# HANDBOOK OF THE GRADUATE FIELD

## HUMAN DEVELOPMENT

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Introduction

Purpose

This handbook is intended to guide both faculty and students by providing a reference to policies, procedures, and traditions that concern graduate affairs in the Field. It does not replace, but amplifies the Cornell Graduate School guidelines. In instances of conflict between this handbook and official university publications or policy, the latter take precedence.

Faculty and graduate students should become familiar with the material in this handbook. It contains key administrative information about the program and Graduate School requirements.

Learning Goals of the Human Development Graduate Field

The PhD Program

1. Make an ongoing and substantial contribution to the discipline by demonstrating accomplishments in research
2. Demonstrate advanced research skills
3. Demonstrate good citizenship in the academic community in the areas of research, teaching, service, and academic leadership
4. Demonstrate ethical and responsible conduct of research

The One-Year MA Program

1. Demonstrate readiness for PhD and other advanced studies by completing an empirical master’s thesis
2. Learn advanced research skills
3. Demonstrate ethical and other professional skill development

Philosophy of Education

Students in the Field of Human Development plan their program of study guided by a close working relationship with faculty members. This is true for both the PhD and the one-year MA programs.

The goal of the PhD program is to achieve a comprehensive understanding of the nature of human development that has breadth as well as depth. The Human Development PhD program is intended for rigorous research scholars and thus students are expected to engage in scholarly research shortly after entry. This requires a mix in the composition of the student’s Special Committee, which represents a student’s concentration in major and minor...
areas. Another characteristic of the PhD program is its commitment to guided research experience. Appropriate courses and seminars involving research design, methodology, and data collection are available to help students acquire the skills to conduct independent research. The Field is also committed to encouraging students to develop skills as teachers. Apprenticeship opportunities in both research and teaching are available to help PhD students prepare for future careers.

The goal of the one-year MA program in Human Development is to provide education in human development for students intending to pursue graduate or professional study in the future. Students in the MA program take a program of 30 credits of coursework (including at least 4 didactic courses) and pursue guided research experience under the supervision of at least two Human Development field faculty members.

The Graduate School

The Graduate School provides overall direction for MA and PhD degrees at Cornell. The Graduate School is led by its own deans and is advised by an elected faculty committee. In addition to meeting the expectations of the Human Development Graduate Field (see below) students must also abide by the regulations set by the Graduate School for completing a degree at Cornell. Graduate School rules are referenced as necessary in the text below.

The Graduate Field

The Graduate Field is the bureaucratic entity at Cornell that is responsible for all graduate training. It is administratively distinct from the Department of Human Development. The Graduate School is the administrative umbrella for all Graduate Fields at Cornell. Permanent field members are appointed by the Graduate School after election by members of the Graduate Field. The term “graduate faculty” refers to faculty members appointed to Graduate Fields. Only members of graduate faculty can serve on a student’s special committee. (See Special Committee, below, for more information.)

Field membership in Human Development includes faculty from other departments such as Psychology, Design and Environmental Analysis, and Policy Analysis and Management as well as faculty in Human Development. Many Human Development field members also hold membership in other graduate fields.

Although the Field and the Department are administratively distinct, the relationship between them is characterized by a system of checks and balances, the most salient of which is that it is the Department, not the Field, which provides faculty salaries and administers grant funds, space, and graduate teaching and research assistantships.

Graduate Field meetings are called periodically by the Director of Graduate Studies, who is elected by Field faculty and who has overall responsibility for coordinating the graduate program. Meetings are open to graduate student members of the Graduate Studies Committee (unless graduate student evaluation or personnel issues are to be discussed). Graduate students invited to participate in Field meetings have discussion, but not voting rights.
Freedom and Responsibility

The Cornell tradition of academic flexibility and individual study places primary responsibility on the student and her or his Special Committee in determining courses to be taken and research to be conducted. Although freedom and flexibility are the strengths of the program, the student has personal responsibility for planning and following Graduate School and Human Development Field policy, including the filing of academic petitions and forms. Faculty and students should review the Code of Legislation of the Graduate Faculty.

Academic Procedures

Majors and Areas of Concentration

Broad interests are indicated by choice of major: Developmental Psychology or Human Development and Family Studies. Developmental Psychology is the study of changes that occur in human beings over the course of their life span, from conception to the end of life. This major includes a broad range of sub-areas, including cognitive development, developmental neuroscience, and social, personality, and emotional development. The major in Human Development and Family Studies focuses on the understanding of the dynamic interrelations among individual and ecological/environmental factors as they relate to individual development and adjustment. The ecological factors include family, neighborhood, community, institutions, and social organization and norms.

Faculty members in the department represent three mutually influential areas of research, Law and Human Development, Health and Well-being, and Cognition in Context. All areas are characterized by cross-cutting themes of 1) interdisciplinarity, 2) life-span perspective, 3) cultural diversity, 4) multiple approaches, methods, and levels of analysis, and 5) integrative basic and translational research to answer questions of real-world relevance (See Figure 1 in Appendix A).

The Law and Human Development area assembles a group of world-class psychologists and legal scholars (from our law school who are affiliated with our program) to study the interplay between law, psychology, and human development. Faculty in this area have conducted path-breaking research that explains and predicts human behavior in legal situations, and developed new theories that apply basic psychological and other social science principles to the law. The questions examined include eyewitness testimony by children and the elderly, false memory and suggestibility, legal decision making, and so forth. Faculty exploit the full range of research methods in this work - from statistical analysis of national data sets, to field studies, to laboratory experiments, to brain-scanning studies in Cornell’s MRI Imaging Center – and their work is widely used in criminal and civil cases.

The Health and Well-being area houses leading research on typical and atypical development across the lifespan in diverse populations. Faculty in this area examine the relation between mental and physical health using a multi-disciplinary approach that connects physical changes in the functioning of the body to psychological changes in the way people think,
feel, and relate to each other. They further examine the critical role of contextual factors such as culture, social inequality, and institutional systems in physical and mental health, and have produced groundbreaking and policy-shaping work. Specific research topics include the lasting health consequences of childhood poverty, the impact of pubertal timing and sense of purpose on adolescents’ well-being, predictors of resilience in mid-life, the role of social relationships and networks in life-long health, and interactions between health systems and individual patients in managing chronic disease in older adults.

The Cognition in Context area offers the most dynamic and vigorous investigations of the developing mind in interaction with a variety of biological, social, and cultural contexts. Faculty conduct research using neuroimaging, EEG, cross-species modeling, field and laboratory experiments, and longitudinal designs to understand fundamental processes underlying human mind and behavior in context. They examine such intriguing topics as time cognition across the lifespan, embodied cognition and culture, the interplay between language and cognition, developmental evidentiality/source reliability, memory and the self, the link between brain, body and physical health, competence and wisdom, and the emotional underpinning of the mind. Their work has provided the basis for theory building and real-world problem solving.

It is important to note that the three core areas are fluidly defined such that some faculty’s research fits more than one area (see Appendix B). Also, there are many forms of intellectual interaction and collaboration across the areas. For example, faculty in the Cognition in Context and the Health and Well-being areas are in the process of jointly building a translational neuroscience program; labs of the Law and Human Development and Cognition in Context areas have jointly trained successful Ph.D. students who study memory and suggestibility from social-cultural perspectives; and faculty in the Law and Human Development and the Health and Wellbeing areas work together to examine inequality in the legal decision making process. These three core areas may change as the general field evolves and the faculty composition changes, and as faculty continue to seek to answer research questions of real-life importance in a fast changing world.

Within each major, faculty members have outlined a broad course of study that serves as a strongly recommended guideline for students regarding the nature of professional training in the area. Students average a total of 12 substantive courses during their period of graduate study. These courses do not include HD7000 Directed Readings, 7010 Empirical Research, 8990 Master’s Thesis and Research or 9990 Doctoral Thesis and Research. The total number of courses taken depends on each student’s background and area of interest.

Within each major, students must take:

- At least one overview course(s) in Human Development
- Advanced courses and seminars in the major and chosen concentration(s)
- At least two semesters of statistics (students may petition by taking a waiver exam)
- At least one course in research design and methodology

Typically, first-year students register for 2 semesters of HD6200 First Year Proseminar in Human Development, the Human Development statistics courses (HD6750 Quantitative Methods I in the fall and HD6760 Quantitative Methods 2 in the spring) and at least two
Human Development courses available in their area of major or minor concentration. It has become increasingly common for special committees to recommend third and fourth classes in statistics so that PhD students can learn methods such as structural equation modeling (SEM), hierarchical linear modeling (HLM), and other multivariate statistical methods. Similarly, some special committees recommend more than one research design and methodology course.

The usual guidance is that PhD students should have one major and one or two minor research areas. Many faculty members urge that one minor area be outside the Department (e.g. Psychology) in order to achieve breadth, although breadth can be achieved within the Department as well. Practically speaking, training in major and minor research is achieved by having one Special Committee member from each of the training areas chosen by the student.

Temporary Chair

On entering the program, each student is assigned the current Director of Graduate Studies (DGS) as their temporary chair. Within the first three weeks of the semester, students should nominate their official committee chair (based on the match between student and faculty interests determined during the admission phase).

The Special Committee

The Graduate Special Committee is a three or four member faculty committee that guides the specifics of a PhD student’s graduate career (One-year MA students have only two committee members). This includes approving the selection of courses, co-directing exams, reporting progress, providing yearly evaluations, and guiding the thesis. The relationship between the Special Committee and Field is similar to the relationship between the Field and the Department, characterized by a system of checks and balances. According to the bylaws of the Graduate School, it is the Special Committee that has the last word about the nature of a student’s graduate program. On the other hand, various committees elected from the Field
at large make decisions about funding, fellowship recommendations and policies. It is important to ensure Committee expectations are congruent with those of the Field.

Students in the one-year MA program are admitted with their two-member Special Committee in place. The second committee member may be changed during the year, but the chair typically will not be changed because of the way the program is organized.

PhD students develop membership of their Special Committees following milestones set by the Graduate School. Special committee members guide PhD students in fulfilling requirements in the major and minor areas of concentration. Thus it is very important for students to find members who suit their professional needs. Any member of any graduate field may serve on your Special Committee, with occasional limits imposed on the faculty based on their field standing. Your Special Committee chair must be from your graduate field.

The graduate school expects doctoral candidates to have a full Special Committee (chair and at least 2 minor members) no later than the end of the third semester. Students may petition, using the General Petition Form found on the graduate school forms web page, for a one semester extension before the end of their third semester.

PhD students should also keep in mind that committee members can be changed as the student’s or faculty member’s interests change. According to Graduate School practices, a student in Human Development can choose any member of the Human Development Graduate Field as chairperson of her or his Special Committee (or major advisor). There is no stigma (either official or tacit) attached to changing a Committee member or Chair. Considerations involved in changing Committee members are practical ones. To the extent that a Committee change reflects an alteration in professional goals, such a change might well involve additional time in graduate school in order to pursue these new goals. The loss of time can be attenuated by an early concentration on basic courses.

It is important to keep in mind, however, that it is more difficult to add a faculty member after the A-exam (see below for information about the A-exam). A faculty member who joins a Committee after the student has taken the A-exam must either administer an A-exam of his/her own or must inform the Graduate School that she or he accepts the results of the A-exam that was administered. Committee changes after the A-exams require a petition to the Graduate School and the written approval of the Committee chairperson, any retiring members, and the Director of Graduate Studies.

It is a faculty member’s privilege to decline to serve on a student’s Special Committee, and it is not always possible for students to have their first choice of Committee members. It is a Graduate School requirement for every student to arrange for one full Committee meeting each year. Students are encouraged to request additional meetings as the need arises.

Experts and external faculty who are not Cornell Graduate Faculty Members can also be added, using a petition process through the Graduate School. The petition must be approved by the other members of the Special Committee, the Director of Graduate Studies and the Graduate School. Students who wish to add experts and external faculty to their committees
should plan on adequate time for the petition process. The requirements are more complex than the typical petition.

**Degree Requirements**

**Structure of the Human Development PHD Training Program:**

**Course Requirements** [2 statistics, two semesters pro-seminar OR 1 semester beginning FA21, 2 additional courses].

1. All course requirements must be met in the first two years.
   
   A. The required courses must be taken for a letter grade.
   B. Students are required to receive a grade of B- or better in the required courses.

2. Students are required to take a two-semester sequence in statistics (students may petition to take a waiver exam)

3. Two additional graduate-level courses.
   
   A. At least one of these courses must be outside the student’s area of concentration.
   B. The courses can NOT be lab group seminars.
   C. The selection of these courses is to be guided by the student’s special committee.

4. These requirements are to be enforced by the Graduate Review Committee at year’s end.

**Note:** It is desirable for the required seminars to be taken with individuals other than the primary advisor, but this is not required.

**Funding for the first two years:**

Students are guaranteed full financial support for 5 years in the following 2+3 year funding scheme. Students are offered 2 years of funding during which time they complete coursework, form a “special committee” of faculty advisors and explore research questions and methodologies. Students who successfully pass their required exams receive 3 additional years of full financial support.

In addition, each year of funding is contingent upon academic performance constituting good standing in the graduate field and the Graduate School, and satisfactory performance in any teaching or research responsibilities as determined by input from your advisor and special committee to the Graduate Review Committee (GRC). The vast majority of students have no problem meeting these requirements, so students should be confident of receiving funding to successful completion of their degree.
Year 1 Academic Requirements

A. NSF or NIH (e.g., Kirschstein Fellowship for entering students with an MA) Proposal by end of October (Guided in Pro-seminar by Director of Graduate Studies and by Advisor)

Foreign students who cannot apply for these or other sources of funding will be required to complete the NSF proposal as a means of gaining grant-writing and conceptual skills.

B. Academic Product by May 15, where the student chooses one of three options:

(i) Empirical or Integrative Review Paper

(ii) Proposal for Empirical Research or Integrative Review Paper

In the event that a student has not completed an empirical study or review paper in the first year, a paper that describes the conceptual framework of empirical research and methods or a detailed, annotated outline of a review paper is acceptable.

(iii) Methods Development

Some students develop new research methods. Such students can submit a paper that describes the conceptual framework of their research and fully details the novel methods that are being developed.

C. Research progress and paper are evaluated by Advisor and one additional special committee member

D. That evaluation is submitted to GRC by the end of May for the annual review of students

Year 2 Academic Requirements

A. Second-Year Project:

Students complete an empirical research project in the second year. This project can be a continuation of the first-year project but should include substantial development or revision (e.g., additional data), or it can be a new project. Completion of this project includes two components.

1. Research Presentation to Faculty and Students in May
Presentation of the student’s empirical research to date, including conceptual framework, data, analyses, and conclusions. The presentation is part of the 2nd Year Research Presentations required of all students and organized by the DGS.

2. Student-Led Empirical Journal Paper due by May 15
An empirical study, in journal format, in which the student took major responsibility for the conceptualization, running, and writing of the study.

B. Evaluation of Research Presentation, Research Paper, and Development of Research Activities in the laboratory by the advisor + two other special committee members

C. Evaluation submitted to GRC by the end of May

D. Graduate Review Committee decides to continue student in PHD Program or terminate with or without an MA
The advisor’s and special committee members’ evaluations are the deciding factor in the student’s continuation or termination (with or without the MA). The Graduate Review Committee serves in an advisory capacity, meeting with the evaluators if any clarification is needed. The committee would also serve as the departmental evaluation vehicle for making the decision known to the student. Students may appeal this decision through the appeals process established by the Graduate School.

E. Timeline Revision
In rare situations (e.g., changing advisors or illness), or when unexpected, extenuating circumstances have occurred, a student may find it difficult to follow the above timeline. In these rare cases, the student, with assistance of the advisor and other special committee members, may petition the Graduate Review Committee with a request for accommodations and modifications to this timeline.

Funding Provided for Years 3-5 (for continuing students)

A. Years 3-5: Research related to a student’s laboratory research foci and to the dissertation

B. The A Exam is completed approximately by the end of Year 3
Either an Integrative Review paper in the student’s Specialty Area or 3 papers addressing the three special committee member’s questions are acceptable. The paper is evaluated by the special committee.

C. B Exam is completed approximately by the end of Year 5
Course Load and Requirements.

The usual student load in the first two years is either 3 courses and an assistantship or 4 courses if the student has a fellowship.

Course Numbering System.

The New York State Education Department requires that credit toward a graduate degree shall be earned only through work designed expressly for graduate students. 6000-level courses are typically restricted to graduate students and 4000-level courses are specialized undergraduate seminars that are usually open to graduate students. Although a Special Committee might suggest, depending on student background, that it is appropriate to take 4000-level courses during the first year, the New York State Education Department requires that credit toward a graduate degree shall be earned only through work designed expressly for graduate students.

Residence.

The Graduate School requires all students using university facilities to register and to pay tuition until the completion of their study unless they withdraw or are granted a leave of absence. At least one-half of required registered semesters must be earned from full-time, academic-year study on the Ithaca campus or a satellite location, except for students in the Employee Degree Program.

Candidates for a PhD usually take five years of full-time study to complete all degree requirements. The minimum registration requirement is six units (usually six semesters) of study. Registration units are determined by the Special Committee Chairperson, not by the number of credits taken by the student.

Examinations and Reviews

The Graduate School and the Field of Human Development expect that first year students schedule a year-end review meeting with their Special Committee. This meeting should take place in early spring at the end of the first year. The Graduate Review Committee, elected from the field Graduate Faculty, meet every year to review progress for each graduate student. Graduate students should schedule at least one meeting with their Special Committee every year. These meetings review student progress and plan examinations required for the degree.

The Graduate School requires a minimum of two oral examinations for PhD candidates. All PhD candidates must take the oral and written Admission to Candidacy Examination (A Exam) after the second and before the seventh unit of residence.

Upon the recommendation of the special committee, the field of Human Development will offer the option to all incoming PhD students (with the exception of PhD/JD students) to
award a non-thesis MA to a PhD student who has passed the A Exam and has completed at least four semesters of registration. This MA will be based upon the work that has been done as the student’s required second year project.

A final oral examination (B Exam), given after the completion of the doctoral dissertation, is concerned primarily with the defense of the thesis, but may concern other issues as well. A final oral examination is also required for the master’s degree.

**Human Participants Education Requirement**

All incoming Cornell University Graduate students are required to complete the short course RCR Training by the end of their second semester at Cornell.

Additionally, Cornell University requires that all those who take part in research involving human participants take and pass the CITI Training Program. Please note that his training program takes several hours to complete.

PhD students in Human Development should complete the short course RCR training before the end of their second semester at Cornell, and the longer version of the CITI training as soon as possible after arriving at Cornell University. To be included in an ongoing research project you will be required to complete and pass CITI training. Some students may have completed this training at their previous institutions; however you still need to register any existing CITI training with the Cornell IRB. Note that there is now a continuing education requirement at Cornell and that during your career at Cornell you will be required to update your human participants training if your previous training has officially expired.

**Research Involvement**

By the second semester of the first year, Human Development students should be actively involved in research with a faculty mentor in an apprenticeship role. It is usually difficult to generate completely original research in one’s first year because it often takes some time to discern the important issues in a field and to determine what would constitute an important contribution. In addition, an early apprenticeship involvement is often an ideal way to work with a faculty member on developing one’s own original research ideas.

In talking to faculty members about research, it is important to discuss not only common interests but also more specific information about research projects to which one might become apprenticed. Most graduate students in Human Development become involved in ongoing faculty research during the first year and eventually develop projects that are more independent. In these conversations with faculty, students should consider such questions as: Would involvement be with one part of the project or with the project from start to finish (i.e. from conceptualization through data collection to analysis and write-up)? What are the opportunities for co-authorship and joint submission of papers to conferences? Can the research be used to form the basis of the pre-doctoral research project? What time commitment is expected? Will it be measured in units of time (e.g., one semester, one calendar year) or research units (e.g., experiments)?
It is often in the student’s best interest to become involved in research projects with more than one faculty member. This should be discussed early with one’s Special Committee.

Finally, early research involvement need not reflect a lifelong commitment, or even a commitment for the duration of the student’s graduate career, to a particular area of research. An early apprenticeship is a good way of getting started.

**Pre-doctoral Research Requirement.**

Before a PhD student’s A-exams are scheduled, she or he must have completed a pre-doctoral research project. It consists of research done in collaboration with, or under the guidance of, a faculty member. The final product is a report written in standard journal format. In practice, some students have more than one pre-doctoral research experience, only one of which need be submitted to fulfill the requirement. The entire Special Committee must approve the paper as meeting the requirement for pre-doctoral research. The Chair of the student’s committee must then write a letter to the Director of Graduate Studies that the pre-doctoral research requirement has been met. This letter is filed in the student’s department record.

**Teaching**

In the judgment of the Graduate Field, supervised apprenticeship in teaching at the college level should be a part of the graduate training of all PhD. students. Most teaching assistantships meet this requirement.

HD7060 and HD8060 provide additional opportunities for teaching. HD7060 is a mechanism for advanced graduate students to assume major responsibility for teaching a course while supervised by a faculty member. HD8060 is a mechanism for advanced graduate students to independently develop and teach an undergraduate course under the supervision of a faculty member. For HD7060, discussion with the faculty member teaching the course should begin the semester before the course is to be offered to insure adequate time for planning supervision. The deadlines for HD8060 are February 1 for courses taught in the fall semester and September 1 for courses taught in the spring semester.

There may be exceptional instances in which a student has previous teaching experience or career goals that do not require additional college teaching experience. In such instances, the student with the recommendation of the Special Committee can petition the Field to be exempt from the teaching requirement.

**The A-exam: Procedures**

Students in the PhD program must pass the A-exam before they are formally admitted to candidacy for the PhD. The A-exam must take place after the second, but before the seventh term of residence. The Graduate School requires that the A-exam have an oral component, while faculty in the department have traditionally required the completion of A-exam papers which are discussed at the A-exam by all members of the committee. Also traditionally all members of the Special Committee assign separate exam papers.
The student should arrange a meeting of the Special Committee to discuss how the A-exam will be organized. Committees have some latitude regarding the structure of the A-exam, based on disciplinary traditions, content areas represented on the committee, and career plans and progress of the student.

Students must submit copies of all of their A-exam papers (or exam results) to all members of the Special Committee at least two weeks in advance of the examination, unless all members of the Special Committee agree to modify this requirement. (Committee members may voluntarily choose to receive electronic copies only.)

A Schedule of Examination form, found on the graduate school forms web page, signed by all committee members, the DGS, and the Graduate Field Assistant, must be submitted to the Graduate School at least 7 days prior to the exam. Scheduling is a requirement of the Graduate School and results of the examination are not accepted if the exam has not been officially scheduled. The exam must be scheduled so that all members of the Special Committee can attend in person, except under exceptional circumstances.

If a Special Committee member cannot attend in person, the student must petition the Graduate School in order to have the member attend on the phone or via videoconference. This petition, also found on the graduate school forms web page, must be signed by all members of the Special Committee, the DGS, and the Graduate Field Assistant. The petition must be approved at least 7 days before the exam is scheduled to take place.

A Results of Examination form, once again found on the graduate school forms web page, recording the outcome of the examination must be signed at the exam by all Special Committee members, then by the DGS and Graduate Field Assistant. This form MUST be submitted to the Graduate School within 3 working days of the exam.

The Thesis

Candidates for both One-year Master’s and the PhD degrees in the Field of Human Development must complete a thesis based on empirical research that meets the approval of all members of their Special Committee in terms of scholarship and literary quality. The Field does not permit students to submit a joint thesis to satisfy both the MA and PhD requirements. The thesis supervisor is usually the chairperson of the student’s Special Committee, but this responsibility may be delegated to a minor member under exceptional circumstances. The Graduate School is very specific about the following requirements for the Master’s and PhD. thesis.

The student should arrange a meeting of the Special Committee to discuss a previously distributed thesis proposal. (This can be done as part of the A-exam.) If changes are required, it is then the student’s responsibility to make the changes and circulate them to all Committee members.

Candidates must submit an outline and an early draft of the thesis to all members of the Special Committee at least six weeks before the final examination, unless all members of
the Special Committee agree to modify this requirement. Early circulation of a draft is often in the best interest of the student. Be sure to review the graduate school exam and thesis deadlines.

- At least seven days before the final examination, the candidate must provide Committee members with a printed copy of the thesis which they retain until the examination. (Committee members may voluntarily choose to receive an electronic copy only.)
- A Schedule of Examination form must be signed by all committee members, the Director of Graduate Studies, and the Graduate Field Assistant, and must be submitted to the Graduate School at least 7 days prior to the exam. This is a Graduate School requirement. The Graduate School requires that examinations be announced to all members of the Graduate field. If a scheduling form is not submitted there is no guarantee that the results of the examination will be accepted by the Graduate School.
- Exams must be scheduled so that all members of a Special Committee can attend in person. If for some reason a committee member cannot attend (illness; unable to travel; other extenuating circumstances) the committee member may, only after a petition is approved by the Special Committee, Director of Graduate Studies, Graduate Field Assistant, and the Graduate School and is filed seven days in advance of the examination.
- A Results of Examination form recording the outcome of the examination must be signed at the exam by members of the Special Committee, then by the Director of Graduate Studies and Graduate Field Assistant. It must be submitted to the Graduate School within 3 working days of the exam.

**Three Paper Option for the PhD Thesis**

The student may do one major study for the dissertation. Alternatively, in April 2004, the graduate field approved the Three Papers Option for all graduate students. Under this option, the doctoral dissertation is organized as a series of relatively independent chapters. The chapters are often papers that have been or will be submitted to journals in the field. The student must be the only author or the first author of the papers to be used in the dissertation.

For both options, the submitted dissertation must meet all Graduate School format and submission requirements, and a singular referencing convention must be used throughout. All work must be done at Cornell University as a graduate student. Introductory and summary chapters that tie the work together must be included. Please refer to the Graduate School’s [Thesis and Dissertation Guide](https://www.cornell.edu) for more specific and detailed information.

**Administrative Procedures**

Graduate students are responsible for knowing about and completing forms to schedule and report the outcomes of examinations. Members of the Special Committee and Chairs are not responsible for these forms. **Students are also responsible for meeting the deadlines set by the Graduate School for submitting these forms which are available on the [graduate school forms web page](https://www.cornell.edu).**
**Exam Scheduling.**
All exams, whether for the master’s thesis, A-exam, or B-exam (dissertation), must be registered at least 7 days in advance with the Graduate School. The Schedule of Examination Forms are online and must be approved by all members of the Special Committee, the DGS, and the Graduate Field Assistant. Students, rather than members of the Special Committee, are responsible for getting the signatures and filing the form.

**Exam Outcome Recording.**
Students must submit the online Results for Final Defense form immediately after the exam. The special committee chair records the outcome of the exam on the form. The form must be approved by all members of the Special Committee, the Director of Graduate Studies and the Graduate Field Assistant within 3 business days following the exam.

**Exam Attendance via Phone or Skype.** (This procedure is undergoing changes – currently all exams must be held via Zoom.)

Members of the Special Committee are expected to attend all examinations in person, except under very exceptional circumstances. If there is an exceptional circumstance that prevents a committee member from attending an examination, this must be reported to the Graduate School and a form documenting attendance by phone or video must be approved by all members of the Special Committee, the Director of Graduate Studies, and the Graduate Field Assistant.

**Committee Changes.**

Students are responsible for reporting committee membership changes to the Graduate School. Members of Special Committees are not responsible for reporting these changes, although they are responsible for approving changes on line when they are asked to do so.

**Registration.**

There are two phases of registration. The first does not include selection of courses; the second does.

Fall registration begins on a specific day in August and the spring term is announced early each fall. After the first three weeks of the semester, a finance charge is added to the bursar bills of graduate students who have not registered.

Students are given 15 calendar days to attend various classes and choose those they and their Special Committee feel best meet their needs. Many students find it useful to audit courses that are of interest although not central to their program. If a student audits a course a “V” appears on the transcript.

Before enrolling for classes, most students attend several sections of different classes, consult with their chairperson, and then make a final selection. During this process, the student and chairperson evaluate the student’s background as a basis for deciding the nature and size of the course load. Students do not receive both pay and academic credit for the same work.
Students with department assistantships are paid for 15 hours per week. Additional assistantship hours may be applied toward academic credit by registering for HD7030 with approximately 3 hours a week equaling one credit.

**Registration for summer.**

Graduate students who attend classes or receive pay from any source at Cornell must register. Graduate students typically do not take summer session courses, but concentrate on independent study and research. Students must register with the Graduate School if they wish to use the libraries and the health center. There is no fee if the student was registered the semester prior to summer.

**In Absentia Study.**

A student can register in absentia only for legitimate academic (not personal) reasons. Application for in absentia registration is made by petition to the Graduate School and is granted if the student’s program can best be fulfilled by work at an institution or place other than Cornell. The department is not able to financially support students who have in absentia status. A request for in absentia status should be discussed with the Graduate School staff in advance.

**Leave of Absence.**

A leave of absence is given to students who, due to finances, a personal situation, full time employment, or residence, do not expect to continue a regular academic program or must interrupt their program of study. Before taking a leave of absence, students should contact the Graduate School Office about current procedures for petitioning for a Leave of Absence. Procedures include having an approved academic plan with goals to be met before reinstatement at Cornell. The academic plan must be approved by the members of the Special Committee, by the Director of Graduate Studies, and by the Graduate School. Students who want to return to Cornell from a leave of absence should contact the Graduate School Office and the department at least two months in advance. It is important to keep the department advised of plans for returning.

International students are not permitted by immigration law to take a leave of absence and remain in the United States. Students should contact the Office of Global Learning for further information.

**Withdrawal.**

A withdrawal officially terminates a student’s affiliation with Cornell. Formal reapplication is required for readmission. Withdrawal forms are available on the graduate school forms web page.
Expenses and Financial Support.

The tuition and fee structure of Cornell University is established by the Board of Trustees and is administered by the Bursar’s Office. It is subject to change at any time. Students must be prepared upon admission to estimate the extent of the financial obligation they will incur. In the recent past, the Department has been able to provide financial support for virtually all graduate students who have maintained satisfactory progress for five years. Financial resources can become more restricted and uncertain in a relatively brief period of time, but the Department has always been able to support a very high percentage of students. The Field and the Department will make efforts to help students secure financial aid, but students are also encouraged to take responsibility. Notices of fellowships are regularly sent to students by e-mail.

Departmental Support.

The Department administers several types of support for graduate students including teaching and research fellowships. Students are required to apply independently for external fellowship support.

Teaching Assistantships.

Teaching assistanSTships are assigned for the period of a semester. The specific terms of the appointment are given to the student in writing. Assistants are assigned to work 15 hours a week with a specific faculty member’s teaching. Because of differences among courses, the typical teaching assistantship may involve a wide range of assigned duties. In many classes, along with grading responsibilities teaching assistants are encouraged to lead discussion section, offer a lecture, help design exams, assist with grading, confer with students, and arrange for audio-visual and electronic assistance. If the assignment requires more than 15 hours a week, students may register for credit under HD7030. Students who work as teaching assistants may not perform general research assistance for the course faculty member, except for research which is directly related to teaching the class itself.

Graduate students are provided with TA responsibility descriptions each semester as soon as it is determined by pre-enrollment figures which courses will be assigned a TA. Students rank their preferences and course instructors are provided with the names of students who indicated their course as one of their top TA choices. The Director of Graduate Studies, the Chair of the Department, and the Director and Assistant Director of Undergraduate Studies then meet to determine actual assignments. Many factors are taken into consideration but departmental needs are given top priority. Other considerations include length of time the student has been in the program and previous assignments. Efforts are made to provide opportunities for all students, while ensuring that faculty and course needs are met.

Research Assistantships.

Each year the Department has a number of research assistantship positions on faculty research grants. The Department recognizes the project director’s right to choose among eligible students for the grant position after considering applications of all interested graduate
students. These positions are usually filled by the same student for two semesters and occasionally for 12 months if funds are sufficient.

**Fellowships.**

Graduate students in the Field of Human Development may hold two kinds of fellowships. Some are awarded directly to students from external sources; others are awarded by the College or the Graduate School, through the department, to full-time students. Most fellowships are awarded to PhD candidates on the basis of scholarly ability and professional promise and include a stipend, tuition, health insurance, and fees. Fellowship students spend their time on their own research and training without assistantship responsibilities.

Students are frequently notified, by email, of various sources of external funding. In addition, students are urged to access the list of outside funding sources provided by the Graduate School. Applications for outside funding are taken into consideration when students are reviewed at the end of each year. Deadlines for these fellowships vary and it is important that students submit their information in a timely fashion and according to instructions. Applications and letters of recommendation may have to be submitted by the Director of Graduate Studies, who requires adequate lead time in order to write a letter (at least one week). In the case of college fellowships or multiple applicants for external fellowships that limit the number of recipients in a given department, the Graduate Review Committee will be involved in selecting recipients; the selection must be done ideally two weeks before any deadline. The Cornell Graduate School website is a good source of information regarding fellowships and funding.

**Sources of Summer Support.**

Summer support is available on a very limited basis. Faculty research projects usually support several students on at least an hourly basis. University summer fellowships are very competitive. All students are eligible to apply for a summer fellowship but because funds are so limited, awards are typically made to advanced students who are close to completion.

Students interested in a summer teaching position as a lecturer or teaching assistant complete an application form available from the Graduate Field Assistant. These are screened by the Department Chairperson who selects students for these positions after consultation with the Director of Graduate Studies and faculty currently teaching the same course during the academic year.

**Rules on Additional Earnings.**

Rules on earnings over and above assistantships or fellowship income vary from one support situation to another, but employment is limited, particularly if it is unrelated to the student’s study. Employment over 20 hours needs to be approved by a petition submitted to the Graduate School before the employment begins. It is important for students to know that approval of employment over 20 hours can result in reduced residence credit being assigned.

Each spring, the Graduate Review Committee reviews the progress of all continuing graduate students. In part, this review determines a student’s relative eligibility for departmental support for the next year. In addition, the review is used to provide feedback that might be academically helpful to students and their Special Committee. The Review Committee consists of four elected graduate faculty and the DGS. The Committee reviews folders of continuing students at the end of the spring semester and notifies students in writing of the results of this review.

The Committee relies on student reports containing complete records of achievement, including grades and yearly evaluation checklists. Students are responsible for ensuring that their reports are complete and should check with the Graduate Field Assistant. The department will not give support to any student who does not complete and file an annual report.

The criteria that determine eligibility for graduate support are listed in Appendix C.

Research Awards.

Graduate PhD students are supported for thesis research or for research performed as a graduate field requirement when funds are available. Grants are not made for student assistantship stipends. Maximum total awards are $1,100 for the master’s or pre-doctoral level project, and $1,600 for PhD dissertation projects. A student is entitled to only one award per level. The award is made jointly to the student and his/her graduate faculty advisor. Together they are responsible for using the funds to accomplish the objectives of the proposal.

Thesis proposals submitted to the department for funding should represent a final statement of research plans and procedures that have been previously discussed and formally approved by the student’s Special Committee. The awards are meant to fund research activities.

Proposals should be submitted in a format that would be used to apply for outside funding and should include a detailed budget and a copy of the approval letter from the Cornell Institutional Review Board for Human Participants. The applicant should list the particular outside agency whose format is being used. An application is available from the Human Development Graduate Field Assistant.

Support for Travel.

The department provides each PhD student with $350 per year to support expenses related to graduate training and research. These include funding for travel, lodging, food at conferences; software; books; etc. If you are in doubt about whether something you would like to request money for is covered, please check with the Director of Graduate Studies or the Graduate Field Assistant. In addition, there are also funds that can be requested from the Graduate School for conference and research travel (see below).
Conference Grant.

Full time registered students who are presenting papers or posters at professional conferences can apply to the Graduate School for financial assistance with transportation costs or conference registration if the student is an accepted presenter. Money is not approved for food, lodging, or other expenses. Applications are available online. Applications must be signed by the Chair of the student’s Special Committee and the Director of Graduate Studies. Applications are accepted up to 30 days after the START date of the conference.

Research Travel.

In the past, the Graduate School has invited students to apply for research related travel grants that are directly related to dissertation research, not for conference participation. Information regarding these awards is typically sent to all students in September for travel that is intended to occur the following spring. The application deadline is Oct. 1 for fall travel and Feb. 1 for spring or summer travel. Applications are available online or in Caldwell Hall. These awards have become increasingly competitive.

Additional Information

Student Organizations and Representation in Graduate Field Matters

Graduate Field policies and procedures related to the graduate program are formally determined by vote of the Graduate Field faculty, with substantial input from graduate students, both formal and informal. Student input is provided by membership on the Graduate Studies Committee, consisting of the Director of Graduate Studies, three faculty members elected by the Graduate faculty, and five students elected by graduate students in residence. Each year, one student from the first year class and one from the third year class are elected to serve two-year terms. Additionally, a student from the one-year MA program is elected.

Proposals concerning Graduate Field matters typically are discussed and formulated by the Graduate Studies Committee and then brought to the Field faculty for deliberation and action. Student members of the Graduate Studies Committee are encouraged to observe and participate in Field meetings, although they do not vote.
Appendix A: HD Research Areas and Cross-Cutting Themes

- Health and Well-being
  - Interdisciplinarity
  - Lifespan perspective
  - Cultural diversity
  - Multiple approaches, methods, and levels of analysis
  - Integrative basic and translational research

- Law and Human Development

- Cognition in Context
Appendix B: HD Research Areas and Faculty Members

- **Health & Well Being**
  - Burrow, Bian, DeRosa, Evans, Gonzalez, Hazan, Hobbs, Loeckenhoff, Mendle, Ong, Pillemper, Reyna, Wang, Thoemmes

- **Law & Human Development**
  - Brainerd, Ceci, Reyna, Williams (Law Faculty: John Blume, Valerie Hans, Jeff Rachlinski)

- **Cognition in Context**
  - Anderson, Bian, Brainerd, Casasanto, Casasola, Ceci, DeRosa, Kushnir, Gonzalez, Hobbs, Loeckenhoff, Sternberg, Wang
Appendix C: Criteria for Support

Minimum Requirements for Department Support

1. “A” Examination should be passed prior to beginning 7th unit of residence (also a Graduate School requirement).
2. PhD students who have completed ten units of residence are normally eligible for departmental (and fellowship) support only after all eligible students with fewer than ten units have been supported. Ten units of residence typically represent five years of study for students in the PhD program. PhD

All students are required to apply for some form of outside or independent funding (depending on eligibility – which may be limited for international students).

I. General Criteria that Guide the Graduate Review Committee:

1. Academic Progress. For students early in their doctoral program, evaluation is based on the number, scope, and level of courses and seminars taken and the extent to which they reflect a coherent program of study that builds strength in the major and minor areas of concentration. Grades and written evaluations from instructors are also strongly considered. For more advanced students, evaluation is based mainly on the timely completion of Field and Graduate School requirements such as pre-doctoral research projects (or Master's thesis) and the Admission to Candidacy Examination (A exam).

2. Research Progress. Reviewers typically look for evidence of productive involvement in research that is appropriate to a student's level of training and time in the program. This research experience may have been acquired through special studies with the major advisor or some other faculty member, through assistantship responsibilities, through independent research on a pre-doctoral project, Master's thesis, or PhD. thesis, etc. Research progress is indicated by research presentations at professional meetings and submission and publication of research manuscripts. The longer the student is in the program, the higher the expectations for submission and publication of research manuscripts.

3. Assistantship Experiences and Contributions. Reviewers examine the nature of assistantship experiences, the responsibilities assigned, the quality of performance in carrying out assistantship responsibilities, and the contributions made in teaching, research, and/or extension assignments (paid or volunteer). The Committee strongly weighs the evaluation of supervisors of the assistantship.

4. Personal Statement by Student. Reviewers consult a student's personal statement to understand a student's academic and professional goals, to determine how the current and projected program of graduate education (courses, seminars, research involvement, etc.) serve these goals, to assess academic and research progress, to review a student's history of support, and to examine a student's written work.
II. Summer Session Teaching

1. Eligibility criteria include:
   
   a. qualified to teach the subject
   b. having passed the A exam before the beginning of the summer session or
   c. extensive teaching experience in relevant classes.

The Department Chairperson makes the teaching appointments based on these criteria and the recommendations of the Director of Graduate Studies.

III. Summer Fellowship Support

The Graduate Review Committee reviews applications submitted by students that include written recommendations from the student’s committee chair. Only PhD students are eligible for summer support. In the past, priority has been given to:

1. Students who are making better than average progress in the program and who are likely to benefit from additional research support.

2. Students who are likely to finish the PhD degree by September if awarded a fellowship and have not had much departmental summer support in previous years.