

# Handbook for Ph.D. Students in the Brain and Cognition Specialization

USU Department of Psychology

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## Introduction

This handbook provides information for students enrolled in the Brain and Cognition specialization in the Ph.D. program in the Department of Psychology at Utah State University. The purpose of the handbook is to convey program expectations and to summarize information from several sources, including:

the General Catalog (<http://catalog.usu.edu/>),  
the Department of Psychology (<http://psychology.usu.edu/>), and  
the School of Graduate Studies (<http://rgs.usu.edu/graduateschool/>).

Please consult original sources as necessary to clarify or supplement the information here. The Department of Psychology continually reviews and, as appropriate, refines its programs and operations. Therefore, the requirements, policies, and regulations outlined in this handbook may change at any time. Change may take place before a new handbook is issued, and students must adhere to these changes. Although the Department attempts to notify students through posting of information about important changes, it is the student's obligation to ascertain current rules, regulations, financial aid opportunities, deadlines and procedures, program requirements, and the like.

## Brain and Cognition Specialization Overview

Students who successfully complete the program will acquire in-depth knowledge and technical skills in Brain and Cognition and psychological science more generally. The program is designed to produce experts in research; that is, someone who is capable of contributing to the knowledge base in the field.

The program is a full-time graduate program. **Students entering with a baccalaureate degree are expected to complete the Ph.D. within 5 years. Students entering with a Master's degree are expected to complete the Ph.D. within 4 years.** Failure to make appropriate progress toward completing the program within these timelines can result in dismissal from the program.

**All students are required to pass a comprehensive exam before advancement to candidacy for the Ph.D. degree.** Students entering with a baccalaureate must pass the comprehensive exam prior to the beginning of their 4<sup>th</sup> academic year in the program. Students entering with a Master's degree must complete the comprehensive exam prior to the beginning of their 3<sup>rd</sup> academic year in the program.

In addition to coursework, students are also required to engage in research to produce finished products illustrating their understanding and capability to apply key concepts and skills. **Involvement in research above and beyond the Second Year Project and Dissertation projects is required of all students.** Involvement in such research is evaluated during the yearly evaluation process. Prior to receipt of the Ph.D., students complete a series of **Professional Milestones** including presenting research at a professional meeting, writing and submitting a grant, and publishing a paper. Specific requirements for the program are described in further detail in the sections that follow.

### Timeline

To assist in planning, checklists are available from the Graduate School:

<http://rgs.usu.edu/graduateschool/forms/>

1. Graduate Supervisory Committee (GSC) Formed and Approved

Graduate School policy suggests that **PhD Committees** should be formed by the end of the **third semester**. The committee will consist of five members with at least one member from outside the Department. The chairperson and two members of the committee must be from the

Psychology Department. A faculty member outside the department may act as co-chairperson. Only one member of the committee can hold the "adjunct" title.

Although many student-professor relationships last throughout the degree program, either the student or the faculty member may terminate the relationship without repercussions. A student may change major professors if the change is agreed upon by all parties. Should there be some concern about the changes made, the transition should be mediated by the program chair and/or department head. After a change in advisement is made, the student is expected to establish another mentoring relationship within six months. Failure to do so will compromise a student's progress in the program and may lead to the recommendation of termination of the program based on the student's inability to make satisfactory progress.

A faculty member is not obligated to students, other faculty, or administration to perform any activities during noncontract or off-time periods, including summer months. A faculty member who chooses to perform professional duties during off time (e.g., noncontract, vacation, holiday periods), does so on a completely voluntary basis and will not be compensated for such activity in any way.

Students are urged to consider the composition of their committees so that the committee members (and chairperson) can provide strength to the conceptual thrust of the dissertation and that specialized assistance in the area of research design and data analysis is available. The GSC is responsible for guiding the student in completing appropriate course work and dissertation. The GSC will define course work requirements for each student to meet individual needs.

Students need to choose a supervisory committee as soon as possible. Students are admitted to the program to work with a specific chairperson. Other members of the committee will be agreed upon jointly by student and chairperson, but the student will approach the other potential committee members to invite them to serve. In the event a student has difficulty in defining or obtaining a committee, the program chairperson may be consulted at any time.

Once the committee has been chosen, the student must complete and submit to the department a committee form to officially constitute the committee. Forms are available at: <http://rgs.usu.edu/graduateschool/forms/>

## 2. Program of Study Form Approved and Signed by Graduate Supervisory Committee

Once the supervisory committee has been formed, it is suggested that the student and committee meet early to develop the Program of Study. When approved, the program of study becomes the program for which the student will be held accountable. Changes to the program of study must be approved by the student, major professor, and department head.

## 3. Proposal Developed in Conjunction with the Graduate Supervisory Committee Chairperson

Early in the student's program, informal preparation (e.g., selection of an area of research interest) should begin on the dissertation proposal. This is done by meeting with the GSC chairperson to define a research problem and develop the proposal.

Preliminary research should begin as soon as feasible and drafts of sections should be submitted periodically to the major professor for critiquing. Primary responsibility for development of the dissertation rests with the student and the major professor, but individual committee members should be consulted on sections which involve their special expertise.

When the chairperson believes that the dissertation proposal is in defensible condition, approval is given to schedule the defense. In general, **proposals are limited to 30 pages.**

4. Proposal Formally Reviewed in a Meeting with the Graduate Supervisory Committee

The student will initiate a proposal meeting with the full committee. During the meeting, the committee will make final input regarding requirements for the research. The committee has an obligation to assure the proposed research, when completed, will be a sufficient contribution to new knowledge. **The student is responsible** for obtaining the statistical and research expertise necessary to carry out the research and is expected to cover all costs of the research where projects are not specifically funded.

5. Approved Proposal with completed Graduate Student Proposal Cover Sheet Placed in Student's File

When the proposal is accepted and the Proposal Cover Sheet signed by the GSC, a copy is then placed in the student's file.

If human subjects are involved in the study, approval by the University's Institutional Review Board (IRB) for Human Participants must be obtained **in advance of collecting data**. To do this the student completes the "Application for Review of Research Using Human Subjects" form (available on-line at <http://irb.usu.edu>). The student's proposal must be approved by his/her committee prior to submitting the research to the IRB for review. The student's GSC chairperson must be listed as the principal investigator on the IRB application and must sign all application forms.

If research animals are involved in the study, approval by the University's Institutional Animal Care and Use Committee (IACUC) must be obtained **in advance of collecting data**. To do this the student completes the IACUC Application form (available on-line at <http://iacuc.usu.edu>). The student's proposal must be approved by his/her committee prior to submitting the research to the IACUC for review. The student's GSC chairperson must be listed as the principal investigator on the application and must sign all application forms.

7. Dissertation Research Conducted

As in the writing of the proposal, the actual research is conducted under the primary supervision of the chairperson, with input along the way from other members of the GSC as needed. Each step of the research should be checked by the student and the chairperson. The research should conform to the requirements of the proposal, to sound methodological practice and to the desires of the committee. The Graduate School offers a USU Publication Guide for Graduate Studies to aid in the writing of the dissertation that is located on the forms page: <http://rgs.usu.edu/graduateschool/forms/>.

8. Dissertation Written to the Satisfaction of the Graduate Supervisory Committee Chairperson

The chairperson will supervise the student in writing and rewriting the final product until it is ready to present to the full committee. Other committee members may be asked for help or input as appropriate but should not be asked to review the product until it has first been approved by the chairperson. The student, not the chairperson or the committee, is responsible for writing the final product. Therefore, the student should expect to continue making revisions until the product is adequate and should not expect the chairperson to do the rewriting.

9. Application to Candidacy Form Completed

This form must be submitted to the School of Graduate Studies **at least three months prior** to the scheduled dissertation defense date. This form may **not** be submitted until all other program requirements have been completed, **including successful completion of the Specialization Area specific comprehensive exam**. The form can be obtained on-line at <http://rgs.usu.edu/graduateschool/forms/>. Prior to being admitted to the candidacy students are required to have:

- Completed the majority of their coursework

- Successfully defended their dissertation proposal
- Successfully passed their comprehensive examination

#### 10. Defense of Dissertation

When the chairperson is satisfied that the manuscript is in excellent condition, the student arranges a meeting where the completed research is presented and defended. The appointment for examination form (available online at <http://rgs.usu.edu/graduateschool/forms/>) is signed by the entire committee and must be submitted to the graduate school **at least 10 working days before the defense**. Each committee member must receive a copy of the dissertation at least four weeks before the scheduled defense. Committee members who believe that the dissertation is not ready for defense will notify the student and the major professor prior to the oral examination. The student and major professor may postpone the defense in order to make revisions in the thesis or dissertation.

The oral examination is a defense of a final document. Minor changes may be made following the defense. If major changes are needed, another defense will be scheduled for the new document. The defense should not be used as an opportunity to discuss the research and propose changes in the dissertation. Following the final defense, the final copy of the dissertation is prepared embodying changes approved by the committee members. It is then signed by the committee members.

After signatures are obtained from the entire committee, the final paper must have formatting approval by a departmental reviewer, after which it is submitted electronically to the Graduate School Office. Many students elect to personally pay a formatter. If students do not do this, they are responsible for all proofreading and formatting.

Approval of a completed dissertation requires a unanimous vote of the committee. If unanimous approval is not obtained, the Dean of the School of Graduate Studies must resolve the matter.

## Second Year Project

Students entering with a baccalaureate degree must complete a **Second Year Project during the first 5 semesters** of the program. **Failure to do so may result in dismissal from the program.** This project is developed with the student's primary faculty mentor starting early in the first semester.

The project proposal will include a review of the relevant literature and propose a novel research question. Starting in 2018, the proposal will consist of an Introduction, Methods, and Expected Results/Interpretation sections (20 pages double spaced max).

### Semesters 1, 2, Summer:

With the guidance of the primary mentor, the student will produce a proposal document.

### Semester 3:

Students will present (15 min) their proposal at the Fall meeting of all faculty and students associated with the various experimental specializations. The proposal document will be provided to the Brain and Cognition faculty two weeks before the presentation. An Abstract will be provided to all experimental faculty and students via the meeting organizers.

### Semesters 3, 4, & Summer:

Students will complete the project and prepare a publication quality paper with feedback from the primary mentor.

### Semester 5:

Students will present (15 min) the final paper at the Fall meeting of all experimental faculty/ students and then defend the project at a meeting of the Brain and Cognition Seminar (Psych 7090).

## Comprehensive Exam

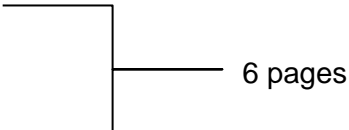
Students are required to pass a comprehensive exam prior to advancement to doctoral candidacy. **Students entering with a baccalaureate must pass the comprehensive exam prior to the beginning of the 4<sup>th</sup> academic year in the program. Students entering with a Master's degree must pass the comprehensive exam prior to the beginning of their 3<sup>rd</sup> academic year in the program.** Comprehensive exams must be submitted no later than 30 days prior to these deadlines so that faculty members will have adequate time to grade the submission before the deadline expires. Students failing the comprehensive exam or failing to pass the exam by the deadlines outlined above will not advance to doctoral candidacy and may be dismissed from the program.

### Comprehensive Exam Details

The exam must be completed without the aid of others (e.g., student's advisor, prior instructors, peers).

The exam consists of a 7-page (excluding references) single-spaced research proposal. The proposal should review the relevant area of research, identify a significant gap in knowledge in that area, and propose a novel, interesting, well-justified, and methodologically sound experiment to fill that gap.

The proposal must include the following sections:

- 1) Specific Aims (1 page)
  - 2) Background and Significance
  - 3) Methods
  - 4) Expected Results and Interpretations
  - 5) Potential Pitfalls and Future Directions
- 

6 pages

The exam is graded by at least 3 specialization faculty members. Students will receive one of the following grades:

1) Pass

2) Conditional Pass

-Appropriate revisions submitted within 1 week may earn a Pass

-The revised proposal should include a 1-page response to the previous reviews that details how concerns in the previous version were addressed

3) Fail with Retake

- Students who receive a grade of Fail with Retake on their first comprehensive exam may request a new set of topics be assigned for the purpose of a retake

- Only one retake will be permitted

- Second comprehensive exam must be completed within 3 months of receiving the Fail with Retake decision.

- Should the student not meet this deadline, the grade will be changed to Fail and the student will be dismissed from the program

4) Fail

- Student will be dismissed from the program



## Course Work

Course Prefix and Number	Title	Credit Hours
Required Courses		
Psy 6200 or Psy 7110	Fundamentals of Neuroscience I; Cognitive Neuroscience	3
Psy 6570	Introduction to Educational and Psychological Research	3
Psy 6600	Research Design and Analysis I	3
Psy 7090	Program Seminar (Specialization Specific Sections)	10
Psy 7250	Professional Ethics and standards	2
Psy 7900 and/or Psy 7910	Independent Study; Independent Research	7
Psy 7970	Dissertation	12
	<b>Sub-Total</b>	<b>40</b>
Elective Courses (examples; must take 30 credits)		
Psy 6200	Fundamentals of Neuroscience I	3
Psy 6210	Fundamentals of Neuroscience II	3
Psy 6670	Neuropsychopharmacology	3
Psy 6680	Neuroeconomics	3
Psy 7090	Program Seminar (Other Specializations)	1
Psy 7110	Cognitive Neuroscience	3
Psy 7140	Methods in Neuroscience	3
Psy 7530	Advanced Developmental Psychology	3
Psy 7610	Research Design and Analysis II	3
Psy 7670	Literature Reviews in Education and Psychology	2
Psy 7700	Grant Writing	3
Psy 7780	Multivariate Statistical Analysis I	3
Psy 7790	Multivariate Statistical Analysis II	3
Psy 7820	Neuropsychology: Principles and Assessment	3
Psy 7830	Mechanisms of Neuropsychiatric Disease	3
	<b>Sub-Total</b>	<b>30</b>
	<b>Total Number of Credits</b>	<b>70*</b>

\* Students entering with a Master's degree are required to complete 51 Credit Hours selected from the above based on a plan of study developed with their Supervisory Committee

## **Professional Milestones**

Prior to the final defense of the dissertation, student must complete the 3 professional milestones described below. Completion of milestones is verified by the faculty mentor and/or dissertation committee and documented on the yearly evaluation.

### **1) External Professional Presentation**

All students must serve as the presenting author of a presentation at an appropriate external professional venue.

### **2) Peer-Reviewed Paper Published**

All students are expected to make substantial author-level contributions to at least one peer-reviewed published article based on work conducted at USU prior to the dissertation defense. Most students in the program serve as an author on multiple such articles and generally serve as the lead author on at least one publication.

### **3) Grant Proposal Submitted**

All students must complete and submit a grant proposal appropriate to their area or research. Decisions about the target and scope of the proposal must be made in collaboration with the major professor and/or dissertation committee.

## **Additional Policies and Procedures**

### Review of Students' Academic and Professional Progress

At the end of each academic year, program faculty will review students' progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year; a copy of the form is included as an Appendix to this Handbook. The feedback will address progress in the areas of:

- Research skills and progress
- Progress toward completion of the program
- Didactic coursework
- Assistantship performance
- Other accomplishments and/or concerns

Students who fail to maintain acceptable progress may be dismissed from the program

### Student Representatives

One Experimental area student is elected annually by his/her fellow students to represent the graduate students in the 4 experimental specializations (Behavior Analysis, Brain and Cognition, Quantitative, and Sociobehavioral Epidemiology) at department meetings. The representative or his/her designee may also serve on any other committees on campus that request graduate student representation. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

### E-mail

Each graduate student should inform the department of e-mail address changes, listed in the current Psychology Graduate Student Directory and used on departmental student list-serves, as much information is conveyed via e-mail. It is expected that all students will maintain an e-mail account to receive critical program, departmental, and university information.

### Mail Distribution

Each graduate student is assigned a mail box located just inside the front door of Education 487. Each student should check his/her box weekly. Students should not use the university mailing address for their personal use.

### Use of Psychology Department Facilities and Supplies

The Department's research and clinical facilities may be used by faculty and students; however, students should follow all applicable scheduling guidelines. Many students work spaces are equipped with computers for student use. However, students should not print personal documents (including class papers and dissertations) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Department staff are not available to do student word-processing (including formatting of dissertations) during working hours.

### Changing Specialty Area Within the Department

Should a student wish to change from one specialty area to another (e.g., Behavior Analysis to Quantitative; Brain and Cognition to Combined PhD program), the application must be approved by the faculty of the program the student wishes to enter. Students desiring to transfer may be asked to follow all of the normal admission procedures, deadlines, etc.

## Reasons for and Notification of Dismissal

"The student's department and the School of Graduate Studies monitor the progress of graduate students. For continued participation in a graduate program, a student must complete requirements in a timely manner. In reviewing a student's progress, several factors will be considered, including demonstrated ability to develop a [research] proposal, independence in the conduct of research, performance on comprehensive examinations, GPA, and special program requirements. Satisfactory progress also involves maintaining the standards of professional ethics and integrity expected in the student's discipline." (USU General Catalog).

The Department of Psychology has established and strives to maintain high standards in all of its programs. In keeping with this goal, graduate students are expected to maintain: (1) high academic standards of achievement; (2) consistent and timely progress towards the completion of degree requirements; and (3) high standards of personal conduct and behavior that will reflect positively upon the Department and the psychology profession. To assist in maintaining such standards, any one or more of the factors listed below will result in a student being considered for dismissal.

1. Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters.
2. Any of the following: (1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in the specialization in psychology for which he/she is preparing; (2) conduct unbecoming a professional psychologist (see APA guidelines); or (3) failure to comply with departmental, college, and university regulations or procedures.
3. Failure to continuing making adequate progress on programmatic requirements (e.g., excessive delay in forming a supervisory committee or completing research requirements).
4. Failure of the comprehensive exam.
5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

### Procedures for Dismissing a Student From a Graduate Program in Psychology

The following procedures, used by the Department of Psychology, are consistent with those outlined in *The Code of Policies and Procedures for Students at Utah State University*:

<https://studentconduct.usu.edu/studentcode/index>.

- 1) One of the doctoral areas of specialization would convene as appropriate (e.g., via a steering committee meeting) to vote to recommend dismissal of a doctoral student. Program committees must ensure they are recommending dismissal of a student for reasons outlined in the appropriate program handbook and / or as stated in university policies. Program committees must also ensure due process in any dismissal procedures.
- 2) Upon recommendation of the specialization area, the program chair of the appropriate specialization area will forward the recommendation for dismissal to the entire psychology faculty.
- 3) The psychology faculty will vote on whether to approve the dismissal. This vote may be conducted either at convened faculty meeting or via e-mail. Not all faculty need to vote and a simple majority of those voting is needed to uphold the dismissal recommendation. If voting

occurs outside of a convened meeting, faculty must vote within 2 working days of the recommendation being put forward for a vote.

- 4) Assuming support for the dismissal, the Psychology Department Head will write a memo to the Dean of Graduate Studies recommending the student be dismissed from the Psychology PhD program. Note that this dismissal would preclude a student from requesting a transfer to the other specialization area. If a transfer would be appropriate, this should be explored on a case-by-case basis prior to a recommendation for dismissal moving forward.
- 5) If faculty do not vote to uphold the dismissal recommendation, specific reasons for non-support must be provided. In instances in which the faculty cite lack of adequate due process as a reason for non-support, the program committee recommending dismissal should address these concerns and then, may again move forward with a recommendation for dismissal. If concerns other than due process ones are raised, those faculty raising the concerns must take responsibility for the student and for addressing those concerns. If these faculty then decide the concerns cannot be remediated, they can again recommend to the entire faculty that the student be dismissed.
- 6) Per university policies, the dismissed student retains the right to appeal the dismissal.

### Grievances and Appeals

If the student wishes to appeal a dismissal recommendation, the grievance process as outlined in the Student Code should be followed. This includes appealing first to the Program faculty and second to the Psychology Department Head. If these appeals are unsuccessful the continued channel is: the Dean of the School of Graduate Studies, the USU Grievance Board, the Hearing Officer, the Provost, and the President of the University. If the student's grievance is related to discrimination or harassment the AA/EO Director is also included in concert with the Dean of the School of Graduate Studies. For more information on the grievance process see section VII-1 of the Student Code (available online at <http://www.usu.edu/student-services/studentcode/article7.cfm>)

### USU Student Code

Graduate students in the Psychology Department are expected to conduct themselves in a professional manner at all times in line with the USU Student Code. The Student Code is available at <https://studentconduct.usu.edu/studentcode/index>. The code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

### **Financial Assistance**

Several types of financial support are available to graduate students in Psychology. A brief description of each source of support is outlined below, along with an overview of application and awards procedures and deadlines.

### Graduate Assistantships

Doctoral students in Psychology will be employed on .50 FTE (20hrs per week) assistantships as long as they remain in good standing in the program. Students may be assigned to one of the following 3 types of assistantships:

A **graduate instructor** (GI) is a graduate student assigned to teach one or more sections of a course for an entire semester. A GI must be the instructor of record.

A **graduate teaching assistant** (GTA) is a graduate student assigned to assist one or more faculty with instruction. A GTA may lecture in a course occasionally, tutor students, or assist in some other teaching capacity, such as teaching a lab or recitation session under faculty supervision.

A **graduate research assistant** (GRA) is a graduate student assigned to work under faculty guidance on one or more research projects.

#### Process for Applying for Graduate Assistantships

Graduate Instructor and TA positions are awarded through the Department of Psychology. Each year in the spring, students are sent via e-mail a list of possible GI and GTA positions for the following year. Students apply for these positions by submitting rank ordering of desired positions.

Graduate RA positions are paid for by research funds allocated to a specific faculty member. Thus, RA positions are typically allocated by a specific faculty member with whom a student would work.

Graduate students are sent letters informing them of their assistantship placements each spring. Students are required to accept (or reject) the assistantship by a specified date. Students who reject an assistantship will not be awarded an alternate departmental assistantship.

#### **Tuition Awards**

Doctoral students are eligible for the doctoral tuition award which covers in the in-state portion of tuition for classes on a student's doctoral program of study. Out-of-state tuition awards are awarded to non-Utah residents during their first year in the program. After that, students must obtain Utah residency unless they are international students (in which case the out-of-state portion of tuition will continue to be covered). **All tuition awards are contingent on a student having a .5 FTE assistantship.**

#### **Student Representation and Responsibilities**

The faculty assumes that all graduate students are responsible for progress in their graduate programs and expects them to show initiative and independence in all aspects of their programs. A major function of the Department is to train competent psychologists who can work in research, academic, or applied settings.

All graduate students are expected to maintain the ethical standards espoused by the American Psychological Association and to comply with departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on major departmental committees. In addition, elected graduate student representatives are invited to attend departmental faculty meetings.

For many of the program requirements described previously in this manual, such as grant proposal and article for publication there is a form which must be signed by the GSC members upon completion of the particular requirement. It is the graduate student's responsibility to see that these signed forms are placed in his/her file as soon as the requirement has been met.

#### **Student Resources**

For the most up-to-date information on graduate school policies, please see the "Graduate Catalog" tab on the School of Graduate Studies home page (<http://rgs.usu.edu/graduateschool/>) Resources for students are also listed under the "Student Resources" tab on the Psychology Department web-site: <http://psychology.usu.edu/>

**Appendix : EXAMPLE STUDENT SELF-ASSESSMENT / EVALUATION**

Brain and Cognition Specialization  
Psychology Department  
Utah State University

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

Year Entered Program: \_\_\_\_\_

Entered with a Master's Degree? Yes \_\_\_ No \_\_\_

**Due Date:**

*It is important to complete Pages 1 & 2 of this form and provide it to your faculty advisor ELECTRONICALLY by the due date in order to ensure that you receive a yearly evaluation. Each student in the program must receive a yearly evaluation to maintain good standing in the program. Your faculty mentor will review the full evaluation with you after the faculty evaluation process is complete.*

**Instructions:**

- 1) Attach copies of your:
  - a. *Updated* Plan of Study. Please ensure that your Plan of Study is current and accurate.
  - b. Current Supervisory Committee Forms
  - c. Transcript with course grades
  - d. CV
- 2) Complete the sections below.
- 3) Provide these materials to your faculty advisor by the due date for your annual evaluation.

**PART I: To be completed by student**

**Milestones completed since entering the program: (enter semester completed)**

\_\_\_\_\_ 2<sup>nd</sup> Yr Project Proposed

\_\_\_\_\_ Presentation

\_\_\_\_\_ 2<sup>nd</sup> Yr Project Completed/Approved

\_\_\_\_\_ Grant Submitted

\_\_\_\_\_ Doctoral Committee Approved

\_\_\_\_\_ Paper published

\_\_\_\_\_ Doctoral Program of Study Approved

\_\_\_\_\_ Comprehensive Exam Passed

\_\_\_\_\_ Dissertation Proposed

**List your accomplishments in the previous academic year (e.g., presentations at professional conferences, publications submitted or accepted, grants submitted or funded, courses taught).**

**Briefly describe areas in which you feel you need to improve.**

**Part II: To be completed by Faculty**

**Faculty Evaluation of Student Performance**

Students are expected to:

Earn A's in all of their courses. A grade of "C" is "Unacceptable".

Be productively involved in research for the duration of the program leading to publishable products.

*Actively* participate in the Brain and Cognition Seminar.

Be mature, professional, and involved departmental/program citizens.

Students demonstrating *Unacceptable* performance in any of these areas may be dismissed from the program

*Note: Performance is rated as "Exceptional" only for truly unusually exceptional accomplishments in an area.*

	Unacceptable 1	Meeting Expectations 2      3      4			Exceptional 5
Involvement in Research					
Program Seminar Participation (attendance and quality)					
Maturity/Professionalism					
Ability to Work with Others					
Responsiveness to feedback					
Performance in Assistantships					
Timely Progress Toward Completion of Program					
Course Grades					

**Comments / Recommendations:**



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**Standing in Program:**    Good\_\_\_            Probationary\_\_\_            Recommend Dismissal\_\_\_

---

Faculty Advisor

\_\_\_\_\_

Student

\_\_\_\_\_

Brain and Cognition Specialization Coordinator

\_\_\_\_\_