

## **Cognition, Brain, and Behavior Area Master's/Doctoral Requirements And Other Area Guidelines (Spring 2015 revision)**

This document presents the requirements of the Cognition, Brain, and Behavior Area for completion of the MA and Ph.D. degrees as of Spring 2013. It also describes other Area-related guidelines and considerations including when major degree requirements should or must be completed.

For students who are admitted to the Cognition, Brain, and Behavior Area in Fall 2013 or thereafter, this document supersedes the earlier Area requirements documents. Students who were admitted Fall 2012 or before may choose the requirements in effect at the time of their matriculation or may adopt the current requirements.

This document also lists the main degree requirements specified in the Graduate School's Bulletin of Information and/or in the Department's General Graduate Requirements document. Students should consult the respective documents for specific information pertaining to those requirements as well as other pertinent information (e.g., residency requirements, forms that are to be submitted, deadline dates, etc.)

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## Master's Degree Requirements

- Completion of a 1<sup>st</sup> year research project and presentation of it at the Department's Fall Research Presentation event (Department requirement<sup>1</sup>)
- Completion of at least 30 credit hours (Graduate School requirement)
  - No more than 6 credit hours from Directed Readings or Thesis Research (S/U grade)
  - At least 26 credit hours from graded coursework (8 letter-grade courses), distributed in the following manner<sup>2</sup>:
    1. Quantitative Methods I (PSY 60100) with a grade of B- or better (Department requirement)
    2. Quantitative Methods II (PSY 60101) with a grade of B- or better (Department requirement)
    3. At least one course from the Research Skills & Methods category in Table 1 below or a 3rd Quantitative course with a grade of B- or better (Department requirement)
    4. Graduate Cognitive Survey (PSY 63409)
    5. Two GENERAL content courses from different topic areas (a - e) in Table 1 below.
    6. Two additional courses from any category/topic area in Table 1 below.
- Maintain a cumulative G.P.A. of 3.0 or better (Graduate School requirement)
- Successful oral defense of a Master's Thesis Proposal (Department requirement)
- Satisfactory completion and oral defense of the Master's Thesis (Department requirement)

The Graduate School requires degree-seeking students to maintain continuous full-time status by enrolling for *at least 9 credit hours* in the Fall and Spring semesters. Because stipends are for 11 months, students are to be actively engaged in research and other scholarly activities during the summer. In order to receive stipend payments during the summer, they must enroll in Independent Summer Research (PSY67890), which is a 0 credit course. Note that the Graduate School's Bulletin of Information states:

All degree-seeking students are expected to maintain full-time status and to devote full time to graduate study. No degree student may be employed, on or off campus, without the express permission of his or her Area and the Graduate School. (2012-2013, p. 19)

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<sup>1</sup>Students should review the Department's General Graduate Requirements document and the Graduate School's Bulletin of Information for details about these respective requirements.

<sup>2</sup>The 26 required credits = two Quantitative Methods courses, which are 4 credits each, plus six additional required courses, which typically are 3 credits each.

**Table 1.** Cognition, Brain, & Behavior course offerings. A minimum of 5 courses are required, of which at least one is from the Research Skills & Methods category (or a 3rd Quantitative course) and at least two are GENERAL courses from different topic areas (a)-(e).

| <b>Research Skills &amp; Methods</b>                     |   |
|--|---|
| Creating, Testing, & Pitching Research Ideas (PSY 60161) | Applied Hormones & Behavior (PSY 63540)                                       |
| Research Methods in Computer Programming (PSY 60150)     | Human-Computer Interaction (PSY 60676)  |
|  |   |
| <b>GENERAL:</b>  | <b>SPECIFIC:</b>  |
| <i>(a) Learning</i>                                      |   |
| Cognitive Development (PSY 60250)                        | Language Development (PSY 63251)  |
|  | Sleep & Stress: Cognition, Development, Psychopathology, & Beyond (PSY 63527) |
| <i>(b) Working Memory &amp; Attention</i>                |   |
| Working Memory Seminar (PSY 63431)                       | Sleep, Cognition, & Psychopathology   |
| Attention Seminar  | Attention Deficit Disorder  |
|  | Visual Memory (PSY 63434)   |
| <i>(c) Language</i>                                      |   |
| Psycholinguistics (PSY 63455)                            | Pragmatics of Language Use (PSY 63456)  |
|  | Language Development (PSY 63251)  |
| <i>(d) Cognition</i>                                     |   |
| Concepts & Categories (PSY 63400)                        | Spatial Cognition (PSY 63410)   |
| Artificial Intelligence (PSY 60675)                      | Deciding to be Green (PSY 63495)  |
|  | Sleep & Stress: Cognition, Development, Psychopathology, & Beyond (PSY 63527) |
| <i>(e) Neuroscience</i>                                  |   |
| Intro to Biopsychology (PSY 60501)                       | The Sleeping Brain (PSY 63526)  |
| Intro to Cognitive Neuroscience (PSY 60520)              | Neurophysiology of Stress (PSY 63533)   |
|  | Applied Hormones & Behavior (PSY 63540)                                       |

**NOTE:** Courses that are listed in more than one category can satisfy only one of the distribution requirements. Not all courses listed in the table are offered every year, and course numbers are subject to change. Students may request that a course not listed in the table satisfy either a General or Specific course requirement or that a Specific course satisfy the General course requirement by submitting the request in writing with an explanation to the CBB Director.

## Doctoral Degree Requirements

- Completion of the Master's Degree requirements (Graduate School requirement)
- Department Invitation to Doctoral Candidacy (Department requirement)
  - Invitation is based on a positive recommendation by the Area faculty
- At least 60 credit hours or a minimum of 30 credit hours beyond the Master's Degree (Graduate School requirement)
  - The additional 30 credit hours can include graded courses and/or research credits (i.e., S/U grade).
  - Maintain a cumulative G.P.A. of 3.0 or better. (Graduate School requirement)
- Serve as a teaching assistant or instructor of record for at least two semesters (Department requirement)
- Completion of the Graduate School's training modules/workshop for the *Responsible Conduct of Research and Ethics* (Graduate School requirement)
- Successful completion of both the written & oral components of the Doctoral Candidacy Examination (Graduate School requirement)
  - The written component is the Doctoral Preliminary Examination required by the Department. As described below, the Cognition, Brain, & Behavior's Preliminary Examination involves an evaluation of the written Dissertation Proposal by the Doctoral Dissertation Committee. The written component must be passed before proceeding to the oral component.
  - The oral component is the Dissertation Proposal Defense. (Department requirement)
- Successful oral defense of the completed Dissertation (Graduate School requirement)

## **The Invitation to Doctoral Candidacy**

In accord with the Department's requirement, students must receive an Invitation to Doctoral Candidacy, before proceeding to the Preliminary Examination (the written component of the Doctoral Candidacy Examination). Upon completion of the Master's Thesis Defense, the area faculty will evaluate the student's capability for doctoral level work. This capability will be assessed with respect to the student's academic performance, research productivity, and timely completion of requirements. Students not invited to Doctoral Candidacy will be dismissed from the graduate program.

## **Cognition, Brain, and Behavior Area's Doctoral Preliminary Examination**

The Graduate School requires successful completion of both the written and oral components of a *Doctoral Candidacy Examination* for admission to doctoral candidacy. The Department refers to the written component as the *Preliminary Examination* and specifies the *Dissertation Proposal Defense* to be the oral component. The Doctoral Candidacy Examination requires the student to demonstrate adequate knowledge of Psychology in general, and mastery of the theories and research methods in his or her major field of study. As such, it assesses the student's aptitude and readiness for becoming an independent researcher and scholar. The Cognition, Brain, and Behavior Area's Preliminary Examination consists of a formal evaluation of the student's written Doctoral Dissertation Proposal by the student's Dissertation Committee. The Preliminary Examination of the Dissertation Proposal must be passed before the student can proceed to the Dissertation Proposal Defense (i.e., the Oral Candidacy Examination).

The student may receive assistance formulating the dissertation proposal via discussions with the advisor and others. These discussions may concern any aspect of the proposal (e.g., identifying relevant background literature, the main research questions, the appropriate data collection and analysis procedures, etc.). However, the student may *not* receive assistance with the actual writing of the proposal (i.e., the student may not receive feedback on drafts of the proposal from the advisor or other faculty).

The Dissertation Proposal may be an extension of the student's previous work, such as his or her Master's Thesis. However, the extension should be substantive such that the completion of the dissertation research would constitute a separate and complete publishable study. In addition, the dissertation's introduction should be a *thorough* review of the literature relevant to the topic (akin to the review in a Psychological Review or Psychological Bulletin article), thereby demonstrating the student's expertise on the topic. The thoroughness of the literature review is an evaluation criterion for the Preliminary Examination of the proposal (see further description below).

The format of the Dissertation Proposal should conform to basic APA guidelines. It should be double-spaced, include a title page, abstract, introduction, sections describing the experimental methods or procedures for collecting and analyzing the data, a general summary discussion, and a complete reference section. Although not required, it is recommended that students format the proposal so that it is compatible with the Graduate School's requirements for the final Dissertation (e.g., margin and font requirements, Table of Contents, etc.).

### Preliminary Exam Committee/Doctoral Dissertation Committee

In the Cognition, Brain, and Behavior Area, the Preliminary Examination Committee is the same as the Doctoral Dissertation Committee. Ordinarily, the Dissertation Committee consists of the student's advisor and at least three other faculty members, who are selected by the student in consultation with his or her advisor. All must be regular faculty in the University (i.e. Teaching & Research, Special Professional, and Research Faculty). A majority of the members must be from the Teaching & Research faculty, and a majority must be from the Psychology Department. In addition to the advisor, at least one of the other three faculty members must be a primary or secondary member of the Cognition, Brain, and Behavior Area. All members of the Dissertation Committee must participate in the Preliminary Examination of the Dissertation Proposal, the Dissertation Proposal Defense (Oral Candidacy Examination), and the final Dissertation Defense. The student must receive approval of the Doctoral Dissertation Committee from the Director of Graduate Studies before the Preliminary Examination commences. Different policies may apply in joint degree programs or in cases where co-directors are appointed.

### Submitting the Proposal to the Doctoral Committee

The date on which the proposal is to be submitted to the Doctoral Committee is to be determined by mutual agreement between the committee members and the student. The members' agreement signifies their ability to complete the evaluation of the proposal within two weeks following the date. The student may submit the proposal in printed or electronic form depending on individual committee members' preferences.

### Evaluation and Grading of the Proposal

The Dissertation Committee members will *independently* evaluate the Doctoral Dissertation Proposal with respect to four main criteria: (i) the thoroughness, accuracy, and relevance of the literature review, (ii) the main research question (hypothesis) and its theoretical significance or intellectual merit, (iii) the appropriateness of the methodological plan for investigating the research question (e.g., the set of experiments or procedures for collecting data and the statistical methods for analyzing the data), and (iv) the overall coherence and clarity of the writing.

Each committee member will assign a score using the guidelines in Table 2 for relating the Department's Preliminary Examination Grade Scale to the evaluation criteria. Each member also will provide written justification for his or her score that identifies the strengths and deficiencies of the proposal and suggestions for improvement. When all the committee members, including the advisor, have assigned a score and written their justification, they will submit the scores and justification to the advisor, who will promptly inform the members of each others' scores.

The student will *pass* the examination if none or only one of the committee members' scores are below the minimal passing score (3.5).

The student will *fail* the examination if two or more of the committee members' scores are below the minimal passing score (3.5).

**Table 2.** Proposal evaluation criteria and guidelines for applying them to the Department's Preliminary Exam Grade Scale

|  |
|--|
| <p><b>Main Evaluation Criteria:</b></p> <p>(i) thoroughness, accuracy, and relevance of the literature review</p> <p>(ii) main research question (hypothesis) and its theoretical significance or intellectual merit</p> <p>(iii) appropriateness of the methodological plan for investigating the research question (e.g., the set of experiments or procedures for collecting data and the statistical methods for analyzing the data)</p> <p>(iv) overall coherence and clarity of the writing</p>  |
| <p><b>6 - Excellent performance</b></p> <p>All 4 evaluation criteria are met. Revisions, if any, involve line-by-line editing. e.g., typographical errors (criterion (iv)).</p>  |
| <p><b>5 - Good performance</b></p> <p>Minor revision is necessary for all of the evaluation criteria to be met. For example, a revision may require further elaboration or clarification of portions of the literature review (criterion (i)), strengthening the motivation of the research question or its theoretical significance (criterion (ii)), or minor changes to the methodological plan (criterion (iii)).</p>  |
| <p><b>4 - Average performance</b></p> <p>The proposal meets the conditions for Good performance (score 5) except that substantive changes to the methodological plan (criterion (iii)) are necessary for it to be an appropriate test of the research questions. These changes should be possible and may require conducting a pilot study.</p>  |
| <p><b>3.5 - Cut off point, Minimal score to pass</b></p> <p>The document meets the conditions of Average performance (score 4) except that the methodological plan (criterion (iii)) requires major revision due to inadequate description.</p>  |
| <p><b>3 - Below average performance</b></p> <p>Two of the evaluation criteria are unsatisfactorily met, necessitating major revision of the proposal. For example, the main research question and its theoretical significance is unclear (criterion (ii)), and, in addition, (or consequently) the description of the methodological plan (criterion (iii)) is inadequate to assess its appropriateness.</p>  |
| <p><b>2 - Poor performance</b></p> <p>Three of the evaluation criteria are unsatisfactorily met, necessitating major revision of the proposal. For example, the literature review may be thorough (criterion (i)), but many summaries of previous studies are vague or redundant, and there is no logical progression in the order of the topics that are reviewed (criterion (iv)). In addition (or consequently), the main research question and/or its theoretical significance is unclear (criterion (ii)). Furthermore (or consequently) the description of the methodological plan (criterion (iii)) is inadequate to assess its appropriateness for investigating the main research question.</p> |
| <p><b>1 - Very poor performance</b></p> <p>None of the four evaluation criteria are satisfactorily met. For example, the literature review is incomplete (criterion (i)) and disorganized (criterion (iv)). In addition (or consequently), the main research question and/or its theoretical significance is unclear (criterion (ii)). Furthermore (or consequently) the description of the methodological plan (criterion (iii)) is inadequate to assess its appropriateness for investigating the main research question.</p>  |

Notification of Outcome of the Preliminary Exam:

The student will receive written notification of the outcome of the examination no later than two weeks after the submission date. The student's advisor will be responsible for the written notification, which will cite the strengths and deficiencies of the proposal that were identified by the committee members. All committee members will review and approve the written notification before it is sent to the student.

If the student's Dissertation Proposal *passes* the Preliminary Examination, then the notification will include the average of the committee members' scores, as well as feedback which may include a summary of the strengths and weaknesses identified by the committee members and/or verbatim copies of the members' written justifications. The student is expected to revise the proposal according to this feedback. At this point, the student may receive feedback on written drafts of the revised proposal from the advisor and/or other faculty.

If the student's Dissertation Proposal *fails* the Preliminary Examination, then no information is given about the committee members' scores. The student can assume that at least two members' scores were below the minimal cutoff of 3.5. The notification will include all of the deficiencies that were cited by the members whose scores were below the cutoff. The student may retake the Preliminary Examination one time. The retake must occur by the end of the regular full semester following the one in which the first Preliminary Examination occurred. The student must revise the Doctoral Dissertation Proposal so that it addresses all of the deficiencies identified in the notification. The student may discuss the revisions with his or her advisor or other members of the Dissertation Committee. However, the student may not receive feedback on written drafts of the revised proposal. The retake of the Preliminary Examination will follow the same process as the original. A second failure will result in a forfeiture of degree eligibility and will be recorded in the student's permanent record.

## **Doctoral Dissertation Proposal Defense (Oral Candidacy Examination)**

The Preliminary Examination of the Doctoral Dissertation Proposal must be passed before the student can proceed to the Dissertation Proposal Defense (Oral Candidacy Examination). The student is expected to revise the Doctoral Dissertation Proposal so that it addresses the deficiencies identified in the preliminary exam notification. The student should not implement the methodological plan before passing the oral defense of the proposal. An exception is the inclusion of a pilot study, for example, to demonstrate the feasibility of the methodological plan, or studies that were completed prior to the Preliminary Examination of the proposal.

The student will schedule the defense on a date and at a time that is mutually agreed to by all of the Dissertation Committee members. The revised Doctoral Dissertation Proposal should be resubmitted to each member of the committee at least two weeks before the scheduled date of the defense. The proposal may be resubmitted in paper or electronic form depending on the preference of the individual committee members.

At the Dissertation Proposal Defense, the student is examined by the Dissertation Committee members on the proposal's contents and related topics. Successful passage indicates that, in the judgment of the Committee, the student has adequate knowledge of the relevant literature, problems, and methods of his or her field to proceed with the proposed dissertation project.

Before the defense, the student consults with his or her advisor to decide whether to have a more or less structured question and answer format. The examination begins with the student giving a brief (no more than 15 minute) presentation of the proposed research. If a more structured format is chosen, then each committee member asks two rounds of questions. In the first round each member has 10 minutes for questioning. In the second round, each member has 5 minutes for questioning. The advisor is the last person to ask questions in each round. If the less structured format is chosen, then the committee members will take turns asking questions, with members allowed to "jump in" and ask follow-up questions based on previous questions from another committee member. In accord with Graduate School guidelines, the exam will be conducted over a period of not less than one and one-half hours and not more than two and one-half hours, excluding the Committee's deliberations.

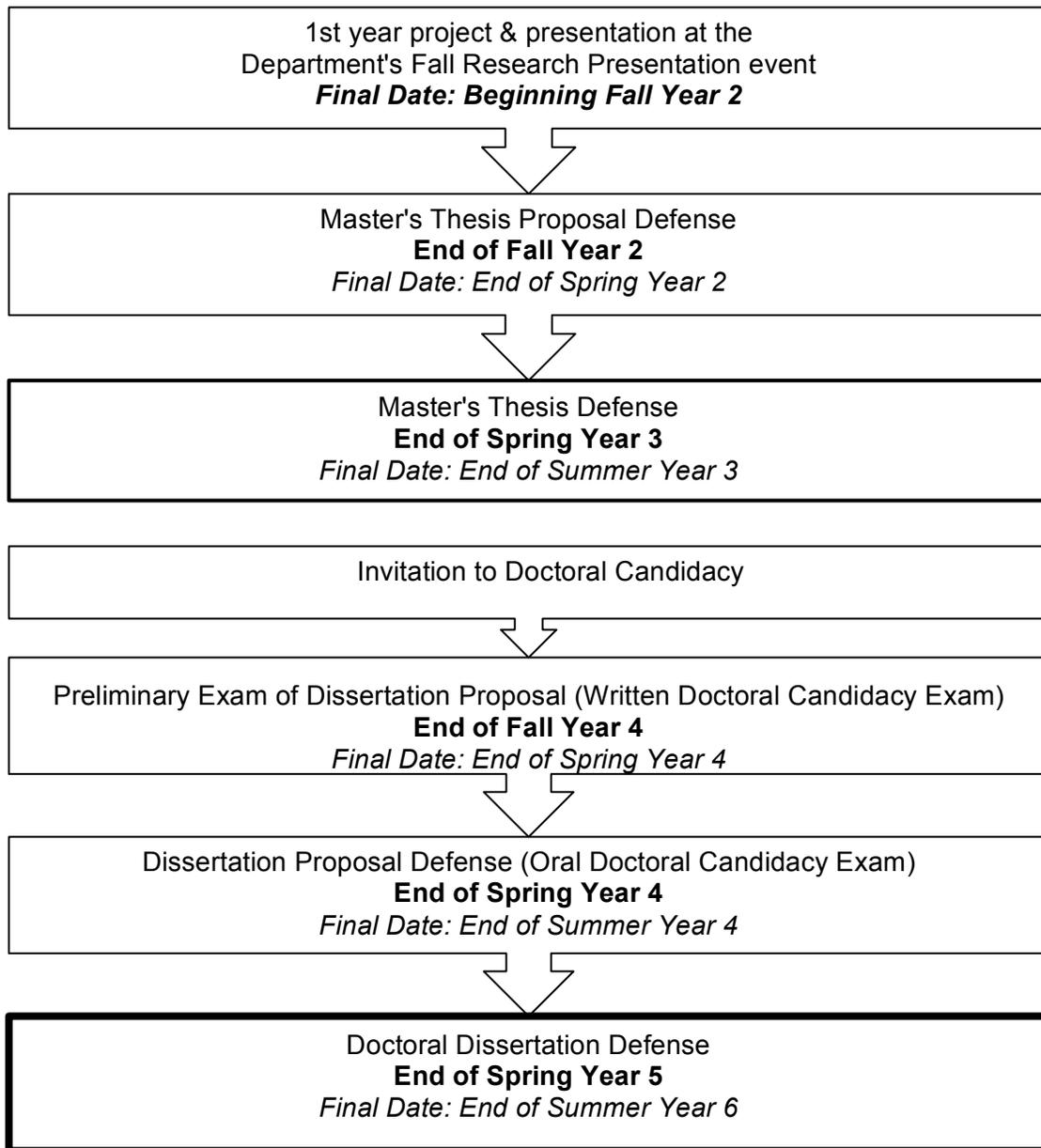
After the examination is concluded, the student is excused from the room. The committee members discuss the student's performance, and a vote is taken by confidential ballot to determine whether the student passed or failed. A committee with five members requires four affirmative votes to pass the student. A committee with four members requires three affirmative votes to pass the student. Following the vote, the student will be invited back into room and informed of the outcome.

In the case of a pass, the dissertation committee may require further revisions of the proposal, including revisions to the methodological plan. Any revisions will be conveyed to the student when notified of the positive outcome.

In the case of failure, the committee members will convey the reasons for it and whether the majority of the members recommend a retake. In this situation, the recommendation will be conveyed to the Department Chair who decides whether to authorize a retake of the oral Dissertation Proposal Defense. An authorization to retake must also be approved by the Graduate School. A second failure results in a forfeiture of degree eligibility and is recorded in the candidate's permanent record.

## Recommended and final dates for completing the major degree requirements

Students are expected to complete the major degree requirements by the recommended dates shown in the timeline below, and no later than the final dates. Failing to complete a requirement *by the recommended date* will trigger an evaluation of the student by the area faculty. If the evaluation identifies serious concerns about the student's progress, then the advisor will convey these concerns to the student in a written letter. Per the procedure described in the Graduate Bulletin, a copy of the letter will be forwarded to the director of graduate studies, who, in turn, will issue a warning letter that stipulates the steps for correcting the situation and the timeframe for doing so (e.g., completing the requirement by the final date). If the student fails to meet the stipulations in the warning letter, then the area faculty will evaluate whether the student is to be dismissed from the graduate program or placed on probation, which will result in the loss of Graduate School funding (see the Graduate Bulletin).



## **Annual Evaluations of Student Progress by Area Faculty**

The graduate school requires an annual evaluation of students for purposes of determining whether they are in good standing, which is required for continued funding. Annual evaluations of each student's progress toward completing the degree requirements are conducted by area faculty at the end of the Spring Semester. In preparation for the evaluations, all area students submit an updated copy of their CV and an annual report form containing information related to research, teaching, and service since their admission to the Psychology Program.

### Student Annual Report Form Information:

1. *Major degree requirements.* List the semester and year of completing the 1<sup>st</sup> year project presentation, Mater's thesis proposal defense, Mater's thesis defense, preliminary exam, Dissertation proposal defense, and Dissertation defense.
2. *Course work.* List the semester and year in which the course work requirements were satisfied (Quant Methods I & II, 3rd Quant course or Research Skills course, Graduate Cognitive Survey course, 2 General CBB course, and 2 other CBB courses).
3. *Publications.* Number of journal publications, manuscripts under review, manuscripts in preparation, chapters, and papers published in conference proceedings.
4. *Conferences.* Number of papers or posters presented at conferences
5. *Teaching.* List teaching assistant assignments (listing course title, instructor, semester & year) and courses taught as instructor of record. Also list courses in which a guest lecture was given, , labs in which you supervised undergraduate research, and other relevant teaching/mentoring experience such as participation in teaching workshops or certificate programs.
6. *Service.* Membership on academic committees in the CBB area, department, college, and university. Hosting a prospective graduate student during the graduate interview event. Serving as a graduate representative to faculty meetings, etc., assisting with CBBSG or visitors. Ad hoc reviewing for journals or conferences, organizer for conference or workshop. Community service (e.g., judge for the Northern Regional Science fair).
7. *Other.* List all awards (teaching, research, conference travel, etc.), fellowships, grants, etc., received as well as proposals and applications submitted, but not funded.

Additional information about a student can be submitted by faculty outside of CBB who may have supervised the student's teaching or other activities.

### Evaluation Criteria

A student will be deemed in **good standing** if s/he is completing the degree requirements by the recommended and final dates, successfully completing required course work (with a minimum GPA of 3.0), exhibiting good research productivity, performance in teaching assistant assignments, etc., and service contributions. The determination of a student's good standing will be based on a simple majority vote of the area faculty. The outcome of the evaluation will be conveyed in a written letter that includes any pertinent comments concerning the student's progress.

The letter also will inform a student of **the potential loss of good standing** if s/he has missed a final date for meeting a requirement or is in danger of missing a final date. Per the procedure described in the Graduate Bulletin, a copy of the letter will be forwarded to the director of graduate studies, who, in turn, will issue a warning letter that stipulates the necessary steps for correcting the situation, and the timeframe for doing so. If the student fails to meet the stipulations in the warning letter, then the advisor and area faculty will evaluate whether the student is to be dismissed from the graduate program or placed on probation, which results in the loss of Graduate School funding (see the Graduate Bulletin for further information).

Following the receipt of annual feedback letters, all students should set up an appointment with their advisor to discuss the annual evaluation results, their progress in the area, and their research and teaching goals. Separate appointments can be made with the Area Director if students so desire. Students may elect to respond in writing to their written evaluations. Such responses should be directed to faculty advisors with a copy to the Area Director. Students not in good standing will have 30 days to appeal their status to the graduate committee.

#### Invitation to Doctoral Candidacy

Following the successful defense of the Master's Thesis, the area faculty will evaluate the student's capability for doctoral level work. Like the evaluation for good standing, the student's capability will be assessed with respect to their timely completion of the MA degree requirements, performance in their course work as well as teaching and service related activities. Of particular importance is evidence of the student's ability to formulate and conduct an independent program of research.

## **Funding**

Eleven months of funding is guaranteed for 5 years provided that the student remains in **good standing**. The funding may come from different sources during the five years (e.g., the Graduate School (Department stipend), a faculty's grant, a University or College fellowship, and external grant or fellowship awarded to the student). A student who loses Graduate School funding because of probationary status (following the procedures specified in the Graduate Bulletin) will not be funded by another source except in rare circumstances.

#### 6<sup>th</sup> year funding

Beginning with the Fall 2015 admissions, students who complete the Ph.D. requirements within 5 years are eligible for a 6<sup>th</sup> year of funding as a postdoc. The stipend will be equal to or greater than the university (department) graduate stipend and there will be at least \$1500 for professional travel expenses.

Students who do not complete the Ph.D. requirements within 5 years *may* receive a 6<sup>th</sup> year of funding if they are in good standing and have been actively engaged in research but need an additional year to complete the dissertation. The awarding of a 6<sup>th</sup> year of funding is competitive and decided by the Graduate Studies Committee. The request for the funding must be made *before the end of the Fall semester of the 5<sup>th</sup> year* and begins with the student and his or her advisor submitting a written request to the CBB area director. The request should provide strong justification for the additional year of funding and a timeline for completing the dissertation work during the 6<sup>th</sup> year. The CBB area director will forward the request to the CBB faculty who, along with the advisor, will meet to discuss it. If there is unanimous support for the request, then it will be forwarded to the Graduate Studies Committee for their consideration.

**General Expectations upon completion of Ph.D. (from the Psychology Department's Learning & Knowledge Objectives):**

- Co-authored at least 1 peer-reviewed publication (3-4 strongly recommended)
- Presented at a professional conference (2-3 strongly recommended)
- Regular attendance of and yearly presentation at the weekly brownbag (CBBSG)
- Assisted advisor with preparing a grant application
- Submitted at least one graduate fellowship application
- Served as a representative on program area, department, university, and/or professional committee.

## **Area Transfers**

The Cognition, Brain, and Behavior Area offers the following as recommended guidelines for those wishing to transfer to or from the Area:

- Cognition, Brain, and Behavior faculty must formally vote to accept students wishing to transfer into the Area.
- Students who are have been issued a warning letter or who are placed on probation are not allowed to transfer out of the Area.
- When a Cognition, Brain, and Behavior student transfers out of the area that student's stipend should remain with the area, or the Cognition, Brain, and Behavior Area should be given a new stipend for the next year's recruiting class. This policy is necessary to prevent areas from becoming disadvantaged over time as a result of transfers.

Also, it should be noted that students do not have to transfer out of the Cognition, Brain, and Behavior Area to have a non-area advisor supervise their research. All that is required is area approval, which can be petitioned for through the Area Director.