
METU Developmental Psychology Ph.D. Program Qualifying Exam

Graduate students are required to take the qualifying exam the semester following completion of their coursework. The exams are held twice each year, in May and November. The exam tests the students' depth in their specific area of interest in developmental psychology, as well as breadth in developmental science. The exam includes a written and an oral part. Each part consists of three components, which aim to prepare students for their upcoming research and teaching career.

The first component includes answering a number of questions surveying the classical and contemporary work in developmental psychology. Students are given a reading list which may include empirical or theoretical articles, or books. Together the readings provide a representative sampling of the major topics, issues, theories, methods, and advances in developmental science. The reading list is announced at least 6 months before the students take the qualifying exam. At the qualifying exam, the student is presented with a number of questions from the readings and given 48-to-72 hours to provide written responses. The answers are submitted via Turnitin at least 3 weeks in advance of the oral exam to the committee. The committee consists of five experts in the area of developmental psychology—three faculty members and two experts from other universities. The students should be prepared to discuss and defend their written responses in the oral exam.

The second component of the exam consists of preparing and presenting one undergraduate and one graduate course syllabus. Most of our graduate students continue their career as faculty members, so this part of the exam aims to encourage students to prepare their teaching portfolio before landing their first academic job. Each syllabus should consist of the description of the course, required readings, grading methods (assignments, exams, etc.), and a 14-week schedule of topics. The undergraduate course is typically a 300- or 400-level elective course and the graduate course is an advanced seminar. The syllabi should be submitted to the committee at least three weeks before the oral exam. At the oral exam, students give a twenty-minute lecture from the undergraduate course they prepared. The students are free to choose the topic of the lecture to present. The students should also be prepared to discuss and defend their course proposals. The entire document for the two courses should be around 5-6 pages maximum.

The third component includes preparing a research statement. The research statement should describe the specific research interests of the student and the description of the program of research the student has been developing. The statement should include a detailed description of the students' prior research work (the questions investigated, the methods, the findings, implications, etc.). It should also give the committee a clear sense of the future studies that the student plans to conduct. The written statement (4-5 pages max) should be submitted to the committee at least three weeks before the oral exam. At the oral exam, the students will be asked to elaborate on their past work and future research directions.

The table below summarizes the structure of the Qualifying Exam.

Written Part	Oral Part
<p>1-Questions on Developmental Psychology</p> <p>-A reading list on classical and contemporary theories and empirical investigations in developmental psychology is announced at least 6 months before the Qualifying Exam.</p> <p>-Around a month before the oral exam, students are given questions on the readings.</p> <p>-Students have 48-to-72 hours to provide written answers to the questions and submit via Turnitin.</p> <p>-Students submit their responses 3 weeks in advance of the oral exam.</p>	<p>1-Session on Questions</p> <p>-Students are required to elaborate on and discuss their responses.</p> <p>-Depending on the course of the discussion, students may be asked other related questions.</p>
<p>2- Course Syllabus</p> <p>-Students prepare one undergraduate and one graduate elective course syllabus on topics of their choice (typically one 300- or 400-level undergraduate course and a graduate seminar)</p> <p>-Each syllabus includes a detailed description of the course, required readings, grading methods (assignments, exams, etc.), and a 14-week schedule of topics</p> <p>- The length of the course proposals is 5-6 pages maximum (for two courses in total)</p>	<p>2-Session on course syllabus</p> <p>-Students give a 20-min lecture on a topic they choose from the undergraduate course.</p> <p>-Students defend their course proposals</p>
<p>3- Research Statement</p> <p>The research statement includes</p> <p>-A clear and concrete description of the students' research interests</p> <p>-Past research projects (with a description of the main research questions, methods, findings, and implications)</p> <p>-Future directions</p> <p>The research statement is 4-5 pages maximum.</p>	<p>3-Session on Research Statement</p> <p>-Students elaborate on and discuss their research program with the committee.</p>