

MASTER OF SCIENCE IN EXPERIMENTAL PSYCHOLOGY

GRADUATE STUDENT HANDBOOK

Last revised July 2019

1 Introduction

1.1 General

The M.Sc. program in Experimental Psychology is a broad and flexible program that provides students for a solid stepping-stone into careers or continuing education in diverse areas of psychology and human factors/ergonomics. The program has two tracks, Experimental Psychology and Engineering Psychology. Students opting for the Engineering Psychology track will also receive an Advanced Certificate in Engineering Psychology in addition to their M.Sc. degree in Experimental Psychology provided they meet the Advanced Certificate requirements. Both tracks require a thesis, which is the main component of the program.

1.2 Experimental Psychology

Experimental Psychology emphasizes the application of experimental methods to the study of psychological phenomena. These phenomena cover an extremely broad range, but the focus on experimental methods places experimental psychology as a discipline to the basic end along the basic–applied continuum of scientific work. The Experimental Psychology Division (3) of the American Psychological Association defined its mission as “...to promote scientific inquiry through teaching and research, and to support experimental psychology through the advocacy and educational programs. The division membership consists of people who do basic and applied research in cognitive psychology, animal behavior processes and neuroscience as well as people who do experimental work in developmental, social, and other areas of psychology” (<http://www.apa.org/divisions/div3/>).

1.3 Engineering Psychology

Engineering Psychology is a specialized sub-discipline of human factors/ergonomics, which is defined as “...the scientific discipline concerned with the understanding of interactions among humans and other elements of a system, and the profession that applies theory, principles, data, and other methods to design in order to optimize human well-being and overall system performance” (definition adopted by the International Ergonomics Association in August 2000; http://www.iea.cc/01_what/What%20is%20Ergonomics.html).

American Psychological Association Division 21—Applied Experimental and Engineering Psychology has defined the discipline thus: “Applied Experimental and Engineering Psychology is the application of psychological principles, knowledge, and research to improve the ability of humans to operate more effectively in a technological society. [Its] research focuses on people’s interaction with or involvement with communication, decision making, and computer information systems, work places, energy and transportation systems, medical and health care settings, consumer product design, living environments, etc. The goal is safer, more effective, and more reliable systems through improved understanding of the user’s requirements and performance capabilities” (<http://www.apa.org/about/division/div21.asp>).

2 Procedures

2.1 Admission Prerequisites

Applicants to this program are expected to have 15 semester credit hours of course work in undergraduate psychology or related field (e.g., engineering, computer science, information technology), including one course in experimental psychology and another in statistics.

2.2 Admission Criteria

Admission decisions will be based on:

1. A minimum GPA of 3.0 for undergraduate work.
2. Graduate Record Examination (GRE) scores (taken within the last five years).
3. Two letters of reference from professors or supervisors.
4. A biographical statement describing the applicant's experience and goals regarding the program. The biographical statement should offer evidence of familiarity with the program and the research areas of faculty members associated with it, as well as a fit between the applicant's interests and goals and the resources available at the Department of Psychology and RIT.
5. A completed application for graduate admission to RIT.

2.3 Application Procedure

Admission requirements are listed in section 2.2 (above). Applicants must submit an RIT graduate application (all application materials and information are available online at http://www.rit.edu/~625www/grad_admission.html). Applicants may apply any time of the year but applications are reviewed and admission decisions made in March each year. If an applicant seeks a spring semester start, this must be clearly articulated in the admission application.

2.4 Maintenance of Graduate Standing

The student must maintain a minimum graduate GPA of 3.0 and be enrolled at least part time in the program to be considered a graduate student in good standing. Continuous registration is required (authorized co-ops satisfy this requirement, as does registration for courses and/or completion of full-time equivalence paper-work).

To remain enrolled students must show adequate progress towards the completion of their thesis. Any student who fails to maintain adequate progress towards the completion of a thesis and is not granted a leave of absence may at any time be terminated from the program on the recommendation of the thesis committee, the Graduate Director and the Department of Psychology Chair. We expect students to begin their thesis work (i.e., the written proposal accepted and publicly defended) before the start of the fall semester of their second year in the program. Failure to successfully defend the thesis proposal by the end of the first year (or second semester in the Program) will result in a Needs Improvement on the Student Evaluation Form (see Section 5.0), triggering a written academic action plan to help the student make satisfactory progress in the following semester.

2.5 Time Limits

Students must successfully complete all required courses and submit an approved thesis within 7 years of the time of initial registration for graduate study.

2.6 Interruption of Study

Existing RIT regulations concerning leave of absence apply. A leave of absence may be requested by a student in preference to withdrawal from the Institute.

3 Curriculum

The program curriculum consists of 5 required courses, 3 of which pertain to thesis research, and 6 electives, of which 3 or 4 are Psychology electives and 2 or 3 are Institute electives.

3.1 Required Courses

PSYC 640 Graduate Statistics (3 cr)
PSYC 641 Graduate Research Methods (3 cr)
PSYC 751 Graduate Seminar (0 cr)
PSYC 752 Thesis Proposal (3 cr)
PSYC 753 Thesis (3 cr)

3.2 Psychology Electives

The Psychology electives are (choose 3 or 4):

PSYC 711 Graduate Biopsychology (3 cr)
PSYC 712 Graduate Cognition (3 cr)
PSYC 713 Graduate Developmental Psychology (3 cr)
PSYC 714 Graduate Engineering Psychology (3 cr)
PSYC 715 Graduate Perception (3 cr)
PSYC 716 Graduate Social Psychology (3 cr)
PSYC 717 Advanced Graduate Statistics (3 cr)

3.3 Institute Electives

The Institute electives (2 or 3) shall be chosen among *graduate* courses relevant to the students' interests and career aspirations offered at RIT and as approved by the Graduate Director.

3.4 Nominal Program Schedule

Table 1. *The nominal program schedule.*

Semester	Courses
1st Fall semester:	PSYC 640 Graduate Statistics (3 cr) PSYC 751 Graduate Seminar 1 PSYC Elective (3 cr) 1 Institute Elective (3 cr)
1st Spring semester:	PSYC 642 Graduate Research Methods (3 cr) PSYC 752 Thesis Proposal (3 cr) 1 PSYC Elective (3 cr) 1 Institute Elective (3 cr)
1st Summer:	Co-op or thesis work
2nd Fall semester:	PSYC 753 Thesis (3 cr) 1 PSYC Elective and/or 1 Institute Elective depending on track (3 cr)

3.5 Experimental Psychology Track

Students opting for the Experimental Psychology track have a wide variety of courses in Psychology and related disciplines available to them. Each student will work with the Graduate Director and a faculty member identified during the application review process to select courses and develop thesis ideas. The PSYC 751 Graduate Seminar requirement allows each student to sample the research possibilities in the Department of Psychology and across the institute. A potential thesis adviser should be identified by the end of fall semester in the 1st year in the program.

3.6 Engineering Psychology Track

Students opting for the Engineering Psychology track of the program should take the following 3 courses as their Psychology electives:

PSYC 712 Graduate Cognition
PSYC 714 Graduate Engineering Psychology
PSYC 715 Graduate Perception

In addition, students should choose 2 courses relevant to their interests and the broad Engineering Psychology discipline as Institute electives. These five courses will also fulfill the requirements for an Advanced Certificate in Engineering Psychology that the students will earn in conjunction with their M.Sc. degree.

3.7 Co-op Option

The M.Sc. degree program in Experimental Psychology has an optional cooperative education component. It is generally taken in the summer semester of the first year of the program. The goal of co-op education is to provide for students the experiential learning that integrates with classroom education. It allows students to apply psychological principles to problems in a variety of work environments. Co-op education may be taken at any business or industrial setting.

4 Thesis

4.1 General Requirements

Thesis research must add to the existing body of knowledge on the given subject. That is, the thesis research must represent original work, or deal with a research question that has not been answered before. Replication of previous research is acceptable as long as the work adds new knowledge to previous results.

4.2 Research Requirements

Thesis research must be empirical. That is, the research must be based on data, which are properly analyzed and interpreted. The data, however, may come from any applicable source; students may run an experiment and collect their own data, or the students may analyze existing data to answer novel research questions about them, or the research may deal with metadata (i.e., data about data).

4.3 Applied Value

In the Engineering Psychology track the thesis topic must have applied value. The distinction between applied and basic research is not dichotomous; rather, applied and basic research are at the opposite ends of a continuum allowing much flexibility in determination of the scope and specific topic of the thesis. However, if the thesis topic lies towards the basic end of the aforementioned continuum, the research should nevertheless be capable of suggesting practical applications; conversely, applied research should always be based on the state of the art of theories of perception and cognition as well as make a contribution to advancing our knowledge about the underlying principles and theoretical constructs of human behavior and performance.

4.4 Significance

The scope and the depth of analysis, and the significance of the topic must be sufficient to warrant publication of the results in a peer-reviewed scientific journal or conference proceedings of similar stature. Thus, the research must be of sufficient quality so that the work may reasonably be expected to get accepted for publication.

4.5 Thesis Process

4.5.1 Graduate Seminar

Graduate Seminar (PSYC 751) is designed to introduce students to graduate study and covers topics related to thesis work and professional development. This course will be completed during the first fall semester.

4.5.2 Thesis Proposal

In Thesis Proposal (PSYC 752) students will create a detailed research plan for their thesis research; this course will culminate in a thesis proposal approved by the student's thesis committee formed as part of the Proposal course. The students must present their proposed research publicly (oral presentation) before the proposal can be approved. If relevant, Institutional Review Board approval for human subjects research will be initiated at this time.

The thesis proposal will be developed collaboratively between the student, the thesis adviser, and thesis committee. The thesis proposal is produced while students complete PSYC 752, normally during the first spring semester in the program.

Following the development of the thesis proposal, and before registering for PSYC 753, a graduate thesis committee must be in place. The thesis proposal must be presented to and accepted by the thesis committee. The students must present their proposed research orally before the proposal can be approved. The main purpose of the thesis proposal is to define the scope of the thesis project and obtain approval for the student's topic from the thesis committee.

The thesis proposal must contain the following elements:

1. The thesis title, the name of the thesis faculty adviser, and the names of the faculty members that participate in the thesis committee as readers. Committee members indicate their approval of the thesis topic by signing the cover page.
2. A review of relevant literature. The literature review serves two distinct purposes. First, it ensures that the research is indeed original by searching the existing body of literature for similar studies conducted in the past. From this it follows that the literature search must be exhaustive. Second, review of relevant literature will allow the candidates to amass sufficient knowledge about their topic to be able to carry out the empirical part of their thesis research.
3. Statement of thesis objectives and significance of the research. A brief description of the project and a clear statement of the purpose of the research and the project deliverables, as well as demonstration of how these follow from or are related to the existing body of knowledge as revealed by the literature review.
4. A research plan, including a proposed timeline of major research activities, and a detailed description of the planned research method are required. The method must furthermore include the following:
 - (a) Participants: Description of the procedures planned for finding and recruiting subjects or obtaining pre-existing data or materials.
 - (b) Apparatus/materials: Description of the experimental apparatus or other materials; here the student should also indicate needs for equipment or software or other resources necessary for the research.
 - (c) Procedure: Detailed description of the experimental procedures. In some cases a "Design" section may be included. This comprises a description of the experimental design or the analyses of pre-existing data; this section must allow for assessment of the validity of the proposed research.

A checklist for the thesis proposal is provided in Appendix A.

4.5.3 Thesis Committee

The thesis committee shall consist of at least three members: a thesis adviser and at least two readers. At least one member of the thesis committee must be a faculty member in the Department of Psychology. Typically, the thesis adviser will also serve as a chair of the thesis committee, overseeing the entire process. If the student's primary thesis adviser comes from outside the Department of Psychology, a reader who is a faculty member of the Department of Psychology shall serve as a chair of the thesis committee and be responsible for ensuring that the thesis meets all the requirements indicated in this handbook and RIT policy manuals. The thesis adviser will be responsible for the day-to-day guidance and supervision of the student through the experimental design and setup, data collection and analysis, and writing phases of the thesis.

At least two readers shall be invited to the student's thesis committee by the thesis adviser and approved by the Graduate Director. The primary role of the readers shall be to ensure that the thesis meets the requirements as stated above. They will also provide constructive criticism and commentary on the written thesis and presentations. The readers must approve the thesis proposal as well as the final thesis. In some cases there may be a greater role for one reader than the other, or all committee members will have significant input on the project. The designated thesis adviser or the chair of the thesis committee, if different from the thesis adviser, is responsible for ensuring that the relative roles of the different committee members are clearly delineated.

Committee members from outside the Department of Psychology may be invited by the thesis adviser and approved by the Graduate Director. An eligible reader from outside the Department of Psychology or the Institute must be a nationally/internationally recognized expert on the topic of the student's thesis and whose participation will be demonstrably advantageous to the student's work.

Changes in the thesis committee composition may occur during completion of the thesis. These exceptional cases will require collaboration with the Graduate Director and/or Department Chair. The Chair will have to be involved in cases where the Graduate Director is a member of the thesis committee.

4.5.4 Thesis

In the Thesis (PSYC 753) course students will collect data, analyze them, and complete their thesis documents in partial fulfillment of the degree requirements. Continuation of Thesis (PSYC 790) may be repeated as necessary to complete the thesis research.

4.5.5 Timeline

Nominally, the program can be completed in 3 semesters, excluding summer, with the thesis research occupying a significant proportion of that time. However, it is likely most students will take 4 semesters to complete all requirements, especially if they opt for a co-op during the summer.

Thesis research is *not* to begin in earnest until (1) the thesis proposal has been approved by the committee, and (2) the research protocol has been reviewed and approved by RIT's Human Subjects Research Office (HSRO) Institutional Review Board (IRB).

It is recognized that both the faculty members on a thesis committee and the student have obligations related to the smooth conduct of the MS process. To that end, it is expected that the following guidelines will be observed:

1. There shall be a minimum of two weeks between the completion of the thesis proposal and the thesis proposal meeting with a student's thesis committee. The thesis committee should be given a minimum of one week to read and review the thesis proposal and return written comments to the student. The date of the thesis proposal meeting can be scheduled a minimum of one week after the committee has read and responded to the thesis proposal. If a committee member cannot meet this deadline, she/he must inform the student and the Graduate Director immediately and negotiate an alternative acceptable to all parties.
2. There shall be a minimum of four weeks between the completion of the thesis draft and the scheduled final thesis public defense. This includes a minimum of two weeks for the thesis committee members to read and review the thesis draft. The committee members should write and submit to the student and thesis adviser their comments, suggestions, and required substantive changes on the thesis draft so that the student can go over them with the thesis adviser prior to the final thesis defense. Substantive changes include extensive new data analyses, extensive alternative data analyses, and extensive alternative interpretations. It is the student's responsibility to provide the committee members with a current draft of the thesis prior to final public defense.
3. The date of the final thesis public defense must be scheduled a minimum of two weeks after the committee has read and responded to a final draft of the thesis. If a committee member cannot meet this deadline she or he must inform the student and the thesis adviser immediately and negotiate an alternative acceptable to all parties.
4. The final thesis must be unanimously approved by the thesis committee. Final oral defense of the thesis will be public. After the final defense and possible required revisions to the thesis, it will be signed by the thesis committee members indicating final approval.
5. Students who intend to walk in the graduation ceremony must have defended their thesis and have committee sign-off by the deadline to apply for graduation set by the College.

4.5.6 Completion of Thesis

Students must be registered for Thesis (PSYC 753) or Continuation of Thesis (PSYC 790) as a minimum during the semester they complete and publicly defend their thesis. This does not supersede the requirement of continuous enrollment to be considered to be in good standing.

4.5.7 Submission of Final Thesis

When you receive final approval from your committee you must submit an electronic version of your thesis to ProQuest (see instructions at: <https://infoguides.rit.edu/thesis-services>) You will submit a PDF version of the thesis to ProQuest, as well submit a supplementary file of your signature page including ALL committee members' signatures. You will receive an email from the ProQuest Administrator stating that, after review, your PDF submission was accepted. You should forward this email to the Graduate Director as proof of completion.

Binding of your thesis is optional. Once your submission to ProQuest has been approved, RIT Libraries provides this service if your Department requests a bound copy for their records or if you would like copies for personal use. (each bound copy is \$17.00). For binding information see <https://infoguides.rit.edu/c.php?g=713771&p=5679292>

5 Student Evaluation Process

Students will be formally evaluated on a semi-annual basis while enrolled in the Program. The purpose of this evaluation is to monitor student's progress in the program and provide constructive feedback in six main areas: (1) Progress Towards Thesis, (2) Progress Towards Coursework Completion, (3) Grades, (4) Professional Behavior, (5) Performance in Assistantship, and (6) Professional Development (see Appendix B). This process will also allow faculty to identify any problem areas and address them in a timely manner. The graduate program director will solicit feedback from the primary adviser, instructors teaching the required and elective Psychology courses, and TA/GA supervisor for each student. This information will then be shared with the Experimental Psychology Graduate Program Committee during a meeting at the end of the semester. At the meeting, the committee and primary advisers will discuss each student's progress in the program and select a final rating for each area in the rubric.

During the first three weeks of the following semester, the primary adviser and student will meet to discuss the evaluation form. At the end of this meeting, the student and adviser should sign the form and forward it to the graduate director to sign as well. A copy of the form will be given to the student, the adviser, and the graduate director. In addition, a copy of the form will be kept on file in the Psychology Department.

If a student receives a rating of (1) Needs Improvement in any one of the areas in a single semester, then a written action plan will be developed by the primary adviser in conjunction with the student to help the student make progress moving forward. The academic action plan will be shared with the Graduate Director and Chair of the Psychology Department. If a student receives multiple Needs Improvements in one semester then the primary adviser can request that the graduate director also attend the meeting to review the evaluation form and establish a written action plan which may include the student being put on academic probation.

If a student receives at least one Needs Improvements in consecutive semesters, a meeting will be scheduled with the student, adviser, graduate director, and Chair of the Psychology Department. The result of the meeting will be a documented academic contract with a timeline for making better progress in the program. The student will automatically be put on academic probation. If the terms of the academic contract are not met, the student will be suspended from the Program.

6 Professional Ethics

The Ethical Principles of Psychologists and Code of Conduct adopted by the American Psychological Association (APA) on June 1, 2003, shall be observed.

Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed.

Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's M.Sc. thesis. Faculty advisers discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

7 Outstanding Student Award

At the end of every academic year (Spring semester), the Experimental Psychology Program Committee will review the Student Evaluation Rubrics for the second-year students from the Fall and Spring semesters to select one (or more) students to receive the Outstanding Student Award. Any student who received at least one Outstanding, and no Needs Improvements during the academic year will be qualified to receive the award. The winner (or winners) will be determined by the Committee. Students will receive a certificate of recognition, as well as have the award announced at graduation. The award may not be given every academic year.

8 Advanced Certificate in Engineering Psychology

8.1 Program Description

The Advanced Certificate in Engineering Psychology (ACEP) is a post-baccalaureate certificate that comprises 15 credit hours of study and that provides the students with core knowledge in the key areas of engineering psychology (3 required courses), as well as an opportunity to study particular topics in greater depth through 2 open electives. An advanced certificate provides students a formal acknowledgment of their knowledge in engineering psychology and credentials for seeking a career in the human factors/ergonomics field.

8.2 Required Courses

There are 3 required courses:

PSYC 712 Graduate Cognition;
PSYC 714 Graduate Engineering Psychology; PSYC
715 Graduate Perception.

8.3 Electives

In addition, students choose 2 electives among relevant graduate courses offered at RIT for an additional 6 semester credits from any unit at RIT offering courses relevant to the students' interests and career aspirations, including but not limited to the following:

Industrial and Systems Engineering (ISEE)
Human-Computer Interaction (HCIN)
Computational Linguistics (ENGL)
Computer Science (CSCI)
Industrial Design (IDDE)

Other graduate courses at RIT may be taken as electives, but these must be approved by the Advanced Certificate Adviser or Department of Psychology Chair.

8.4 Requirements

Students may meet the prerequisite requirements either by taking the designated prerequisite courses at RIT, by having sufficient background from their undergraduate education, or if prerequisite requirements are explicitly waived by the course instructor.

This advanced certificate consists of 5 courses, amplifying the importance of each course compared to the greater variety in a M.S. degree; therefore, students must earn at least a B grade (3 grade points) in each course to earn the certificate.

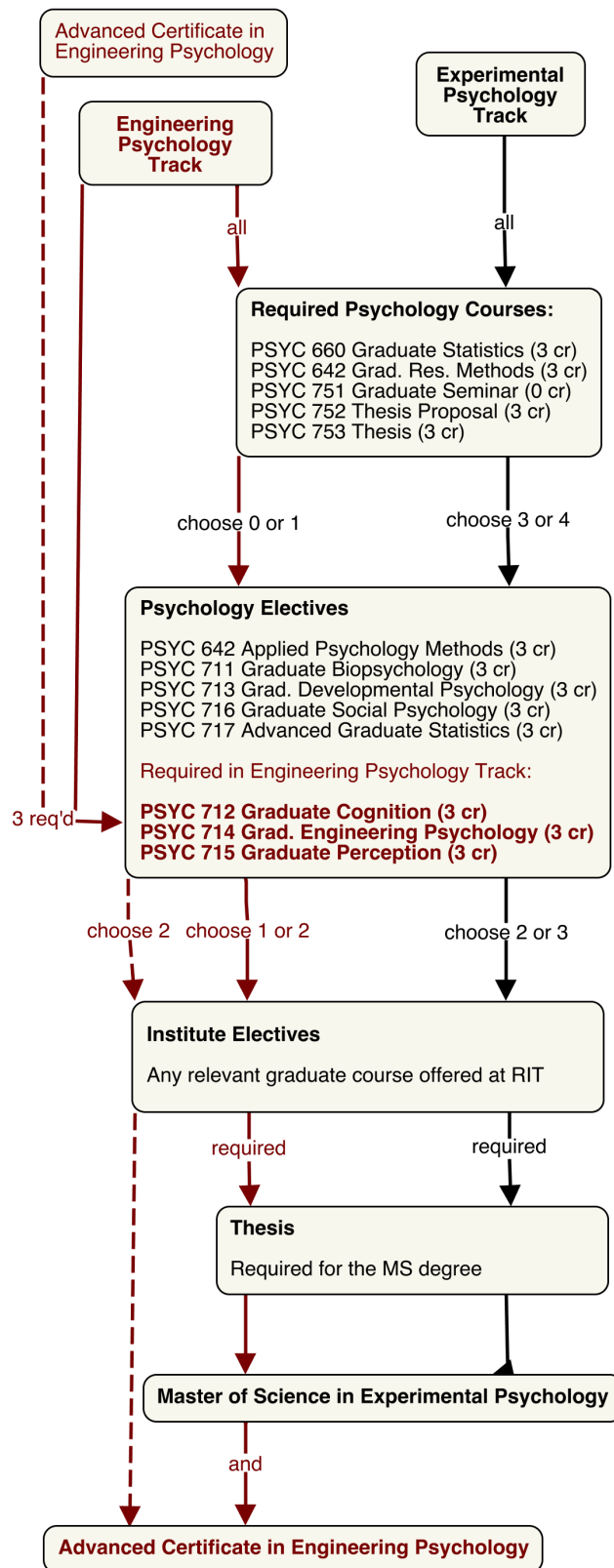


Figure 2. M.Sc. in Experimental Psychology and Advanced Certificate in Experimental Psychology program structure.

MASTER OF SCIENCE IN EXPERIMENTAL PSYCHOLOGY

APPENDIX A: THESIS PROPOSAL CHECKLIST

- ☐ The proposal contains (1) the thesis title, (2) the name of the thesis faculty adviser, and (3) the names of two faculty members that participate in the thesis committee as readers.
- ☐ The proposed research must represent original work, as demonstrated by an exhaustive review of relevant literature.
- ☐ The proposal clearly describes the theoretical foundation it is based on as well as its contribution to advancing knowledge about the underlying principles and theoretical constructs of human behavior and performance.
- ☐ The proposal contains a statement of thesis objectives and significance of the research.
- ☐ The proposal contains a research plan, including a proposed timeline of major research activities.
- ☐ The proposal contains a detailed description of the planned research method
- ☐ The proposal contains description of the procedures planned for finding and recruiting subjects OR for obtaining pre-existing data or materials.
- ☐ The proposal contains description of the experimental apparatus or other materials and possible needs for equipment or software or other resources necessary for the research.
- ☐ The proposal contains a detailed description of the experimental design OR the analyses of pre-existing data
- ☐ The proposal contains a detailed description of the experimental procedures.
- ☐ The proposal clearly describes the independent variables and how they are to be manipulated, OR the data sources the research is based on.
- ☐ The proposal clearly describes the dependent variables and how they are to be measured, OR the metadata and how they are derived from pre-existing data.
- ☐ The proposal suggests practical applications for the results of the research.
- ☐ The proposed research appears to be of sufficient significance and quality for publication.

Appendix B
RIT Experimental Psychology Program
 Formative Student Evaluation: Middle of First Year

The Experimental Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your work over the past semester, we have assigned a rating in the following areas:

Student Name: _____ Graduation Year: _____ Date: _____

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Progress Toward Thesis		Does not attend regular meetings with thesis adviser to discuss thesis progress or cannot articulate thesis topic.	Attends regular meetings with thesis advisor to discuss thesis progress and can articulate a potential thesis topic.	Has agreed on a thesis topic with thesis adviser and completed a substantial literature review as determined by the adviser.
Progress Toward Coursework Completion (Full-time students who started in the Fall semester)		Completed fewer than 2 required or 2 elective courses or does not attend class regularly.	Completed 2 required courses (PSYC-640 AND 751) and 2 electives, and attends class on a regular basis.	
Grades		Less than 3.0 GPA and/or any C's or lower in any class.	GPA between 3.0 and 3.8 and no C's in any course.	At least a 3.8 GPA overall.
Professional Behavior		Does not engage in class discussions, is not prepared for meetings with adviser, often cancels or does not show up for meetings, does not respond to emails in a timely fashion, or there is evidence of unprofessional conduct.	Active engagement in courses, is prepared for meetings with adviser, keeps regular meetings with adviser, responsive to emails, and there is evidence of professional conduct.	Goes beyond assigned course work to study a topic, shows initiative and resourcefulness in course work, consistently prepared for meetings with adviser, and there is evidence of professional conduct.
Performance in Assistantship		Not meeting the expected responsibilities for TA or GA position as determined by the TA or GA supervisor.	Meeting GA/TA responsibilities as determined by the TA or GA supervisor.	Exceeding GA/TA responsibilities as determined by the TA or GA supervisor.

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Professional Development		Does not attend talks/defenses in the Department or does not attend RIT research events or symposia.	Attends talks/defenses in the Department and attends RIT research events or symposia.	Attends talks/defenses in the Department, attends RIT research events or symposia and attends/presents work at national or international conferences and/or has gained job experience related to career goal.

Strengths:

Areas to address:

Student Signature

Date

Primary Adviser

Date

Graduate Director

Date

RIT Experimental Psychology Program
Formative Student Evaluation: End of First Year

The Experimental Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your work over the past semester, we have assigned a rating in the following areas:

Student Name: _____ Graduation Year: _____ Date: _____

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Progress Toward Thesis		Has not publicly defended the thesis proposal.	Successful public defense of the thesis proposal.	Substantial work on the research plan, data collection under way, OR apparatus for data collection ready and tested as determined by the adviser.
Progress Toward Coursework Completion		Completed fewer than 4 required or 4 elective courses to date.	Completed 4 required courses (PSYC-640, 751, 642, 752) and 4 electives to date.	
Grades		Less than 3.0 cumulative GPA or any C's in the current semester.	Cumulative GPA between 3.0 and 3.8 and no C's in current the current semester.	At least a 3.8 cumulative GPA.
Professional Behavior		Does not engage in class discussions, is not prepared for meetings with adviser, often cancels or does not show up for meetings, does not respond to emails in a timely fashion, or there is evidence of unprofessional conduct.	Active engagement in courses, is prepared for meetings with adviser, keeps regular meetings with adviser, responsive to emails, and there is evidence of professional conduct.	Goes beyond assigned course work to study a topic, shows initiative and resourcefulness in course work, consistently prepared for meetings with adviser, and there is evidence of professional conduct.
Performance in Assistantship		Not meeting the expected responsibilities for TA or GA position as determined by the TA or GA supervisor.	Meeting GA/TA responsibilities as determined by the TA or GA supervisor.	Exceeding GA/TA responsibilities as determined by the TA or GA supervisor.

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Professional Development		Does not attend talks/defenses in the Department or does not attend RIT research events or symposia.	Attends talks/defenses in the Department and attends RIT research events or symposia.	Attends talks/defenses in the Department, attends RIT research events or symposia and attends/presents work at national or international conferences and/or has gained job experience related to career goal.

Strengths:

Areas to address:

Student Signature **Date**

Primary Adviser **Date**

Graduate Director **Date**

RIT Experimental Psychology Program
Formative Student Evaluation: Middle of Second Year

The Experimental Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your work over the past semester, we have assigned a rating in the following areas:

Student Name: _____ Graduation Year: _____ Date: _____

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Progress Toward Thesis		Data collection <50% of proposed sample size completed.	Data collection >50% of proposed sample size completed and data in a format appropriate for analysis.	Data analysis complete or nearly complete and good progress in writing of the final thesis document as determined by the adviser.
Progress Toward Coursework Completion		Insufficient coursework completed to graduate by the end of the second year in the Program.	On track to complete all coursework by the end of the second year in the Program.	
Grades		Less than 3.0 cumulative GPA or any C's in the current semester.	Cumulative GPA between 3.0 and 3.8 and no C's in the current semester.	At least a 3.8 cumulative GPA.
Professional Behavior		Does not engage in class discussions, is not prepared for meetings with adviser, often cancels or does not show up for meetings, does not respond to emails in a timely fashion, or there is evidence of unprofessional conduct.	Active engagement in courses, is prepared for meetings with adviser, keeps regular meetings with adviser, responsive to emails, and there is evidence of professional conduct.	Goes beyond assigned course work to study a topic, shows initiative and resourcefulness in course work, consistently prepared for meetings with adviser, and there is evidence of professional conduct.
Performance in Assistantship		Not meeting the expected responsibilities for TA or GA position as determined by the TA or GA supervisor.	Meeting GA/TA responsibilities as determined by the TA or GA supervisor.	Exceeding GA/TA responsibilities as determined by the TA or GA supervisor.

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Professional Development		Does not attend talks/defenses in the Department or does not attend RIT research events or symposia.	Attends talks/defenses in the Department and attends RIT research events or symposia.	Attends talks/defenses in the Department, attends RIT research events or symposia and attends/presents work at national or international conferences and/or has gained job experience related to career goal.

Strengths:

Areas to address:

Student Signature

Date

Primary Adviser

Date

Graduate Director

Date

RIT Experimental Psychology Program
Formative Student Evaluation: End of Second Year

The Experimental Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your work over the past semester, we have assigned a rating in the following areas:

Student Name: _____ Graduation Year: _____ Date: _____

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Progress Toward Thesis		Thesis not defended.	Successful public defense of the thesis.	Thesis submitted to ProQuest and the Wallace Library.
Progress Toward Coursework Completion		Did not complete all required coursework.	Completed all required coursework required for the degree: 5 required and 6 electives.	
Grades		Less than 3.0 cumulative GPA or any C's in the current semester.	Cumulative GPA between 3.0 and 3.8 and no C's in the current semester.	At least a 3.8 cumulative GPA.
Professional Behavior		Does not engage in class discussions, is not prepared for meetings with adviser, often cancels or does not show up for meetings, does not respond to emails in a timely fashion, or there is evidence of unprofessional conduct.	Active engagement in courses, is prepared for meetings with adviser, keeps regular meetings with adviser, responsive to emails, and there is evidence of professional conduct.	Goes beyond assigned course work to study a topic, shows initiative and resourcefulness in course work, consistently prepared for meetings with adviser, and there is evidence of professional conduct.
Performance in Assistantship		Not meeting the expected responsibilities for TA or GA position as determined by the TA or GA supervisor.	Meeting GA/TA responsibilities as determined by the TA or GA supervisor.	Exceeding GA/TA responsibilities as determined by the TA or GA supervisor.
Professional Development		Does not attend talks/defenses in the Department or does not attend RIT research events or symposia.	Attends talks/defenses in the Department and attends RIT research events or symposia.	Attends talks/defenses in the Department, attends RIT research events or symposia and attends/ presents work at national or international conferences and/or has gained job experience related to career goal.

Strengths:

Areas to address:

Student Signature **Date**

Primary Adviser **Date**

Graduate Director **Date**

RIT Experimental Psychology Program
Formative Student Evaluation: Post Second Year

The Experimental Psychology Program faculty reviewed your performance in the program and progress toward your degree. Based on your work over the past semester, we have assigned a rating in the following areas:

Student Name: _____ Graduation Year: _____ Date: _____

Area	Rating	Needs Improvement (1)	Satisfactory (2)	Outstanding (3)
Progress Toward Thesis		Thesis not defended.	Successful public defense of the thesis.	Thesis submitted to ProQuest and the Wallace Library.
Professional Behavior		Is not prepared for meetings with adviser, often cancels or does not show up for meetings, does not respond to emails in a timely fashion, or there is evidence of unprofessional conduct.	Is prepared for meetings with adviser, keeps regular meetings with adviser, responsive to emails, and there is evidence of professional conduct.	Is consistently prepared for meetings with adviser, and there is evidence of professional conduct.

Strengths:

Areas to address:

Student Signature Date

Primary Adviser Date

Graduate Director Date