

Cognition, Brain, and Behavior Program Syracuse University

1. Overview

The purpose of this document is to describe the Graduate Program in Cognition, Brain, and Behavior at Syracuse University. This document provides an overview of the resources available to students, and the requirements (coursework and research requirements) for obtaining a Ph.D. in Experimental Psychology.

2. 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 his/her 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 this *Handbook*, the procedures and regulations of the Graduate School are described in *Graduate Study at Syracuse University*, and *Syracuse University Bulletin: Academic Rules and Regulations*. Students need to follow the specific regulations (e.g., thesis and dissertation formatting requirements and filing deadlines) of the Graduate School <http://www.syr.edu/gradschool/> (303 Bowne Hall).

The main office of the Psychology Department is located in room 430 of Huntington Hall. A file in the main office contains records of progress for each graduate student. The location of the offices of faculty members can be obtained at the main office. The mailboxes for faculty are located across from the main office, near the copy machine. The mailboxes for graduate students are located in the Stern Library (the graduate student lounge and computer lab) in 428 HH.

3. 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.

4. Faculty

Core faculty in the program include Cornwell, Criss, Kalish, Palfai, Schooler, and White. Brown

(Linguistics), Hewett (Biology), Varshney (Engineering), and Russo (School Psychology) are affiliated faculty.

5. 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.

5.1. 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 30 and June 15. Students submit a copy of their *curriculum vitae*, their teaching evaluations (if they are a TA), 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 mid-term 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 satisfactory progress are as follows:

Courses: There are 12 required courses. Five are departmental core courses (two statistics and three electives). The remaining 7 courses are: 3 in cognitive/neuroscience, 3 in methods, and 1 in applications (see paragraph 5.2 below).

You should successfully complete the required courses in three years. Normal progress would be represented by the completion of two required courses per semester (in addition to independent study or research credits). Each semester, the cumulative number of required courses that you have 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, you will be considered to 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, you should submit a written request for exemption from the requirement to the Chair of the Student Evaluation Committee.

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.

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.

Research: You are required to actively participate in research each semester while meeting the deadlines below, and to attend prosem meetings each semester. If you do so, you will be considered to be in good standing with regard to research participation.

Research Deadlines, see also Appendix B

- a research presentation at prosem and completion of a rough draft of a manuscript of a first-year research project by May 30 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 30 of the second year
- the qualifying examination by May 30 of the third year
- the doctoral dissertation proposal September 30 of the fourth year
- the defense of the doctoral dissertation by May 30 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 thesis and dissertation committee members receive the manuscript at least two weeks prior to the defense date. If you meet these deadlines and your advisor(s) report that you are making satisfactory progress in research, then you are in good standing with regard to research.

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

5.2. Termination Policy

Psychology Department policy states that doctoral students can be terminated from the Department for any of the following or other appropriate reasons:

- 1) Obtaining a cumulative GPA less than 3.0 exclusive of independent study courses and the like. Students may have two further semesters to bring the cumulative GPA to 3.0 or better following the initial semester in which the GPA was less than 3.0.
- 2) Not obtaining at least a B in the departmental core courses. Students may retake a core course one time to achieve a B or better grade. A grade of B- is not satisfactory in a core course.

- 3) Not making progress toward their degree requirements, that is, not meeting the time frame for completing courses and other requirements. In all cases, students may petition the Graduate Committee for a hearing if they feel extenuating circumstances should be taken into account.

Maintenance of a satisfactory GPA is essential for success in the CBB Program, but it is not sufficient to guarantee progress toward the Ph.D. Students must actively participate in a research and demonstrate timely progress and completion of course and research requirements for the program. Students are urged to discuss any problems or delays with an advisor or the program director. Special circumstances may be taken into account.

If a student is not making satisfactory progress toward their degree requirement, then they are not in good standing. 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 subsequent semesters, any time a student is not making satisfactory progress toward their degree following the first warning, a second warning is given. Students may petition for a third extension; however a third extension is unlikely to be granted unless exceptional circumstances have prevented satisfactory progress. If it is decided that the student is to continue in the program, certain guidelines, expectations, and timelines are put into the decision letter. If the decision is made 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 mid-term (approx. January 30) PAR report. Only students in good standing are eligible for consideration for funding. Students are typically not supported for more than 5 years (year 6 and beyond are competitively funded).

5.3. Requirements regarding coursework for the Ph.D.

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

Departmental Core Requirements

Statistics Core (2 courses, 6 hours):

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

Electives (3 courses, 9 hours):

Three elective courses are required outside of the CBB offerings. You are encouraged to select elective course offerings that are application areas for experimental psychology and 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 MA and PhD in PSY, please consult with the Associate Chair and Area Director prior to enrolling in any classes.

CBB Program Requirements

Methods Core (3 courses, 15 hours):

PSY 611: Proseminar in Experimental Psychology (enroll a total of 3 times)
PSY 612: Advanced Experimental Psychology
PSY 854: Statistical Analysis in Research Design

Cognitive/Neural Bases (select at least 3 courses):

PSY 615: Behavioral Pharmacology
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

Applications of Experimental Psychology (1 course, 3 hours):

PSY 736: Psychology of Adult life and Aging

Thesis and dissertation (24 hrs)

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

Independent research, other recommended courses (remaining hours):

Students are encouraged to work closely with one or more faculty members in a research program, and to develop a program of research early in their training.

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 CBB area may count toward the Cognitive/Neural Bases by petition to the Area Director and in consultation with your advisor.

5.4. Requirements regarding the Prosem in Experimental psychology (PSY 611)

The CBB Program holds regularly (usually weekly) prosem meetings throughout the academic year. The meetings are attended by CBB faculty, affiliated faculty, visitors, undergraduates, and graduate students. All CBB 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. For administrative reasons, students attend and contribute to the prosem throughout the academic year and enroll in PSY 611 for course credit and a grade during the summer session after the academic year. Students are expected to attend prosem every academic year that they are in residence, however for administrative reasons they only enroll in PSY 611 for course credit a total of 3 times. Students are expected to give a presentation at prosem in their first year and every following year.

5.5. Requirements regarding research participation

All students are required to actively participate in one of the lab groups of a core faculty member in CBB 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. As time permits, 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.

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

5.6. 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.

5.7. The Master's thesis requirement

All doctoral students are required to propose and defend a master's thesis. The thesis is an original, empirical investigation. In consultation with the faculty, a student may select any faculty member in the CBB Program as the thesis advisor, typically the primary advisor. The student develops a prospectus under the direction of the thesis 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, analyze the data, and to preparing the manuscript based on the results in thesis form.

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 chairperson 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.

5.8. Students entering the program with a Master's degree from another program

Students entering the Ph.D. program with a MS or MA degree from another university or program can either complete a Master's thesis in Experimental 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-doc project is expected to result in a manuscript that is suitable for submission for presentation at a conference and/or for publication in a peer-reviewed journal.

5.9. The qualifying examination

The qualifying exam consists of the preparation of a review of the literature in your area of research specialization and an oral examination based on the written document. The topic and scope of the review are developed in consultation with your research advisor and one other faculty member (usually your secondary advisor). As defined in the most recent edition of the *Publication Manual of the American Psychological Association*, review papers (including meta-analyses) are critical evaluations of empirical and theoretical work that has already been published. Authors of review papers organize, integrate, and critically evaluate previously published materials, and through that process authors summarize and clarify the current understanding of the problem. For relevant guidelines for writing reviews, students are referred to the APA Publication Manual (APA). The expectations regarding the quality of this work are as follows:

1. The review should provide a thorough description and critical appraisal of the state of the research literature for a particular topic in experimental psychology. Breadth as well as depth of coverage of available research findings and theory relevant to the topic is essential. However, to be realistic, it is better to sacrifice breadth for depth so as to provide a useful as well as thorough analysis of the state of our understanding of a particular topic.
2. The review should constitute an objective and balanced evaluation of the selected topic. Its primary aim is to accurately describe the current research and theory for the selected topic. If useful, brief coverage of the historical development of the topic should be included.
3. The manuscript should be carefully prepared in terms of writing style and organization as well as substance.
4. The document can be either a narrative review that objectively summarizes the topic or a

quantitative review such as a meta-analysis.

5. It is expected although not required that the review will include a section, in which new or refined methods, research designs, or models are advanced, so that the review might lead directly to the dissertation research proposal
6. The manuscript will be the student's ideas. The advisor's role is advisory (e.g., suggestions for additional theoretical/conceptual directions, comments on analytical matters, and editorial critique).

Procedures:

Reviews must be prepared according to the current edition of the APA Publication Manual. The manuscript should be concise and well written. The document may not be longer than 50 double-spaced pages (excluding the title page, abstract, references, tables, and figures). Text must be double-spaced with 1-inch margins in Times New Roman, 12-point font. Regarding the format for the qualifying exam oral examination, the student will give a brief (e.g., 15 minute) presentation based on the written document. The presentation should be clear and well organized, like delivering a job talk to a sophisticated and diverse audience. After the formal presentation, there will be questions from the faculty for about 60 minutes. Students should be prepared to answer questions about the methods, findings, and theory as well as conceptual or methodological issues in the field of experimental psychology that are relevant to the specialty area of inquiry.

Faculty must receive the final written document at least 2 weeks prior to the date of the oral exam. All members of the CBB (full-time professors, research professors, adjunct or visiting professors) are invited to read and rate the qualifying exam document and to attend and rate the oral exam. A minimum of three faculty members must agree to participate in the review. Each faculty member who participates in the evaluation process will provide comments regarding the strengths and weaknesses of the document and the oral examination. The Chair of the Student Evaluation Committee will summarize the comments from faculty and give them to the student as soon as possible after the oral exam.

Whether or not the student passes the exam is determined by polling the participating faculty. That is, the faculty will vote "pass" or "fail" in response to the following statement: *Considering the written document and the oral examination, the student has effectively defined and clarified a research problem in experimental psychology, and has provided a critical and comprehensive summary of the status of research and theory in the selected area.* The student passes the exam if a majority of the participating faculty recommends "pass" based on assessment of both the manuscript and the oral presentation. Satisfactory completion of the qualifying exam alone does not mark admission to candidacy for the Ph.D. in Experimental Psychology. A student in good standing is considered a candidate for the Ph.D. after completing all coursework (excluding PSY 999), successful completion of the qualifying exam, and successfully defending the dissertation proposal.

A student who does not pass the examination on the first try will receive a warning and has the

option of submitting a revised or new document (due date to be specified by the faculty). It is expected that the student would be responsive to the qualitative and quantitative feedback of the faculty in the new or revised document and in the oral presentation. Specifically, it is expected that the new or revised document will include an "introduction" of 3-5 pages that addresses the comments and concerns associated (not counted in the page limit) with the previous document. If a student does not pass the qualifying examination on the second try, then the student will be terminated from the program at the end of the academic year.

In consultation with the advisors and the area director, students may petition to complete a qualifying exam in a format other than a review paper.

5.10. The dissertation

Any core CBB faculty member may serve as the dissertation advisor, though it is typically the primary advisor. The student develops a dissertation research proposal under the direction of the dissertation 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 Experimental Psychology. A student is considered to be "ABD" once his/her dissertation proposal has been successfully defended and accepted by the dissertation committee.

Defense Procedures:

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

Three weeks before the defense, meet with Graduate Coordinator for clearance. The Graduate Recorder 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 your defense, schedule your exam with the cooperation of your department. At this time you 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, distribute final copies of thesis/dissertation to Defense Committee. This includes the examining committee chairperson.

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

6. Financial support

Students in good standing can expect to 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 the University Fellowship. Most years the program is fortunate to support one student each year as an Eric Gardner Fellow. This fellowship provides a stipend and 30 tuition credits, and goes to a student with strong skills and interests in statistics who has not been supported by a University Fellowship.

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 faculty, students and the department chairmen, 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.

Please note that the combination of service, study, and research is a full-time arrangement and teaching assistants and university fellows are not permitted to accept any other position for pay and accept no other award.

7. 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.

Future Professorate Program (FPP). 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 Palfai.

8. 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. Please refer to the APA Ethical Principles and Code of Conduct for additional details (<http://www.apa.org/ethics/code/index.aspx>)

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 before any data are collected. <http://orip.syr.edu/>

Academic Dishonesty. The University has strict policies and specific review procedures for suspected academic dishonesty including plagiarism. These are explained in the Graduate catalog, Faculty Manual, and Department of Psychology manual. The CBB 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://academicintegrity.syr.edu/> for more information about the University's policy on academic integrity.

Plagiarism, i.e. 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.

9. 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 some 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. The interdisciplinary Gerontology Center at Syracuse University, the Neuroscience program, and the interdisciplinary program in Cognitive Science are of special interest.

Throughout the academic year, distinguished scientists present talks on various topics in or related to your training as an experimental psychologist as part of various colloquium series on or near campus including CBB 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.

Appendix A: Example Progress and Accomplish Report

**Cognition, Brain, and Behavior
Progress and Accomplishments Report (PAR)
Through Spring Semester 2014**

Please complete and turn-in an electronic copy to the Graduate Student Evaluation Coordinator (Dr. Kalish) by June 1, 2014. 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 2013. 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: _____

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

Primary Advisor: _____ Secondary Advisor: _____

Academic Record

| Research Requirements | Date Completed |
|--|-----------------------|
| First Year Project | _____ |
| Master's Proposal | _____ |
| Master's Thesis Defended | _____ |
| Pre-doctoral Project (in lieu of a 2 nd Master's) | _____ |
| Qualifying Exam Passed | _____ |
| Dissertation Proposal | _____ |

Note: A full copy of the qualifying exam, proposals and defenses must be filed with the Graduate Program Secretary, Sue Bova (430 HH) and an electronic copy provided to the Area Director (acriss@syr.edu). You should do this right after the relevant meeting.

GPA (including S'14): _____

Credits completed (including S'14): _____

List degrees, concentrations, etc that you are pursuing beyond a MA/PhD in PSY

| Statistics Sequence | | |
|----------------------------|--------------|-----------------|
| Course | Grade | Semester |
| PSY 655 | | |
| PSY 756 | | |
| PSY 853 | | |

| Methods | | |
|----------------|--------------|-----------------|
| Course | Grade | Semester |
| PSY 612 | | |
| PSY 854 | | |
| PSY 611 | | |
| PSY 611 | | |
| PSY 611 | | |

| Applications | | |
|---------------------|--------------|-----------------|
| 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 | | |
| BIO 607 | | |
| | | |
| | | |

| Thesis/Dissertation Hours | | |
|----------------------------------|--------------|--------------------|
| 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 2014* 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 2014. 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 2014. Be sure to include relevant details.

Appendix B: Expected Research Progress

| Expected Progress for CBB Graduate Students | | | |
|--|----------|------------------------|--|
| year in program | due date | standard program | entered with acceptance of previously earned MA/MS |
| 1 | May 30 | 1st year project | 1st year project |
| 2 | Sept 30 | Master's proposal | -- |
| 2 | May 30 | defend Master's | pre-doctoral project |
| 3 | May 30 | defend Qualifying Exam | defend Qualifying Exam |
| 4 | Sept 30 | Dissertation proposal | Dissertation proposal |
| 5 | May 30 | defend Dissertation | defend Dissertation |

Appendix C: Appeal Process for Termination

Department of Psychology Graduate Student Appeal Procedure Termination from Program of Study (as reported in the faculty manual 2009)

If the faculty of a program area has determined that a graduate student is to be terminated from the program, the graduate student may appeal this decision in the following manner:

1. A graduate student must submit a written appeal to the Director of Curricular Studies or, if the Director is the student's area director, the Chair of the Department of Psychology. The Director of Curricular Studies or the Department Chair will convene the Graduate Committee, which consists of the Director of Curricular Studies and the departmental Area Directors. The area director of the student's program will be excluded. This written appeal should focus on the problems of due process in the decision process (i.e., was decision arbitrary or capricious) of the program faculty.
2. Upon receipt of a written appeal, the Graduate Committee will request a written statement from the student's area director focusing on the due process and summarizing the program's procedures with appropriate documentation.
3. The Committee will review the student's statement, the area director's statement, and all appropriate documentation from the student's file.
4. A secret ballot will be held. A majority vote is required to reverse the program's decision. If the program's decision is reversed, the student's area director will set new conditions for degree acquisition which will be subject to approval by the Graduate Committee.
5. The student will be notified in writing of the Graduate Committee's decision.