

**Cognitive Psychology Handbook**

**for 2019-20**

Cognitive Psychology Program

Department of Psychology

430 Huntington Hall

Syracuse University

Syracuse, NY 13244-2340

Updated 29 August 2019

Cognitive Psychology Graduate Program

Syracuse University

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# Overview

The purpose of this document is to describe the graduate training program in Cognitive Psychology at Syracuse University. This document provides an overview of the resources available to students, and the requirements (coursework and research) for obtaining a Ph.D. in Cognitive Psychology.

# General orientation

The resources of the program include the faculty, fellow graduate students, libraries, laboratories, and the courses offered at SU. Perhaps the single most important resource for a graduate student is their primary academic advisor. The primary academic advisor serves as a research mentor. Students also have a secondary advisor in the program. The choice of a primary and a secondary advisor is determined jointly by the student and the faculty members, and usually hinges on a match of research interests. The secondary advisor typically assists advisees with research, for instance by being a member on thesis and dissertation proposals and defense committees. This person is also someone to turn to if any difficulties occur in working with a primary advisor.

It is helpful to be familiar with the procedures of the Psychology Department, the Graduate School, and the University. In addition to the *Cognitive Psychology* *Handbook,* the procedures and regulations of the Graduate School are described on their website http://graduateschool.syr.edu.

The main office of the Psychology Department is located in room 430 of Huntington Hall. The graduate coordinator (Maggie Washburn) maintains a file containing records of progress for each graduate student. The mailboxes for faculty and graduate students are located across from the main office, near the copy machines.

# Program description

The overall aim of this training program is to prepare students for careers in research and teaching that center on the study of the relationship between cognition, brain, and behavior. Students gain expertise in the broad fields of psychological science and cognitive psychology and in specific research areas of the faculty.

# Faculty

Core faculty in the program include:

Catherine Cornwell

Amy Criss

Michael Kalish (Area Director)

David Kellen

Lynn Lohnas

Lael Schooler (Chair of Student Evaluation)

Bradley Seymour

# Curriculum and program requirements

The curriculum is designed to provide students with the essential coursework and laboratory research experience necessary for an academic or research career in psychological science with an emphasis on cognition, brain, and behavior.

## Expected progress through the program

Students are expected to make progress toward the completion of degree requirements each semester. A formal assessment of progress is conducted at the end of each semester. The Chair of the Student Evaluation Committee distributes copies of the *Progress and Accomplishments Report* (PAR) about two weeks before they are due. Reports are usually due around January 15 and June 15. Students submit a copy of their curriculum vitae*,* their teaching evaluations for the semester (if any), and an unofficial copy of their transcript (from https://myslice.syr.edu/) with the completed PAR Form. An example PAR form is included in Appendix A. The specific format of and details included in the PAR form may vary.

Faculty review of the Fall PAR reports provides the basis for funding decisions for the subsequent academic year. Only students in good standing are eligible for departmental support.

The requirements for maintaining good standing are as follows:

### Good Standing with Respect to Courses:

To maintain good standing students should be on track to successfully complete all required courses in three years. Normal progress would be represented by the completion of two required courses per semester (in addition to the Proseminar, independent study and/or research credits). Each semester, the cumulative number of required courses that have been successfully completed will be compared to what would be obtained with "normal progress." If the cumulative number of courses is at least as great as normal progress, the student will be in *good standing with regard to coursework*.

Because of course scheduling, it is not always possible in the current semester to attain, or maintain, good standing with regard to courses. In that case, the student should submit a written request for exemption from the requirement to the Area Director.

*Transfer Credit:* Students wishing to transfer credit for another program must file a formal petition requesting such transfer. Transfer credit will be evaluated on an individual basis and in consideration of whether they form an integral part of the degree program. Syracuse University Academic Rules and Regulations state that at least 50% of planned graduate coursework (excluding research, thesis, and dissertation credits) must be completed at Syracuse University.

### Good Standing with Respect to GPA:

A cumulative GPA of 3.0 or better, exclusive of independent study courses, is required to maintain *good standing with regard to GPA*. In addition, students are required to earn a grade of B or better in all required courses.

### Good Standing with Respect to Research:

Students are required to actively participate in research each semester while meeting the deadlines below, and to attend prosem meetings each semester. Students must do so to be considered in *good standing with regard to research*.

*Research Deadlines*

* presentation at prosem of a first-year research project by May 15 of the first year
* the master's thesis proposal by September 30 of the second year
* the defense of the master's thesis by May 15 of the second year
* the qualifying examination by February 1 of the third year
* the doctoral dissertation proposal September 30 of the fourth year
* the defense of the doctoral dissertation by May 15 of the fifth year

These are firm deadlines, but students (in consultation with their advisors) can petition to extend a deadline if there are circumstances that would justify additional time. It is the student's responsibility to schedule meetings on or before the stated deadlines. It is wise to arrange meetings for times earlier than the stated deadlines because in-common open times for faculty are scarce. The Graduate School requires that the Master’s thesis and dissertation committee members receive the manuscript at least two weeks prior to the defense date. Students who meet the research deadlines and whose advisor(s) report that they are making satisfactory progress in research are in *good standing with regard to research*.

*NOTE:* All research projects must be reviewed and approved by Office of Research Integrity and Protections (http://researchintegrity.syr.edu/) at Syracuse University before any data are collected.

## Termination policy

Doctoral students can be terminated from the Department for any of the following or other appropriate reasons:

1. For not being in good standing (for *courses, grades* or *research*).
2. Engaging in prohibited or inappropriate conduct.

*A student who is not in good standing* receives a warning accompanied by a statement of what is needed to earn good standing in the program and a deadline for meeting those goals (typically one semester). After two such warnings, a student’s matriculated status may be canceled, pending a decision of the Student Evaluation Committee. Please note that the two warnings need not be in consecutive semesters. Students may petition for an extension in advance of falling out of good standing a third time; however, this extension is unlikely to be granted unless exceptional circumstances have prevented satisfactory progress. If the Area faculty decide that the student is allowed to continue in the program, certain guidelines, expectations, and timelines will be put into the decision letter. If the Area decides to terminate, the student may submit an appeal regarding the cancellation of matriculated status. A letter stating the reasons for the appeal should be sent to the primary and secondary advisors and to the area director. The CBB Psychology faculty will act on the appeal. That decision may be appealed as specified in Appendix C. Note that decisions about continued funding are based on, among other things, the Fall (approx. January 15) PAR report. Students who the Area has decided to terminate are not eligible for consideration for funding.

## Requirements regarding coursework for the Ph.D.

The program of study for the Ph.D. in Cognitive Psychology requires a minimum of 90 graduate credit hours, distributed as follows:

Statistics Core (2 courses, 6 credits):

* PSY 655: Experimental Design and Statistical Methods in I
* PSY 756: Experimental Design and Statistical Methods in II

Methods Core (3 courses, 15 credits):

* PSY 611: Proseminar in Experimental Psychology (enroll a total of three times, for a total of nine credits)
* PSY 612: Advanced Experimental Psychology
* PSY 854: Bayesian Statistical Analysis

Cognitive/Neural Bases (4 courses, 12 credits):

* PSY 736: Advanced Introduction to Cognitive Psychology

*And three (3) of the following:*

* PSY 612: Advanced Experimental Psychology
* PSY 620: Using Robots to Understand the Mind
* PSY 622: Cognitive Psychology: Memory and Attention
* PSY 626: Cognitive Neurochemistry
* PSY 730: Seminar in Experimental Psychology
* PSY 737: Experimental Psychology: Human Cognition and Aging
* PSY 777: Advanced Cognitive Neuroscience

Electives (3 courses, 9 credits):

Three elective courses are required outside of the cognitive psychology offerings. You are encouraged to select elective course offerings that are application areas for cognitive psychology or that broaden your knowledge, or ones that deepen or strengthen your methodological and statistical skills.

Please be aware that earning another degree or concentration (e.g., Neuroscience or Applied Statistics) may be possible. However, those hours may not count toward your elective hours for your Ph.D. based on university restrictions on ‘triple counting’ hours. If you plan to earn a degree beyond your M.A. and Ph.D. in PSY, please consult with the Director of Curricular Studies and Area Director prior to enrolling in any classes.

Independent research, and other individualized courses (24 hours):

Students are encouraged to work closely with their advisor(s) to select other relevant course in order to develop a program of research and study.

Thesis and dissertation (24 credits)

* PSY 997: Master’s Thesis (6 hours)
* PSY 999: Dissertation (18 hours)

In addition to the course offerings of the program and other course offerings in the department and university, a number of informal seminars and research discussion groups exist within the program. You are strongly encouraged to attend those. PSY600 courses in the cognitive area may count toward the Cognitive/Neural Bases by petition to the Area Director and in consultation with your advisor.

## Requirements regarding the Prosem in Experimental Psychology (PSY 611)

The Cognitive Psychology Program holds weekly prosem meetings throughout the academic year. The meetings are attended by cognitive faculty, affiliated faculty, visitors, undergraduates, and graduate students. All cognitive psychology graduate students are required to attend these meetings throughout their graduate training at SU. Prosem is the touchstone of the program and serves as the primary forum for learning about the research interests and activities of all students and faculty in the program. At these meetings students and faculty present and discuss their research and receive helpful and constructive feedback. Students learn skills for communicating and critiquing research ideas, and gain knowledge about a variety of research topics, methods, and approaches. Students are expected to attend every academic year that they are in residence take PSY 611 for course credit. Students are expected to give a presentation at prosem in their first year and every following year.

## Requirements regarding research participation

All students are required to actively participate in at least one lab group of a core faculty member in cognitive psychology from the time of program entry to Ph.D. completion. Participation in these groups is designed to facilitate the development of research skills such as preparation of research proposals, ethical issues in research, preparation of requests to university human subjects committee, design and analysis issues, logistics of attaining participants for research, data gathering, modeling data and advancing theory, presentation of results both orally and in written manner, and so on. It should be noted that such participation does not preclude involvement in laboratory research with more than one faculty member. Students are encouraged to work with several faculty members in the area, the Psychology Department, or other departments, if such experiences are likely to be valuable training opportunities.

All research projects involving data collection must be reviewed and approved by Office of Research Integrity and Protections at Syracuse University (researchintegrity.syr.edu) before any data are collected.

## The first year project requirement

Students entering the Ph.D. program are expected to conduct a research project in collaboration with their advisor(s). This project is expected to result in a presentation at prosem and a manuscript. The manuscript should be written in a format that is suitable for submission for conference proceedings and/or for publication in a peer-reviewed journal.

## The Master’s thesis requirement

All doctoral students are required to propose and defend a master's thesis. The thesis is an original investigation. The student develops a prospectus under the direction of the primary advisor. A committee of at least two other faculty members consults on the project along with the thesis advisor. This committee approves the student's research proposal. The master’s proposal must be submitted and approved prior to conducting the research that will appear in the thesis.

When the thesis advisor and committee members have certified that the thesis is acceptable for oral examination (defense), an examining committee is constituted. The student is to obtain appropriate forms for the examination from the Graduate School and comply with all stated deadlines. The examining committee consists of the thesis committee plus a Chair appointed from within the department by the department chairperson (See Psychology Department requirements for Master’s thesis oral defense, committee composition, and oral examinations). Students who wish to apply for a Master’s degree must complete a Program of Study (consisting of 30 completed credit hours) and file a Diploma Card.

## Students entering the program with a Master’s degree from another program

Students entering the Ph.D. program with a M.S. or M.A. degree from another university or program can either complete a Master’s thesis in Psychology at SU (to earn another Master’s degree) or conduct a research study in lieu of a thesis, called a Pre-Doctoral project. This decision is made in collaboration with the student’s primary and secondary advisors and the Area Director. The Pre-Doctoral project is expected to result in a manuscript that is suitable for submission to a peer-reviewed journal.

## The qualifying examination

The qualifying examination consists of a set of written questions that address a reading list.Faculty will form questions that reflect the coursework and research of each student, in addition to the reading list itself. The reading list is available on the cognitive psychology website and is updated annually. The questions are written by the faculty. Sample questions, and previous exams, are available on the website. The examination procedure is as follows. The Area Director will solicit questions from each faculty member and will compile an examination consisting of four questions. Students will have two weeks to answer three questions of their choosing from the four provided. The examination period consists of four weeks encompassing the last two weeks of Winter break and the first two weeks of Spring semester. At the start of this period the Area Director will email all eligible students to confirm that they will attempt the exam. Each student may select their own (contiguous) two-week examination time with the four-week exam period. The student will email the Area Director a request for the exam, and when the exam is sent to the student their two-week clock will start. During the four-week period students may not discuss any aspect of the exam with anyone other than the Area Director. Students will provide their answers electronically, in PDF format.

Marking of the examination is done by all interested cognitive psychology faculty members, no less than three of whom must mark each question. Marking is on a 4-point scale: High Pass, Pass, Fail, and Low Fail. The examiners will reconcile marks at an examiner’s meeting approximately two weeks following the end of the exam period. The examiner’s meeting can request an oral examination for any student in order to help resolve the marks. Any oral exam will be within two weeks of the examiner’s meeting. Following any oral examination, all questions must be marked Pass or better for the examination to be granted a Pass. Distinction will be recorded for an examination with three High Pass answers.

Students that do not pass on their first attempt will remain in good standing until their second attempt(just like first procedure) is marked. Students who do not pass on their second attempt will have failed the exam and will be terminated from the program at the end of the academic year. The second exam will be drawn from unused questions provided for the first exam and will be completed within three months (or no later than the end of Spring semester) of the initial exam period.

Satisfactory completion of the qualifying exam alone does not mark admission to candidacy for the Ph.D. in Cognitive Psychology. A student in good standing is considered a candidate for the Ph.D. after completing all required coursework (excluding PSY 999), successful completion of the qualifying exam.

## The dissertation

The student develops a dissertation research proposal under the direction of the dissertation advisor (typically, the primary advisor). The student must present the dissertation proposal to the dissertation committee consisting of the advisor and at least two other faculty members. The student then conducts the research and writes up the results in dissertation form. When the dissertation advisor and committee members have certified the dissertation manuscript as acceptable for oral examination, an examining committee is constituted including the committee, two readers, and a chairperson from outside of the Psychology Department in accordance with the Graduate School requirements. The student is to obtain appropriate forms for the oral examination from the Graduate School (Program of Study, Diploma Card) and abide by stated timelines. As always, research must be reviewed and approved by the ORIP before any data are collected. Students may collect pilot data but not dissertation data before the proposal is accepted.

Satisfactory defense of the dissertation proposal along with completed coursework, successful completion of the qualifying exam, and good standing marks admission to candidacy for the Ph.D. in Cognitive Psychology. A student is considered to be "ABD" once his/her dissertation proposal has been successfully defended and accepted by the dissertation committee.

*At least 4 weeks before the defense* and with the approval of the primary advisor, students must file a "Request for Examination" form to the Graduate Certification Office. This form requires the signatures of the primary advisor and departmental chair. It serves as formal notification to the Graduate School that the department believes the student is prepared to proceed with the defense. At that time the student can file a diploma card.

*Three weeks before the defense,* students should meet with Graduate Coordinator for clearance. The Graduate Coordinator will make sure the Program of Study, grades, transcripts of prior degrees or transfer credit, and all other degree requirements are in order and properly documented. Once cleared for the defense, students must then schedule the exam. At this time students should file an "Appointment of Examining Committee" form. The Examining Committee form includes the names of committee members, readers, suggested chairperson, and the time, place and date of the exam. The Graduate School will send confirmation to every committee member.

*At least two full weeks before the defense,* students must distribute final copies of their dissertation to the Defense Committee. This includes the examining committee chair.

All members of the examining committee, including the chair, vote on acceptability of the dissertation. A majority vote is required. Committee approval may be conditional upon certain changes in the dissertation. The chair forwards the report of the examining committee to the Graduate School.

# Financial support

Students in good standing ordinarily receive five years of support. Each year typically 6-7 students serve as teaching assistants (TAs) in the department and others may serve as Research Assistants (RAs) on externally sponsored research projects or receive fellowships. RAs work on a sponsored research project. TAs lead recitation sections for the Introductory Psychology course, Research Methods, Statistics, or teach or assist in one of the lab or other courses in the area. Teaching Assistantships require 20 hours of work per week and include a grant of nine hours of tuition per semester, plus three hours for use in the subsequent summer session for each semester's work as an assistant. There is, however, no waiver of general or special fee charges. Students should contact the department chairperson for current policy, since the provisions change from time to time. Students are occasionally funded by fellowships awarded by the Department.

National agencies (NIH, NSF, Jacob Javitts, DOD, etc) provide graduate fellowships or dissertation fellowships on a competitive basis. Students are strongly encouraged to apply for these awards.

The Area Director, in consultation with the department chair, secures funded slots and recommends specific students for each slot. It is the policy of the Psychology Department that students in good standing shall receive five years of Departmental support. Funding beyond the 5th year is competitive with priority given to students have been enrolled in the program the fewest number of years and who are making excellent progress toward completion.

Students who wish to seek any additional employment while on a TA or RA stipend must have such work approved by the Area Director to remain in compliance with their award.

# Teaching experience

Most students in the program seek a research-teaching position following completion of the Ph.D. If you are interested in such a position, you are encouraged to gain teaching experience as part of your training. Students frequently serve as teaching assistants in one or more classroom courses or laboratory courses: Introduction to Psychology (PSY 205) Introduction to Statistics (PSY 252), Introduction to Research Methods (PSY 313), or Laboratory in Cognitive Psychology (PSY 332). All students participate in the TA training program prior to teaching, and usually serve as a TA for Introductory Psychology (PSY 205) as a first teaching experience. Advanced students may have the opportunity to teach their own section of a course with faculty supervision.

All students who receive department funding as a Teaching Assistant will be evaluated each semester by the faculty member assigned to the course. Each student’s overall performance will be assessed (e.g., teaching effort and performance, attendance, meeting deadlines, following course guidelines and policies, professionalism, etc.). In addition, if the TA assignment includes teaching, the faculty member will conduct an in-class observation to evaluate each student’s teaching skills and individualized feedback will be provided. It is expected that a student’s overall performance each semester, as assessed by the faculty member assigned to the course, will meet or exceed expectations in order for a student to remain in good standing in the program. If a student’s overall performance is assessed as falling below expectations, then the student will receive a warning and guidance regarding what aspects must improve. If the student’s performance does not improve, the student’s status in his/her doctoral program may be impacted, and other sanctions, including being removed from the teaching position and loss of funding, may occur.

*Future Professorate Program:* The Graduate School sponsors a training and certification program for graduate students who desire advanced experience and supervision as teachers. The Psychology Department is an active participant in this program. Interested students need to complete the TA Orientation Training program (mandatory before serving as a TA) and serve as a TA before becoming eligible. The Faculty Liaison to this program is Professor Houk.

# Policies regarding plagiarism, academic dishonesty, and the responsible conduction of research

Ethical issues are addressed in many courses and in all research groups throughout this program. All individuals are expected to behave in a professional and ethical manner during all aspects of their graduate training.

## Responsible conduct in research

Students in the program are expected to be familiar with and to practice known procedures for the responsible conduct of research and for the protection of research participants. All proposed research, including pilot studies, must be submitted to the Office of Research Integrity and Protections at Syracuse University (researchintegrity.syr.edu) before any data are collected.

## Academic dishonesty

The University has strict policies and specific review procedures for suspected academic dishonesty including plagiarism. The cognitive psychology faculty take seriously any evidence of academic dishonesty, and in most cases will terminate any student found guilty of cheating, plagiarism, falsifying data, or other forms of academic misconduct. Please see http://class.syr.edu/academic-integrity/policy/ for more information about the University’s policy on academic integrity.

## Plagiarism

The presentation as one's own work the words, ideas, and opinions of someone else, is a serious concern in any academic setting. Syracuse University assumes that the written work of a student is literally the student's own, and that any original idea of research contributions taken from the published words of others will be properly acknowledged. When any material is taken directly from a published source, it must be appropriately cited. If a statement is used verbatim, it must be enclosed in quotation marks, as well as otherwise acknowledged. Syracuse University, through its various colleges and departments, will readily refer students to writing and style manuals that are universally recognized as acceptable by scholars and that very adequately demonstrate how students should handle the issue of proper citation of material. One example of such works is the current edition of the *Publication Manual* of the American Psychological Association. Students must understand that, like cheating on examinations, plagiarism is a serious instance of academic dishonesty, and that it will be dealt with as such.

# Other resources

Syracuse University and the Syracuse community provide a wide array of facilities for learning including excellent research laboratories, computer facilities and libraries. There are opportunities for collaboration with faculty in other departments and programs at Syracuse University and at Upstate Medical University. The Department of Psychology maintains a subject pool for the recruitment of (young adult) research participants. Near to campus, there are research opportunities at several hospitals and health care facilities.

Throughout the academic year, distinguished scientists present talks on various topics in or related to your training as a cognitive psychologist as part of various colloquium series on or near campus including cognitive psychology prosem and the Psychology Department colloquium series. These colloquia provide an excellent opportunity for broadening your research knowledge. Students are encouraged to attend. Attendance at some colloquia may be required by program faculty.

Students in the program are encouraged to attend scientific meetings and conferences (e.g., Psychonomic Society, Society for Mathematical Psychology, Society for Neuroscience, APA, APS, meetings). Faculty members with research grants, the Department of Psychology, and the Graduate Student Organization usually have funds available to assist students to attend meetings to present research.

The University sponsors a campus-wide graduate student organization to which the department sends representation. The GSO sponsors various campus activities and initiatives, and disperses funds for student research and travel. The department has its own graduate student organization, PAC.

1. Example Progress and Accomplishment Report

**Cognition Psychology**

**Progress and Accomplishments Report (PAR)**

**Through Spring Semester 2020**

Please complete and turn-in an electronic copy to the Graduate Student Evaluation Coordinator by June 15, 2020. Please attach a copy of your unofficial transcript, your CV, copies of publications in press this year, and a summary of your teaching evaluations including those for Fall 2019*.* Your CV should include the following information: Honors, Awards, Grants, Publications (submitted, in-press, or published), Conference Presentations, as well as standard CV information.

Student Name: Email:

SUID#: Telephone:

Primary Advisor: Secondary Advisor:

What semester/year did you start full-time in the program:

**Academic Record**

|  |  |
| --- | --- |
| Research Requirements | Date Completed |
| First Year Project | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Master’s Proposal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Master’s Thesis Defended | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Pre-doctoral Project (in lieu of a 2nd Master’s) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Qualifying Exam Passed | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Dissertation Proposal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Note: A full copy of the qualifying exam, proposals and defenses must be filed with the Graduate Coordinator, and an electronic copy provided to the Area Director. You should do this right after the relevant meeting. | |

GPA (including S’20): \_\_\_\_\_\_\_\_ Credits completed (including S’20): \_\_\_\_\_\_\_\_

List degrees, concentrations, etc that you are pursuing beyond a M.A./Ph.D. in PSY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Statistics Sequence | | |  | Methods | | |
| Course | Grade | Semester |  | Course | Grade | Semester |
| PSY 655 |  |  |  | PSY 612 |  |  |
| PSY 756 |  |  |  | PSY 854 |  |  |
|  |  |  |  | PSY 611 |  |  |
|  |  |  |  | PSY 611 |  |  |
| Applications | | |  | PSY 611 |  |  |
| Course | Grade | Semester |  |  |  |  |
| PSY 736 |  |  |  | **Electives** (3 required) | | |
|  |  |  |  | Course | Grade | Semester |
| Cognitive Neuroscience (3 required) | | |  |  |  |  |
| Course | Grade | Semester |  |  |  |  |
| PSY 615 |  |  |  |  |  |  |
| PSY 622 |  |  |  |  |  |  |
| PSY 626 |  |  |  |  |  |  |
| PSY 730 |  |  |  |  |  |  |
| PSY 737 |  |  |  | Thesis/Dissertation Hours | | |
| BIO 607 |  |  |  | Course | Grade | Semester(s) |
|  |  |  |  | PSY 997 (6 hrs) |  |  |
|  |  |  |  | PSY 999  (18 hrs) |  |  |

List any courses in which you currently have an incomplete (I) or no recorded grade:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities Record**

1) List the form of support for each academic year and summer that you have been in the program (e.g., TAship, Fellowship, RAship). List any courses you assisted with or taught. If feedback about your performance *Spring 2020* was provided in the form of student evaluations and/or supervisor evaluations, please summarize and report this feedback.

|  |  |  |
| --- | --- | --- |
| Year in Program | Source of Financial Support | |
|  | Academic Year | Summer |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

2) List experiments, analyses, manuscripts, etc. that you completed in Spring 2020 Be sure to include relevant details (number of subject-hours, manuscript destinations, etc.).

3) List experiments, analyses, manuscripts, etc. that you plan to complete by the end of Fall 2020. Be sure to include relevant details.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |