree is granted and also in the preceding semester.

Program Governance



Student Governance



The Ph.D. Program in Psychology Quantitative Concentration

Students in doctoral training areas in the Psychology program at the CUNY Graduate Center interested in pursuing a 'Quantitative concentration' can do so by completing the following requirements. The 'quantitative concentration' is administered by the Psychology doctoral program and therefore will not result in a demarcation on your diploma. Successful completion of the concentration, however, can be formally recognized on the student's CV and other professional documentation.

I. Required Courses (6 credits)

- *Statistical Methods in Psychology I* (Psych 70500; CUNY)
- *Statistical Methods in Psychology II* (Psych 70600; CUNY)

II. Quantitative electives (9 credits)

Students must also complete at least three 'advanced' or 'upper-level' quantitatively oriented courses. The list below is not complete and other courses may fulfill the 'advanced courses' requirement. For example, students may fulfill some of these elective requirements via the CUNY consortium agreement. If students wish to take courses not listed below to fulfill this portion of the requirement, they must obtain approval from their doctoral training area head *in advance* and/or prior to registration.

**Notes:* Some doctoral program training areas may require a specific course or courses in this section to complete the quantitative concentration. In addition, some doctoral training areas may have grade-requirements for electives. Please check with your doctoral training area head. In addition, students must obtain minimum achievement of B- in all required and elective courses. Some doctoral training areas may require higher minimum grade requirements.

- *Mathematics for Social Scientists* (Epsy 88000; CUNY)
- *Path Analysis, Factor Analysis, and Structural Equation Models* (EPSY 83400; CUNY)
- *Multivariate Statistical Methods* (PSYC 70700, CUNY)
- *Categorical data analysis* (Epsy 83500; CUNY)
- *Hierarchical linear models* ((PSYC 86002 or *Epsy 84200*; CUNY)
- *An introduction to psychometrics* (PSYC 76000 or *Epsy 73000*; CUNY)
- *Advanced Psychometrics* (PSY86000, CUNY)
- *Introduction to Meta-analysis* (PSYC 86003, CUNY)
- *The General Linear Model* (EPSY 83300)
- *Applications of Bayesian Decision Theory to Educational and Psychological Problems* (EPSY 83600)
- *Statistical Analysis with Missing Data* (EPSY 84100)
- *Methods of demographic analysis* (Soc 81900; CUNY)
- *Methods for Analysis of Change* (Psych 2248; NYU)
- *Structural Equation Methods* ((PSYC 86001 CUNY or *Psych 2247*; NYU)

III. Application. In order to receive the quantitative concentration designation, students must also demonstrate an ability to correctly conduct an

advanced quantitative analysis. Toward this end, the student must conduct, report, and be evaluated on set of ‘advanced’ analyses.

**Note:* Below provides a general framework, but different training areas may wish to develop more advanced or nuanced procedures, as well as a more detailed evaluation process, etc.

- **Form.** The write-up of the advanced analyses may take the form of a published paper, an independent written 5-7 page report, or as a portion of the student’s dissertation.
- **Procedures.** Generally, there will be four steps for the application stage: (1) pre-approval of the selected ‘advanced’ analyses, (2) selection of a minimum of two faculty members’ to evaluate the respective analyses, (3) evaluation of advanced analyses by the designated faculty members, and (4) final approval by the designated faculty member(s), as well as the training area head. Thus, the application stage requires approval from three people: two designated evaluation faculty and the training area head of the program.

At step one, the student must identify the advanced data analysis they wish to use for the application stage and obtain approval that the analyses qualify for the quantitative concentration. The approval must be obtained from the doctoral training area head in writing (Step 1).

At step two, the student must identify a minimum of two faculty members that are willing to evaluate the completed data analyses. The training area head of the program must approve the selected faculty (Step 2). The faculty members may have specific quantitative expertise (i.e., is a ‘quant.’ person) *or* may have sufficient experience in the respective analyses that he or she qualifies to evaluate the analyses. Thus, as long as the training area head approves the selected faculty members for evaluation, the student can move forward with the write-up.

- **Evaluation & Approval of Application stage.** Upon completion of the write-up of the analyses, students should submit the paper to the two faculty members’ for evaluation. The designated faculty members will then notify the training area head if/when the student has passed the requirements of the application stage (Step 3). Final approval of the requirements of the application stage and write-up must come from the designated evaluation faculty and the training area-head of the program (Step 4).

- IV. **Completion.** Any student that has completed required courses, the required number of credits from approved quantitative electives, and passed the application stage can formally recognize the 'Quantitative concentration' on his or her CV/other professional documentation. Final approval for designation must come from the training-area head of the respective program.