

University of Vermont  
General/Experimental Psychology Program

Forms, Requirements, and Information

Updated: November 2018

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## **General/Experimental Psychology Ph.D. Program Goals**

Approved by General/Experimental Faculty on 11/8/17

### **Goal 1: Foundational Understanding in Area of Research Specialization and Additional**

**Subfields of General/Experimental Psychology.** a) Identify key theories and research findings that have shaped the student's area of research specialization; b) Exposure to breadth of theoretical and empirical approaches in General/Experimental psychology and related fields, including foundational knowledge and research in areas outside of the student's area of specialization; c) Identify interrelations among subdisciplines of General/Experimental psychology and related fields.

### **Goal 2: Development of Strong Research Skills.**

a) Recognize excellent research in the literature, including critiquing methodological strengths and weaknesses; b) conduct literature reviews that synthesize theoretical perspectives and empirical findings; c) conceptualize and design research, conduct research, and analyze research data; d) gain exposure to the grant funding process; and e) understand and adhere to ethical principles in scientific research.

### **Goal 3: Develop Effective Skills in Communicating Psychological Science.**

a) Effectively communicate research findings orally and in writing to multiple audiences; b) organize material for communicating information; c) develop interactive teaching skills.



# The University of Vermont

## COLLEGE OF ARTS AND SCIENCES

### DEPARTMENT OF PSYCHOLOGICAL SCIENCE

#### Course Requirements

The Ph.D. is a research degree, and students should keep this in mind during their time in the General/Experimental Ph.D. Psychology program. The minimum requirements of the General/Experimental Psychology program are:

- 30 credits of graded coursework
- 15 credits of PSYS 391 – Master's Thesis Research
- 20 credits of PSYS 491 – Doctoral Dissertation Research
- 25 additional credits, which may be graded, ungraded, or Doctoral Dissertation Research credits

#### Minimum Expectations:

- Students will attend Cluster meetings each semester for the entirety of their enrollment in the program.
- Students will be continuously involved in research, typically for 20 hours per week, including writing and submitting work for publication.
- Students will regularly attend departmental events, such as departmental colloquia and the Data Blitz.

#### BIOBEHAVIORAL CLUSTER

	Courses
Required Graded Coursework	304 - Advanced Statistical Methods I
	305 - Advanced Statistical Methods II
	315 - Biobehavioral Proseminar (see note 1)
	311 - Seminar in Learning Theory
	316 - Neuropsychopharmacology
	319 - Neurobiology of Learning & Memory
	330, 350, or 3XX – A breadth course (3 credits) from a core area of General/Experimental Psychological Science outside of your area of specialization. This may be fulfilled by Proseminar in Experimental Social Psychology, Developmental Proseminar, or an approved social or developmental graduate seminar (please contact the course instructor to verify suitability of any non-Proseminar courses).
3XX - Three electives (3 credits each)	

	Courses
Required	
Additional	393 -Advanced Professional/Research Seminar (Developmental Cluster; 8 semesters of 1 credit/semester)
Credits	

DEVELOPMENTAL CLUSTER

	Courses
Required	304 - Advanced Statistical Methods I
Graded	305 - Advanced Statistical Methods II
Coursework	350 - Developmental Proseminar
	315 or 330, or 3XX - A breadth course (3 credits) from a core area of General/Experimental Psychological Science outside of your area of specialization. This may be fulfilled by Biobehavioral Proseminar (see note 1), Proseminar in Experimental Social Psychology, or an approved social psychology graduate seminar (please contact the course instructor to verify suitability of any non-Proseminar courses).*
	303 - Seminar in Psychological Research Methods
	3XX - One additional advanced statistics course (e.g., 306 or 307)
	3XX - Two additional Developmental seminar courses
	3XX - One elective (3 credits)
	Required
Additional	393 -Advanced Professional/Research Seminar (Developmental Cluster; 8 semesters of 1 credit/semester)
Credits	

SOCIAL CLUSTER

	Courses
Required	304 - Advanced Statistical Methods I
Graded	305 - Advanced Statistical Methods II
Coursework	330 - Proseminar in Experimental Social Psychology
	315 or 350, or 3XX - A breadth course (3 credits) from a core area of General/Experimental Psychological Science outside of your area of specialization. This may be fulfilled by Biobehavioral Proseminar (see note 1), Developmental Proseminar, or an approved developmental psychology graduate seminar (please contact the course instructor to verify suitability of any non-Proseminar courses).
	3XX - One additional advanced statistics course (e.g., 306 or 307)
	3XX - Two additional Social seminar courses

	Courses
	3XX - Three electives (3 credits each)
Required	
Additional	393-Advanced Professional/Research Seminar (Social Cluster; 8 semesters of 1 credit/semester)
Credits	

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General/Experimental Teaching Requirement 

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Potential Additional Teaching Opportunities 

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Approved Teaching Experiences 

**NAME?**

**Master's Degree**

**Basic Statistics Requirement (6 credits)**

**Course**

PSYS 304 (Advanced Statistical Methods I)  
PSYS 305 (Advanced Statistical Methods II)

**Semester and Year**


**TOTAL =**

**Additional Graded Coursework (9 credits)**

(See department webpage for cluster-specific course requirements.)

Course
Course
Course


**TOTAL =**

**Master's Credits (15 credits total)**

NOTE: These credits do not count towards the PhD degree

PSYS 391 (Master's Thesis Research)  
PSYS 391 (Master's Thesis Research)  
PSYS 391 (Master's Thesis Research)  
PSYS 391 (Master's Thesis Research)  
PSYS 391 (Master's Thesis Research)


**TOTAL =**

**TOTAL COMPLETED =**  
**TOTAL REQUIRED =**

**PhD Degree**

**Additional Graded Coursework (15 credits)**

(See department webpage for cluster-specific course requirements.)

Course
Course
Course
Course
Course


**TOTAL =**

**Dissertation Credits (20 required credits)**

PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)  
PSYS 491 (Doctoral Dissertation Research)


**TOTAL =**

**Additional Course or Non-Graded Credits (25 required credits)**

(Cluster Seminar [8 semesters of 1 credit/semester] AND an additional 17 credits, such as graded courses, additional cluster credits, or additional dissertation credits)

Cluster
Cluster
Cluster
Cluster
Cluster
Cluster
Cluster
Cluster
Cluster
Course
Course
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Course
Course
Course
Course


**TOTAL =**

**TOTAL COMPLETED =**  
**TOTAL REQUIRED =**

**Other Requirements**

**Advancement to PhD Candidacy (GE faculty vote after completion of Master's)**

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**Completion of Preliminary Exam (academic year after completion of Master's)**

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## **TUITION AND STUDENT HEALTH INSURANCE INFORMATION FOR FUNDED GRADUATE STUDENTS IN PSYCHOLOGY**

### **Graduate Student Tuition**

Graduate students are charged tuition based upon their residency, in-state or out-of-state, and credit hour enrollment. Residency for tuition purposes is determined by the Residency Officer. The residency regulations are outlined in the online Graduate Catalog and are also available from the Office of the Registrar. Questions may be directed to the Residency Officer at 802-656-8515.

Receipt of a fellowship, traineeship, assistantship or other award in most cases it will provide tuition remission benefits, as outlined below for various types of awards.

### **Graduate Teaching Assistants**

Full Graduate Teaching Assistants (20-hours/week appointments with a stipend at the Graduate College minimum or more/9 months) receive a tuition scholarship from the College of Arts and Sciences covering a maximum of 10 credit hours per semester during the term of the GTA appointment. If you decide to take more than 10 credits in a semester, you will pay for any additional credits out-of-pocket at the in-state tuition rate (even if your residency is out-of-state). Students funded as Graduate Teaching Assistants can also take up to 5 credits during the summer term, which can be used for 391 Master's Research or 491 Dissertation Research. The department recommends that students register for 5 391 or 491 summer credits as this provides you with a tax break at no cost to you. If you have already completed all of your credits, you can register for GRAD903 over the summer (the cost will be covered by CAS).

### **Graduate Research Assistants**

Psychology graduate students funded as Graduate Research Assistants (20-hours/week appointments at the Graduate College minimum or more for 9 months or 12 months) may take up to 10 credit hours per semester during the term of the GRA appointment. If you decide to take more than 10 credits in a semester, you will pay for any additional credits out-of-pocket at the in-state tuition rate (even if your residency is out-of-state). Students funded as Graduate Research Assistants can also take up to 5 credits during the summer term, which can be used for 391 Master's Research or 491 Dissertation Research. The department recommends that students register for 5 391 or 491 summer credits as this provides you with a tax break at no cost to you. If you have already completed all of your credits, you can register for GRAD903 over the summer (the cost will be covered by CAS).

### **Student Health Insurance**

All funded students with an annual stipend of at least the Graduate College minimum for 9 months or 12 months are eligible to have the University pay 100% of the single UVM student



health insurance premium. This is an increase (UVM used to cover 75% of the premium) and saves each graduate assistant enrolled in the plan over \$700 annually. The health insurance premium is resourced through a fringe benefit rate on the stipend. This benefit rate is charged to the same budget (general fund, grant or gift, etc.) that pays the stipend. To receive this premium support, students must enroll in the Student Health Insurance Plan through the Center for Health and Wellbeing. You must enroll annually to receive premium support.

### **Fellowships, Traineeships, NRSA Awards**

The details of the specific traineeship or fellowship grant will dictate how tuition is paid. These awards are handled differently than GRAs and GTAs because the fellow/trainee is considered an employee of the granting agency (such as NIH), not of UVM. If you are funded on a training grant, you will need to find out the specifics of the stipend level and financial aid package (e.g., tuition remission per semester, whether it covers a portion of the student health insurance premium) from the Principal Investigator on the grant. If you are funded on a National Research Service Award (NRSA), you will need to work with UVM's Sponsored Programs Office to set up your project budget in accord with current standards. There are times that the grant may not be finalized prior to tuition becoming due. In such cases, close communication with the Graduate College and Student Financial Services can often save students from late fees.

If you came to the State of Vermont to go to graduate school (that is, did not work in the State for one year preceding enrolling in graduate school), NRSA's may have tuition rates at the out-of-state rate. On the other hand, if you are a resident of the State of Vermont and have worked for a year preceding graduate school, then you are considered in-state and the NRSA pays tuition at the in-state rate. The Registrar's office determines your residency status upon your application to the program, and tuition is charged accordingly.

## Summer and Academic Credit Hours You Can Take

1. If you are on a Graduate College Graduate Teaching Assistantship (GTA) at full-time (20 hours/week), you can take a maximum of ten (10) credit hours per semester during fall and spring (20 credits for the year). Master's and Dissertation credit hours can count within these hours and will be fully covered. In some cases, it may be possible to borrow from that award of 20 hours if you wish to take any courses or research credits during the summer preceding your appointment as a GTA.\* GTAs can take a maximum of five (5) credit hours in the summer as part of their funding.
2. If you are on a Graduate Research Assistantship (GRA on someone's research grant) at full-time (20 hours/week), you can take a maximum of ten (10) credit hours per semester during fall and spring (20 credits for the year). In some cases, it may be possible to borrow from that award of 20 hours if you wish to take any courses or research credits during the summer preceding your appointment as a GRA.\* GRAs can take a maximum of five (5) credit hours in the summer as part of their funding.
3. If you are on a GRA ½-time and a College of Arts and Sciences GTA ½-time, you get ten (10) credits per semester covered by your placement and can take up to five (5) credit hours in the summer as part of your funding.
4. Please note that cases above referring to the summer refer to the summer before the next academic year.
5. Different rules apply to those who are on fellowships, traineeships, and NRSA awards. Those awards are dependent on the terms of the specific grant. Your principal investigator should send Student Financial Services an email at [sfs@uvm.edu](mailto:sfs@uvm.edu) with the following information: Your name, student ID number, semester, amount to pay directly from the grant, and respective chartstring. The College may pick up tuition beyond what is included in the grant, but those cases are determined on an individual basis.

\*You must request special permission for this from the Graduate College and let them know how you will be funded for the coming year to have these paid. Please inform the Director of the General/Experimental Psychology program.

### When to Register

The Graduate College recently received a new policy from the Registrar's Office that you need to be aware of. Effective Spring 2014, a student must be registered for courses (including dissertation research credits) by the end of the first week of the semester or s/he will be deactivated and need to be reactivated. If students are deactivated, they will lose the accesses their CAT Card currently provides (library, labs, bus, etc.). Late registration can have implications for your funding, and under-enrolled classes can be canceled in the lead-up to the semester. There are also some classes that often have a waitlist, so early registration is advantageous.



# The University of Vermont

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## COLLEGE OF ARTS AND SCIENCES

### DEPARTMENT OF PSYCHOLOGICAL SCIENCE

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#### General and Experimental Teaching Requirement

Each student is required to obtain faculty-approved experience teaching in psychology. The minimum way to meet this requirement is through completion of two approved teaching experiences. It is allowable for students to complete one experience twice (e.g., guest lecture for two weeks rather than one) to satisfy the teaching requirement. If you have questions about whether a particular teaching experience fulfills the requirement, please contact the General/Experimental director.

#### Approved Teaching Experiences

- The equivalent of one week (i.e., 3 50-minute sessions or 2 75-minute sessions) of guest lecturing, with faculty feedback on each lecture and development of exam questions or assignments related to the lectures.
- Serve as a Teaching Assistant in PSYS053, PSYS054, PSYS304, or PSYS305.
- Teach or co-teach a course, with faculty feedback on at least one lecture.

Please note that this is the minimal amount of teaching experience necessary to make it through the Ph.D. program. We strongly encourage you to complete more than two of the requirements listed and/or seek out more opportunities to get even more experience and make yourself more competitive on the job market. Please consult with your advisor to tailor teaching experiences to your goals and interests.

#### Potential Additional Teaching Opportunities

- Complete the [UVM Graduate Teaching Program](#)
- Develop an annotated course syllabus, including course assignments, policies, course objectives, and grading criteria.
- Mentor two or more undergraduates in your lab by setting up a course of learning and a syllabus. For maximum benefit to you, this mentoring would go beyond the research supervision that typically occurs in research labs, and should include regularly scheduled meetings, a reading list, and graded academic products.
- Complete a readings and research project with a faculty member focused on readings regarding teaching in psychology. The readings and research could involve a teaching practicum component involving guest lectures, managing discussions, and/or other teaching activities in a psychological science course. Note that this requirement requires significant supervision by a faculty mentor, and thus depends on faculty mentor availability and interest.

*Approved by the General/Experimental Faculty on 1/25/2016.*



**Department Policy on Graduate Teaching Assistant Supervision and Duties**  
**Approved by Faculty: March 8, 2017**

1. Faculty supervisors should set expectations for GTA workload early. We generally recommend that faculty contact their GTA(s) at least 1 week before the start of the semester to establish workload and supervisory duties.
2. GTA placements should not exceed an average of 20 hours per week.
  - a. Some variability across weeks in workload is expected, and GTAs may work more than 20 hours in a given week; however, faculty supervisors should be careful not to greatly exceed 20 hours in any given week, as students must also have time to meet their other program requirements in that week (e.g., attending class, research). For assignments that require a significant number of hours (e.g., grading papers for large enrollment classes), faculty should develop appropriate timelines to prevent excessive workloads.
  - b. Faculty should take into account GTA workload when developing their courses. Faculty are encouraged to develop materials that provide GTAs with a summary of their duties as well as the hours necessary to meet those duties.
  - c. If it appears that the placement may be averaging more than 20 hours per week, the student should log hours for several weeks to document the issue. Concerns should be addressed at both the supervisor level (is the amount of work assigned reasonable for the hours?) and the student level (are there ways to promote greater efficiency in time use for the student?). Both GTA supervisors and research mentors should encourage open communication from students regarding the hours worked, so that any potential concerns can be addressed as quickly as possible. The Program Directors are available to help address GTA workload concerns, as needed.
3. The faculty recognize that GTA placements vary widely in terms of weekly hours of work required as well as types of duties. Many of the more intensive assignments also provide better opportunities for teacher training (e.g., leading lab sections for PSYS053 and PSYS054). Every effort should be made in GTA assignments to distribute the more intensive assignments across students from year to year.
4. Faculty supervisors of GTAs should work to make the assignments valuable for the students. We encourage requiring at least one guest lecture, as well as other tasks that will help the student to develop teaching skills. Faculty supervisors should provide regular feedback to students regarding their teaching tasks (e.g., feedback on guest lectures, including strengths and areas for improvement). GTAs should plan to attend class regularly unless they have a conflict with one of their own courses or their faculty supervisor has explicitly established alternative expectations.
5. Faculty should foster a culture of enthusiasm for teaching with their GTAs. Faculty supervisors must balance efforts to protect students from too many hours with efforts to instill in GTAs a sense of responsibility for the success of the course. An emphasis on goals and outcomes is preferable to an emphasis on hours worked, as long as the student is not being asked to work in excess of an average of 20 hours per week.
6. Faculty who teach the same course are encouraged to discuss the duties that they assign to their GTAs. This may promote a shared understanding of expectations of GTAs for a given course.
7. Faculty supervisors are expected to maintain open communication with their GTAs, including prompt responses to emails and regular meetings to address any GTA questions or concerns.
8. Faculty supervisors are responsible for providing the Graduate Program Directors timely feedback regarding GTA performance. This includes completing any required end-of-semester evaluation forms by the due dates.



### Evaluation of Graduate Student Teaching

For graduate students electing to meet a portion of their teaching requirement through guest lecturing, at least one guest lecture will be evaluated. The teaching evaluation will provide formal feedback to guest lecturers to help them develop as teachers and serve as documentation of teaching effectiveness that can be included in future job applications. **The faculty instructor for the course will be responsible for serving as the teaching evaluator.**

#### Guidelines for Evaluation of Graduate Student Teaching

1. Prior to the lecture, the student must complete the **Preparation for Visit Form**. The form provides a brief written overview of the lecture, the material to be covered, and the format to be used.
2. The student will contact the evaluator and arrange meeting time to review the **Preparation for Visit Form** and to create a timeline for the evaluation process.
3. The evaluator must use the Departmental Student Teaching Evaluation forms in her/his assessment.
4. The evaluator should plan to be in attendance before the class begins and after the class is over. However, if the faculty evaluator cannot be present, the class can be videotaped.
5. The evaluator must provide a copy of the completed **Classroom Observation Form** to the student within 14 days of the lecture.
6. The student must complete the **Reflection on Evaluation Form** within 10 days of receiving the **Classroom Observation Form**.
7. The evaluator and student will meet a final time to discuss the evaluation. During this meeting the evaluator and student will complete and sign the **Signature Page**.
8. The completed **Preparation for Visit Form, Classroom Observation Form, Reflection on Evaluation Form** and **Signature Page** will be forwarded to the Clinical or Experimental Psychology Program Director who will maintain an electronic copy.

**Preparation for Visit Form**

To be completed by the Instructor Prior to the Classroom visit

<b>Name of Graduate Student</b>	
<b>Name of Evaluator</b>	
<b>Course Number and Title</b>	
<b>Date of Lecture</b>	
<b>Date of Post Observation Meeting</b>	
<b>Description/Title of Lecture Topic</b>	
<b>Aims of the lecture to be observed and evaluated, and how these aims fit within the larger aims of the course:</b>	

**Lecture Observation Form**

To be completed by the evaluator following the visit

- 0 = skill was not observed in the lecture.  
 1 = skill was demonstrated, but needs some work.  
 2 = skill was demonstrated, and was satisfactory.  
 3 = skill was demonstrated, and was excellent.  
 "NA" means Not Applicable.

<b>Instructor Presentation Skills</b>		
<b>Instructional Skill</b>	<b>Rating</b>	<b>Comments</b>
The instructor's voice was easily heard.		
The instructor changed intonation to stress points, hold interest.		
The instructor's presentation style was inviting and engaging.		
The instructor provided an outline or overview at the beginning of class.		
The instructor was well prepared for the session.		
The explanations of concepts were clear and unambiguous.		
The instructor was enthusiastic during session.		
The instructor maintained a focus and a flow of the lesson.		
<b>Student Interaction Skills</b>		
<b>Instructional Skill</b>	<b>Rating</b>	<b>Comments</b>
The instructor elicited questions and comments from students.		
The instructor responded to student questions and comments appropriately (e.g. expanding, elaborating, redirecting, recasting)		
The instructor encouraged/reinforced student questions and comments.		
The pace of instruction was appropriate for the level of students in the class.		

The instructor encouraged student engagement and attention.		
The instructor responded to nonverbal cues of confusion and/or student interest		
<b>Lecture Organization Skills</b>		
<b>Instructional Skill</b>	<b>Rating</b>	<b>Comments</b>
The instructor provided an outline or overview at the beginning of class.		
The instructor demonstrated command of the lecture subject material		
Cited appropriate authorities and studies to support statements		
The presentation of material was logical and organized.		
Important concepts were clearly signaled.		
Transitions between topics created flow and cohesion.		
The instructor made effective use of relevant examples.		
The use of media was appropriate (blackboards, pwrpnt, other)		
The instructor provided an end-of- lesson summary.		
Class session was intellectually stimulating.		



<b>Quality of the Student Learning Experience and Suggestions for Development</b>
<b>Points of Good Practice</b>
<b>Other Comments/Suggestions</b>

**Student's Reflection on Evaluation Form**

To be completed by the student following to receipt of the Classroom Observation Form

**Reflection on Achievement:** To what extent do you feel you achieved the goals of the session?

**Reflection on Planning:** Did everything in the session go as planned? If not, why?

**Reflection on Evaluators Evaluation:** Were the comments fair? Did anything surprise you? What actions will you take to follow up any suggestions for improvement?

Signature of Student

Date

Signature of Evaluator

Date

## **Master's Defense Committee**

The committee consists of three members, and both the advisor and chairperson must be members of the Graduate Faculty. The chairperson must not have a primary or secondary appointment in the Psychological Science Department (see the department website for a list of faculty with primary or secondary appointments). At least one person must be a core faculty member in the student's academic cluster (i.e., clinical, social, developmental, or biobehavioral\*).

Proposals for Master's research must be approved by the full committee in advance of substantive work on the project. Changes in plans following the proposal are to be discussed with the committee for approval as the research is in progress. It is the responsibility of the student to keep her or his committee up to date.

Master's thesis defenses are publicly held. The student must complete the department Intent to Defend Form at least six weeks prior to the defense. The student must follow all Graduate College requirements and deadlines. Defenses must take place during the academic year, which spans the week before classes start in fall semester through the week after spring commencement. A request must be made to the Department Chair for a defense outside of these dates and will only be approved in exceptional circumstances and with the unanimous support of the defense committee.

\*A core faculty member from any of the academic clusters in the Department of Psychological Science (i.e., clinical, social, developmental, or biobehavioral) will fulfill this requirement for students in the Human Behavioral Pharmacology subprogram.

Approved 9/28/18

## **Doctoral Dissertation Defense Committee**

The committee consists of five members, three of whom (including the dissertation advisor) must be members of the Graduate Faculty and the Psychology Department. The fourth member must be from outside the Psychology Department, a member of the Graduate Faculty, and serves as Chair of the Dissertation Defense Committee. The fifth member can be inside or outside of the Psychology Department and need not be a member of the Graduate Faculty. At least one person must be a core faculty member in the student's academic cluster (i.e., clinical, social, developmental, or biobehavioral\*), and it is strongly recommended that one be from a department cluster other than the student's own.

Proposals for thesis or dissertation research must be approved by the full committee in advance of substantive work on the project. Changes in thesis or dissertation plans are to be discussed with the committee for approval as the research is in progress. It is the responsibility of the student to keep her or his committee up to date.

Thesis and dissertation defenses are publicly held. The student must complete the department Intent to Defend Form at least at least six weeks prior to the defense. The student must follow all Graduate College requirements and deadlines. Only in exceptional circumstances and with the unanimous consent of committee members may defenses be held during June, July, or August. A request must be made to the Department Chair for a defense during these months.

\*The biobehavioral cluster serves as the academic cluster for students in the Human Behavioral Pharmacology subprogram.

**Master's Proposal Guidelines**  
**Approved by the General/Experimental Faculty on 11/8/17**

**Preamble:** A written and oral proposal for the Master's thesis is required of students in the General/Experimental program. The details of the proposal, including the format of the written proposal and the scheduling of the oral proposal, may differ across clusters and committees. Students should work closely with their advisor and committee to identify the most appropriate format of the written proposal and timing of the oral proposal.

1. The Master's thesis provides the opportunity for graduate students to demonstrate their ability to independently conceptualize, design, and analyze a meaningful piece of research. Critical parts of the Master's proposal include a knowledge of the relevant literature and theory, the ability to integrate the proposed study into the existing literature and theory, and the ability to recognize the limitations, strengths, and implications of the study.
2. A Master's proposal should include a written document justifying the proposed research. The length of the proposal depends on the topic of interest, the student's cluster, and the preferences of the committee; students should work with their committees to identify the best approach to the written proposal. The written proposal generally outlines the background literature and builds a strong case for study hypotheses, research design, and data analytic approach.
  - a. In the social and developmental clusters, the proposal should occur early in the research process. Committee approval depends on the quality of the written and oral proposal, and may be contingent on specific changes to the proposed study recommended by the committee. Approval decisions are not affected by how far along the student is in the research project. Thus, we strongly urge students to propose and gain approval to move forward with the study as early as possible. Ideally, proposals should occur before data collection has begun. Students who use existing data sources for their thesis should not conduct key data analyses prior to the proposal. Further, although the use of existing data sources is acceptable, students should be aware that proposals will only be approved if they can make a compelling case that the existing dataset is well-suited and appropriate for addressing key study hypotheses.
  - b. In the biobehavioral cluster, the proposal generally occurs after some data have been collected and a primary research question has been identified; the proposal often includes a description of study findings from the preliminary studies as well as the identification of a plan for an additional series of studies.
3. The Master's proposal should be the work of a graduate student with the guidance of a faculty mentor.
4. The written proposal should be in the best shape possible prior to submission to the committee. The role of committee members is to evaluate the proposal and the candidate, not to design the study, help write the proposal, or help design data analytic approaches.
5. The candidate should know her/his data analytic plan and be able to justify it.

6. Students should submit the written Master's proposal to the committee two weeks before the proposal meeting unless all committee members agree to waive the two-week period. Committee members should share with the committee any serious concerns about the readiness of the written proposal via email at least 24 hours prior to the scheduled meeting. The meeting may be rescheduled at the discretion of the committee chair.
7. The Master's proposal meeting for the oral proposal should be scheduled for a 2-hour block, but may end early. Candidates should clearly communicate the start time and end time of their proposal to all committee members as soon as the proposal is scheduled.
8. In the oral portion of the proposal, the candidate should present an oral overview of the proposal that should last approximately 15-30 minutes. The presentation should include a brief literature review, rationale for and hypotheses of the study, methods, data analytic strategies, and preliminary data if available.
9. The great majority of the proposal meeting should focus on committee member questions for the candidate.
10. The oral proposal of the Master's proposal is the task of the candidate, not the primary faculty mentor. Faculty mentors should refrain from answering questions from the committee during the oral proposal.
11. A final meeting among committee members without the candidate present should occur to make one of the following decisions:
  - a. Proceed with the Master's study;
  - b. Proceed with the Master's study with a list of changes to the proposal;
  - c. Re-write aspects of the proposal and re-submit to committee members.
  - d. Re-write aspects of the proposal and hold another proposal meeting;
  - e. Hold another proposal meeting;
  - f. Start on a new proposal.

**Dissertation Proposal Guidelines**  
**Approved by Faculty: February 8, 2017; Revised March 9, 2018**

**Preamble:** The purpose of a dissertation is the opportunity for a graduate student to demonstrate her/his ability to independently conceptualize, design, and analyze a meaningful piece of research. A knowledge of the relevant literature and theory, the ability to integrate the proposed study into the existing literature and theory, the ability to develop research hypotheses, and an ability to recognize the limitations, strengths, and implications of the study also are critical parts of the dissertation proposal.

1. A dissertation proposal should be the work of a graduate student with the guidance of a faculty mentor. It should include a *comprehensive* literature review leading to specific research hypotheses and a detailed method section. Because the length of the literature review can vary by topic, the scope of the literature review, including its length, should be determined through consultation with the student's advisor and dissertation committee as early in the process as possible. The Department of Psychological Science does not accept dissertation proposals (or dissertations) in manuscript/journal article format, even if appended with a full literature review.
2. The proposal should be in the best shape possible prior to submission to the committee. The role of committee members is to evaluate the proposal and the candidate, not to design the study, help write the proposal, or help design data analytic approaches.
3. The candidate should know her/his data analytic plan and be able to justify it.
4. The oral defense of the dissertation proposal is the task of the candidate, not the primary faculty mentor.
5. The dissertation proposal should be submitted to the committee two weeks before the proposal meeting unless all committee members agree to waive the two week period. Serious concerns about the readiness of the written proposal for a committee meeting must be shared, via email, with the committee at least 24 hours prior to the scheduled meeting. The meeting may be rescheduled at the discretion of the committee chair.
6. The dissertation proposal meeting should be scheduled for a 2-hour block, but may end early.
7. The candidate should then present an oral overview of the proposal that should last approximately 15 minutes. A brief literature review, rationale for and hypotheses of the study, methods, data analytic strategies, and preliminary data if available should be presented.
8. The great majority of the proposal meeting should focus on committee member questions for the candidate.
9. A final meeting among committee members without the candidate present should occur to make one of the following decisions:
  - a. Proceed with the dissertation study;
  - b. Proceed with the dissertation study with a list of changes to the proposal;

- c. Re-write aspects of the proposal and re-submit to committee members.
- d. Re-write aspects of the proposal and hold another proposal meeting;
- e. Hold another proposal meeting;
- f. Start on a new proposal.



## **Psychological Sciences Department Policy on Scheduling Thesis, Second Year Project, and Dissertation Proposals and Defenses during Summer**

Thesis, Second Year Projects, and Dissertation proposals and defenses shall not be scheduled during the summer months, defined as the period beginning 1 week after commencement and ending 1 week before the start of fall semester classes, except in extraordinary circumstances.

If there are extraordinary circumstances that recommend a summer proposal or defense, the student may request a waiver of this policy from the Department chairperson. This request must include a description of the unavoidable and extenuating circumstances that make a summer proposal or defense necessary. This request should be made to the chairperson as soon as the student anticipates the need for a summer proposal or defense. The chairperson will poll the thesis/dissertation committee and grant a waiver only if each member of the committee agrees to the summer proposal or defense.

In the rare circumstances that a summer defense is approved by the committee, the student must still follow the Department's Intent to Defend process and form (this form is not required for proposals). This includes a signature from the research mentor indicating that he/she has reviewed and approved a high quality and complete draft at least 6 weeks before the earliest possible defense date. Approval for a summer defense does not imply permission to schedule the actual defense date before the mentor has approved a high quality and complete draft.



## Psychological Science MA Thesis, Second Year Project, and Dissertation Timeline and Intent to Defend Form

(NOTE: See p. 2 for the Timeline for 2<sup>nd</sup> Year Projects)

### Graduate College Forms and Requirements

→ Note that some Graduate College deadlines begin early in the semester in which you plan to graduate, so plan ahead!

\_\_\_ Beginning of the semester of your expected defense

Submit Intent to Graduate Form to the Graduate College (also submit to Cyndi Snyder)

[http://www.uvm.edu/sites/default/files/Intent%20to%20Graduate%20-%20Fillable2\\_0.pdf](http://www.uvm.edu/sites/default/files/Intent%20to%20Graduate%20-%20Fillable2_0.pdf)

Submit Defense Committee Membership Approval Form to the Graduate College (also submit to your Program Director)

[http://www.uvm.edu/sites/default/files/defensemembershipform\\_2.pdf](http://www.uvm.edu/sites/default/files/defensemembershipform_2.pdf)

\_\_\_ 3 weeks before your defense

Schedule a format check with the Graduate College at least three weeks prior to your defense date

Submit a Defense Notice to the Graduate College at least three weeks prior to your defense date (also submit to Cyndi Snyder). Please go to <http://www.uvm.edu/graduate/resources> to get the Defense Notice Template (see section on "Thesis/Dissertation Forms").

Follow Guidelines, including the timeline, provided by the Graduate College at the Fall Information Session. For review, see p. 4 <http://www.uvm.edu/sites/default/files/Electronic%20Thesis%20and%20Dissertation%20Guidelines.pdf>

Your thesis/dissertation must meet the Graduate College formatting. This means that there will be two different formats for your thesis/dissertation. One format is the Psychological Science format (APA) and one is the Graduate College format. The thesis/dissertation template for the Graduate College format is available at <http://www.uvm.edu/graduate/resources> (see section on "Thesis/Dissertation Forms").

### Psychological Science Department Forms and Requirements

→ In addition to the Graduate College requirements, the Department of Psychological Science has the following requirements for Master's and Dissertation defenses.

- Defenses must take place during the academic year, which spans the week before classes start in fall semester through the week after spring commencement. A request must be made to the Department Chair for a defense outside of these dates and will only be approved in exceptional circumstances and with the unanimous support of the defense committee.
- Form your master's and dissertation committees well in advance of the defense. Your committee is meant to serve as an important resource for you as you develop your research ideas. At least 1 committee member must have a primary appointment in Psychological Science and be a member of the cluster in which you are specializing (i.e., biobehavioral, clinical, developmental, or social cluster).
- Note that the initiation of departmental processes cannot begin until your advisor has seen a **complete** draft of your thesis and anticipates that the thesis will be ready to submit to the committee for review at least 2 weeks before the defense date. **This means that, at a minimum, a high quality and complete draft should have been reviewed and approved by your advisor at least 6 weeks before the earliest possible defense date.**

- Graduate students should not attempt to rush the departmental timeline for any reason (e.g., postdoctoral fellowship start date, the desire to accrue postdoctoral clinical hours toward licensure, facilitation of travel plans back to Burlington).

\_\_\_6 weeks before your defense

Schedule your date and time

Submit **Psychological Science Intent to Defend Form (see p. 3) to the Psych department (Cyndi)**

\_\_\_2 weeks before your Defense

Submit a defensible copy to your Defense Committee members

### Before You Leave

- Provide an Electronic/Hard copy of your dissertation to the Department.
- Return Departmental Keys to Gail Kirby
- Send updates about your work positions to Cyndi Snyder
  - NOTE: This is important for our APA accreditation and for documenting our success in training graduate students!

## Timeline for a Second Year Project Defense

### Psychological Science Department Forms and Requirements

Form your Second Year Project committee well in advance of the defense. Your committee is meant to serve as an important resource for you as you develop your research ideas. At least 1 committee member must have a primary appointment in Psychological Science and be a member of the clinical cluster.

Note that the initiation of departmental processes cannot begin until your advisor has seen a **complete** draft of your second year project and anticipates that the document will be ready to submit to the committee for review at least 2 weeks before the defense date. **This means that, at a minimum, a high quality and complete draft of your written second year project should have been reviewed and approved by your advisor at least 6 weeks before the earliest possible defense date.** Graduate students should not attempt to rush the departmental timeline for any reason.

\_\_\_6 weeks before your defense

Schedule your date and time

Submit **Psychological Science Intent to Defend Form to the Psych department to Cyndi Snyder** (NOTE: must be signed by the Director of Clinical Training)

\_\_\_2 weeks before your Defense

Submit a defensible copy of your second year project to your Defense Committee members

### At Your Defense

- Bring the committee signatures page to your defense.

### After Your Defense

- Complete final revisions and obtain your advisor's approval via signature and date on the 2<sup>nd</sup> Year Project signatures page.
- Submit signed form to the Director of Clinical Training along with a copy of your completed 2<sup>nd</sup> Year Project.



**DEPARTMENT OF PSYCHOLOGICAL SCIENCE INTENT TO DEFEND FORM**

**MA THESIS -- DISSERTATION -- 2<sup>ND</sup> YEAR PROJECT**

This form MUST be submitted to the Program Director no later than 6 weeks prior to the defense date.

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Program:  Clinical  Experimental Degree:  M.A  2<sup>nd</sup> Year Project  Ph.D.

Defense Date & Time: Date: \_\_\_\_\_ Time: \_\_\_\_\_

	Names of Committee Members	Department Affiliation
Advisor		
Chair		
Member		
Member		
Member		
Member		

Thesis/Second Year Project/Dissertation Title: (please print clearly)

Advisor Approval: I verify that I have seen a complete version of the thesis and I anticipate that the thesis will be ready to submit to the committee for review at least two weeks before the listed defense date.

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Program Direction should forward a copy of the form to Cyndi (Graduate Director Administrative Assistant).

<b>Ph.D. ONLY</b> – Your preference for commemorative gift (check one): UVM degree frame ___ engraved pen ___ If you chose the pen, please print clearly your name as you wish it to appear on your commemorative pen:
Email contact after graduation (non-UVM email):
Plans for next year:

Administrative Use Only	
Staff Task	Date Completed
Room Scheduled -- Room ( )	
Paper Defense Posted	
Defense Notice emailed to the Department	
Defense Notice posted to the web	
Frame or Pen Ordered/Received	/



## DEFENSE TIMETABLE FOR THESIS/DISSERTATION STUDENTS

### PLAN AHEAD

- Read and follow the "[Electronic Thesis and Dissertation Guidelines](#)" \*
- Submit the "[Defense Committee Membership Form](#)"\* for Graduate College approval at the beginning of the semester of your expected defense.
- Comprehensive Exam: You must complete departmental requirements for a comprehensive exam; your advisor must notify the Graduate College by submitting the [Comprehensive Exam Completion Form](#) before you complete a format check.
- Review degree requirements with your Advisor and complete the [Intent to Graduate Form](#)\*. Submit completed form to the Graduate College. An advanced degree fee will be charged to your account at the time of submission. To access a fillable version of the Intent to Graduate PDF, please visit <https://www.uvm.edu/graduate/resources>. The form is located under Thesis/Dissertation forms.

### AT LEAST THREE WEEKS BEFORE DEFENSE

- Schedule your defense date, time, and room.
- Submit an electronic copy of your "[Defense Notice Form](#)"\* to the [Graduate College](#) and post a hard copy in your department. **You may not defend without providing notice to the Graduate College.**
- Schedule a Format/Record Check. Call 656-3160. Bring hard copies of your formatted Title Page, Abstract Page, Table of Contents and a few random pages of the body of your paper. See formatting section of the Graduate College "Electronic Thesis and Dissertation Guidelines."\*

### TWO (2) WEEKS BEFORE DEFENSE

- Submit a defensible copy to your Defense Committee members for their review. Contact your department chairperson regarding the review period requirement.

### FINAL DEADLINES TO BE AN OCTOBER, JANUARY, OR MAY GRADUATE

	OCTOBER 2018	JANUARY 2019	MAY 2019
Intent to Graduate Form	August 1	October 1	February 1
Graduate College Format/Record Check	August 3	October 19	March 1
Defense Notice	Due three weeks prior to defense for all graduation dates		
Oral Defense of Thesis	August 24	November 9	March 22
Final Thesis/Dissertation to Grad College	September 14	December 3	April 5

\*Forms and Guidelines are available on the Graduate College website under Faculty and Current Student Resources

## General/Experimental Master's Thesis Project Defense Guidelines

**Preamble:** The Master's Thesis defense is an opportunity for the candidate to demonstrate her/his knowledge of the study she/he has conducted. In the defense presentation, the candidate should be fully versed in the empirical and theoretical basis for the study, the methods used, the data analytic procedures used, whether the hypotheses were or were not supported, and the limitations, strengths, and implications of the study.

The final Master's Thesis should be submitted to the committee two weeks before the defense date unless all committee members agree to waive the two week period. The document should consist of the following: (a) an abstract; (b) an introduction, including the rationale and hypotheses; (c) a methods section, including data analyses, (d) results, and (e) a scholarly discussion. Serious concerns about the readiness of the written Master's thesis for a committee meeting must be shared, via email, with the committee at least 24 hours prior to the scheduled meeting. The meeting may be rescheduled at the discretion of the committee chair.

1. The defense meeting should be scheduled for a two-hour block, but may end early at the discretion of the committee.
2. The defense consists of two parts: (1) a 15 to 20 minute presentation, and (2) a question and answer part. Others beside the committee are welcome to attend the presentation but should leave before the second part of the defense.
3. The oral defense of the Master's thesis is the task of the candidate, not the primary faculty mentor.
4. Following the question and answer period, the committee will meet without the candidate to decide one of the following:
  - a. Pass with no revisions to the document.
  - b. Pass with minor revisions to the document.
  - c. Orals and/or question and answer section not passed.
  - d. Document is not acceptable.
5. Students must use and follow the timeline on the Department Intent to Defend form for the Master's Thesis defense as well as all Graduate College timelines and requirements.
6. Students must submit a Defense Notice to the Graduate College at least three weeks prior to their defense date (also submit to Cyndi Snyder). Please go to <http://www.uvm.edu/graduate/resources> to get the Defense Notice Template (see section on "Thesis/Dissertation Forms").

Approved by GE faculty 10/10/2018.

**Dissertation Defense Guidelines**  
**Approved by Faculty: February 8, 2017**

**Preamble:** The dissertation defense is an opportunity for the candidate to demonstrate her/his knowledge of the study she/he has conducted. In the dissertation defense presentation, the candidate should be fully versed in the empirical and theoretical basis for the study, the methods used, the data analytic procedures used, whether the hypotheses were or were not supported, and the limitations, strengths, and implications of the study.

1. The defense consists of two parts: (1) a 25 to 30 minute presentation and brief question and answer part that is open to the “public”, and (2) a question and answer part limited to the candidate and the committee. The entire dissertation defense should be scheduled for 2 hours. Students should give careful consideration to whom they invite to the public part of the defense. See attached for issues to consider.
2. Following the question and answer period, the committee will meet without the candidate to decide one of the following:
  - a. Pass with no revisions to the document.
  - b. Pass with minor revisions to the document.
  - c. Orals and/or question and answer section not passed.
  - d. Document is not acceptable.

**NOTE on public portion of defense:** Based on the advice of students and faculty who have been through this process, we would like to offer a few thoughts to inform the decision of who to invite to the *public* portion of one’s dissertation defense, with the caveat that there is no right or wrong decision. Some students may only wish to have the committee present and, perhaps, a few other colleagues within the department who have been involved in the student’s training, research, etc. As has happened in the past, other students may also elect to invite significant others and/or family members from out of town to be present for the defense, which is then often followed by a small celebratory gathering after the “closed” portion of the defense. There are a number of reasons why this may appeal to some and we certainly want to make clear that we acknowledge that the support of family and friends is important throughout the process of obtaining an advanced degree. However, it is also important for candidates to know that the dissertation defense is not simply a formality; that is, there is a small possibility that the candidate’s committee will need to see major revisions to the dissertation before it can be passed, thus postponing the time for celebration. We set these comments within the context that it is expected that the student’s advisor will not allow them to defend when there are serious problems that might prevent the candidate from passing. In other words, the process leading up to the defense should preclude such a scenario from ever happening at all, but these are things that each student may want to consider in planning for the defense.



# The University of Vermont

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## COLLEGE OF ARTS AND SCIENCES

### DEPARTMENT OF PSYCHOLOGICAL SCIENCE

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Preliminary Exam Policy, Gen'l./Exp. Program

#### **The General/Experimental Program Preliminary Exam Policy**

This policy is valid for students admitted in fall, 2010 and afterwards.

#### **Purposes of the Preliminary Examination**

The purposes of the preliminary examination are to:

1. enhance the breadth of knowledge of the doctoral candidate in the cluster of research specialization.
2. encourage synthesis of the major theories, overarching themes, significant and generative studies, and the identification of key questions requiring further research based upon the list of foundational readings prepared by the cluster faculty.
3. promote independent scholarship

#### **The Examination**

The examination will take place in the academic year after successful completion of the master's thesis. Students will be given a set of readings by no later than the second Friday of October. Students will undergo a two day examination during the second week of April (defined as the second Monday of April until Sunday). Students will select a consecutive two-day period during this week to take the exam.

To enhance the breadth of knowledge in the cluster of research specialization, the student's cluster faculty in consultation with the student will prepare a list of foundational readings on topics that would distinguish the doctoral candidate as well-versed in the major theories, themes, basic empirical findings, scholarly limitations, and directions for further study in the area of research of the cluster. For human behavioral pharmacology or communication sciences students, the preliminary exam must include at least one member of the biobehavioral, clinical, developmental, or social cluster faculty who the student has taken a course with, to ensure the inclusion of material related to the student's coursework.

The readings will include perhaps one survey textbook (or other broad-based reading to provide a general framework) in the area of the cluster of research specialization and typically 20-30 other foundational sources consisting of book chapters and periodicals. The candidate's research supervisor may also include additional readings that would provide breadth of knowledge in the candidate's focal research area. Each cluster will construct their tailored list of readings in consultation with the candidate and update the list annually or as needed. Care will be exercised to make the volume of readings as comparable as possible across clusters. Lastly, a list of themes will be distributed along with the list of readings to provide a cognitive framework to promote ongoing analysis and synthesis of the readings by the candidate. It is expected that the candidate will go beyond the provided readings to further develop their understanding of the themes. Specific examination questions will be constructed from the list of themes and distributed to the candidate on day 1 of the two-day Examination Period during the second week of April.

The exam will consist of responding to one question prepared by the candidate's research supervisor and then four out of seven questions (5 to 7 pages in length per question) prepared by all the cluster faculty\*. The examination questions will be distributed to the candidate(s) at 9:00 am on day one (1) of the examination period, and answers will be submitted electronically by the candidate to the research supervisor or designee by no later than 5:00 pm on day two (2) of the examination period. The examination will be evaluated by all the faculty members of the cluster. There must be a minimum of two faculty readers per answer. Also, a core faculty member from one of the academic clusters in the Department of Psychological Science (i.e., clinical, social, developmental, or biobehavioral) must serve as a reader for at least two answers. The cluster faculty will assign a grade of "satisfactory" or "not satisfactory" by no later than the ten (10) business days from the date of submission of the examination. If needed, the doctoral candidate will be given one opportunity to rectify an outcome other than satisfactory during the next semester at the latest. Rectification may consist of re-answering some or all of the questions or taking a new exam, at the discretion of the cluster.



It is important for the candidate to keep in mind that the preliminary examination is first and foremost an exercise in independent synthesis and scholarly development. However, the candidate will have the opportunity, if s/he so desires, to lead the cluster in discussion and/or meet with individual faculty in the cluster regarding insights, engaging and generative ideas, and key theories and themes developed to date based upon the foundational readings.

Students may contact the General/Experimental Director for example questions from previous exams.

\*The cluster faculty for the preliminary exam must include at least one core faculty member from one of the academic clusters in the Department of Psychological Science (i.e., clinical, social, developmental, or biobehavioral).

*Revised September 28, 2018*

## General/Experimental Student Progress Report and Individual Development Plan (IDP)

**Academic Year:**

**Name and year you entered the program:**

**Academic Advisor:**

**Placement and Placement Advisor(s) this year:**

Please indicate which of the program milestones listed below have been completed to date.

If you have not completed a particular milestone at this point, please indicate the month and year when you hope to complete it.

### **Milestones (please give month and year for each)**

1. Master's thesis proposal approved:
2. Master's thesis completed and defended:
3. Prelim completed:
4. Dissertation proposal approved:
5. Dissertation completed and defended:
6. Teaching requirement fulfilled (please also specify how it was fulfilled):

**Part I - Describe career goals and set objectives.**

a) Describe your current career goal(s).

- What are your primary interests? (e.g. research, teaching, business, government, writing)
- What are the primary factors driving your career goals, plans and decisions? (e.g. career interest; family commitments; geographic priorities; financial objectives; etc.)

b) Set objectives for progressing toward these career goal(s) in the coming year.

- What steps are you taking to enhance your ability to attain these goals?
- What additional training or skills would most benefit you in preparing for your next role?
- Are you interested in doing a post-doc? How will you seek post-doc opportunities?
- Are you interested in teaching? How will you seek teaching opportunities?
- When do you anticipate beginning a job search?

**Part II – Review your progress: research and professional training in the past year (attach your updated CV).**

a) Provide a short overview of your dissertation or thesis project (2-3 sentences) and briefly describe your research progress in the past year.

b) Briefly describe your activities and accomplishments in the past year: Publications; Honors or awards; Presentations at professional meetings (indicate title, oral or poster presentation); Grants or fellowships; Teaching experiences; New research skills acquired; Department service

c) How successfully did you meet last year's goals? Are there top-priority goals that you didn't meet?

- Describe any difficulties or challenges that you are facing in your research.

- What factors caused or contributed to these difficulties?

- What assistance, resources or mentoring might help you accomplish your research goals?

**Part III – Set research goals for the upcoming year.**

a) Set goals for your research project in the coming year.

- Anticipated publications (include planned title, journal, and approximate submission date)
- Plans to present research (name meeting/University/Organization, date, poster vs. presentation)
- Research methods or technical skills to learn

b) Set training goals.

- Courses to take
- Writing, teaching or presentation skills to work on
- Desired meeting or workshop attendance
- Fellowship or other funding applications planned (indicate name of award, due date)

**Part IV – Implement your IDP.**

Identify strategies by which your advisor and committee can facilitate you reaching your immediate goals.

Identify strategies by which your advisor and committee can facilitate you reaching your career goals.