

College/School: College of Arts & Sciences

- c. At student evaluation meetings, the full program faculty will meet to discuss each student's progress once per semester (for students in their first year of the program) or academic year (for more advanced students), rating the student's "research progress" and "research quality" on a 3-point scale (inadequate, adequate, superior; see attached).
- d. Grades in the following three required statistics and research methods courses, taken during the first year of the program, will be reviewed: PSY 5080 (Advanced Quantitative Research Methods); PSY 5790 (Applied Univariate Statistics in Behavioral Science); PSY 6500 (Applied Multivariable and Multivariate Statistics in Behavioral Science).
- e. In addition, whether the student has given a first-authored research presentation (poster or paper) at a peer reviewed conference and/or obtained a peer reviewed publication will be noted, particularly for students in their final year of the program (note: students provide this information on their annual Student Activity Reports; see attached).

			<p>d. Faculty members will meet and discuss each student's progress once per semester (for students in their first year of the program) or academic year (for more advanced students), rating the student's "academic progress" and "academic quality" (among other characteristics) on a 3-point scale (inadequate, adequate, superior; see attached). Information used in this evaluation is obtained from the annual Student Activity Report (completed by the student) and as provided by the mentor and relevant course instructors.</p>	
--	--	--	---	--

3 Students will display an understanding of diversity and ethics issues as they apply to psychological research, teaching, and professional development as an Experimental Psychologist.

The outcome is learned /assessed through:

- a. Performance on the written preliminary examination, as assessed

			<p>Diversity) and PSY 6800 (Ethics and Professional Issues).</p> <p>c. Students will submit completion reports for the CITI human subjects training to their PSY 5080 instructor. Students must satisfactorily complete all quizzes for the Social/ Behavior Research and/or the Biomedical Research courses (as determined by the type of research to be conducted by the student) in order to pass the training.</p>	
--	--	--	--	--

4 Students will display professional development by acquiring skills in the areas of written and oral communication, teaching, and/or general

Attachments

Experimental Psychology Program
Graduate Student Evaluation Form

Student Name: _____

Date of Evaluation: _____

Based upon the faculty's discussion you were rated in each of the following dimensions. (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

TEMC

	Inadequate	Adequate	Exceptional
--	-------------------	-----------------	--------------------

Academic Quality

Student: _____ Advisor: _____
Date: _____ Date: _____

Experimental Psychology
ANNUAL STUDENT ACTIVITY REPORT

Student name: _____

Student advisor: _____

Year entered program: _____

Academic Year for this report: _____

Instructions: This form is designed for several purposes. First, it will provide the faculty with self-report information regarding your activities, progress, and future plans in the program. Second, this form will provide a record of your accomplishments, achievements, and activities in the program for subsequent use in applying for jobs, postdocs, etc. Because the academic year technically begins with the summer term, please include information for last summer (even when not

RESEARCH

1.

2.

3.

PROFESSIONAL

DOCTORAL EXAMS

For those who will not be in the program next year

Function/Purpose

The purpose of the written preliminary qualifying exam, taken after the Master's thesis work has been completed and accepted (typically during the 3rd year of the program), is to demonstrate competency in three primary areas:

1. Comprehensive knowledge of declared concentration area (Cognitive Neuroscience, Developmental Psychology, or Social Psychology)
2. Fluency in program core areas of Developmental Psychology, Social Psychology, Cognitive Psychology, and Neuroscience, as relevant
- 3.

Time Frame and Guidelines

Preliminary exams generally are to be taken in the 3rd year. The first step is to develop a Preliminary Exam Proposal, including a narrative overview/summary of the goals of the paper, followed by an annotated outline describing the major topics to be covered and how they address the criteria listed above, with estimated page numbers and sample references for each major section. Students should work with their mentor in developing this proposal, which typically is between 3 and 7 pages in length. The completed proposal should be submitted to the Preliminary Exam Committee at least one week before a scheduled meeting of the student and committee to discuss the proposal. The student should bring a copy of the Preliminary Exam Agreement/Outcome form to the proposal meeting. The committee may request changes to the proposal before approving it. Because it may be difficult to find times when the entire committee is available, students are advised to begin scheduling this meeting well in advance. The exam is due no later than 8 weeks following the approval date. Failure to turn in a completed exam by this date will result in a grade of “reject” (described below). Exceptions to this timeline may be made under extreme circumstances. The entire committee must agree in writing to any alterations in the timeline.

Committee members must submit their evaluation feedback to the exam committee chair no later than 6 weeks after receiving the initial submission from a student. The exam committee chair must then send the initial committee feedback to the student within one week. Students are allowed 4 weeks from the actual date that they receive the faculty evaluation to complete revisions for an exam receiving an “accepted pending minor revisions” or “revise and resubmit” evaluation. Students will be notified of the final evaluation of the exam within 2 weeks of the committee’s receipt of the revised exam unless it is submitted during the summer.

Preliminary exams can be taken during the fall, spring, or summer semesters. However, exams taken during the spring must be timed so that students will receive faculty evaluation for initial or revised submissions no later than the date of spring commencement, which coincides with faculty contract end dates. Faculty are unavailable to read initial or revised preliminary exams from mid-May until mid-August when they are off contract. Preliminary Exam Proposal meetings can be held during the summer with the written permission of all three faculty members on the committee. Initial preliminary exams that are submitted during the summer will be reviewed by faculty during the first seven weeks of the fall semester. Preliminary exam revisions that are submitted during the summer will be reviewed by faculty during the first two weeks of the fall semester.

Evaluation

Preliminary exams may be given one of four grades, as described below. Members of the preliminary exam committee will convey their feedback regarding the preliminary exam in writing to the chair of the committee no later than the deadlines listed above. The chair will then convey this information in writing to the student, along with the committee’s grade of the exam (reached by consensus). The student will then be responsible for meeting with the individual committee members to obtain clarification and specifics regarding their feedback. The grades are:

1. *Accepted, no revisions required*
2. *Accepted pending minor revisions* Revisions must be completed within 4 weeks of notification of the grade.
3. *Revise and resubmit exam* Only one revision is allowed in order to become accepted, and should be completed within 4 weeks of notification of the grade, or an alternative time frame as determined by the preliminary exam committee.

perspectives. ***The duration of the exam is at least 60 minutes and is not to exceed 90 minutes.***

Oral Exam Evaluation

At the end of the examination, the student is dismissed and the members of the examination committee independently complete confidential ballots evaluating the student's performance. After the ballots are sealed, the committee discusses the results so that they can be communicated informally to the student. The sealed ballots are then delivered to the Associate Vice President for Graduate Education in care of the Doctoral Candidacy Advisor. The Associate Vice President for Graduate Education formally communicates the outcome of the examination in writing to the student.

According to university policy, "a student receiving two or more unfavorable evaluations fails the examination. Upon authoriz

Tips for Preparing for and Taking the Doctoral Oral Exam

1. The exam is modeled after an individual academic job interview format, where you are often asked to “tell me about yourself” (i.e., your research) and then have a conversation with and address questions from individuals who may represent diverse areas of psychology. As such, it is a test of whether you can engage in professional conversations with people from various sub-disciplines of psychology. The goal is to show that you can “think on your feet” as a professional. You may not know “the answer” but, of more importance in evaluating your exam performance is whether you can reason professionally (i.e., in a theory-based or evidence-based manner).
2. To prepare for the exam, then, there is not a set list of facts you should learn or articles you should read. You may want to review notes or readings from courses you’ve taken across the various concentrations in our program (cognitive neuroscience, developmental, social), thinking about how that coursework or those topics may relate to your own area of research interest and expertise (as reflected in your thesis, preliminary exam topic, and/or dissertation plans). Think particularly about the areas of expertise represented in your committee and what sorts of questions committee members may have, given their differing backgrounds. Think about how questions may reflect the various elements of your preliminary exam (ethics, diversity, history, methodology) or might arise from your thesis topic/results or your dissertation topic/proposal. You may want to check with individual committee members about whether they’d like to meet with you before the exam, but such a meeting is not required.
3. Because the exam is designed to assess both general and expert knowledge within psychology, you should be able to do more than discuss your own area of expertise, however. You should be able to display comprehensive knowledge of your own broad concentration area (i.e., cognitive neuroscience, developmental, or social), including (among other things) major theories and names of theorists associated with them. In other words, you should be familiar with the sorts of information that would appear in an introductory text for your concentration, whether or not it reflects your own specific area of research expertise. You also should be able to relate your own research expertise to other areas of psychology (i.e., to integrate ideas across concentrations) or to areas outside of the program or department if relevant.
4. Other pointers:
 - a. If you don’t understand a question, ask for clarification.
 - b. It is fine (in fact, it may be desirable) to pause and think things through before answering a question.
 - c. Please do not provide snacks (food, beverages) for the committee.