Ph.D. Student Guide

Doctoral Programs in:
Cognition and Neuroscience
Communication Sciences and Disorders
Psychological Sciences

School of Behavioral and Brain Sciences
The University of Texas at Dallas

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INTRODUCTION

This guide is intended to provide information on policies and procedures in the Ph.D. Programs in the School of Behavioral and Brain Sciences. It is not an official document or supplement to the University catalog or other official publications. For official University policy regarding graduate studies please see the UTD Graduate Student Guide on-line at: http://www.utdallas.edu/ogs/current_students/policies/ and the UTD Graduate Catalog: http://catalog.utdallas.edu/.

The BBS Ph.D. Student Guide (http://www.bbs.utdallas.edu/graduate/pdf/handbook.pdf) is a working document describing current policies, procedures, offerings, and opportunities. The faculty and its representatives on the Graduate Studies Committee may make changes which could affect students during their time at UTD. Likewise, legislative actions, financial realities, or changes in University policy may affect academic requirements. Our curricula and requirements are under continuing faculty review. When changes occur, we will do our best to notify you in a timely manner. Check your UTD e-mail regularly. If there are questions not answered in the Student Guide or if you are unsure about policies and procedures, please contact Dr. Stillman, Associate Dean for Graduate Studies, or your Area Head (Dr. McIntyre for Cognition and Neuroscience, Dr. Stillman for Communication Sciences and Disorders, or Dr. Holub for Psychological Sciences.)

Like all universities here and abroad, financial pressures resulting from declining government support will impact faculty and students alike. Fortunately, UT Dallas is a healthy and growing institution and has not experienced the severe cutbacks other universities have faced. Nonetheless, we will be expected to make our programs more efficient and effective. Time to degree is an important measure of program efficiency and there will be pressure on students and their mentors to decrease the time between program milestones. There will also be regular and rigorous evaluation of student performance. We must be certain that the students in whom we invest our time and financial resources are the ones having the greatest likelihood of success in the program and their careers.

PROGRAM ADMINISTRATION

The administration of the Ph.D. programs is divided among committees and individuals each having specific responsibilities. Their roles and responsibilities are described below. Two of the most important individuals with whom you will interact are your *research advisor* and your *academic advisor*. Their roles are described in the Advising section.

Area Faculty:
The faculty who participate in teaching and research supervision within a particular Ph.D. program constitute that program's Area Faculty. The Area Faculty are responsible for the program's curriculum and requirements, advising and mentoring, and evaluation of student performance and progress. Most faculty participate in more than one Ph.D. program.

Graduate Studies Committee:
The Graduate Studies Committee coordinates the Ph.D. programs. It plays a role in developing, implementing, and monitoring policies and procedures including admissions, appointment and assignment of teaching assistants, student travel, course scheduling, and the evaluation of qualifying papers and projects. The committee is chaired by the Associate Dean for Graduate Studies.

Associate Dean for Graduate Studies:
The Associate Dean for Graduate Studies (Dr. Stillman) chairs the Graduate Studies Committee and oversees the graduate programs. The Associate Dean also serves on the UTD Graduate Council and is the School's liaison with the UTD Dean of Graduate Studies (Dr. Underwood).

Dean:
The Dean of the School (Dr. Bartlett) is the head administrator of the School. He oversees all of the School's academic and research activities.

Other Administrators:
In addition to the faculty and committees described above, there are other University administrators who may play a role in your doctoral studies. Dr. Melanie Spence is the Associate Dean of Undergraduate Studies. She is responsible for undergraduate education in the School. Dr. Christine Dollaghan is the Associate Dean for Programs and Administration.

The 4 research and community service centers associated with the School each has a director who oversees student participation in research at the centers. They are: Dr. Campbell at the Callier Center for Communication Disorders; Dr. Chapman at the Center for BrainHealth; Drs. Park and Rugg at the Center for Vital Longevity; and Dr. Owen at the Center for Children and Families.

PROGRAM FACILITIES
The offices and research facilities of the School of Behavioral and Brain Sciences are located on the Richardson campus. The [Callier Center for Communication Disorders](#)-Dallas, the [Center for BrainHealth](#), and the [Center for Vital Longevity](#) are located near the campus of the UT Southwestern Medical Center at Dallas. Facilities on the Richardson campus include teaching and research laboratories for neuroscience, cognitive science, and facilities for the study of child development, including the [Center for Children and Families](#). Callier-Richardson, also located on the Richardson campus, provides a variety of clinical services to the community and serves as a research site for students in Communication Sciences and Disorders and Psychological Sciences. The Callier Center-Dallas has its primary focus on speech, language, and hearing and includes research laboratories, clinical services, and classroom programs for preschool children both hearing and hearing-impaired. Two Centers support research in cognitive neuroscience: 1) the Center for BrainHealth includes research activities in the areas of developmental disorders, clinical neuroscience, and aging; and 2) the Center for Vital Longevity focuses on cognitive aging, age-related diseases affecting cognition, and factors which support successful aging. These Centers each have collaborative arrangements with the UT Southwestern Medical School expanding student research opportunities including access to its clinical populations and brain imaging facilities. The Center for Children and Families, housed in the School for Behavioral and Brain Sciences, offers an array of clinical and community outreach activities organized around three initiatives: parenting healthy families, strengthening interpersonal relationships, and enhancing thinking and learning.

OVERVIEW OF DOCTORAL STUDY
Doctoral study at UT Dallas includes a series of milestones. The key milestones include: 1) completion of core and advanced coursework, 2) development of proposals and completion of qualifying projects and papers, 3) preparation and defense of the dissertation proposal, and 4) completion and defense of the dissertation. Each student will approach these tasks somewhat differently, but each step is critical toward completion of the degree. Furthermore, timely achievement of each milestone is essential, especially with new emphasis on time to completion. Students who fall behind risk loss of assistantship support or even dismissal from the Ph.D. program.

ADVISING
Research Advisor:
The research advisor is the primary faculty member with whom the student works. The research advisor provides mentoring in research, guidance in the selection of courses, assistance in preparation of the degree plan and Milestones Agreement Form, and career guidance. The research advisor supervises and must sign off on

the student's qualifying proposals and papers and other documents submitted to the Graduate Studies Committee. In most cases, the research advisor will become the chair of the student's dissertation committee. All tenured and tenure-track faculty members are eligible to serve as research advisors.

In general, all new students have selected or have been selected by a research advisor. Occasionally, a student may wish to change research advisors. There are many reasons a student may seek a change. However, a change of research advisors should be carefully considered since starting in a new lab or new area can result in delays in meeting deadlines. You should seek the advice of your Area Head or the Associate Dean before initiating a change. There are also situations in which a research advisor may no longer wish to serve as a student's advisor. It is a faculty prerogative to withdraw as a student's research advisor.

Whether by student choice or faculty decision, **a student who at any time lacks a research advisor for a semester will be dismissed from the program.**

Area Head/Academic Advisor:
The Area Head for each Ph.D. program is the Academic Advisor for students in that program. The Academic Advisors may be consulted on any matter pertaining to doctoral study. Issues related to course requirements, program procedures and opportunities, credit transfers, and other student academic issues should be addressed to the academic advisors. **Currently, the academic advisors for students are: Dr. McIntyre for Cognition and Neuroscience, Dr. Stillman for Communication Sciences and Disorders, and Dr. Holub for Psychological Sciences.**

Registration:
Prior to registration each semester, students must meet with their research advisor to complete a registration form. The signature of the research advisor is required before registering. It may also be useful periodically to discuss course options with your academic advisor. Input from your academic advisor is particularly important in the first 2 years when students are completing their core coursework. The academic advisors are responsible for course scheduling and are familiar with the sequence of course offerings and projections for future courses. Not all core courses are offered every year and you must plan ahead to avoid delays in meeting requirements.

When your registration form has been completed and signed, submit the form to the Academic Support Coordinator for your degree (Mark Chavez for Cognition and Neuroscience in BSB 14.102, Jasmin Stubblefield for Psychological Sciences in JO 4.310, and Meaghan Flores for Communication Sciences and Disorders in GR 4.502). The Academic Support Coordinator will register you online. Students may not self-register. If you wish to add or drop a course, you must repeat the process starting with your research advisor. Occasionally, there are "holds" on your student account. Holds result from missing documents, unpaid fees, financial aid issues, or even an incorrect mailing address. You must resolve these holds before you can be registered. It is also important to regularly review your registration and payments on Orion (accessed from the UT Dallas webpage.) Errors are more difficult to correct if they are not caught quickly.

Degree Planning and Annual Reporting:
The purpose of the degree plan is to show how and when coursework and other requirements will be met and to help the program project the need for courses not offered annually. Degree plans should be initiated by the student and research advisor with the guidance of the Area Head. The degree plan is a working document and should be updated annually to reflect the student's developing research focus and career goals. The School offers many special topics seminars, so it is not possible to specify a student's entire degree plan from the start. But, there should be a plan in place to specify how the student will meet coursework requirements and an indication of the timelines for meeting degree milestones. Each student's degree plan will be evaluated annually

by the Area Head. A degree plan demonstrating completion of all program requirements must be filed along with the application for graduation at the completion of the student's studies.

Milestones Agreement Form:
Associated with degree planning is the Milestones Agreement Form. The purpose of the form is to specify timelines for completion of specific degree requirements. It is a means of officially informing students and their research advisors of specified timelines. The State requires that a signed Milestones Agreement Form be on file before the end of the student's first semester in the program, and it must be signed annually. A copy of the form is included as Appendix B and is located online at http://bbs.utdallas.edu/graduate/pdf/milestones.pdf.

CURRICULUM AND PLAN OF STUDY

The curriculum for each of the Ph.D. programs consists of a General Core, a Major Field Core, Advanced courses, Independent Study/Research, and Dissertation. The General Core taken by all Ph.D. students includes 3 credits of Doctoral Proseminar and 6-9 credits of Research Methods and/or Statistics designated by each Ph.D. program. The specific requirements for each of the Ph.D. programs are described in the next section. The doctoral degree requires a minimum of 75 graduate hours.

General Core:
The Doctoral Proseminar (HCS 6302) introduces students to the faculty and research domains encompassed within the School and the many issues related to successful doctoral study and career development. The Doctoral Proseminar is supplemented by school-wide colloquia featuring internationally known scientists and area-specific brown-bag seminars, which include presentations by students, faculty, and researchers visiting from other universities. Students are expected to attend their area "brown bags" and all the colloquia. The colloquia and brown-bags are announced on the BBS webpage and through e-mail.

The research methods and statistics courses provide the foundation for research design and statistical analysis with an emphasis on the approaches and techniques important for research in Behavioral and Brain Sciences. Most students are required by their research advisor or dissertation committee to take additional coursework in research design and statistics or other research tools relevant to their research.

Program-Specific Coursework:
Each Ph.D. program offers specific Core, Advanced, and Elective courses. In some cases the courses meet requirements for more than one of the Ph.D. programs. Below are the specific requirements for each of the Ph.D. programs.

Cognition and Neuroscience (http://bbs.utdallas.edu/cogneuro/)
Doctoral Proseminar (3 SCH) All Ph.D. students must take the Doctoral Proseminar in their first semester.
- HCS 6302 Issues in Behavioral and Brain Sciences

The Cognition and Neuroscience program is divided into two research tracks: **Cognitive Neuroscience** and **Systems Neuroscience**.

Research Methods (6 SCH minimum) Students in the **Cognitive Neuroscience** track must take two semesters of Research Methods.
- HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I
- HCS 6313 Research Methods in Behavioral and Brain Sciences – Part II

Cognition and Neuroscience Core Courses (6 SCH minimum). Students in the **Cognitive Neuroscience** track must take a minimum of one Cognition Core and one Neuroscience Core, choosing from those listed below.

1. Cognition
   - HCS 6330 Cognitive Science
   - HCS 6395 Cognitive Psychology
2. Neuroscience
   - HCS 6346 Systems Neuroscience
   - HCS 6338 Functional Neuroanatomy

Advanced Electives (9 SCH minimum). In addition to completing the 6 SCH core requirements, students in the **Cognitive Neuroscience** track take a minimum of 9 SCH of advanced electives. Any HCS course may count as an advanced elective. This includes core courses (see above), though no course can be counted both as a core and an advanced elective for any single student. Advanced electives are selected by students with the concurrence of their research advisors based on the students' research foci. Depending on a student's background and research, additional advanced electives beyond the 9 SCH minimum may be necessary.

Students who are in the **Systems Neuroscience** track must take HCS 7121 Graduate Seminar in Systems Neuroscience every semester after fall of Year 1. In addition, Systems Neuroscience students are required to take the following sequence of courses:

Year 1
Fall semester
   - HCS 6302 Issues in Behavioral and Brain Sciences
   - HCS 6340 Cellular Neuroscience
   - HCS 6346 Systems Neuroscience
Spring semester
   - HCS 7343 Neuropharmacology
   - HCS 6341 Genes Brain and Behavior (included as part of Research Methods core)

Year 2
Fall semester
   - HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I

Systems Neuroscience students are required to take one of the following Cognitive Neuroscience courses in Year 2 or later:
   - HCS 6330 Cognitive Science
   - HCS 6331 Cognitive Development
   - HCS 6333 Memory
   - HCS 6343 Neurobiology of Learning and Memory
   - HCS 6395 Cognitive Psychology
   - HCS 7309 Neural Correlates of Human Cognition
   - or other approved course in Cognition

Students should discuss enrollment in additional elective courses with their mentors.

Communication Sciences and Disorders (http://bbs.utdallas.edu/csd/**)**
Doctoral Proseminar (3 SCH)
- HCS 6302 Issues in Behavioral and Brain Sciences

Research Methods (9 SCH minimum)
- HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I
- HCS 6313 Research Methods in Behavioral and Brain Sciences – Part II
- Other Approved Advanced Research Methods or Statistics course

Core (6 SCR minimum) Students must complete a minimum of 6 semester credit hours of approved COMD or AUD prefixed courses. Courses meeting this requirement will vary depending on the student's research interests. The requirement may be waived for students holding a graduate degree in the field of speech-language pathology or audiology. Students lacking an adequate foundation in communication sciences may be required to complete more than the 6 SCH minimum of core coursework.

Communication Sciences and Disorders (3 SCH minimum) All students must complete a minimum of 3 SCH of doctoral coursework offered through the Ph.D. program in Communication Sciences and Disorders.

Supplemental Coursework (12 SCH minimum) All students must complete an additional minimum of 12 SCH of doctoral level courses and seminars. Courses may be selected from doctoral level coursework offered through the Ph.D. programs in Communication Sciences and Disorders or, with advisor approval, from the doctoral coursework offered through the Ph.D. programs in Cognition and Neuroscience and Psychological Sciences.

Psychological Sciences (http://bbs.utdallas.edu/psysciphd/**)**
Doctoral Proseminar (3 SCH)
- HCS 6302 Issues in Behavioral and Brain Sciences I

Research Methods (9 SCH minimum)
- HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I
- HCS 6313 Research Methods in Behavioral and Brain Sciences – Part II
- HCS 7310 Advanced Research Methods: Research Methods in Psychology

Psychological Science Core Courses (12 SCH minimum). Students will declare a concentration in Developmental Psychology, Cognition, or Social/Personality Psychology. Students must take four core courses from those listed below. Two of these courses must be selected from the concentration area, and the four courses must be selected from at least two of the four areas listed.

1. Developmental Psychology
- HCS 6331 Cognitive Development
- HCS 6350 Social Development
- HCS 6368 Language Development
2. Cognitive Psychology
- HCS 6330 Cognitive Science
- HCS 6333 Memory
- HCS 6395 Cognitive Psychology
3. Social/Personality Psychology
- HCS 6327 Personality

- HCS 6376 Social Psychology
4. Neuroscience
- HCS 6346 Systems Neuroscience
- HCS 6338 Functional Neuroanatomy

Advanced Electives (9 SCH minimum). After completing the 12 SCH core requirements, students will take an additional 9 SCH of advanced electives. Any core course (see above) may count as an advanced elective (though it cannot count both as a core course and as an elective). One of these 3 SCH elective courses must be an advanced research methods course. Students may enroll in other advanced electives from the other doctoral course offerings available in the School, including courses in language and communication. Additional advanced electives are available each semester.

Combined Programs (M.S. /Ph.D. and Au.D. /Ph.D.):
Students wishing to earn clinical certification in speech-language pathology or audiology in combination with the Ph.D. may apply to the combined program. For details, contact Dr. Stillman if you are interested in speech-language pathology or Dr. Le Prell if you are interested in audiology.

Master's Degree en Route:
Students in Cognition and Neuroscience may obtain a master's degree in Applied Cognition and Neuroscience prior to completion of the Ph.D. The dual degree is possible because of the overlap between masters and core doctoral requirements. Students who wish to obtain the M.S. degree must complete a master's degree plan approved by Dr. Golden, the Program Head in Applied Cognition and Neuroscience, demonstrating that they have met the coursework and research requirements for the M.S. degree. Students must also matriculate into the master's program. This means completing a form which serves as the application for the degree. This must be done in the semester prior to the semester in which the degree will be conferred. You cannot be considered for a degree until you have been matriculated into that degree program and have a degree plan on-file. Please contact Melanie Davis (GR 4.824) for specific information and procedures.

Waiver of Requirements:
Students entering a Ph.D. program with graduate coursework relevant to the degree may, with the approval of the Graduate Studies Committee, waive specific course requirements. Students wishing to waive a requirement should submit a request to their Area Head and attach the course syllabus of the equivalent course previously taken. Generally, only courses in which a grade of A was earned will be considered. The Area Head may require a substitute course.

Transfer of Credit:
Transfer of credit from another university is necessary only for students who have extensive in-field, graduate coursework and who do not anticipate completing the minimum 75 credits at UT Dallas for the degree. Currently, up to 36 credits of coursework may be transferred toward the Ph.D. Transferring credit requires completion of a form by the academic advisor demonstrating the equivalence of a course taken elsewhere to one at UT Dallas. Students are responsible for furnishing a catalog course description of all courses they wish to transfer. Course transfers require the approval of the academic advisor, the UT Dallas Dean of Graduate Studies, and the Registrar. Approval should not be assumed. Transfer of courses from international universities can be problematic because of different systems of awarding credit and grades. No grades lower than B will be accepted for transfer credit. Acceptance of transfer of credit hours will not occur until after the student has completed 9 semester credit hours at UT Dallas with a grade point average of at least 3.0. All petitions must be processed and approved no later than the semester prior to applying for graduation.

QUALIFYING PAPERS AND PROJECTS

Students in all 3 Ph.D. programs must successfully complete their qualifying papers and projects in order to advance to candidacy. These papers and projects are in lieu of a qualifying examination. The goal of the qualifying papers and projects is for students to demonstrate mastery of the literature in their field, competence in conducting research, and written and oral skills commensurate with professional standards in the discipline. There are three qualifying plans. Students may select either Plan 1 or Plan 2 with the approval of their research advisor. Students with research interests in systems neuroscience must follow the systems neuroscience plan.

Qualification Plan 1 (Qualifying Thesis):

The Qualifying Thesis is a research project supported by an extensive literature review. The written project is in the form of a published journal article and the resulting project resembles, but is less comprehensive than the dissertation. The Qualifying Thesis is guided and evaluated by a Qualifying Committee. The Qualifying Committee provides guidance and feedback in the design, conduct, and write-up of the study, and evaluates the final product.

In their first semester, students should work with their research advisor to identify a research question and to develop a pre-proposal for the thesis (aka Qualifying Thesis prospectus). This pre-proposal will provide an overview of the proposed research area and specific research question. When a suitable project has been identified and framed, the student and research advisor identify two other faculty committee members who have appropriate expertise for the proposed research project. The student will provide a copy of the pre-proposal to the prospective committee members and invite them to serve on the committee. One of the members will serve as Committee Vice-Chair and will assume the responsibilities of the Chair if the Chair should be unavailable to complete supervision of the thesis. Contact these faculty members several weeks in advance of the deadline so there is sufficient time for faculty to review the pre-proposal and discuss it with you. All faculty members agreeing to serve on the Qualifying Thesis committee will sign the Qualifying Thesis Committee Membership form. Submit the pre-proposal and Committee Membership form to the Academic Support Coordinator by February 1st. The form is located at http://bbs.utdallas.edu/graduate/pdf/qual-thesis-committee-member.pdf.

After the committee is formed, the student develops a full proposal under the guidance of the three committee members. The proposal is written in journal format, and it includes complete Introduction and Method sections, and an overview of the statistical analyses. It also may include hypothesized results and significance of the results. Following completion of the proposal, the student provides copies of the proposal to all committee members. The committee will determine whether revisions are necessary before scheduling a research proposal defense meeting. The committee either approves the project as proposed or requires revisions. The form is located at http://bbs.utdallas.edu/graduate/pdf/qual-thesis-prop-approval.pdf. *The proposal approved by the Qualifying Committee is an agreement regarding the design of the study and the breadth of research literature to be surveyed in the thesis. Committee Approval of the proposal is required before data collection for the project can begin.*

After the research project and written thesis are completed, the final thesis is submitted for review by the Qualifying Committee. The committee will determine if revisions are needed before a defense meeting is scheduled. A formal thesis defense meeting of the committee and the student must be held at least two weeks following the date the paper is submitted. The student will present the research project and answer questions about the research and the research area.

Qualifying Theses are evaluated as "acceptable", "acceptable with revisions", or "not acceptable". "Acceptable" means that the student has clearly met the criteria established for successful completion of the thesis. However, in most cases, minor editorial changes are necessary before final approval is given. In cases of "acceptable with revisions", the Qualifying Committee will specify recommended changes in the paper, and require the student to

submit a revision incorporating these changes. Along with the revised manuscript, the student must submit a detailed cover letter indicating where specified revisions have been made and the pages where the revisions may be found and/or a full explanation why the student decided not to make changes recommended by the Qualifying Committee. All revisions of papers rated "acceptable" or "acceptable with revision" must be approved by the Qualifying Committee by the end of the semester in which the paper was due. *A qualifying thesis found to be "not acceptable" will be reviewed by an independent faculty member or members appointed by the Associate Dean for Graduate Studies in consultation with the Area Head. Independent evaluation supporting the rating of unacceptable subjects the student to dismissal from the program. A rating of acceptable or acceptable with revisions allows the student one semester in which to identify and be accepted by a new research advisor.* It should be noted that a competently conducted Qualifying Thesis will not be rated "not acceptable" due to disappointing data. Committee approval of a Qualifying Thesis proposal indicates the faculty is satisfied with the design of the study. Committee members will indicate their evaluation of the project on the Qualifying Thesis Final Approval Form. The form is located at http://bbs.utdallas.edu/graduate/pdf/qual-thesis-final-approval.pdf.

To complete the Qualifying Thesis requirement, the student must present the project at a "brown-bag" meeting. With committee approval, the brown bag can be completed on the same day as the qualifying thesis defense. The brown bag requirement is intended to give students experience in public presentation prior to the dissertation proposal defense. It is also a way to disseminate information to faculty and students regarding doctoral student research within the school. Performance in the presentation will not affect acceptance of the project. However, students will receive feedback which will help to develop presentation skills. The "Brown Bag" coordinator in the student's area should be contacted to arrange for scheduling the presentation of the thesis. After completing the "brown bag", submit the Public Presentation of Research Project form, signed by you and your advisor, to the Academic Support Coordinator. The form is located at http://bbs.utdallas.edu/graduate/pdf/present-research-proj.pdf.

Qualification Plan 1 Timelines for Submission:
First year
By February 1:
1) Qualifying Thesis Committee identified.
2) Two-three page pre-proposal submitted to Qualifying Thesis Committee. The pre-proposal (in abstract form) will provide an overview of the proposed research area and specific research question. The pre-proposal should provide sufficient information about the project for prospective committee members to determine if they will serve on the committee.
3) Qualifying Thesis Committee Membership Form and pre-proposal submitted to the Academic Support Coordinator.

By August 1:
1) Submit full draft of Thesis Proposal to Qualifying Thesis Committee. Proposal will be written in journal format, and it should include complete Introduction and Method sections, as well as an overview of the statistical analyses. It may also include hypothesized results and significance of the results.

Second year
By October 1:
1) Thesis proposal evaluated and approved by the Qualifying Thesis Committee.
2) Student defends Qualifying Thesis Proposal in Committee Meeting, and Committee rates the defense as exceeds expectations, meets expectations, or below expectations.
3) Following Committee approval of proposal, student submits Qualifying Thesis Proposal Approval Form and

copy of revised proposal (if requested by committee) to the Academic Support Coordinator.

By February 1:
1) Progress Report submitted to Qualifying Thesis Committee and Academic Support Coordinator
The progress report will include information about the status of data collection and analysis, any changes to the project that were recommended by the committee after the project was underway, and the expected timeline for project completion.

By August 1:
1) Final, full draft of Qualifying Thesis due to the Thesis Committee

Third year
By October 1:
1) Thesis Defense Meeting held with Qualifying Thesis Committee
    a. Final copy of the Qualifying Thesis and the signed Qualifying Thesis Final Approval form submitted to the Academic Support Coordinator
2) Public Presentation of Thesis should occur at a "brown bag" meeting prior to the end of the semester.
    a. Public Presentation of Research Project form submitted to Academic Support Coordinator

Qualification Plan 2 (Research Project plus Integrative Literature Review or Grant Proposal):
Plan 2 requires 2 separate projects: a research project conducted under the supervision of the research advisor and a separate integrative literature review or grant proposal, demonstrating substantive knowledge of the research literature in a specific field. **The Qualifying Research Project, Integrative Literature Review, and Grant Proposal may not be initiated without the Graduate Studies Committee's prior approval of a proposal (for a research project or literature review) or pre-proposal (for a grant proposal.)** A hard copy of each proposal and final project (with a signature from the research advisor indicating approval) should be submitted to the Academic Support Coordinator by the due dates described below.

Qualification Plan 2 Research Project:
The research project is an empirical study, designed and conducted by the student, which usually has its roots in work already being conducted in the research advisor's lab. It is a study sufficiently narrow in scope to be completed within 7 months, but sufficiently comprehensive to demonstrate research skill in the student's field of study. The completed study is written up in journal format for evaluative review. There is no requirement that the paper be submitted or accepted for journal publication, although completing publishable work is advantageous to the student. However, the relatively short timeline for completion may mean that refining the paper for publication must occur after, not prior to completion of the qualifying requirement.

Before initiating the qualifying research project, a 2-5 page proposal describing the rationale and methodology of the research project and including key references is developed in consultation with the student's research advisor. The proposal is approved first by the research advisor and then by the Graduate Studies Committee. The proposal must be submitted to the Academic Support Coordinator no later than February 15 of the first year of study. Appendix A provides an outline of the format for submission of research project proposals. Students should obtain approval from the Graduate Studies Committee for their research project before collecting anything more than preliminary data.

Students who have completed a master's thesis may request a waiver of the research project requirement. To be considered for a waiver, submit a copy of the thesis to the Graduate Studies Committee. In order for a master's thesis to substitute for a research project, it must meet the same criteria applied to research projects. Of

paramount importance is that the thesis demonstrates research competence commensurate with undertaking a dissertation in the student's area of interest. Some master's theses will not meet this important criterion. In addition, some research advisors will require that a student complete a research project in the area in which the student plans to conduct dissertation research. Therefore, it should not be assumed that the completion of a prior master's thesis will be accepted in lieu of the research project or any other doctoral requirement.

Qualification Plan 2 Integrative Literature Review:
The integrative literature review is an original critical analysis of research in a field. It should be written in accordance with the publication guidelines of a prominent journal in a relevant research area and demonstrate rigor, scope, and originality commensurate with publication. The review should be based on independent thinking, and should be sufficiently original in that it contributes to knowledge in a field. It should not simply organize and summarize this knowledge, unless a novel organization and summary of findings constitutes a genuine contribution to knowledge.

A proposal defining the topic and scope of the integrative review is developed in consultation with the student's research advisor and must be approved first by the research advisor and then by the Graduate Studies Committee. A two-to-five page proposal for the paper should be submitted to the Academic Support Coordinator by February 1 of the second year of study. The proposal should convey the goals of the paper, the domain of literature to be reviewed, and include references to key articles that will be cited in the paper. It must also indicate the particular journal model the student is following (possibilities include Psychological Review and Psychological Bulletin).

Qualification Plan 2 Grant Proposal:
The grant proposal is designed to provide students with experience in analyzing and synthesizing the research literature and in developing the rationale, literature review, and design of a potentially fundable study. Before beginning the grant proposal, the student must submit to the Graduate Studies Committee a pre-proposal, approved by the student's research advisor, defining the scope and research goals of the grant proposal. The pre-proposal is due to the Academic Support Coordinator by February 1 of the second year of study. It is expected that the proposal will conform to the format and requirements of a major Federal granting agency such as NIH or NSF. Use of any other format will require clear justification and a copy of the proposal instructions since proposals submitted to foundations and other agencies may be too limited in scope to meet the requirements of a doctoral qualifying project. For grant applications having page limitations which allow only a very brief literature review, the student may be required to submit a more comprehensive supplemental literature review and references to demonstrate knowledge of the relevant research literature. It is expected that students will submit their grant proposals to the relevant agency for consideration for funding.

Evaluation of Plan 2 Qualifying Papers:
Research Projects, Literature Reviews, and Grant Proposals are evaluated by a "first" and "second reader." The first reader is the student's research advisor. The "second reader" is a member of the faculty, assigned by the Graduate Studies Committee and who remains anonymous. The Graduate Studies Committee receives the reviews of the readers and makes the final rating. In cases of substantial disagreement between the readers, the Graduate Studies Committee appoints a third reader to provide additional evaluative information on the paper. It is the goal of the Graduate Studies Committee to complete all reviews within a month. However, papers submitted near holiday breaks or over the summer when faculty may be unavailable may result in significant delays in the review process. The deadlines for submission of papers avoid these breaks. Students must adhere to the submission deadlines unless an extension is requested and approved by the Graduate Studies Committee.

All second reader reviews are anonymous. However, occasionally a student can identify the reviewer based on the content of the review. To maintain the integrity of the review process, the student may not contact the

second reader regarding the review. If a second reader wishes to be made known to the student, that information will be included in the Graduate Studies Committee's memo to the student. The student is then free to consult with the second reader to clarify the review, seek suggestions regarding improvement, or request help in preparing the paper for journal submission. In the absence of formal assent by the second reader, all reviewers will remain anonymous.

Qualifying Papers are evaluated: "acceptable", "acceptable with revisions", or "not acceptable". "Acceptable" means that the student has clearly met the criteria established for successful completion of the paper. However, in most cases, minor editorial changes are necessary before final approval is given. In cases of "acceptable with revisions", the Graduate Studies Committee will specify, in writing, recommended changes in the paper, and require the student to submit a revision incorporating these changes. Along with the revised manuscript, the student must submit a detailed cover letter indicating where specified revisions have been made and/or a full explanation why the student chose not to make individual recommended changes. The revised paper is then re-reviewed by the second reader who provides a rating as well as any requirements for additional changes. *All revisions of papers rated "acceptable" or "acceptable with revision" must receive final approved by the Graduate Studies Committee by the end of the semester in which the paper was due or by the deadline specified by the Graduate Studies Committee.*

Students should be aware that professional writing skills are considered in the evaluation of all qualifying papers. Students who cannot effectively communicate their findings, regardless of the strength of the results, may find their paper rated "unacceptable." If you have difficulty writing, it is essential that you seek tutoring or instruction. While research advisors may offer suggestions to enhance the content and organization, they cannot be expected to devote time to improving poorly constructed prose.

If a Research Project, Literature Review, or Grant Proposal is rated "not acceptable", the Graduate Studies Committee will provide the student with written feedback indicating a recommended course of action. A second evaluation of "not acceptable" subjects the student to dismissal from the program. This holds whether the re-submission is on the same or different topic or whether the research advisor is the same or a different member of the faculty.

It should be noted that a competently conducted Research Project will not be rated "not acceptable" due to disappointing data. Committee approval of a Research Project proposal indicates the faculty is satisfied with the design of the study.

To complete the Research Project requirement, the student must present the project at an open seminar or "brown bag" meeting. This requirement is intended to give students experience in public presentation prior to the dissertation proposal defense. It is also a way to disseminate information to faculty and students regarding doctoral student research within the school. Performance in the presentation will not affect acceptance of the project. However, students will receive feedback to help the student develop presentation skills. The "brown bag" coordinator in the student's area should be contacted to arrange for scheduling the presentation of the thesis. After completing the "brown bag", submit the Public Presentation of Research Project form, signed by you and your advisor, to the Academic Support Coordinator. The form is located at http://bbs.utdallas.edu/graduate/pdf/present-research-proj.pdf.

Qualification Plan 2 Timelines for Submission:
First year
By February 15: Submit a hard copy of the first year project proposal signed by your research advisor to the Academic Support Coordinator.

The Academic Support Coordinator will notify you when your proposal has been reviewed by the Graduate Studies Committee.

Second year
By October 1: Submit a hard copy of the first year project signed by your research advisor to the Academic Support Coordinator. The Academic Support Coordinator will submit the project for review by the second reader and the Graduate Studies Committee.

Fall semester: The Academic Support Coordinator will notify you when your project has been reviewed. If any edits are required, submit a hard copy of the revised project signed by your research advisor to the Academic Support Coordinator, and the project will again be sent out for review by the second reader and the Graduate Studies Committee. The process will be repeated until the Academic Support Coordinator notifies you that your project has been approved. Revisions should be completed during the same semester in which the paper was submitted.

Submit the Public Presentation of Research Project form to the Academic Support Coordinator after you have presented your project at a Brown Bag meeting.

By February 1: Submit a hard copy of the second year project proposal signed by your research advisor to the Academic Support Coordinator.

The Academic Support Coordinator will notify you when your proposal has been reviewed by the Graduate Studies Committee.

Third year
By October 1: Submit a hard copy of the second year project signed by your research advisor to the Academic Support Coordinator. The Academic Support Coordinator will submit the project for review by the second reader and the Graduate Studies Committee.

Fall semester: The Academic Support Coordinator will notify you when your project has been reviewed. If any edits are required, submit a hard copy of the revised project signed by your research advisor to the Academic Support Coordinator, and the project will again be sent out for review by the second reader and the Graduate Studies Committee. The process will be repeated until the Academic Support Coordinator notifies you that your project has been approved. Revisions should be completed during the same semester in which the paper was submitted.

Systems Neuroscience Plan (Research Project plus Grant Proposal)
All students in the Systems Neuroscience track are required to present their research in the area brown bag meeting once/year, and students must publish at least one peer-reviewed research paper as the first author before scheduling the defense of the dissertation.

In the first three years, students complete a Research Project and a Grant Proposal. The First Year Research Project is evaluated by the student's First Year Project Committee, which consists of the student's advisor and two other members of the BBS faculty. The Grant Proposal serves as the dissertation proposal, and it is evaluated by the Dissertation Committee, which usually consists of the members of the First Year Project Committee and one additional member.

Systems Neuroscience Research Project (First Year Project):

The first year project serves as a qualifying exam and consists of a write-up and presentation of a single experiment, carried out by the student, which usually has its roots in work already being conducted in the research advisor's lab. It is a study sufficiently narrow in scope to be completed within 7 months, but sufficiently comprehensive to demonstrate research skill in the student's field of study. Students should effectively communicate an understanding of the background literature and the rationale for the experiment, clearly explain details of methods, results, and analysis, and draw reasonable conclusions. The written document should be formatted like a primary research article and the student will present and defend the paper in a 25-min public talk.

Before initiating the first year research project, a 2-5 page proposal describing the rationale and methodology of the research project and including key references is developed in consultation with the student's research advisor. Appendix A provides an outline of the format for submission of research project proposals. The student and research advisor will work together to identify at least two other faculty committee members who have appropriate expertise for the proposed research project. The student will provide a copy of the proposal to the prospective committee members and invite them to serve on the committee. Students must submit the proposal and Committee Membership form to the Academic Support Coordinator by **February 1** of the first year of study. The form is located at http://bbs.utdallas.edu/cogneuro/pdf/systemsneuro-first-year-project-membership.pdf.

Over the next seven months, the student will complete the First Year Project. The completed study should be written up in journal format for evaluative review. The student will submit the project to the committee (by e-mail) and Academic Support Coordinator (hard copy) by **September 1** of the second year of study. The committee will determine if revisions are needed before a defense meeting is scheduled. First Year Projects are evaluated as "acceptable", "acceptable with revisions", or "not acceptable". "Acceptable" means that the student has clearly met the criteria established for successful completion of the First Year Project. However, in most cases, minor editorial changes are necessary before final approval is given. In cases of "acceptable with revisions", the Committee will specify recommended changes in the paper, and require the student to submit a revision incorporating these changes. Along with the revised manuscript, the student must submit a detailed cover letter indicating where specified revisions have been made and the pages where the revisions may be found and/or a full explanation of why the student decided not to make changes recommended by the Committee. All revisions of papers rated "acceptable" or "acceptable with revision" must be approved by December 1 of the second year of study. A majority rating of "not acceptable" on a First Year Project will be reviewed by an independent faculty member appointed by the Associate Dean for Graduate Studies in consultation with the Area Head. Independent evaluation supporting the rating of unacceptable subjects the student to dismissal from the program. A rating of acceptable or acceptable with revisions allows the student one semester in which to identify and be accepted by a new research advisor. It should be noted that a competently conducted First Year Project will not be rated "not acceptable" due to disappointing data. The student will submit the signed First Year Project Approval Form along with a hard copy of the First Year Project to the Academic Support Coordinator no later than **December 1** of the second year. The form is located at http://bbs.utdallas.edu/cogneuro/pdf/systemsneuro-first-year-project-approval.pdf.

The oral defense of the First Year Project must be held by the end of the fall semester. The student will publicly present the research project and answer questions about the research and the research area. With committee approval, the student can make their public presentation and hold the defense of their First Year Project during the graduate seminar (brown bag) meeting. The coordinator of the graduate seminar series should be contacted in the summer to arrange for scheduling the public presentation. Students should conclude their oral presentation with a brief description of the specific aims of their dissertation research. The student will submit the First Year Project Public Presentation and Defense Form to the Academic Support Coordinator before the end of the fall semester. The form is located at: http://bbs.utdallas.edu/cogneuro/pdf/systemsneuro-presentation-

defense-approval.pdf. Students who do not pass their oral defense may be allowed a second chance to defend before February 1. A majority vote of "Fail" following the second oral defense of the qualifying project will result in dismissal of the student from the program.

Systems Neuroscience Grant Proposal:

The Grant Proposal will serve as the dissertation proposal. Students should begin by writing a Pre-Proposal (in the format of a typical Specific Aims Page, 1 page maximum) and then adding a member and formalizing the dissertation committee. By **February 1** of the second year of study, the Pre-Proposal should be submitted, by e-mail, to the Dissertation Committee. Students are encouraged to enroll in HCS 6315: "Grant Writing for Researchers", in the summer before their second year, as this will provide training in crafting a Specific Aims Page. Once all committee members have agreed to serve on the committee, the pre-proposal and signed Dissertation Committee Membership form, found here: http://www.utdallas.edu/ogs/docs/Committee%20Appointment%20-%20fill%20in.pdf, should be submitted to the Academic Support Coordinator.

The grant proposal is designed to provide students with experience in analyzing and synthesizing the research literature and in developing the rationale, literature review, and design of a potentially feasible and fundable study. Systems Neuroscience students should write dissertation proposals in NRSA style (6 pages maximum, in addition to the Specific Aims Page and references). The project can be related to a currently funded proposal in the laboratory but cannot be identical. The completed dissertation proposal must be submitted to the Dissertation Committee by **September 1** of the third year.

After receipt of the proposal, dissertation committee members will have 1 month to review and score the proposal. The revised proposal is due by **December 1** of the third year, and will include an Introduction (1 page maximum) describing the changes made in response to prior reviews. If the committee votes 'pass', the student proceeds to the oral defense of the proposal.

The oral defense will be scheduled during the spring semester of the 3rd year. The defense will include questions related to background and relevant literature as well as the experimental design. There may be questions regarding why a particular experimental approach was chosen and what might happen if expected results are not obtained. If the committee votes to pass the student, the student proceeds to PhD candidacy.

If two or more committee members vote 'fail' following the oral defense, the student may schedule a second oral defense no later than August 1. An independent faculty member appointed by the Associate Dean of Graduate Studies will join the committee evaluating the re-examination. If the majority of the committee votes to pass the student, the student proceeds to PhD candidacy. If the student does not pass the re-examination, he/she may be dismissed from the program.

Failure to meet these deadlines is grounds for dismissal from the program. Students are encouraged to work closely with mentors to submit their grant proposals to the relevant agency for consideration of funding long *before* the due dates established by the program. However, submission of the NRSA is not a requirement and has no impact on whether the student will proceed to PhD candidacy.

Systems Neuroscience Published Research Requirement:
Before the Final Oral Exam (Dissertation defense) can be scheduled, students in Systems Neuroscience must provide evidence of acceptance of a research paper in a peer-reviewed journal. Published papers or notification of acceptance from the journal may be shared, by e-mail, with the dissertation committee. The student should be the first author of at least one accepted journal article. This requirement is designed to give students the

opportunity to write, submit, revise, resubmit, and publish their research with the guidance of their mentor and committee and it will prepare students for future employment in the field of neuroscience.

Systems Neuroscience Timelines for Submission:

1st Year
By February 1:
- Complete First Year Project proposal and form First Year Project Committee (mentor + 2 faculty members)
- Submit proposal and First Year Project Committee Membership form to Academic Support Coordinator

2nd Year
September 1: Submit copy of First Year Project to committee and Academic Support Coordinator

Fall semester:
- All revisions to the First Year Project successfully completed
- Defend First Year Project and present grant/dissertation specific aims
- Submit final copy of First Year Project, *signed* First Year Project Approval Form and *signed* First Year Project Public Presentation and Defense form to Academic Support Coordinator

Spring semester:
- Complete 1 page dissertation pre-proposal and submit to Dissertation Committee (mentor + 3 faculty members).
- Submit pre-proposal and Dissertation Committee Membership form to Academic Support Coordinator.

3rd Year
By September 1: NRSA-style draft of Dissertation Proposal submitted to the Dissertation Committee

By December 1: Submit revised dissertation proposal and Dissertation Proposal Approval form to Academic Support Coordinator and schedule dissertation proposal defense

By the end of spring semester:
- Defend Dissertation Proposal
- Submit Dissertation Proposal Public Presentation form to Academic Support Coordinator

5ᵗʰ Year

5th Year
For spring graduation: Follow deadlines set by the Office of the Graduate Dean.
At least one first-authored research paper must be accepted by a peer-reviewed journal before the dissertation defense can be scheduled.

THE DISSERTATION
Dissertation Committee:
The dissertation committee oversees and assists the student in developing a dissertation proposal, conducting dissertation research, and reviewing and evaluating the written dissertation and oral defense. Students may form a dissertation committee whenever they choose; however, the Graduate Studies Committee must approve the committee before the dissertation proposal is submitted. The student selects a minimum of 4 faculty for the committee with 1 of the 4 designated as the Chair. At least 3 of the members must be UT Dallas faculty from BBS. Additional faculty from other UT Dallas Schools or outside the university may be selected, but the

student should be aware of the difficulties off-campus members sometimes present in scheduling meetings and obtaining signatures.

The Chair of the dissertation committee must be a tenured or tenure-track faculty member in BBS. Occasionally, a student may wish to appoint a co-chair from off-campus (e.g. when the student plans to conduct considerable work in an off-campus lab) or a non-tenure track faculty member with relevant expertise. Please consult the on-line UT Dallas Policy Navigator on Procedures for Completing a Graduate Degree (UTDPP1052) at http://policy.utdallas.edu/utdpp1052.1 regarding the appointment of non-UTD and non-tenure-track faculty.

When the committee has been formed, the student submits the Committee Appointment form signed by the proposed members of the committee to the Academic Support Coordinator. The form is located at http://www.utdallas.edu/ogs/docs/Committee%20Appointment%20-%20fill%20in.pdf. The request must include the proposed title of the dissertation and a 1-2 page prospectus with references. The Graduate Studies Committee may choose to add an additional committee member, if they feel the proposed committee lacks the breadth of expertise to effectively guide and evaluate the student's research. Final approval of the dissertation committee is made by the UT Dallas Dean of Graduate Studies.

Dissertation Proposal:
The dissertation proposal is a comprehensive prospectus for the dissertation. It includes a rationale, statement of the problem, specific hypotheses, discussion of relevant literature, methodology and procedures, a plan for statistical analysis, and when appropriate, pilot results. It is generally assumed that the student will have completed relevant research with the supervising professor and that the dissertation proposal is an outgrowth of that research. Although preparation of the dissertation proposal is overseen by the dissertation Chair, it is important to keep other members of the committee informed of progress and, where appropriate, to invite their critique of the rationale, design, and proposed methods of data analysis. Once formed, the dissertation committee must meet at least once/year to review the student's progress toward completion of the proposal and final dissertation.

If previously collected data, either archival or collected by the student, is to be used in the dissertation, the source of the data must be divulged to members of the dissertation committee in the proposal and at the proposal defense. This does not include pilot data used to justify the project. But, it does include any data collected before the proposal defense which will be included in the dissertation. Students should be aware that the dissertation committee may question the validity of archival and prior collected data and have the authority to reject these data. For that reason students should inform committee members early of the source of their data and not continue to collect data which members of the committee view as potentially flawed.

When the proposal is completed, the student presents the proposal to the full committee. When the committee members are satisfied with the proposal including, where applicable, the use of previously collected data, and believe the student is ready to be formally evaluated by the School's faculty, they will sign the Dissertation Proposal Approval form requesting a public defense of the dissertation proposal. The student submits the signed form and a hard copy of the approved dissertation proposal to the Academic Support Coordinator. The form is located at http://bbs.utdallas.edu/graduate/pdf/dissertation-prop-mtg.pdf.

Dissertation Proposal Defense:
The Academic Support Coordinator schedules the dissertation proposal defense at the request of the committee Chair. All faculty and students are invited to attend the dissertation proposal defense. In scheduling the proposal defense, the faculty must receive at least two weeks advanced notice. In addition, one copy of the dissertation proposal must be submitted to the Academic Support Coordinator at least two weeks in advance of the defense

for faculty who wish to review it. *In no case may the public defense of the dissertation proposal take place until the student has passed all qualifying paper requirements, including the brown bag, and received the Graduate Dean's approval on the dissertation committee.* The oral defense of the dissertation proposal may be scheduled only when classes are in session. They may not be scheduled during reading days, final exams or between semesters. The dissertation proposal defense should be held no later than February 1 of the student's 4th year. Systems Neuroscience students are expected to hold their defense no later than May 15 of the 3rd year.

The dissertation proposal defense begins with a presentation of the background and goals of the proposed research and the methods to be employed. The presentation is followed by questions from members of the dissertation committee and others in attendance. Following the conclusion of questions, all members of the faculty in attendance meet to vote on whether the student demonstrated mastery of the theoretical issues and empirical findings of his/her field of specialization and was able to orally present and defend his/her research proposal in a manner commensurate with the Ph.D. degree. Passing is by vote of the majority of faculty in attendance. In some cases, the faculty will offer recommendations to strengthen the project. Although the student and the student's dissertation committee are not bound to accept these recommendations, it is assumed that these recommendations will be given careful consideration. After the student holds the proposal defense, all faculty members in attendance should sign the Public Presentation of Dissertation Proposal form. Students should submit the form to the Academic Support Coordinator. The signed form will be sent to the Graduate Dean, along with a letter from the School, stating whether the student was successful in meeting this requirement. The form is located at http://bbs.utdallas.edu/graduate/pdf/dissertation-prop-public-pres.pdf.

Students who fail the first oral defense of their dissertation proposal must re-defend before the end of the following semester. Students who fail the oral defense of their dissertation proposal a second time or who fail to hold the defense prior to the end of the following semester will be dropped from the program.

Final Oral Exam:
After passing the dissertation proposal defense, the student proceeds to carry out the dissertation under the supervision of the committee Chair with assistance from other members of the dissertation committee. Upon completion of the written dissertation and approval of the dissertation by a majority of the student's supervising committee, the student takes a final oral exam. The exam is administered by a faculty member appointed by the Graduate Dean and is open to the public. Questions pertaining to the scheduling of the final oral exam should be directed to the Academic Support Coordinator. Students should review the Guide for Thesis and Dissertation section available at http://www.utdallas.edu/ogs/docs/thesis_guide.pdf on the Office of Graduate Studies website as well as the Policy on Procedures for Completing a Graduate Degree (UTDPP1052) located at http://policy.utdallas.edu/utdpp1052.1. Students should also review the Checklist for Graduate Students applying for Graduation that is updated each semester by the Office of Graduate Studies: http://www.utdallas.edu/ogs/docs/Checklist_Doctoral.pdf. In the document, students will find specific deadlines and instructions for applying for graduation, scheduling the final oral exam, and submitting copies of the dissertation.

STANDARDS FOR RETENTION IN THE PROGRAM
To remain in the doctoral program, students must meet the academic standards of the University and the School of Behavioral and Brain Sciences, and demonstrate satisfactory progress toward completion of their degree.

Annual Reports:
Once each year, students complete an annual report detailing their progress and accomplishments toward completion of the Ph.D. The format for the reports varies by program (contact your Area Head for details.) It includes coursework completed, teaching and research activities, professional papers and presentations, and

achievement of program milestones. This information along with independently gathered data on academic, research, and assistantship performance are incorporated into a student's evaluation.   Students will be notified annually of the due date for the annual report.

Milestones Agreement Form:
Annually, the student and research advisor or dissertation committee review the student's progress against the template in the Milestones Agreement Form located in Appendix B and online at http://bbs.utdallas.edu/graduate/pdf/milestones.pdf.

CRITERIA FOR RETENTION AND ASSISTANTSHIP FUNDING

Quality of performance, rate of progress, and likelihood of completion are the primary criteria used by faculty in student evaluations. These evaluations, in turn, are used in advising the student and in decisions regarding retention in the program and assistantship funding.

The Area Faculty for each Ph.D. program meet annually to review the progress of students majoring in the area and notify students by letter whether their progress is satisfactory or unsatisfactory. In some cases, students may be given specific feedback including deadlines for completion of specific requirements to which they must adhere to remain in the program. Students are encouraged to meet with their advisors periodically to discuss their progress and obtain informal feedback. Students whose progress is unsatisfactory risk suspension or loss of their assistantship and may be dropped from the program.

The following are among the standards considered in determining whether a student is making satisfactory progress:

(1) The University requires that students maintain a minimum, overall grade-point average of at least 3.0. A grade of Pass (P) is expected in all independent studies courses. Students must maintain a cumulative GPA of 3.0 or higher in their core courses. **An overall GPA below 3.0 automatically results in academic probation and suspension of TA/RA support.** However, a GPA of 3.0 represents the minimum for graduate student retention in the University. Doctoral students are expected to excel in their coursework and consistent grades at the minimum level of acceptability may be evidence of unsatisfactory performance. Plus/minus grading is an option for graduate courses. Some faculty may choose not to exercise the plus/minus option (the course syllabus will indicate this.) However, be aware that a grade of B- will result in grade points below 3.0 for that class.

(2) Students are expected to meet, on-schedule, all milestones leading to completion and defense of the dissertation and all requirements of their teaching and/or research assistantships.

(3) Grades of incomplete (I) automatically revert to an F if not resolved within eight weeks after the start of the next semester. Although there are occasions when an incomplete is unavoidable, repeated incompletes suggest a failure to meet deadlines and may result in the student being dropped from the program.

(4) Students are expected to demonstrate continuing progress in acquiring the research skills, specialized knowledge, and technical writing and oral communication skills necessary to conduct quality research and effectively communicate in the classroom and to professional peers.

(5)   Active participation and contributions to faculty-supervised research and independent study is expected of all students, full or part-time. In addition, all students are expected to participate in the intellectual life of the School. Students are expected to attend in area "brown-bag" seminars, School-wide colloquia, and periodic lectures by visitors and faculty candidates. All of these activities enrich the education of students and students are expected to participate.

Students who find they are unable to meet deadlines or achieve expected grades because of personal or professional conflicts are encouraged to meet with their research advisor and Area Head. Options include requesting a leave-of-absence or declining assistantship support (with assurance that the support will be renewed in the future.)   All requests for leave-of-absence or deferral of an assistantship position require the approval of the Graduate Studies Committee and cannot be assumed.

SCHOLASTIC DISHONESTY

The University takes very seriously the occurrence of scholastic dishonesty in any form and has a formal judicial procedure for resolving allegations of scholastic dishonesty. Students are strongly advised to avoid any situation in which scholastic dishonesty might be suspected. Plagiarism is a form of scholastic dishonesty and each year several allegations of plagiarism occur. All students should carefully familiarize themselves with the University policy on plagiarism. **This is especially important for international students who may be less familiar with the plagiarism standards at universities in this country**. If you have questions, ask your research or academic advisor. Many faculty will require that papers be submitted through Turnitin.com, an online program which identifies similarities in prose with previously published materials. All dissertations must be submitted through Turnitin.com. Further information regarding scholastic dishonesty can be found here: http://www.utdallas.edu/conduct/dishonesty/.

SUPPORT FOR DOCTORAL STUDY

Graduate Assistantship:
Financial support for doctoral study is available in the form of teaching and research assistantships. Teaching assistants are appointed by the Graduate Studies Committee while research assistants are appointed by individual faculty PIs. The number of teaching assistantships available each year is determined by the annual budget while the number of research assistantships depends on the funding of faculty extramural grants. Only full-time students are eligible for assistantships.

Each Teaching and Research Assistantship carries an obligation to provide 20 hours/week of work. This is exclusive of work done for course credit or independent study and research. Although an assistantship is considered a half-time position, full-time students are expected to give full-time effort to graduate study and research including fulfilling the obligations of their assistantship.

Tuition Scholarships:
Tuition scholarships covering the cost of tuition and fees (resident and non-resident) are awarded to all students funded by teaching and research assistantships. These scholarships cover a maximum of 9 credits in the long semesters and 3-6 credits in the summer. Students wishing to enroll in more than the standard number of credits in a semester will have to pay tuition and fees for the additional credits.

Assignments of Teaching Assistantships:
Teaching Assistants (TAs) are appointed expressly to contribute to the instructional activities of the School. TAs participate in the TA Pool for 10 hours/week. The remaining 10 hours are under the supervision of the research advisor and include various assignments as designated by the research advisor. Students are assigned from the TA Pool to assist in specific courses. These courses are typically large undergraduate classes, classes with associated laboratories or discussion sections, or classes requiring extensive office hours and student

tutoring. TA assignments vary depending upon program need and the skills and experience of the student. The course instructor determines the specific responsibilities of students assigned to Pool courses. Students may be assigned limited direct teaching responsibilities under the supervision of the course instructor. Students who wish to have more extensive teaching experience including responsibility for full courses should contact the Associate Dean for Undergraduate Studies (Dr. Spence) or the undergraduate program head for the program in which they are interested in teaching. Students assigned full courses are expected to devote 20 hours/week to class-related activities and are, therefore, not also assigned 10 hours/week to their research advisor.

Students are notified by e-mail of their TA Pool assignment before the start of each semester. Attempts are made to assign students in areas related to their interests. However, much of the need for TAs is in the undergraduate Psychology and Neuroscience programs so there may be occasions when students are assigned to TA a course outside their discipline. Students are provided sufficient guidance to perform well in these roles. Each semester, one or more students are assigned to the "extra duty pool." Students in the extra duty pool are not assigned to specific courses, but are on call for 10 hours/week to proctor exams and handle clerical work related to courses. Meaghan Flores supervises the extra duty pool and will directly contact students as needed.

When students receive their TA Pool assignment, they should contact the faculty member to whom they are assigned. Any time conflict regarding your TA responsibilities and the courses in which you are enrolled need to be resolved quickly. In such an event, contact Dr. Stillman and Meaghan Flores.

Teaching assistantships are awarded on a 9-month basis. Opportunities for teaching assistantships in the summer depend upon need in particular coursework areas, student progress, and available funds. Students who request summer funding will be notified in April. If you do not plan to be here during all or part of the summer or prefer to relinquish your duties in order to concentrate on completing your projects, inform Dr. Stillman. Students planning to spend time off campus which would interfere with TA or RA duties should not request summer support. Performance as a TA or RA over the summer will be evaluated and absences could affect future assistantship support. Contact your Area Head if in doubt. **Absence during the summer does not affect eligibility for re-appointment in subsequent semesters.**

Research Assistantships:
RAs are selected by and assigned to specific faculty-initiated extramural grants. Students appointed to Research Assistantships are not obligated to serve in the TA Pool. The specific assignments and responsibilities of RAs are decided by the grant's Principal Investigator but usually include participation in research as well as the clerical duties that support research.

TA and RA Salaries and Appointments:
The salary of TAs is set by the School. The salaries of RAs are set by the Principal Investigator of the grant to which the student is assigned. The salaries of RAs are equal to or exceed those of TAs.

Students supported on RA positions lost through expiration of a grant are typically offered TA positions if they are in good standing and making acceptable progress toward the degree. However, the salary of students transferred to TA positions will be at the TA rate rather than at the rate the student earned as a RA.

In order to conform to the State budget cycle, TAs are appointed from September 1 to January 15, from January 16 to May 31, and from June 1 to August 31. These appointment dates do not reflect the semester schedule, thus, appointment dates and work dates will not completely overlap. For example, students appointed for the fall semester (September 1-January 15) will begin work in August and finish for the semester in December. That means that for students starting in the fall semester, their first check will not be received until October 1, although they began working in late August.

Renewal of Assistantships:
Annual renewal of assistantship support depends upon student progress and timeliness in meeting program requirements, as well as the availability of assistantship funds. Students should not anticipate TA funding for the duration of their time and should seek opportunities for funding in RA positions. TA support beyond four years requires a special request to the Graduate Studies Committee and normally is approved only when it is clear that the student has made good progress and is nearing completion of the degree.

Students or faculty may request transfer of assistantships at any time for any reason. Such requests must be initiated through and are considered by the Associate Dean for Graduate Studies. Research Assistants are selected by the grant PI. A student may decline a PIs request for appointment.

Semester Breaks:
The policy regarding student obligations over semester breaks are as follows: students appointed as TAs are responsible for working from 4 working days prior to the start of classes to the last day of final exams each semester. In the case of students assigned to courses in which the final exam occurs late in the exam period, students are required to work until grading is completed or the date final grades are due to the Registrar. Those dates are published in the University calendar. Any variation in this schedule must be approved by the student's research advisor, the instructor of the course for which the student is a TA, and the Area Head. RAs may be expected to follow the staff rather than academic calendar which results in shorter intersession breaks. You should check with your supervisor early regarding expectations during intersessions to avoid misunderstanding.

Students planning extended travel (beyond approved travel to professional meetings) that might interfere with their TA duties must receive the approval of their Area Head and the Associate Dean for Graduate Studies. RAs planning travel during the semester must have the approval of the grant P.I. Do not make travel arrangements or purchase tickets until your absence has been approved.

Students anticipating extended travel during the summer sessions should not seek TA support, even if the travel is in conjunction with data collection for dissertation research. All students supported by TA funds are expected to be available for the duration of the summer sessions whether a student is assigned to a course or the extra-duty pool.

Outside employment of full-time, supported students is not permitted by the University:
We recognize that doctoral study can cause both financial and personal strains. However, it is in everyone's best interest that when students feel unable to devote full time to their studies and assistantship obligations that they resign their assistantship and shift to part-time status, or seek a leave-of-absence. In general, students in good standing who temporarily resign their assistantship are reappointed when they return to full-time status.
Refer to:
- Appendix C on University Policies Related to Graduate Student Teaching Assistants, Teaching Associates, and Graduate Student Research Assistants – UTDPP1075 Policy Statement
- Appendix D on Policy Memorandum 76-III.25-4 Responsibilities of U.T. Dallas Graduate Student Teaching Assistants, Teaching Associates, and Research Assistants lists the TA/RA contract that each TA/RA signs prior to beginning employment at UTD. This contract lists 11 rules/policies which must be upheld by each TA/RA.

Other Grants and Scholarships:
Students are strongly encouraged to apply for pre-doctoral grants and fellowships as well as private scholarships for which they may be eligible. Students awarded Federal pre-doctoral fellowships receive supplemental travel

funds and other financial benefits from the School in recognition of their achievement. In no case will a student receive less salary support than a TA, regardless of the terms of a Federal pre-doctoral award.

Travel Funds:
Funds are available to help defray the cost of travel to one professional meeting per year (Sept 1 – Aug 31). Currently, the amount is $1000. To be eligible for travel funds students must be the first author on a poster or oral presentation accepted at a professional meeting and must complete the Student Request for Travel Support form requesting travel funds. The form is located at http://bbs.utdallas.edu/graduate/pdf/req-travel-funds.pdf. Forms should be submitted to the Academic Support Coordinator. Students are encouraged to submit the form as soon as notification of acceptance is received. **Please do not make any travel arrangements before speaking with Susie Milligan, the School's Fiscal Officer. Susie will refer you to the Administrative Assistant who will be handling your travel reimbursement once it is approved. Your plane fare will only be reimbursed if you book a round trip to and from the single destination where the conference is being held and the airline ticket <u>must be purchased</u> through the University travel agency. There are very rigid rules regarding reimbursement for travel and if you don't follow the rules, you will not be reimbursed for your expenses.** Funded student travel must be approved by the Graduate Studies Committee. Some professional meetings make available competitive travel scholarships for students. Students are encouraged to apply for these scholarships which may be used to supplement UTD funds awarded by the school. Travel funds are available only for attendance at major national professional meetings. Students may not "split" their travel award in order to cover attendance at more than one meeting.

Dissertation Support:
The University and the School offer matching grants of $500 each (total $1,000) to support student dissertation research. These grants may be made to help offset costs associated with conducting dissertation research. The funds are intended for uses such as travel expenses, disposables, tests, and subject payment as well as some equipment. Please note that only $500 can be used for subject payments, gift cards, and copy expenses. Requests for support are made by completing the Ph.D. Research Small Grants Program application located at http://bbs.utdallas.edu/graduate/pdf/research-grants.pdf. Submit the completed application to the Academic Support Coordinator. Dissertation support funds are available for students only after the student has passed the dissertation proposal defense.

Student Offices and Study Areas:
Full-time doctoral students are eligible for office space or a carrel in a study area. Study space is available in several locations on the Richardson campus, at Callier-Dallas, the Center for BrainHealth, and the Center for Vital Longevity. Students whose primary location is in an off-campus Center should contact their Area Head or appropriate Center administrator for an office/carrel assignment. Because of the shortage of space, students may not be assigned more than one office. Students whose office is located in one of the Centers, but who have TA responsibilities on the Richardson campus, may sign up for shared space when holding office hours. The Academic Support Coordinator will send out an email before each semester to allow students to sign up for TA times in the shared office.

COMPUTER AND E-MAIL ACCOUNTS
Computer and e-mail accounts are available to all students. Accounts may be opened online. All official business communicated via e-mail must be sent to a student's UTD e-mail address. There are various school and university-wide mailings describing policies, procedure, deadlines, and changes in requirements which may affect you. In addition, we will post announcements regarding speakers, brown-bags, class changes, and scholarship and job opportunities. Be sure you check your UTD e-mail regularly or link it to your personal account. If you experience technical difficulties with your UTD email account, contact the Help Desk at

assist@utdallas.edu or at 972-883-2911. You may also visit the Information Resources Services website at http://www.utdallas.edu/oit/helpdesk/ for Live WebChat and additional support services.

It is also important that you check your Orion account regularly (accessible through the main UT Dallas webpage.)   The occasional incorrect charge, mistake in financial aid, or inaccurate registration can be a real headache, if not caught.

LEAVE OF ABSENCE

Students may request a leave of absence for personal or financial reasons or to complete a professional requirement such as a CFY. A brief memo to the Graduate Studies Committee indicating the reason for requesting leave and the expected date of return is sufficient. The memo should be submitted to the Academic Support Coordinator. Leaves are normally granted for students in good standing for a period of up to one year. Extensions beyond a year may also be granted, but require an annual request and reapplication to the University at the point the student returns. If the Graduate Studies Committee turns down the request for an extension, reinstatement requires a new application which will undergo competitive review with new applicants. Granting of leave does not extend the 10-year limit for completing all requirements for the degree.

Research Project Proposal

The research project provides students the opportunity to demonstrate that they can design and implement an empirical investigation. All projects must have the prior approval of the Graduate Studies Committee (or First Year Project Committee for Systems Neuroscience students) based on its review of a project proposal submitted by the student. This 2 to 5 page proposal outlines the rationale and design of the study. It is evaluated by the Committee in terms of the justification provided for the research questions posed and the integrity and utility of the data collected within the study.

The outline below is typical of traditional psychological experiments. The Committee recognizes that some research (single-subject studies, clinical studies, neuroanatomical studies, etc.) will require modifications in the organization of the proposal. This information is best presented to the committee by using the following format to structure the project proposal.

Introduction
    Rationale
    Hypotheses

Methodology
    Design
    Subjects
    Instrumentation/Apparatus
    Procedures
    Methods of Analysis
    Speculative Results

INTRODUCTION

The introduction provides the reviewer the overall rationale for the project. The student must demonstrate that the research topic is important and that the specific questions to be studied are logical extensions of previous research. It should be structured to provide direct support for the specific hypotheses guiding the current project.

METHODOLOGY

Design

The discussion of the design details the overall organization of the project. What factors are serving as independent variables? Are they experimental or correlational in nature? Is the design factorial? Does it include both within and between subjects factors? Are some factors nested within others or are all factors crossed? Will blocking factors be used? What will serve as dependent variables?

Subjects

In this section the student identifies those who will serve as the sample for the study. The reviewer will be interested in understanding the characteristics of the population of interest, how the sample is selected from the population, and how subjects are selected to the levels of the independent variables. The strategies used to block subjects on independent variables should be included.

Instruments/Apparatus

Provide a description of the nature of the dependent variables and how they are to be operationalized. In the case of indirect measurement such as a personality test, this might include information regarding the reliability and validity of the instruments used and a description of the standardization samples upon which they were developed. With regard to physiological measurement such as response time, the student must include a description of the equipment used to acquire the data and how it is to be operated.

Procedures

This section describes all the steps that will be followed in conducting the study, from beginning to end, in the order in which they occur. In other words, how the research design will be operationalized. Depending on the type of research being conducted, this section might include information on the experimentation of control procedures or testing conditions. This section should also include any assumptions made in the design of the study or limitations in the research protocol that might influence the interpretation of the results.

Methods of Analysis

This section describes how the data will be analyzed in relationship to the research questions. In some cases, data analysis entails little more than simple tabulation and description of the results. In other cases, data may be analyzed using inferential statistics, which will require students to discuss the specific techniques to be used, how they were chosen, what statistical tests are to be employed and how they will be judged.

Speculative Results

This study outlines several (perhaps three or four) ways the study might come out. One way to do that might be to present a series of figures showing a variety of possible patterns of results. For each plausible outcome the student should state briefly (two or three sentences) what the outcome would mean. That is, how would the student interpret each of the plausible outcomes of the study?

APPENDIX B: Milestones Agreement Form

Milestones Agreement Form
School of Behavioral and Brain Sciences
Ph.D. Programs in:
Cognition and Neuroscience
Communication Sciences and Disorders
Psychological Sciences

This form is provided for the purpose of informing students about the academic milestones that they will be expected to reach in order to earn their Ph.D. in the School of Behavioral and Brain Sciences as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising:
Upon entering a PhD. Program in the School of Behavioral and Brain Sciences, all students will be assigned a Research Advisor and an Academic Advisor

Research Advisor:
The research advisor is the primary faculty member with whom the student works and who provides mentoring in research, guidance in the selection of courses, and assistance in preparation and modification of the degree plan, and general career guidance. The research advisor supervises and must sign off on the student's qualifying proposals and papers, and other documents submitted to faculty committees. The Research Advisor is also responsible for conducting an annual evaluation of the student's academic and research performance. The Research Advisor's review is included in the faculty's annual review of doctoral student performance which determines retention and funding. In most cases, the research advisor will become the chair of the student's dissertation committee and will have responsibility, along with the dissertation committee in guiding the student through completion of the dissertation.

All new students, upon entry, have selected or been assigned a research advisor. Occasionally, a student may wish to change research advisors. There are many reasons a student may seek a change. But, changes should be carefully considered since starting in a new lab or new area can result in delays in meeting deadlines. You should seek the advice of your Area Head or the Associate Dean before initiating a change. There are also situations in which a research advisor may no longer wish to serve as a student's advisor. Whether by student choice or faculty decision, **a student who at any time lacks a research advisor for a semester will be dismissed from the program.**

Academic Advisor:
The Area Head for each Ph.D. program is the Academic Advisor for students in that program. The Academic Advisors may be consulted on any matter pertaining to doctoral study. Issues related to course requirements, program procedures and opportunities, credit transfers, and other student academic issues should be addressed to the academic advisors.

Requirements for all Students in PhD. Programs in the School of Behavioral and Brain Sciences:

Plan 1
1st Year
>By February 1: Submit Qualifying Thesis Prospectus and form Qualifying Thesis Committee
>By August 1: Submit full draft of Thesis Proposal to the Qualifying Thesis Committee

2nd Year
>By October 1: Thesis Proposal approved by entire committee
>By February 1: Progress report due to Thesis Committee
>By August 1: Final, full draft of Qualifying Thesis due to the Thesis Committee

3rd Year
>By October 1: Qualifying Thesis completed and defended
>All coursework except optional advanced seminars completed
>Dissertation Committee formed

4th Year
>Full draft of Dissertation Proposal submitted to the Dissertation Committee
>Dissertation Proposal approved and defended and dissertation research commenced

5th and 6th Year*
>Full draft of the Dissertation to the Committee
>Final Dissertation approved by the Committee and defense scheduled
>Dissertation Defense successfully completed and all revisions approved
>Exit interview completed and submitted to SED

>*It is expected that students will complete the program in 5 years. However, we recognize that some dissertations may require additional time.

Plan 2
1st Year
>By February 15: Submit First Qualifying Project proposal

2nd Year
>By October 1: Submit First Qualifying Project
>By December 1: All revisions to the First Qualifying Project successfully completed
>By February 1: Second Qualifying Project Proposal submitted

3rd Year
>By October 1: Second Qualifying Project submitted
>By December 1: All revisions to the Second Qualifying Project successfully completed
>All coursework except optional advanced seminars completed
>Dissertation Committee formed

4th Year
>Full draft of Dissertation Proposal submitted to the Dissertation Committee
>Dissertation Proposal approved and defended and dissertation research commenced

5th and 6th Year*
> Full draft of the Dissertation submitted to the Committee
> Final Dissertation approved by the Committee and defense scheduled
> Dissertation Defense successfully completed and all revisions approved
> Exit interview completed and submitted to SED

*It is expected that students will complete the program in 5 years. However, we recognize that some dissertations may require additional time.

Systems Neuroscience

1st Year
> By February 1: Submit First Year Project proposal and form First Year Project committee

2nd Year
> By September 1: Submit First Year Project to First Year Project committee
> By end of fall semester: All revisions to the First Year Project successfully completed
> > Defend First Year Project and present grant/dissertation specific aims
> By end of spring semester: Dissertation Committee formed

3rd Year
> All coursework except optional advanced seminars completed
> By September 1: NRSA-style draft of Dissertation Proposal submitted to the Dissertation Committee
> By December 1: Dissertation proposal revisions completed and dissertation proposal defense scheduled
> By end of spring semester: Dissertation Proposal approved and defended

4th Year
> Dissertation research

5th Year
> Full draft of the Dissertation submitted to the Committee
> Final Dissertation approved by the Committee and defense scheduled*
> Dissertation Defense successfully completed and all revisions approved
> Exit interview completed and submitted to SED

> *At least one first-authored research paper must be accepted by a peer-reviewed journal before the dissertation defense can be scheduled.

Degree Completion Checklist for Students:
- Maintain active student status by registering for courses every fall and spring semester
- Submit your signed *Milestones Agreement Form* to your advisor before the end of your first semester
- Complete all required organized coursework
- Schedule and successfully complete required qualifying papers
- Select the Chair and members of your dissertation committee
- Prepare and successfully present your dissertation proposal
- Enroll in required dissertation hours and complete your dissertation
- Successfully complete your defense of your dissertation
- Submit required documentation to the Graduate School for completion and graduation

Status/Progress of student's research for _____ semesters:

      _____Progress is satisfactory in all aspects
      _____Quality of work is generally satisfactory, but student is falling behind the expected schedule; more effort is indicated
      _____Progress is on schedule but quality of work needs to be improved to ensure an acceptable final product
      _____Work is sufficiently behind schedule that finishing within the support or time limits is unlikely
      _____Quality of work is below that expected for the degree; a large change is necessary in either the effort and result being obtained or in the degree being attempted
      _____Student is committed but appears to not have the capacity to complete the degree and should be counseled to change majors or to withdraw
      _____Other/additional comments_____
_____
_____

Number of remaining organized courses required for degree completion: _____
How many doctoral hours will student have accumulated by the end of this semester: _____
Currently how is the student supported?   TA___   RA___   Self-supported____

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the _____ program, as well as the expected timeline for completing these milestones.

Committee Members:

_____
Supervising Professor

_____

_____

_____

_____

_____
Student's Printed Name:

_____   _____
Student's Signature   Date

_____
Advisor's Printed Name:

_____   _____
Advisor's Signature   Date

APPENDIX C: UTD Policies for TA/RAs

University Policies Related to Graduate Student Teaching Assistants, Teaching Associates, and Graduate Student Research Assistants - UTDPP1075 Policy Statement

Philosophy

Graduate Departments are designed to provide the opportunity for individuals to make the transition from students to professional scholars and practitioners. The appointment of a student as a Teaching or Research Assistant or Teaching Associate often provides a student with the necessary financial support to facilitate this transformation.

Teaching and Research Assistants and Teaching Associates are enrolled, full-time graduate students taking a minimum of nine approved semester hours each regular (long) semester and must be in academic good standing each semester they are appointed. Assistants and Associates are also employees of the University and are expected to meet specified teaching or research obligations and receive compensation for contributing to the teaching and/or research mission of the University. As employees of the University, Teaching Assistant, Teaching Associate, and Research Assistant appointees, when acting in their capacity as employees, are subject to the provisions of policies and procedures relating to employment, including the provisions and requirements governing intellectual property.

Graduate studies and assistantship responsibilities should reinforce each other. The appointments are intended to allow the student to gain valuable in-service experience in teaching, research, and other activities. Research projects should ideally lead to a thesis or dissertation. Teaching assignments should give greater insight into a student's discipline. In either case, a close relationship between the faculty supervisor and the student is vital to the promotion of the professional growth of the student.

Types of Graduate Assistantships

Three types of assistantships are offered:

1. Full-time (0.5 FTE personnel appointments) Graduate Student Teaching Assistants (TA) are employed a maximum of twenty hours per week to help meet the instructional needs of the university and are paid from faculty salary funds. Appointments and reappointments as Teaching Assistants are subject to: the availability of financial support, satisfactory academic progress, and performance review by their academic Department on a semester by semester basis. In consultation with, and under the direction of, an assigned supervisor, the Teaching Assistant will aid in the teaching of one or more courses
2. Full-time (0.5 FTE personnel appointments) Graduate Student Teaching Associates will be appointed, with prior written approval of the Executive Vice President and Provost (Provost), as the primary instructor of record for a course. The Teaching Associate serving as a primary instructor will work closely with an assigned faculty supervisor. To be eligible for appointment as the primary instructor of record for a course, Teaching Associates must be in the last phase of their doctoral program and be unconditionally enrolled in graduate study. Appointments and reappointments as Teaching Associates are subject to: the availability of financial support, satisfactory academic progress, and performance review by their academic Department on a semester by semester basis
3. Full-time (0.5 FTE personnel appointments) Graduate Student Research Assistants (RA) are employed a maximum of twenty hours per week to assist the research efforts of the faculty in a capacity that relates to the student's educational goals. Research Assistants are paid from individual research awards or from externally funded contracts or grants. Research Assistant appointments and reappointments are subject to: the availability of financial support, satisfactory performance in and progress toward specified research assignments, and performance review on a semester by semester basis. The Principal Investigator or Project Director of the award will designate and supervise the research activities of the Research Assistant. Duties may include library searches, field work, laboratory experiments, and preparation of reports. The duties should provide an opportunity to acquire professional skills that complement his/her graduate Department and must not be for services unrelated to the student's educational Department or be clerical in nature.

Qualifications/Eligibility for Assistantship Appointments

To be eligible for appointment as a full-time graduate Teaching or Research Assistant or Teaching Associate, students must be unconditionally admitted to a graduate Department and be enrolled full-time in a graduate Department at UT Dallas. Students appointed as graduate assistants are required to maintain academic good standing as defined in the graduate catalog. Students on academic probation may not be appointed to, or remain on, an assistantship. Exceptions may be approved by the Graduate Dean upon recommendation of the School Dean.

For teaching appointments, competency in spoken and written English is required. At the time of their initial appointments as Teaching Assistants or Teaching Associates, international students will be required to take an oral screening test designed to establish their English communication skill level. The outcome of the test will establish if the student will be required to enroll in, and subsequently pass, an English as a Second Language course (ESL) designed to prepare them for classroom duties and interactions with students. Students who are not excused from taking the ESL course by the Graduate Dean must pass the ESL course within two semesters of enrollment to qualify for continued appointment as a teaching assistant. Additional information about the screening test and the ESL course may be obtained from the Office of the Graduate Dean

A faculty committee in each School, Department, or Program must screen, rank, and recommend the appointment or reappointment of graduate assistants in that academic unit. Evaluation criteria for entering students must include, but not necessarily be limited to, previous academic record (degree, GPA), TOEFL scores if applicable, standardized examination scores if required by the program (GRE, GMAT), applicable teaching or work experience, letters of recommendation, and the Committee's judgment that the student has the potential for sustained achievement in the chosen field of graduate study.

Reappointment of students will also require: completion of a required TA orientation training program; a demonstrated high standard of performance in the areas of assigned duties in teaching and research; and satisfactory progress toward the graduate degree.

Appointment Procedures

Appointment of a graduate assistant requires recommendation by the Department Head (if applicable) and the Dean of the School and approval by the Dean of Graduate Studies. Teaching Associate appointments must also be approved by the Office of the Executive Vice President and Provost. All requests for initial appointment, reappointment, or change of status of graduate assistants must be initiated on the appropriate Human Resources forms, and must include the academic level of the student in the degree program at UT Dallas (Master's or Doctoral). For Teaching Assistants, the course or courses for which assistance is to be rendered should be specified on a semester by semester basis. For Research Assistants, the name of the faculty member whose research is to be assisted should be specified. For Teaching Associates, the name of the course and the name of the faculty member who will supervise the Teaching Associate should be specified. In addition, all TA/RA's must complete, sign, and return to their Program or Department Head a statement confirming the receipt, understanding, and acceptance of the conditions contained in the form entitled "Responsibilities of Graduate Student Teaching Assistants, Teaching Associates and Research Assistants" (a sample is attached). A copy of the completed form must be submitted in the semester of initial appointment and at the beginning of each Fall semester thereafter. These copies should be maintained by the program personnel for an appropriate time period as defined by the records retention policy.
Because the terms of individual awards may vary from program to program, and even within a single program, the Department Head (if applicable) and/or School Dean are responsible for forwarding to each prospective graduate assistant an official letter of appointment specifying complete information on the terms of the assistantship, including:

1. title, fraction of effort, and length of appointment;
2. level of assistantship financial support;
3. minimum student course load;
4. description of duties;
5. name of supervisor;
6. information concerning the required TA orientation program and sessions for teaching appointees; and
7. deadline for acceptance.

If specific information on items 4 and 5 is unavailable at the time of appointment, the information should be furnished in writing no later than the first class day of the semester. Specific program policies, if any, governing graduate assistants should be communicated in writing.
Graduate assistants are normally appointed at 50% of full-time employee status for a total of 20 hours per week. Employment at less than 50% is permissible with a commensurate reduction in salary. Aggregate employment at more than 50% of full-time in a combined appointment is not permitted.

Length and Terms of Appointment and Reappointment to Assistantships

Initial appointments as Teaching or Research Assistants and Teaching Associates starting in the Fall semester may be for an academic year or for a single semester. Initial appointments starting in the Spring or Summer semester will terminate no later than the end of the Summer semester.

Teaching or Research Assistant and Teaching Associate reappointment is not automatic. Teaching or Research Assistants and Teaching Associates may be reappointed if it is determined that reappointment is to the benefit of the institution. Reappointment may

be for an academic year or for a single semester. Failure to maintain qualifications for the appointment and/or meet the conditions of service, including performance standards may lead to the termination of an assistantship.

The maximum duration of assistantship support provided to students pursuing master's degrees is normally four semesters, whether regular (long) or summer semester. An additional semester of support may be provided for qualified students in degree options requiring more than 36 semester credits. It is recommended that students confer with their Department Head and/or School Dean to clearly establish/define such limits and other restrictions that may apply.

Subject to the availability of funds and continued reappointment by the Department or School, the maximum period of teaching assistantship support of students enrolled in a doctoral program is 12 semesters, whether regular (long) or summer semester or 100 doctoral level semester hours (whether taken at UT Dallas or other public institution in Texas). It is strongly recommended that students confer each semester with their Department Head (if applicable) and/or School Dean to clearly establish/define the status of their appointment, the number of doctoral hours of eligibility remaining for the student, and other restrictions that may apply.

Conditions of Service

As conditions of service (appointment and reappointment) the student must:

- be in good academic standing with the Department and/or School and the University;
- be making satisfactory and timely progress toward the appropriate degree;
- be enrolled on a full-time basis (minimum of 9 credit hour enrollment each regular (long) semester); the required course load in the summer session will be designated by the Dean of the School;
- have been evaluated by supervisor as having performed satisfactorily on assigned tasks in accordance with Department, School and University policies and procedures; and
- have been in compliance with all requirements specified in the form, "Responsibilities of Graduate Student Teaching Assistants, Teaching Associates, and Research Assistants."

Termination Within Appointment Period

If any of the qualifications for the appointment and/or the conditions of service, including performance standards are NOT satisfied, the Department Head (if applicable) and/or School Dean (in the case of Teaching Assistants or Teaching Associates) or the research supervisor (in the case of Research Assistants) will inform the student that grounds exist for termination of his/her assistantship, the nature of the grounds for termination, an explanation of the evidence to support the grounds, and provide the student with the opportunity to respond to an intent to terminate the assistantship.

If, after providing the student with an opportunity to respond, the Department Head (if applicable) and/or School Dean or research supervisor determines that the termination should proceed, he/she will then make a written request of the School Dean to proceed with the termination of the appointment. Upon review and concurrence, the School Dean will inform the student, in writing, of the decision to terminate the appointment. The termination will take effect on the date specified in the notification to the student from the School Dean.

Appeal of Termination of Assistantship

Any student holding a graduate student appointment at UT Dallas has the right to appeal a decision leading to the termination of an assistantship within the appointment period.

The appeal by the student must be made in writing to the Graduate Dean within 10 working days of the date of the notification of the termination of the student's assistantship. The request for reconsideration must be concise. The student is encouraged to attach copies of all relevant statements, documents (written or electronic material) on the matter in support of his/her appeal. The student should also include a clear statement of the student's desired outcome of the appeal process.

The Graduate Dean will convene a review panel consisting of a School Dean and a faculty member from schools other than that of the student and the Graduate Dean. The panel will review all submitted material, will meet with the supervisor who terminated the assistant and the assistant to provide the opportunity for additional clarifications as appropriate. The student will be notified in writing of the outcome of the appeal within 10 working days of the date the student's written appeal is received by the Graduate Dean. The decision of the review panel will be final.

Responsibilities

The graduate assistant is expected to work closely with the faculty supervisor in carrying out assigned teaching/research duties and also to make good progress toward the completion of the degree program. The graduate assistant is obligated to maintain and enforce standards of academic honesty and integrity and to report violations of these to the faculty supervisor. The graduate assistant is expected to keep well informed of Department, School, and institutional regulations and follow them consistently. The graduate assistant is expected to maintain all records pertinent to his or her assignment and to transfer them as and when requested by his or her supervisor.

Evaluation

Evaluation of performance is a critical part of the assistantship experience and should involve ongoing communications between the graduate assistant and faculty supervisor(s). The School, or, if delegated, Department, is responsible for establishing appropriate procedures for a formal annual evaluation which will help the assistant identify strengths and weaknesses. This evaluation will be a part of the assistant's departmental record. This evaluation will also provide an avenue for assistants to assess their assistantships from their own perspectives.

Supervisor's Responsibilities

The supervisor of a graduate assistant is expected to inform and advise the assistant directly in matters which pertain to performance. The supervisor should inform a Teaching Assistant or Teaching Associate specifically of all curricular matters in the course (e.g., content, methods, objectives, and standards) and provide advice in teaching techniques and teacher/student relations. The supervisor of a Research Assistant should establish research goals with the assistant which assure that the assistant has the opportunity to learn proper research procedures and techniques and which contribute to the assistant's growth as a scholar.

The supervisor is responsible for apprising the assistant of the nature of records to be kept in the course of performance of the assigned duties and of the disposition of these records required at the termination of the assignment. For Teaching Assistants and Teaching Associates, such records may include grade sheets, copies of quizzes or examinations, and student reports. For Research Assistants, they may include laboratory notebooks, primary data, and computer runs. These examples are not all-inclusive.

The supervisor is responsible for ongoing communication regarding the quality of the assistant's performance. The supervisor is the primary evaluator of this performance.

[Policy Form: Responsibilities of UT Dallas Graduate Student Teaching Assistants, Teaching Associates, and Research Assistants](#)

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1075
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1075
- Link to printable version: http://policy.utdallas.edu/print/utdpp1075

APPENDIX D: TA/RA Responsibility Form

<div align="center">

RESPONSIBILITIES OF U. T. DALLAS GRADUATE STUDENT TEACHING ASSISTANTS, TEACHING ASSOCIATES, AND RESEARCH ASSISTANTS

</div>

SCHOOL _____**AY:** _____-_____

DEPARTMENT/PROGRAM _____**Semester(s):** ☐F ☐Sp ☐Su

In appointing you to a T.A./R.A. (Graduate Student Teaching Assistant, Teaching Associate, or Graduate Student Research Assistant) position, the School and Department/Program are affirming your potential as an apprentice teacher/researcher and your status as a valued member of the U. T. Dallas community. To assure your understanding of the responsibilities regarding general university policies which your appointment entails, the School and Department/Program wish you to read the following statements and, by your signature below, indicate that you accept those responsibilities.

As a T.A./R.A. in the _____ Department/Program

in the School of _____, I understand that:

1. I am a university employee and must comply with the Regents' *Rules and Regulations* and the University's rules, including, but not limited to, those concerning affirmative action, sexual harassment, safety, student privacy, the rights of persons with disabilities, drugs and alcohol in the workplace, academic integrity, and research integrity;

2. I am a University employee and will comply with all applicable University and U. T. System policies including those related to Intellectual Property, Animal Care and Use, Human Subjects in Research, Confidential Information, and Biosafety.

3. I understand that all rules, policies and procedures referred to in this document are available for my review in my School Dean's office and Department/Program office and that I take full responsibility for making myself knowledgeable about the content of these rules, policies, and regulations and for complying with their content.

4. I must perform my T.A./R.A. duties as defined by my supervisor or Department/Program in an ethically responsible manner, treating those with whom I work with respect at all times.

5. I will comply with the policies of my supervisor(s) and the University with respect to the conduct of classes, laboratories, problem sessions and tutorials. I will address concerns or seek revision or clarification of policies by conferring with the Associate Dean, Department Head, or Dean.

6. I understand that my attendance is mandatory at University, School, Department/Program, and Office of Research training sessions offered to T.A./R.A.'s throughout the year.

7. I will conduct my research practices honestly and with a sense of responsibility to my colleagues and the subject matter. I understand that data, laboratory notebooks, computer programs, sample collections and research products and technical information in any form are the property of the University and must be returned to the Principal Investigator/Project Director, Associate Dean, Department Head, or Dean immediately upon request or upon the termination of my appointment.

8. I will follow safe laboratory practices as demonstrated in program-specific safety training sessions and in the University Safety Manual and will report all accidents immediately.

9. I understand that by enrolling as a full-time graduate student, I am accepting a significant academic commitment. I will be required to register for 9 credit hours in each long semester, and each academic credit hour requires significant preparation outside of class (up to 3-4 hours per week per academic credit hour). I will also need to devote additional, substantial time toward my research in order to progress successfully through my graduate program. In addition to these educational responsibilities, I am being paid to work no more than 20 hours per week, either on a teaching support assignment (TA's) or on the aims of the award on which I am being supported (RA's). I acknowledge that my work requirement is 20 hours a week maximum and is separate from my academic activities. I take responsibility for monitoring my work hours and adhering to the maximum hours allowed.

10. I will accept no outside employment unless it is approved by my Associate Dean or Department Head and Dean.

11. I understand that my failure to comply with any of the above responsibilities may result in the termination of my appointment.

Print Name_____

Signature_____Date_____

Psychological Sciences Doctoral Program
Guidelines for the Completion of Qualifying Theses and Dissertations

The Psychological Sciences Faculty would like to clarify expectations for student progress toward completion of the Qualifying Thesis, Dissertation Proposal, and Final Dissertation. Below are deadlines for submission of theses and dissertations, organized by year of the program. We offer two sets of guidelines: one for completing the degree within four years and one for completing the degree within five years. In addition, we outline both student and faculty responsibilities for qualifying theses and dissertations.

Four Year Guidelines
Funding is guaranteed for only four years (8 long semesters). TA support beyond four years requires a special request to the Graduate Studies Committee and normally is approved only when it is clear that the student has made good progress and is nearing completion of the degree. To help students who wish to complete their work during the 4-year funding period, the table below outlines a timeline for completion of program requirements.

4-Year Timetable

First year:
    By February 1: Qualifying Thesis Committee selected
    Two-three page Qualifying Thesis pre-proposal submitted to Qualifying Thesis Committee
    Committee membership form and pre-proposal submitted to Academic Support Coordinator
    By August 1: Full draft of Qualifying Thesis Proposal submitted to Qualifying Thesis Committee

Second year:
    By September 15: Qualifying Thesis Proposal defended by student and approved by Qualifying Thesis Committee
    Proposal approval form and proposal submitted to Academic Support Coordinator
    By December 15: Progress Report on Qualifying Thesis submitted to Qualifying Thesis Committee and Academic Support Coordinator
    By March 20: Final, full draft of Qualifying Thesis submitted to Qualifying Thesis Committee
    By May 1: Qualifying Thesis defended by student and approved by Qualifying Thesis Committee
    By end of spring semester: Qualifying Thesis presented at "brown bag" meeting
    Public presentation form, Qualifying Thesis final approval form, and Qualifying Thesis submitted to Academic Support Coordinator

Third year:
    By September 15: Dissertation Committee selected
    Dissertation prospectus submitted to Dissertation Committee
    Submit signed Committee Appointment Form and Dissertation Prospectus to Academic Support Coordinator
    By February 15: Full draft of Dissertation Proposal submitted to Dissertation Committee
    By April 1: Preliminary meeting with the Dissertation Committee held
    By April 15: Submit copy of dissertation proposal and Dissertation Proposal Approval form to Academic Support Coordinator and schedule dissertation proposal defense
    By May 1: Dissertation Proposal defended
    Submit Dissertation Proposal Public Presentation form to Academic Support Coordinator

Fourth year:

    By September 15: Progress report submitted to Dissertation Committee and Academic Support Coordinator

    By January 15: Final, full draft of the Dissertation submitted to Dissertation Committee

    By March 15: Final Dissertation approved and defense scheduled

    Submit Request for Final Oral Exam form and dissertation copies to Graduate Dean's office and Academic Support Coordinator by published deadlines in the UTD Academic Calendar

Five Year Guidelines

    Students are strictly required to complete the doctoral degree within a maximum of five years (please note the funding is only guaranteed for the first four years). The timetable below lays out a timeline for completion of degree requirements within the maximum of five years.

5-Year Timetable

First year:

    By February 1: Qualifying Thesis Committee selected

    Two-three page Qualifying Thesis pre-proposal submitted to Qualifying Thesis Committee

    Committee membership form and pre-proposal submitted to Academic Support Coordinator

    By August 1: Full draft of Qualifying Thesis Proposal submitted to Qualifying Thesis Committee

Second year:

    By October 1: Qualifying Thesis Proposal defended by student and approved by Qualifying Thesis Committee

    Proposal approval form and proposal submitted to Academic Support Coordinator

    By February 1: Progress Report on Qualifying Thesis submitted to Qualifying Thesis Committee and Academic Support Coordinator

    By August 1: Final, full draft of Qualifying Thesis submitted to Qualifying Thesis Committee

Third Year:

    By October 1: Qualifying Thesis defended by student and approved by Qualifying Thesis Committee

    By end of fall semester: Qualifying Thesis presented at "brown bag" meeting

    Public presentation form, Qualifying Thesis final approval form, and Qualifying Thesis submitted to Academic Support Coordinator

    By February 1: Dissertation Committee selected

    Dissertation prospectus submitted to Dissertation Committee

    Submit signed Committee Appointment Form and Dissertation Prospectus to Academic Support Coordinator

Fourth Year:

    By September 15: Full draft of Dissertation Proposal submitted to Dissertation Committee

    By November l: Preliminary meeting with the Dissertation Committee held

    By January 15: Submit copy of dissertation proposal and Dissertation Proposal Approval form to Academic Support Coordinator and schedule dissertation proposal defense

    By February 1: Dissertation Proposal defended

    Submit Dissertation Proposal Public Presentation form to Academic Support Coordinator

Fifth Year:
> **By September 15:** Progress report submitted to Dissertation Committee and Academic Support Coordinator
> **By January 15:** Final, full draft of the Dissertation submitted to Dissertation Committee
> **By March 15:** Final Dissertation approved and defense scheduled
> Submit Request for Final Oral Exam form and dissertation copies to Graduate Dean's office and Academic Support Coordinator by published deadlines in the UTD Academic Calendar

Note that the Office of Graduate Studies publishes deadline dates for requesting the final oral exam, final dissertation defenses and submission of final copies of the dissertation document. These can be found at http://www.utdallas.edu/ogs/.

Qualification Plans

Qualification Plan 1 involves completing a Qualifying Thesis in journal article format, incorporating an introduction with a literature review, precise description of methods, statistical data analysis, and interpretation. Completion of the Qualifying Plan 1 is strongly recommended for most students in Psychological Sciences.

Qualification Plan 2 involves completing a first year research project in journal article format and in addition, a comprehensive literature review. Psychological Sciences students should consult with their Research Advisor and Area Head if they are considering Qualification Plan 2 to design a timetable for completion within the four year funding period or the maximum five years allowed to complete the degree.

Format for Qualifying Thesis Prospectus

The document should be 2 pages in length and designed to inform the faculty of the basic questions and issues to be addressed by the Qualifying Thesis. The prospectus is not a fully formed proposal. The document serves the function of providing faculty with information needed to make decisions about whether they have appropriate expertise and are willing to serve on the committee.

Qualifying Thesis

The Qualifying Thesis will be modeled after a journal article (discuss with your advisor and committee which journals would be the most appropriate models for your research area). If the format differs from that of a traditional psychology publication, the student should inform the committee of the particular journal format/model for the paper. Note that the introduction for the Qualifying Thesis proposal is often more comprehensive than the introduction for the final Qualifying Thesis, as the proposal's purpose is to set up and justify the study.

Dissertation

The Dissertation will also be modeled after a journal article (see information about the Qualifying Thesis above). However, the dissertation should reflect greater depth of understanding and mastery of knowledge of research in your area than the Qualifying Thesis. It is acceptable to present a series of publishable manuscripts with a discussion tying these manuscripts together as a fulfillment of the dissertation requirement, but students should work closely with their advisors and committees to ensure that this is done satisfactorily.

Student Responsibilities

Students are responsible for submitting theses and dissertations in advance of each deadline; the deadline dates outlined above are for final versions of papers. In order to make these deadlines, students need to begin working with their advisors very early during each phase to develop their research ideas and prepare their papers. Students should think carefully about and discuss with their advisors the time required for writing

their documents as well as the time that is necessary for faculty to review and provide feedback during development of the thesis and dissertation.

Students will work hard to make the document as strong and polished as possible before submitting to the faculty advisor for review. Students will work in consultation with advisors to make the thesis or dissertation as strong and polished as possible before submitting it to the full committee. Thesis and dissertation documents should be labeled clearly both in the filename and on the cover page with the student's name, the name of the document being submitted, and the date (for example, Underwood-Prospectus of Qualifying Thesis-2-1-12 or Spence-Final Dissertation-4-1-12). Any revision of a thesis or dissertation should be accompanied with a detailed resubmission letter (modeled after a journal review response letter) that responds to all committee suggestions, point by point, explaining either how the document was revised in response or why the student did not make the suggested change. Students will ask that advisors review all thesis documents and resubmission letters carefully before these are sent to the full committee. Theses and dissertations may only be submitted to committee members when the university is in session. Students may not submit theses or dissertations to committee members in the week preceding a university holiday or break; breaks are ideal times for students to work on making theses and dissertations stronger. Students may submit documents to the faculty advisor before or during breaks at the advisor's discretion.

Qualifying Thesis: For the Qualifying Thesis, the public presentation of the research (usually presented in the Developmental, Cognitive and Social/Personality (DCS) series) cannot be scheduled without approval by the full committee. Students can choose to hold their thesis defense immediately following the public presentation, but all committee members must agree to this. The student will be considered to be a candidate for the doctoral degree as soon as the written version of the Qualifying Thesis has been approved by the committee, although the Brown Bag presentation may happen later.

Dissertation Proposal: For the dissertation proposal, after the student has provided the committee with a full draft of the proposal, at least one preliminary meeting must be held prior to the scheduling of the formal proposal defense. The purpose of the preliminary meeting will be for the faculty committee to share feedback with the student. Practice talks for the proposal defense are not held with the committee but will take place in other venues (for example, presented to lab groups in advance of the formal proposal defense).

Faculty Responsibilities

Faculty members, both advisors and committee members, are responsible for providing prompt, constructive, specific feedback to students on their theses and dissertations. Faculty will provide feedback on student theses and dissertations within two weeks of receiving the document.

Faculty advisers will work with students to make a thesis or dissertation as strong and polished as it can be before the document is submitted to the full committee. Faculty advisers will review all resubmission letters and theses/dissertations before these are sent to other committee members. At each stage of review, advisors will try to respond to student work as promptly as possible, but always within two weeks of the student submitting the document.

Committee members will provide prompt, constructive feedback to students in writing and will share this feedback with the faculty adviser and with other committee members. Committee members will keep in mind the type of feedback that is appropriate at each stage (simply agreeing to serve or not when presented with the prospectus, with more detailed guidance as the project moves toward completion). At each stage of review, committee members will try to respond to student work as promptly as possible, but always within two weeks of the student submitting the document.

Before agreeing to serve on a student's Qualifying Thesis or Dissertation Committee, faculty members should consider carefully whether they are able to fulfill these responsibilities. If they cannot, they should decline to join the student's committee and suggest alternatives. Faculty should only serve as on as many committees as they can while meeting these expectations.

Consequences of Failing to Meet These Deadlines

Students who do not submit documents by each deadline outlined above are required to provide an explanation to the entire committee, and to request an extension. The extension request should be sent to the entire committee and the Program Head should be copied. The extension request must include a target date by which the document will be submitted. Students who persistently fail to meet deadlines will be considered not in good standing, lose funding, and risk being dismissed from the program.

Advantages of Following These Guidelines

The Psychological Sciences faculty has proposed these guidelines to facilitate students' progress toward the completion of their doctoral degrees in the period of time for which the university can provide funding (typically four years). Students adhering to all of these deadlines will have the highest priority for funding, both in the long semesters and in the summers. Students adhering to all of these deadlines will be the highest priority for opportunities to teach their own courses in the summer. Students adhering to these deadlines will be eligible for nomination for honors such as the Redeker Award, and other external awards and fellowships. Most importantly, students who adhere to these guidelines will gain the skills in writing and revising research papers that are required to launch and maintain an active research program and an academic career.