Ph.D. Student Guide

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

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

Revised October 2012
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INTRODUCTION
This guide is intended to provide information on policies and procedures in the Ph.D. Programs in the School of Behavioral and Brain Sciences. It is not an official document or supplement to the University catalog or other official publications. For official University policy regarding graduate studies please see the UTD Graduate Student Guide on-line at: http://www.utdallas.edu/dept/graddean/gsGuide.htm and the UTD Graduate Catalog: http://www.utdallas.edu/student/catalog/gradcurrent/.

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

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

You have joined us at a time of change and with change comes both excitement and uncertainty. We will be adapting our curriculum, requirements, and timelines over the next several years to meet the challenges we face and to position our program to gain from new opportunities. We cannot say with certainty what the changes will be, but we can say that they will benefit students and enhance the value of the UT Dallas Ph.D. degree.

PROGRAM ADMINISTRATION
The administration of the Ph.D. programs is divided among committees and individuals each having specific responsibilities. Their roles and responsibilities are described below. Two of the most important individuals with whom you will interact are your research advisor and your academic advisor. Their roles are described in the Advising section.
**Area Faculty:**
The faculty who participate in teaching and research supervision within a particular Ph.D. program constitute that program’s Area Faculty. The Area Faculty are responsible for the program’s curriculum and requirements, advising and mentoring, and evaluation of student performance and progress. Most faculty participate in more than one Ph.D. program.

**Graduate Studies Committee:**
The Graduate Studies Committee oversees and coordinates all of the graduate programs in the School of Behavioral and Brain Sciences. It plays a role in developing, implementing, and monitoring policies and procedures including admissions, appointment and assignment of teaching assistants, student travel, course scheduling, and the evaluation of qualifying papers and projects. The Graduate Studies Committee is currently composed of the program heads of the three Ph.D. programs: the doctoral program in Audiology, the masters programs in Applied Cognition & Neuroscience and Human Development & Early Childhood Disorders, as well as a representative from the neuroscience area. Committee membership changes periodically.

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

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

**Other Administrators:**
In addition to the faculty and committees described above, there are other University administrators who may play a role in your doctoral studies. Dr. Melanie Spence is the Associate Dean of Undergraduate Studies. She is responsible for undergraduate education in the School and should be consulted about undergraduate teaching opportunities.

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

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

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

ADVISING
Research Advisor:
The research advisor is the primary faculty member with whom the student works. The research advisor provides mentoring in research, guidance in the selection of courses, assistance in preparation of the degree plan and Milestones Agreement Form, and career guidance. The research advisor supervises and must sign off on the student’s qualifying proposals and papers, and other documents submitted to the Graduate Studies Committee. In most cases, the research advisor will become the chair of the student’s dissertation committee. All tenured and tenure-track faculty members are eligible to serve as research advisors.

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

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

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

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

When your registration form has been completed and signed, bring the form to the Ph.D. Academic Coordinator (Mary Felipe). The Academic Coordinator will register you online. Students may not self-register. You may also register by emailing Ms. Felipe (mary.felipe@utdallas.edu) from your UTD email account after you speak with your research advisor about your course work. Be sure to cc your research advisor on the registration email and ask him/her to respond stating approval of your classes. In the email, be sure to list the course and section numbers, course titles, and instructors. Email registration requests are only accepted if sent from your UTD email account. If you wish to add or drop a course, you must repeat the process starting with your research advisor. Occasionally, there are “holds” on your student account. Holds result from missing documents, unpaid fees, financial aid issues, or even an incorrect mailing address. You will have to resolve these holds before you can register. It is also important that you regularly review your registration and payments on Orion (accessed from the UT Dallas webpage.) Errors are more difficult to correct if they are not caught quickly.

**Degree Planning and Annual Reporting:**
All students entering the program in the fall must submit a degree plan by October 1 of their second year. The purpose of this plan is to show how and when requirements will
be met and to help the program project the need for courses not offered annually. Degree plans should be initiated by the student and research advisor with the guidance of the program head. The degree plan is a working document and may be updated regularly to reflect the student’s developing research focus and career goals. The School offers many special topics seminars, so it is not possible to specify a student’s entire degree plan from the start. But, there should be a plan in place to specify how the student will meet degree requirements and an indication of the timelines for meeting degree milestones. A degree plan demonstrating completion of all program requirements must be filed along with the application for graduation at the completion of the student’s studies.

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

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

To ensure timely completion of the Ph.D., the State limits the number of credit hours a student may accumulate toward the degree. For students who do not hold a graduate degree, the maximum is 129 credits. This includes 99 hours in doctoral status which follows the first 30 hours of graduate coursework at a UT System University. There are a variety of sanctions affecting the student, supervising professor, and the University for retaining students who exceed the maximum number of hours. Keep careful track of the hours you accumulate to be sure you do not exceed the limit. Students who are simultaneously earning the Ph.D. and clinical certification in Speech-Language Pathology or Audiology at UTD are exempt from the above enrollment limits provided they complete all requirements for clinical certification prior to completion of the Ph.D.

General Core:
The Doctoral Proseminars (HCS 6302, HCS 6303) introduce students to the faculty and research domains encompassed within the School and the many issues related to successful doctoral study. The Doctoral Proseminars are supplemented by school-wide colloquia featuring internationally known scientists and area-specific brown-bag seminars, which include presentations by students, faculty, and occasionally, faculty visiting from other universities. Students are expected to attend their area “brown bags”
and all the colloquia. The colloquia and brown-bags are announced on the BBS webpage and through e-mail.

The Research Methods courses include HCS 6312 Research Methods I and either HCS 6313 Research Methods II or HCS 6351 Quantitative Methods in the Neurosciences provide the foundation for research design and statistical analysis. Most students are required by their research advisor or dissertation committee to take additional coursework in research design and statistics or other research tools on topics relevant to their research.

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

**COGNITION AND NEUROSCIENCE** ([http://bbs.utdallas.edu/cogneuro/](http://bbs.utdallas.edu/cogneuro/))

**Doctoral Proseminar (6 SCH)**
- HCS 6302 Issues in Behavioral and Brain Sciences I
- HCS 6303 Issues in Behavioral and Brain Sciences II

**Research Methods (6 SCH minimum)**
- HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I
- HCS 6313 Research Methods in Behavioral and Brain Sciences – Part II
- HCS 6351 Quantitative Methods in the Neurosciences

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

1. Cognition
   - HCS 6330 Cognitive Science
   - HCS 6395 Cognitive Psychology

2. Neuroscience
   - HCS 6346 Systems Neuroscience
   - HCS 7344 Functional Human Neuroanatomy

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

COMMUNICATION SCIENCES AND DISORDERS (http://bbs.utdallas.edu/csd/)

Doctoral Proseminar (6 SCH)
- HCS 6302 Issues in Behavioral and Brain Sciences I
- HCS 6303 Issues in Behavioral and Brain Sciences II

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

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

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

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

PSYCHOLOGICAL SCIENCES (http://bbs.utdallas.edu/psyciphd/)

Doctoral Proseminar (6 SCH)
- HCS 6302 Issues in Behavioral and Brain Sciences I
- HCS 6303 Issues in Behavioral and Brain Sciences II

Research Methods (6 SCH minimum)
- HCS 6312 Research Methods in Behavioral and Brain Sciences – Part I
- HCS 6313 Research Methods in Behavioral and Brain Sciences – Part II

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

1. Developmental Psychology
   - HCS 6331 Cognitive Development
   - HCS 6350 Social Development
   - HCS 6368 Language Development

2. Cognition
   - HCS 6330 Cognitive Science
   - HCS 6333 Memory
   - HCS 6395 Cognitive Psychology

3. Social/Personality Psychology
   - HCS 6327 Personality
   - HCS 6376 Social Psychology

4. Neuroscience
   - HCS 6346 Systems Neuroscience
   - HCS 7344 Functional Human Neuroanatomy

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

Specialization in Child Language Development and Disorders (CLDD):
In addition to the three Ph.D. programs, the School offers a specialized sequence of courses for students with interests in the development and disorders of language in children. Students enrolled in any of the Ph.D. programs may select the CLDD specialization. Please contact an area advisor or Dr. van Kleeck for information regarding this specialization.

Combined Programs (M.S. /Ph.D. and Au.D. /Ph.D.):
Students wishing to earn clinical certification in speech-language pathology or audiology in combination with the Ph.D. may apply to the combined program. For details, contact Dr. Stillman if you are interested in speech-language pathology or Dr. Roeser if you are interested in audiology. Combined programs with other master’s degrees are not available.

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

**Waiver of Requirements:**

Students entering a Ph.D. program with graduate coursework relevant to the degree may, with the approval of the Graduate Studies Committee, waive specific course requirements. Students wishing to waive a requirement should submit a request to their Program Head and attach the course syllabus of the equivalent course previously taken. Generally, only courses in which a grade of A was earned will be considered. It is not necessary to formally transfer courses to UTD. In some cases, the Area Faculty may require a substitute course rather than waive the requirement.

**Transfer of Credit:**

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

**QUALIFYING PAPERS AND PROJECTS**

Students in all 3 Ph.D. programs must successfully complete their qualifying papers and projects in order to advance to candidacy. These papers and projects are in lieu of a qualifying examination. The goal of the qualifying papers and projects is for students to demonstrate mastery of the literature in their field, competence in conducting research, and written and oral skills commensurate with professional standards in the discipline. There are two qualifying plans. Students may select either Plan 1 or Plan 2 with the approval of their research advisor.
Qualification Plan 1 (Qualifying Thesis):
The Qualifying Thesis is a research project supported by an extensive literature review. The written project is in the form of a published journal article and the resulting project resembles, but is less comprehensive than the dissertation. The Qualifying Thesis is guided and evaluated by a Qualifying Committee. To form the committee, the student consults with the research advisor to identify two faculty who have appropriate expertise for the proposed research project. The research advisor serves as Chair of the Committee. One of the members will serve as Committee Vice-Chair and will assume the responsibilities of the Chair if the Chair should be unavailable to complete supervision of the thesis. The Qualifying Committee provides guidance and feedback in the design, conduct, and write-up of the study, and evaluates the final product.

In their first semester, students should work with their research advisor to identify a research question and to develop a pre-proposal for the thesis. This pre-proposal will provide an overview of the proposed research area and specific research question. When a suitable project has been identified and framed, the student and research advisor identify two other faculty committee members. The student will provide a copy of the pre-proposal to the prospective committee members and invite them to serve on the committee. Contact these faculty members several weeks in advance of the deadline so there is sufficient time for faculty to review the pre-proposal and discuss it with you. All faculty members agreeing to serve on the Qualifying Thesis committee will sign the Qualifying Thesis Committee Membership form. Submit the pre-proposal and Committee Membership form to the Ph.D. Program Office by the deadline date noted below. The form is located at http://bbs.utdallas.edu/psycmphd/pdf/qual-thesis-committee-member.pdf.

After the committee is formed, the student develops a full proposal under the guidance of the three committee members. The proposal is written in journal format, and includes a complete Introduction and Method sections, and an overview of the statistical analyses, hypothesized results, and significance of the results. Following completion of the proposal, the student provides copies of the proposal to all committee members and schedules a meeting with the committee. During the committee meeting, the student defends the research proposal. The committee either approves the project as proposed or requires revisions. The committee’s initial decision on the project is noted on the Qualifying Thesis Proposal Approval Form. The form is located at http://bbs.utdallas.edu/psycmphd/pdf/qual-thesis-prop-approval.pdf. The proposal approved by the Qualifying Committee is an agreement regarding the design of the study and the breadth of research literature to be surveyed in the thesis. Committee Approval of the proposal is required before data collection for the project can begin.

After the research project and written thesis are completed, the final thesis is submitted for review by the Qualifying Committee. A formal thesis defense meeting of the committee and the student must be held at least two weeks following the date the paper is submitted. The student will present the research project and answer questions about the research and the research area.
Qualifying Theses are evaluated as "acceptable", "acceptable with revisions", or "not acceptable". “Acceptable” means that the student has clearly met the criteria established for successful completion of the thesis. However, in most cases, minor editorial changes are necessary before final approval is given. In cases of "acceptable with revisions", the Qualifying Committee will specify recommended changes in the paper, and require the student to submit a revision incorporating these changes. Along with the revised manuscript, the student must submit a detailed cover letter indicating where specified revisions have been made and the pages where the revisions may be found and/or a full explanation why the student decided not to make changes recommended by the Qualifying Committee. All revisions of papers rated “acceptable” or “acceptable with revision” must be approved by the Qualifying Committee by the end of the semester in which the paper was due. A rating of “not acceptable” on a Qualifying Thesis will result in the dismissal of the student from the program. It should be noted that a competently conducted Qualifying Thesis will not be rated "not acceptable" due to disappointing data. Committee approval of a Qualifying Thesis proposal indicates the faculty is satisfied with the design of the study. Committee members will indicate their evaluation of the project on the Qualifying Thesis Final Approval Form. The form is located at http://bbs.utdallas.edu/psycshpd/pdf/qual-thesis-final-approval.pdf.

To complete the Qualifying Thesis requirement, the student must present the project at a “brown-bag” meeting. This requirement is intended to give students experience in public presentation prior to the dissertation proposal defense. It is also a way to disseminate information to faculty and students regarding doctoral student research within the school. Performance in the presentation will not affect acceptance of the project. However, students will receive feedback which will help to develop presentation skills. The “Brown Bag” coordinator in the student’s area should be contacted to arrange for scheduling the presentation of your thesis.

The following dates are deadlines for completion of each of these steps.

**First year**

**Due February 1:**
1)Qualifying Thesis Committee identified.
2) Two-three page pre-prospectus submitted to Qualifying Thesis Committee. The pre-prospectus (in abstract form) will provide an overview of the proposed research area and specific research question. The prospectus should provide sufficient information about the project for prospective committee members to determine if they will serve on the committee.
3) Qualifying Thesis Committee Membership Form and prospectus submitted to the Ph.D. Program Office.

**Second year**

**Due August 1:**
1)Submit full draft of Thesis Proposal to Qualifying Thesis Committee. Proposal will be written in journal format, and include complete Introduction and Method sections, as well as an overview of the statistical analyses, hypothesized results, and significance of the results.
2) Copy of proposal submitted to Ph.D. Program Office.

**Due September 15:**
1) Thesis proposal evaluated and approved by the Qualifying Thesis Committee. Proposal will be written in journal format, and include complete Introduction and Method sections, as well as an overview of the statistical analyses, hypothesized results, and significance of the results.
2) Student defends Qualifying Thesis in Committee Meeting, and Committee rates the defense as exceeds expectations, meets expectations, or below expectations.
3) Following Committee approval of proposal, student submits Qualifying Thesis Proposal Approval Form and copy of revised proposal (if requested by committee) to the Ph.D. Program Office.

**Due December 15:**
1) Progress Report submitted to Qualifying Thesis Committee and the Ph.D. Program Office
   The progress report will include information about the status of data collection and analysis, any changes to the project that were recommended by the committee after the project was underway, and the expected time line for project completion.

**Due March 20:**
Final, full draft of Qualifying Thesis due to the Thesis Committee

**Due May 1:**
1) Thesis Defense Meeting held with Qualifying Thesis Committee
   a. Qualifying Thesis Final Approval Form signed and submitted to Ph.D. Program Office.
2) Public Presentation of Thesis should occur at a “brown bag” meeting prior to the end of the semester.

Qualification Plan 2 (Research Project plus Integrative Literature Review or Grant Proposal):
Plan 2 requires 2 separate projects: a research project conducted under the supervision of the research advisor and a separate integrative literature review or grant proposal, demonstrating substantive knowledge of the research literature in a specific field. The Qualifying Research Project, Integrative Literature Review, and Grant Proposal may not be initiated without the Graduate Studies Committee’s prior approval of a proposal (for a research project or literature review) or pre-proposal (for a grant proposal).

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

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

Students who have completed a master’s thesis may request a waiver of the research project requirement. To be considered for a waiver, submit a copy of the thesis to the Graduate Studies Committee. In order for a master’s thesis to substitute for a research project, it must meet the same criteria applied to research projects. Of paramount importance is that the thesis demonstrates research competence commensurate with undertaking a dissertation in the student’s area of interest. Some master’s theses will not meet this important criterion. In addition, some research advisors will require that a student complete a research project in the area in which the student plans to conduct dissertation research. Therefore, it should not be assumed that the completion of a prior master’s thesis will be accepted in lieu of the research project or any other doctoral requirement.

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

A proposal defining the topic and scope of the integrative review is developed in consultation with the student’s research advisor and must be approved first by the research advisor and then by the Graduate Studies Committee. A two-to-five page proposal for the paper should be submitted to the Graduate Studies Committee. The proposal should convey the goals of the paper, the domain of literature to be reviewed, and include references to key articles that will be cited in the paper. It must also indicate the particular journal model the student is following (possibilities include Psychological Review and Psychological Bulletin).
Grant Proposal:
The grant proposal is designed to provide students with experience in analyzing and synthesizing the research literature and in developing the rationale, literature review, and design of a potentially fundable study. Before beginning the grant proposal, the student must submit to the Graduate Studies Committee a pre-proposal, approved by the student’s research advisor defining the scope and research goals of the grant proposal. It is expected that the proposal will conform to the format and requirements of a major Federal granting agency such as NIH or NSF. Use of any other format will require clear justification and a copy of the proposal instructions since proposals submitted to foundations and other agencies may be too limited in scope to meet the requirements of a doctoral qualifying project. For grant applications having page limitations which allow only a very brief literature review, the student may be required to submit a more comprehensive supplemental literature review and references to demonstrate knowledge of the relevant research literature. It is expected that students will submit their grant proposals to the relevant agency for consideration for funding.

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

All second reader reviews are anonymous. However, occasionally a student can identify the reviewer based on the content of the review. To maintain the integrity of the review process, the student may not contact the 2nd reader regarding the review. If a second reader wishes to be made known to the student, that information will be included in the Graduate Studies Committee’s memo to the student. The student is then free to consult with the second reader to clarify the review, seek suggestions regarding improvement, or request help in preparing the paper for journal submission. In the absence of formal assent by the second reader, all reviewers will remain anonymous.

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

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

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

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

To complete the Research Project or Qualifying Thesis requirement, the student must present the project at an open seminar or “brown-bag” meeting. This requirement is intended to give students experience in public presentation prior to the dissertation proposal defense. It is also a way to disseminate information to faculty and students regarding doctoral student research within the school. Performance in the presentation will not affect acceptance of the project. However, students will receive feedback to help the student develop presentation skills. The area advisor will help schedule the presentation of your research project. After completing the “brown bag”, submit the Public Presentation of Research Project form, signed by you and your advisor, to the BBS Ph.D. Program Office. The form is located at http://bbs.utdallas.edu/graduate/pdf/present-research-proj.pdf.

Timelines for Submission (subject to change):
For all projects, the initial proposal is due February 15 for students entering in fall. For students following Qualifying Plan 2, the table below indicates due dates. For students following Qualifying Plan 1 (Qualifying Thesis), the deadline dates are listed above in the section describing Qualifying Plan 1. Any variation from these timelines requires the
approval of the Graduate Studies Committee. In order for students to complete the program within the 99-hour limit and while they are eligible for assistantship support, it is important to finish the qualifying process by end of the second year or at the very latest, at the beginning of the first semester of the 3rd year.

THE DISSERTATION

Dissertation Committee:
The dissertation committee oversees and assists the student in developing a dissertation proposal, conducting dissertation research, and reviewing and evaluating the written dissertation and oral defense. Students may form a dissertation committee whenever they choose; however, the Graduate Studies Committee must approve the committee before the dissertation proposal is submitted. The student selects 4 UTD faculty members for the committee with 1 of the 4 designated as the Chair. Additional faculty from inside or outside the university may be selected, but the student should be aware of the difficulties this sometimes presents in scheduling meetings and obtaining signatures, especially when off-campus faculty are selected. It is extremely important that the student selects committee members who have the greatest expertise in the area of the dissertation. This will not only strengthen the dissertation, but help ensure that the student gets the best possible advice and avoids costly methodological mistakes.

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

When the committee has been formed, the student submits the Committee Appointment form signed by the proposed members of the committee to the Ph.D. Program Office. The form is located at http://bbs.utdallas.edu/graduate/pdf/dissertation-com.pdf. The request must include the proposed title of the dissertation and a 1-2 page prospectus. The Graduate Studies Committee may choose to add an additional committee member, if they feel the proposed committee lacks the breadth of expertise to effectively guide and
evaluate the student’s research. Final approval of the dissertation committee is made by the UT Dallas Dean of Graduate Studies.

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

At the first meeting of the dissertation committee, the student will submit to the committee members a record signed by the student and supervising professor stating whether data intended for inclusion in the dissertation has already been collected, either by the student or others (as in the case of a study using archival data.) If data beyond pilot data has been collected, the student will specify to the dissertation committee the source of the data to be used for the dissertation research, the student’s involvement with the projects from which the data are to be drawn, and why the use of the data is appropriate for the dissertation research project. This information and plan for the dissertation research must be approved by the dissertation committee.

Whether or not dissertation data has been collected prior to the formation of the dissertation committee, any plan to collect additional data prior to the oral defense of the proposal to the faculty must be disclosed by the student at a meeting with the Program Head and Associate Dean for Graduate Studies. They will determine if there is justification for continued data collection prior to the faculty’s opportunity to review the dissertation proposal at the oral defense. Failure to disclose prior data collection, or plans to collect additional data, could be considered scholastic dishonesty.

To ensure the dissertation committee continues to play a role in contributing to and oversight of the dissertation research, a meeting of the dissertation committee must occur at least once each semester (excluding summer) and the student must provide an oral and/or written progress update to the committee at that time. The University requires an annual meeting and report.

When the proposal is completed, the student presents the proposal to the full committee. When the committee members are satisfied with the proposal and believe the student is ready to be formally evaluated by the School’s faculty, they will sign the Dissertation Proposal Meeting form requesting a public defense of the dissertation proposal. The student submits the signed form and a hard copy of the approved dissertation proposal to the Ph.D. Program Office. The form is located at

**Dissertation Proposal Defense:**
The Ph.D. Academic Coordinator schedules the dissertation proposal defense at the request of the committee Chair. All faculty and students are invited to attend the dissertation proposal defense. In scheduling the proposal defense, the faculty must receive at least two weeks advanced notice. In addition, one copy of the dissertation proposal must be available in the Ph.D. Program Office at least two weeks in advance of the defense for faculty who wish to review it. *In no case may the public defense of the dissertation proposal take place until the student has passed all qualifying paper requirements, including the brown bag.* The oral defense of the dissertation proposal may be scheduled only when classes are in session. They may not be scheduled during reading days, final exams or between semesters. The dissertation proposal defense should be held by May 1 of the student’s 3rd year, or at the very latest, September 15 of the student’s 4th year.

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

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

**Final Oral Exam:**
After passing the dissertation proposal defense, the student proceeds to carry out the dissertation under the supervision of the committee Chair with assistance from other members of the dissertation committee. Upon completion of the written dissertation and approval of the dissertation by a majority of the student's supervising committee, the student takes a final oral exam. The exam is administered by a faculty member appointed by the Graduate Dean and is open to the public. Questions pertaining to the scheduling of the final oral exam should be directed to Mary Felipe in the Ph.D. Program Office. Students should review the Guide for Thesis and Dissertation section available at [http://www.utdallas.edu/dept/graddean/dgIndex.htm](http://www.utdallas.edu/dept/graddean/dgIndex.htm) on the Office of Graduate Studies.
website as well as the Policy on Procedures for Completing a Graduate Degree (UTDPP1052) located at [http://policy.utdallas.edu/utdpp1052.1](http://policy.utdallas.edu/utdpp1052.1).

### STANDARDS FOR RETENTION IN THE PROGRAM

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

**Annual Reports:**
Each spring, students complete an annual report detailing their progress and accomplishments toward completion of the Ph.D. The format for the reports varies by program (see your Program Head for details.) But, it includes coursework completed, teaching and research activities, professional papers and presentations, and achievement of program milestones. This information along with independently gathered data on academic, research, and assistantship performance are incorporated into a student’s evaluation. Student will be notified annually of the due date for the annual report.

Students also submit an annual report to the Graduate Dean. This report provides assurance to the University that the student is meeting essential milestones in a timely manner. You will be provided the report form. The forms, which may be completed online, are due at the end of the spring semester for students entering in summer or fall and at the end of the fall semester for students entering in spring.

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

### CRITERIA FOR RETENTION AND ASSISTANTSHIP FUNDING

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

The Area Faculty for each Ph.D. program meet annually to review the progress of students majoring in the area. Their recommendations are forwarded to the Graduate Studies Committee. The Graduate Studies Committee reviews the recommendations and notifies students by letter whether their progress is satisfactory or unsatisfactory. In some cases, students may be given specific feedback including deadlines for completion of specific requirements to which they must adhere to remain in the program. Students are encouraged to meet with their advisors periodically to discuss their progress and obtain informal feedback. Students whose progress is unsatisfactory risk suspension or loss of their assistantship and may be dropped from the program.
The following are among the standards considered in determining whether a student is making satisfactory progress:

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

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

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

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

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

Students who find they are unable to meet deadlines or achieve expected grades because of personal or professional conflicts are encouraged to meet with their research advisor and program head. Options include requesting a leave-of-absence or declining assistantship support (with assurance that the support will be renewed in the future.) All requests for leave-of-absence or deferral of an assistantship position require the approval of the Graduate Studies Committee and cannot be assumed.
SCHOLASTIC DISHONESTY
The University takes very seriously the occurrence of scholastic dishonesty in any form and has a formal judicial procedure for resolving allegations of scholastic dishonesty. Students are strongly advised to avoid any situation in which scholastic dishonesty might be suspected. Plagiarism is a form of scholastic dishonesty and each year several allegations of plagiarism occur. All students should carefully familiarize themselves with the University policy on plagiarism. This is especially important for international students who may be less familiar with the plagiarism standards at universities in this country. If you have questions, ask your research or academic advisor. Many faculty will require that papers be submitted through Turnitin.com, an online program which identifies similarities in prose with previously published materials. All dissertations must be submitted through Turnitin.com. The following is the UTD policy regarding scholastic dishonesty taken from the Graduate Student Handbook: (https://www.utd.edu/dept/graddean/gsPolDishonesty.htm)

The University of Texas at Dallas

Handbook of Operating Procedures

Title V - Rules on Student Services and Activities

SUBCHAPTER F. STUDENT STANDARDS OF CONDUCT

Section 49.36 SCHOLASTIC DISHONESTY

a. The university expects from its students a high level of responsibility with respect to academic honesty. Because the value of an academic degree depends on the absolute integrity of the work done by the student for that degree, it is imperative that a student maintain a high standard of individual honor in his or her scholastic work.

b. The dean may initiate disciplinary proceedings under subchapter C against a student accused of scholastic dishonesty upon complaint by a faculty member or a student.

c. Scholastic dishonesty is the submission as one's own work or material that is not one's own. As a general rule, it includes, but is not limited to, one of the following acts:

d. Cheating includes, but is not limited to:
   1. copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
   2. using during a test, materials not authorized by the person giving the test;
   3. failing to comply with instructions given by the person administering the test which would include, but not be limited to, time restrictions use of bluebook, seating arrangements;
   4. collaborating with or seeking aid from another student during a test or other assignment without authority;
5. knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test, test key, homework solutions, or computer program;
6. substituting for another student, or permitting another person to substitute for oneself, to take a test;
7. bringing another person to obtain an unadministered test or information about an unadministered test;
8. discussing the contents of an examination with another student who will take the examination;
9. possession during a test of materials which are not authorized by the person giving the test, such as class notes of specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
10. submission of substantial portions of the same academic work for credit (including oral reports) more than once without written authorization from the instructor.

e. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission or incorporation of that work in one's own written work offered for credit without appropriate attribution.
f. Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit.
g. Falsifying academic records means the altering of grades or other falsification (statements, acts or omissions) of academic records including but not limited to the application for admission, grade reports, test papers, registration materials, and reporting forms used by the registrar's office or other university offices.
h. Falsifying data or experiments includes, but is not limited to, the submission of false findings and/or the citation of false references in research or other assignments submitted for credit and/or for the awarding of a degree.

SUPPORT FOR DOCTORAL STUDY

Graduate Assistantship:
Financial support for doctoral study is available in the form of teaching assistantships, research assistantships, student-hourly positions, and tuition scholarships (tuition and fee waivers sometimes referred to as the Graduate Tuition Scholarship or GTS.) Teaching assistants are appointed by the Graduate Studies Committee while research assistants are appointed by individual faculty PI’s. The number of teaching assistantships available each year is determined by the annual budget while the number of research assistantships depends on the funding of faculty extramural grants. Only full-time students are eligible for assistantships.

Each Teaching and Research Assistantship carries an obligation to provide 20 hours/week of work. This is exclusive of work done for course credit or independent study and research. Although an assistantship is considered a half-time position, full-time students are expected to give full-time effort to graduate study and research including fulfilling the obligations of their assistantship.
**Tuition Scholarships:**
Tuition scholarships covering the cost of tuition and fees are awarded to all students funded by teaching and research assistantships. These scholarships cover a maximum of 9 credits in the long semesters and 3-6 credits in summer. Students wishing to enroll in more than the standard number of credits in a semester will have to pay tuition and fees for the additional credits.

**Assignments of Teaching Assistantships:**
Teaching Assistants (TAs) are appointed expressly to contribute to the instructional activities of the School. TAs are obligated to participate in the TA Pool for 10 hours/week. The remaining 10 hours are under the supervision of the research advisor and include various assignments as designated by the research advisor. Students are assigned from the TA Pool to assist in specific courses. These courses are typically large undergraduate classes, classes with associated laboratories or discussion sections, or classes requiring extensive office hours and student tutoring. TA assignments vary depending upon program need and the skills and experience of the student. The course instructor determines the specific responsibilities of students assigned to Pool courses. Students may be assigned limited direct teaching responsibilities under the supervision of the course instructor. Students who wish to have more extensive teaching experience including responsibility for full courses should contact the Associate Dean for Undergraduate Studies (Dr. Spence) or the undergraduate program head for the program in which they are interested in teaching. Students assigned full courses are expected to devote 20 hours/week to class-related activities and are, therefore, not also assigned 10 hrs./week to their research advisor.

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

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

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

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

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

Students supported on RA positions lost through termination of a grant are typically offered TA positions, assuming they have not exceeded 99 hours of doctoral study and are in good standing regarding progress toward the degree. However, the salary of students transferred to TA positions will be at the TA rate rather than at the rate the student earned as a RA.

Students in the COMD M.S./Ph.D. or Au.D./Ph.D. programs, if supported, are paid hourly rather than as TAs until the completion of their M.S. or Au.D. work. Students paid hourly are not eligible for tuition scholarships. The specific assignment of students paid hourly is determined by the program head of the clinical program in which the student is enrolled. Students in the combined programs may be appointed as RAs and if the appointment is for 20 hours, the student is eligible for GTS funding.

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

**Renewal of Assistantships:**
Annual renewal of assistantship support depends upon student progress and timeliness in meeting program requirements, as well as the availability of assistantship funds. Students should not anticipate TA funding for the duration of their time and should seek opportunities for funding in RA positions. TA support beyond four years requires a special request to the Graduate Studies Committee and normally is approved only when it is clear that the student has made good progress and is nearing completion of the degree.
By State regulations, TA or RA positions awarded to students who have exceeded the 99-hour limit may not include tuition scholarships. Students who accept assistantship positions after they have exceeded 99 doctoral hours must pay their own tuition and fees. Minimum enrollment for TAs and RAs in the long semesters is 9 credit hours. Minimum enrollment for students funded in summer is designated annually and varies from 3-6 hours.

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

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

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

Students anticipating extended travel during the summer sessions should not seek TA support. All students supported by TA funds are expected to be available for the duration of the summer sessions whether a student is assigned to a course or the extra-duty pool.

**Outside employment of full-time, supported students is not permitted by the University:**
We recognize that doctoral study can cause both financial and personal strains, however, it is in everyone’s best interest that when students feel unable to devote full time to their studies and assistantship obligations that they resign their assistantship and shift to part-time status, or seek a leave-of-absence. In general, students in good standing who temporarily resign their assistantship are reappointed when they return to full-time status. Some students may also prefer not to hold assistantships in the summer. Again, given that the student is in good standing, the student would be reappointed in the fall.
Refer to:

- Appendix C (page 33) on University Policies Related to Graduate Student Teaching Assistants, Teaching Associates, and Graduate Student Research Assistants – UTDPP1075 Policy Statement
- Appendix D (page 39) on Policy Memorandum 76-III.25-4 Responsibilities of U.T. Dallas Graduate Student Teaching Assistants, Teaching Associates, and Research Assistants lists the TA/RA contract that each TA/RA signs prior to beginning employment at UTD. This contract lists 11 rules/policies which must be upheld by each TA/RA.

Other Grants and Scholarships:
Students are strongly encouraged to apply for pre-doctoral grants and fellowships as well as private scholarships for which they may be eligible. Students awarded Federal predoctoral fellowships receive supplemental travel funds and other financial benefits from the School in recognition of their achievement. In no case will a student receive less salary or GSS support than a TA, regardless of the terms of a Federal pre-doctoral award.

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

Dissertation Support:
The University and the School offer matching grants of $500 each (total $1,000) to support student dissertation research. These grants may be made to help offset costs associated with conducting dissertation research. The funds are intended for items such as disposables, printing, tests, and subject payment rather than for permanent equipment.
Requests for support are made by completing the Ph.D. Research Small Grants Program application located at [http://bbs.utdallas.edu/graduate/pdf/research-grants.pdf](http://bbs.utdallas.edu/graduate/pdf/research-grants.pdf). Submit the completed application to the Ph.D. Program Office. Dissertation support funds are available for students only after the student has passed the dissertation proposal defense.

**Student Offices and Study Areas:**
Full-time doctoral students are eligible for office space or a carrel in a study area. Study space is available in several locations on the Richardson campus, at Callier-Dallas, the Center for BrainHealth, and the Center for Vital Longevity. Students whose primary location is in an off-campus Center should contact their program head or appropriate Center administrator for an office/carrel assignment. Because of the shortage of space, students may not be assigned more than one office. Students whose office is located in one of the Centers, but who have TA responsibilities on the Richardson campus, may sign up for shared space when holding office hours. Contact Mary Felipe at mary.felipe@utdallas.edu or at 972-883-2358.

**COMPUTER AND E-MAIL ACCOUNTS**
Computer and e-mail accounts are available to all students. Accounts may be opened online. All official business communicated via e-mail must be sent to a student’s UTD e-mail address. There are various school and university-wide mailings describing policies, procedure, deadlines, and changes in requirements which may affect you. In addition, we will post announcements regarding speakers, brown-bags, class changes, and scholarship and job opportunities. Be sure you check your UTD e-mail regularly or link it to your personal account. If you experience technical difficulties with your UTD email account, contact the Help Desk at assist@utdallas.edu or at 972-883-2911. You may also visit the Information Resources Services website at [http://www.utdallas.edu/ir/](http://www.utdallas.edu/ir/) for Live WebChat and additional support services.

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

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

Research Project Proposal

The research project provides students the opportunity to demonstrate that they can design and implement an empirical investigation. All projects must have the prior approval of the Graduate Studies Committee based on its review of a project proposal submitted by the student. This 3 to 5 page proposal outlines the rationale and design of the study. It is evaluated by the Graduate Studies Committee in terms of the justification provided for the research questions posed and the integrity and utility of the data collected within the study.

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

Introduction
  Rationale
  Hypotheses

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

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

METHODOLOGY
Design
The discussion of the design details the overall organization of the project. What factors are serving as independent variables? Are they experimental or correlational in nature? Is the design factorial? Does it include both within and between subjects factors? Are some factors nested within others or are all factors crossed? Will blocking factors be used? What will serve as dependent variables?
Subjects
In this section the student identifies those who will serve as the sample for the study. The reviewer will be interested in understanding the characteristics of the population of interest, how the sample is selected from the population, and how subjects are selected to the levels of the independent variables. The strategies used to block subjects on independent variables should be included.

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

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

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

Speculative Results
This study outlines several (perhaps three or four) ways the study might come out. One way to do that might be to present a series of figures showing a variety of possible patterns of results. For each plausible outcome the student should state briefly (two or three sentences) what the outcome would mean. That is, how would the student interpret each of the plausible outcomes of the study?
This form is provided for the purpose of informing students about the academic milestones that they will be expected to reach in order to earn their Ph.D. in the School of Behavioral and Brain Sciences as well as when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

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

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

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

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

Plan 1

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

2nd Year
By September 15: Thesis Proposal approved by entire committee
By December 15: Progress report due to Thesis Committee
By March 20: Final, full draft of Qualifying Thesis due to the Thesis Committee
By May 1: Qualifying Thesis completed and defended

3rd Year
All coursework except optional advanced seminars completed
Dissertation Committee formed
Full draft of Dissertation Proposal submitted to the Dissertation Committee

4th Year
Dissertation Proposal approved and defended and dissertation research commenced

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

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

Plan 2

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

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

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

4th Year
Full draft of Dissertation Proposal submitted to the Dissertation Committee
Dissertation Proposal approved and defended and dissertation research commenced
5th and 6th Year*

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

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

Degree Completion Checklist for Students:

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

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

Student’s Printed Name:____________________________________

____________________________________        ___________________
Student’s Signature     Date

Advisor’s Printed Name:____________________________________

____________________________________        ___________________
Advisor’s Signature     Date
University Policies Related to Graduate Student Teaching Assistants, Teaching Associates, and Graduate Student Research Assistants - UTDPP1075 Policy Statement

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

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

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

**Types of Graduate Assistantships**
Three types of assistantships are offered:

1. **Full-time (0.5 FTE personnel appointments)** Graduate Student Teaching Assistants (TA) are employed a maximum of twenty hours per week to help meet the instructional needs of the university and are paid from faculty salary funds. Appointments and reappointments as Teaching Assistants are subject to: the availability of financial support, satisfactory academic progress, and performance review by their academic Department on a semester by semester basis. In consultation with, and under the direction of, an assigned supervisor, the Teaching Assistant will aid in the teaching of one or more courses.

2. **Full-time (0.5 FTE personnel appointments)** Graduate Student Teaching Associates will be appointed, with prior written approval of the Executive Vice President and Provost (Provost), as the primary instructor of record for a course. The Teaching Associate serving as a primary instructor will work closely with an assigned faculty supervisor. To be eligible for appointment as the primary instructor of record for a course, Teaching Associates must be in the last phase of their doctoral program and be unconditionally enrolled in graduate study. Appointments and reappointments as Teaching Associates are subject to: the availability of financial support,
satisfactory academic progress, and performance review by their academic Department on a semester by semester basis.

3. Full-time (0.5 FTE personnel appointments) Graduate Student Research Assistants (RA) are employed a maximum of twenty hours per week to assist the research efforts of the faculty in a capacity that relates to the student’s educational goals. Research Assistants are paid from individual research awards or from externally funded contracts or grants. Research Assistant appointments and reappointments are subject to: the availability of financial support, satisfactory performance in and progress toward specified research assignments, and performance review on a semester by semester basis. The Principal Investigator or Project Director of the award will designate and supervise the research activities of the Research Assistant. Duties may include library searches, field work, laboratory experiments, and preparation of reports. The duties should provide an opportunity to acquire professional skills that complement his/her graduate Department and must not be for services unrelated to the student's educational Department or be clerical in nature.

Qualifications/Eligibility for Assistantship Appointments
To be eligible for appointment as a full-time graduate Teaching or Research Assistant or Teaching Associate, students must be unconditionally admitted to a graduate Department and be enrolled full-time in a graduate Department at U. T. Dallas. Students appointed as graduate assistants are required to maintain academic good standing as defined in the graduate catalog. Students on academic probation may not be appointed to, or remain on, an assistantship. Exceptions may be approved by the Graduate Dean upon recommendation of the School Dean. For teaching appointments, competency in spoken and written English is required. At the time of their initial appointments as Teaching Assistants or Teaching Associates, international students will be required to take an oral screening test designed to establish their English communication skill level. The outcome of the test will establish if the student will be required to enroll in, and subsequently pass, an English as a Second Language course (ESL) designed to prepare them for classroom duties and interactions with students. Students who are not excused from taking the ESL course by the Graduate Dean must pass the ESL course within two semesters of enrollment to qualify for continued appointment as a teaching assistant. Additional information about the screening test and the ESL course may be obtained from the Office of the Graduate Dean.

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

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

Appointment Procedures
Appointment of a graduate assistant requires recommendation by the Department Head (if
applicable) and the Dean of the School and approval by the Dean of Graduate Studies. Teaching Associate appointments must also be approved by the Office of the Executive Vice President and Provost. All requests for initial appointment, reappointment, or change of status of graduate assistants must be initiated on the appropriate Human Resources forms, and must include the academic level of the student in the degree program at U. T. Dallas (Master's or Doctoral).

For Teaching Assistants, the course or courses for which assistance is to be rendered should be specified on a semester by semester basis. For Research Assistants, the name of the faculty member whose research is to be assisted should be specified. For Teaching Associates, the name of the course and the name of the faculty member who will supervise the Teaching Associate should be specified. In addition, all TA/RA’s must complete, sign, and return to their Program or Department Head a statement confirming the receipt, understanding, and acceptance of the conditions contained in the form entitled “Responsibilities of Graduate Student Teaching Assistants, Teaching Associates and Research Assistants” (a sample is attached). A copy of the completed form must be submitted in the semester of initial appointment and at the beginning of each Fall semester thereafter. These copies should be maintained by the program personnel for an appropriate time period as defined by the records retention policy.

Because the terms of individual awards may vary from program to program, and even within a single program, the Department Head (if applicable) and/or School Dean are responsible for forwarding to each prospective graduate assistant an official letter of appointment specifying complete information on the terms of the assistantship, including:

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

If specific information on items 4 and 5 is unavailable at the time of appointment, the information should be furnished in writing no later than the first class day of the semester. Specific program policies, if any, governing graduate assistants should be communicated in writing.

Graduate assistants are normally appointed at 50% of full-time employee status for a total of 20 hours per week. Employment at less than 50% is permissible with a commensurate reduction in salary. Aggregate employment at more than 50% of full-time in a combined appointment is not permitted.

**Length and Terms of Appointment and Reappointment to Assistantships**

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

Teaching or Research Assistant and Teaching Associate reappointment is not automatic. Teaching or Research Assistants and Teaching Associates may be reappointed if it is determined
that reappointment is to the benefit of the institution. Reappointment may be for an academic year or for a single semester. Failure to maintain qualifications for the appointment and/or meet the conditions of service, including performance standards may lead to the termination of an assistantship.

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

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

**Conditions of Service**

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

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

**Termination Within Appointment Period**

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

If, after providing the student with an opportunity to respond, the Department Head (if applicable) and/or School Dean or research supervisor determines that the termination should proceed, he/she will then make a written request of the School Dean to proceed with the termination of the appointment. Upon review and concurrence, the School Dean will inform the student, in writing, of the decision to terminate the appointment. The termination will take effect on the date specified in the notification to the student from the School Dean.
Appeal of Termination of Assistantship
Any student holding a graduate student appointment at U. T. Dallas has the right to appeal a decision leading to the termination of an assistantship within the appointment period.

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

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

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

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

Supervisor’s Responsibilities
The supervisor of a graduate assistant is expected to inform and advise the assistant directly in matters which pertain to performance. The supervisor should inform a Teaching Assistant or Teaching Associate specifically of all curricular matters in the course (e.g., content, methods, objectives, and standards) and provide advice in teaching techniques and teacher/student relations. The supervisor of a Research Assistant should establish research goals with the assistant which assure that the assistant has the opportunity to learn proper research procedures and techniques and which contribute to the assistant’s growth as a scholar.
The supervisor is responsible for apprising the assistant of the nature of records to be kept in the course of performance of the assigned duties and of the disposition of these records required at the termination of the assignment. For Teaching Assistants and Teaching Associates, such records may include grade sheets, copies of quizzes or examinations, and student reports. For Research Assistants, they may include laboratory notebooks, primary data, and computer runs. These examples are not all-inclusive.

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

Policy Form: PM76-III.25-4 Responsibilities of UT Dallas Graduate Student Teaching Assistants, Teaching Associates, and Research Assistants

Policy History
- Issued: April 12, 1976
- Revised: August 17, 1976
- Revised: August 1, 1977
- Revised: September 1, 1978
- Revised: September 1, 1979
- Revised: September 1, 1981
- Revised: September 1, 1983
- Revised: November 4, 1987
- Revised: May 15, 1990
- Revised: November 1, 1990
- Revised: July 24, 1996
- Revised: November 2, 1998
- Editorial Amendments: September 1, 2000
- Editorial Amendments: June 4, 2007
- Revised: February 10, 2009
- Editorial Amendments: September 22, 2010

Policy Links
- Permalink for this policy: http://policy.utdallas.edu/utdpp1075
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1075
- Link to printable version: http://policy.utdallas.edu/print/utdpp1075
APPENDIX D
POLICY MEMORANDUM 76-III.25-4

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

SCHOOL __________________________________________ AY: __________ - __________

DEPARTMENT/PROGRAM __________________________ Semester(s): F Sp Su

In appointing you to a T.A./R.A. (Graduate Student Teaching Assistant, Teaching Associate, or Graduate Student Research Assistant) position, the School and Department/Program are affirming your potential as an apprentice teacher/researcher and your status as a valued member of the U. T. Dallas community.

To assure your understanding of the responsibilities regarding general university policies which your appointment entails, the School and Department/Program wish you to read the following statements and, by your signature below, indicate that you accept those responsibilities.

As a T.A./R.A. in the ________________________________ Department/Program in the School of ________________________________, I understand that:

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

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

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

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

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

6. In coordination with the Office of the Graduate Dean, I will have my teaching videotaped at least once in the course of this appointment.

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

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

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

10. I understand that my T.A./R.A. appointment combined with my course load constitute full-time work, and I will accept no outside employment unless it is approved by my Associate Dean or Department Head and Dean.

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

Print Name____________________________________________________

Signature________________________________________________________Date_________________

Copies To: Department/Program Office
Office of Graduate Studies