

## **Doctoral Student Annual Progress Review**

Program in Educational Psychology

School of Psychological Sciences

**Purpose.** The Graduate School requires an Annual Progress Review of all doctoral students who have not yet passed their oral comprehensive examination. The procedures for the Doctoral Student Annual Progress Review contained in this document are compatible with the policy of the Graduate School (see the section on the Progress Review in the UNC Graduate Catalog (go to <http://catalog.unco.edu/2009-10G/wwhelp/wwhimpl/js/html/wwhelp.htm#&accessible=true>, p. 100 (or search for Progress Review)).<sup>1</sup> The time period for the review is the previous calendar year. As a secondary purpose, materials from all students, primarily their responses to a checklist (see below), will be aggregated, tabulated, and reported as part of the program's annual review.

**Documentation of Annual Progress.** Students' documentation for the Progress Review should include electronic copies of:

1. The Transcript (URSA printout or transcript) with courses taken during the past calendar year highlighted
2. Curriculum Vitae
3. Checklist of Student Accomplishments
4. ONE paper (written product) per class taken during the review year. If a course requirements do not include a paper (e.g., SRM course), then this course would be exempt. Submit the final version of the paper turned in for the course. If possible, submit the paper with the instructor's comments and/or the guidelines or rubric for the paper.
5. Complete the Doctoral Tracking Sheet, which can be found at <http://www.unco.edu/cebs/edpsychology/phd/guidelines.html>.
5. Optional: Any additional supporting materials at the discretion of individual students and their advisors
6. All documents will be uploaded to the student's folder at the Blackboard site for annual student progress reviews.

**Expectations.** Graduate faculty members in the School of Psychological Sciences aspire to guide doctoral students effectively and facilitate their timely and productive progress through the PhD program. Therefore, students should plan to consult with their advisors in preparation for the review.

The Doctoral Student Annual Progress Review includes a Checklist of Student Accomplishments that addresses the six domains of learning in the program:

- theoretical knowledge
- research methods

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<sup>1</sup> Note that for the purposes of this review, students' grades are being used as the required instructors' ratings.

- applications of knowledge to practice
- measurement and assessment
- ethics
- teaching

In completion of the checklist, we ask that you indicate which of these activities you accomplished during the past calendar year (i.e., January 1<sup>st</sup> to December 31<sup>st</sup>). There is also an opportunity to describe other activities that are not listed but are relevant to each learning goal.

The number of activities you check off or list will vary from year to year. Program faculty members *do not*, in any way, expect that all or even most of these activities will be relevant to any individual student within a given year. In fact, the activities are listed under each goal in a sequence that reflects, more or less, the types of accomplishments that would be expected as you progress through the program.<sup>2</sup> For example, writing course papers is listed as an initial activity for many of the learning goals, and we would expect to see this activity checked for most first and second year students. As students move through the program, we would expect to see activities that move beyond traditional coursework, such as presenting papers or posters at conferences and submitting papers for publication. These types of scholarly accomplishments (whether research-based or of an applied nature) should be taken into consideration as you set your yearly goals. Your Curriculum Vitae (see below) will also reflect the accomplishment of these goals as you move through the doctoral program.

**Submission Instructions.** Students should seek any guidance they need from their advisors and then submit materials electronically to their advisor and copy Ms. Roberta Ochsner in the School office.

**Time Schedule.** The following schedule will be used.

- During the Fall Semester, students should contact their advisor and seek any clarification that they need to complete the Annual Progress Review.
- Students submit the Annual Progress Review documents electronically to their advisor by February 15. The documents focus on the student's progress during the previous calendar year.
- Continuation letters (inclusive of recommendation to continue in program, strengths of student, and if necessary, areas in need of improvement by student) are prepared by the advisor and finalized at a graduate faculty meeting in March.
- Graduate committee submits letters to Director by April 15<sup>th</sup>.
- Letters go to CEBS Dean by May 1<sup>st</sup>.

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<sup>2</sup> As you complete the checklist, please keep in mind that the precise order of activities within categories does not necessarily reflect an ideal progression. The intention is to recognize that there are typical as well as individualized advancements in accomplishments over the course of a doctoral program. Some of these advancements are more predictable than others, and what is most important is that the student is making clear progress in attaining high standards of scholarship and professional skill.

**Criteria for Continuation Without Conditions.**<sup>3</sup> The following criteria will guide decision making by the faculty in the program.

- Submission of all required materials by the deadline<sup>4</sup>
- Evidence of good grades (a GPA of 3.0 or higher during the previous calendar year; the student must also maintain a cumulative GPA of 3.0 in the program)
- Evidence of accomplishments that are reasonable given credit hours completed. For example<sup>5</sup>:
  - During the first year or within 18 credit hours in the program, students begin their apprenticeship and develop a Curriculum Vitae.
  - During the second year or within 19-36 hours in the program, students complete the apprenticeship and present or co-present on the apprenticeship in a class, at UNC Research Day, or at another local, regional, or national venue.
  - During the third year or within 37-48 hours in the program, students submit a paper or poster as author or co-author to a regional or national conference, prepare for the comprehensive examination, and form their doctoral research committee.

**Instructions for the Curriculum Vitae.** The CV is a cumulative record of your professional and scholarly accomplishments. Developing your CV and having a completed CV upon finishing the PhD program will be essential in your efforts to pursue employment in the field. There are numerous acceptable ways to prepare a vitae, and you have flexibility in the format you use. However, make sure to include the following information when applicable:

- previous educational degrees
- employment history (if relevant),
- honors and awards
- presentations and publications
- professional development (e.g., organizational memberships, conferences, workshops, training institutes attended)
- other scholarly accomplishments (e.g., grants, curriculum development, software development)
- service to community, school, and university
- teaching experience (courses taught, courses developed, presentations)

Here are some potentially helpful documents related to the curriculum vitae.

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<sup>3</sup> The Graduate School specifies procedures for feedback regarding continuation with conditions and discontinuation. Graduate faculty members in this program will follow these procedures if necessary but anticipate that virtually all of reviews will lead to continuation letters and the vast majority of these continuation letters will be without conditions.

<sup>4</sup> Program faculty will consider previous annual progress reviews in the case of students who have submitted these materials in prior years.

<sup>5</sup> These illustrations are intended to be advisory rather than prescriptive. Individual students enter the program with different interests and levels of expertise and therefore will want to obtain customized guidance from their advisor as to appropriate goals during various phases of their program.

- Template that UNC uses for faculty vitae (go to Forms on this website):  
<http://www.unco.edu/provost/facinfo.html>
- Advice from Purdue University:  
<http://owl.english.purdue.edu/owl/resource/641/01/>
- One example of a layout for a CV:  
<http://www.aamc.org/members/facultydev/facultyvitae/fall05/cv.htm>

**Checklist of Student Accomplishments.** The checklist and open-ended questions about goals and progress are attached.

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**Checklist of Student Accomplishments**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Bear Number: \_\_\_\_\_ Calendar Year for Review (e.g., 2009): \_\_\_\_\_

Total Number of Credit Hours Completed in Doctoral Program: \_\_\_\_\_

Advisor: \_\_\_\_\_

For each of the six areas below, please check all of the academic activities that you completed during the previous calendar year. It is important to note that the number of activities you check off or list will vary from year to year and faculty members *do not* expect that all or even most of these activities will be relevant to you every year.

**THEORETICAL KNOWLEDGE**

- \_\_\_\_\_ Discussing theories within a paper for a class
- \_\_\_\_\_ Using software to present theoretical ideas (e.g., Powerpoint, Keynote, Inspiration)
- \_\_\_\_\_ Discussing theories within a paper for an apprenticeship
- \_\_\_\_\_ Submitting a paper or poster as author or co-author focusing on one or more theories at a conference<sup>6</sup>
- \_\_\_\_\_ Presenting a paper or poster as author or co-author focusing on one or more theories at a conference
- \_\_\_\_\_ Submitting a paper as author or co-author focused on one or more theories for publication
- \_\_\_\_\_ Publishing a paper as author or co-author focusing on one or more theories
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

**RESEARCH METHODS**

- \_\_\_\_\_ Reading and analyzing empirical papers in a class
- \_\_\_\_\_ Writing a literature review (i.e., a critical summary of empirical literature) for a class
- \_\_\_\_\_ Learning a research method technique or software (e.g. SPSS, NVivo, meta-analysis, structural equation modeling)
- \_\_\_\_\_ Conducting a data analysis for a class
- \_\_\_\_\_ Doing a literature review for an independent study, grant, or apprenticeship

<sup>6</sup> A given accomplishment, such as a paper, may be relevant to more than one domain. For example, a student may report having presented a paper or poster that focuses on theory and data analysis and would thus check accomplishments under both “Theoretical Knowledge” and “Research Methods.”

- \_\_\_\_\_ Planning and conducting data collection and analysis for an independent study, grant, or apprenticeship
- \_\_\_\_\_ Submitting a research paper or poster as author or co-author to a conference
- \_\_\_\_\_ Presenting a research paper or poster as author or co-author at a conference
- \_\_\_\_\_ Submitting a research paper as author or co-author for publication
- \_\_\_\_\_ Publishing a research paper as author or co-author
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

#### APPLICATIONS OF KNOWLEDGE TO PRACTICE

- \_\_\_\_\_ Writing a class paper that applies knowledge to an applied setting
- \_\_\_\_\_ Conducting a research project in an applied setting as an investigator or co-investigator (e.g., Pre K – 12 classroom, business, sports league, community settings, museums)
- \_\_\_\_\_ Preparing curriculum, program materials, or workshop manuals as author or co-author
- \_\_\_\_\_ Evaluating textbooks, curricula, or programs as researcher or co-researcher
- \_\_\_\_\_ Contributing to a professional development activity (e.g., helping to develop a workshop)
- \_\_\_\_\_ Planning and conducting a professional development activity
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

#### MEASUREMENT AND ASSESSMENT

- \_\_\_\_\_ Preparing a class paper on a measurement topic
- \_\_\_\_\_ Preparing a class paper on an assessment topic
- \_\_\_\_\_ Reading about measurement principles and models
- \_\_\_\_\_ Applying measurement models
- \_\_\_\_\_ Creating and conducting a learning assessment
- \_\_\_\_\_ Learning an assessment software
- \_\_\_\_\_ Learning a measurement software
- \_\_\_\_\_ Creating an assessment (e.g., a written examination, observational scale, survey, interview protocol)
- \_\_\_\_\_ Critiquing an assessment (e.g., examining assessment results, conducting an item analysis)
- \_\_\_\_\_ Submitting a paper or poster as author or co-author on measurement to a conference
- \_\_\_\_\_ Submitting a paper or poster as author or co-author on assessment to a conference
- \_\_\_\_\_ Presenting a paper or poster on measurement as author or co-author at a conference
- \_\_\_\_\_ Presenting a paper or poster on assessment as author or co-author at a conference
- \_\_\_\_\_ Submitting a paper on measurement as author or co-author for publication
- \_\_\_\_\_ Submitting a paper on assessment as author or co-author for publication
- \_\_\_\_\_ Publishing a paper on measurement as author or co-author
- \_\_\_\_\_ Publishing a paper on assessment as author or co-author
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

### ETHICAL ISSUES

- \_\_\_\_\_ Following the University's student code of conduct:  
[http://www.unco.edu/dos/student\\_code\\_conduct/index.html](http://www.unco.edu/dos/student_code_conduct/index.html)
- \_\_\_\_\_ Reading and discussing ethics codes and related legal requirements in class (APA, SRCD, AERA, UNC IRB or IACUC procedures, FERPA)
- \_\_\_\_\_ Conducting research in an ethical manner
- \_\_\_\_\_ Completing course evaluations in an ethical manner
- \_\_\_\_\_ Attending a workshop or class on ethical issues
- \_\_\_\_\_ Doing a presentation or writing a paper on ethics in class
- \_\_\_\_\_ Preparing or helping to prepare a UNC IRB or IACUC proposal
- \_\_\_\_\_ Getting a UNC IRB proposal approved as author or co-author
- \_\_\_\_\_ Getting a Human Subjects proposal approved at another institution, school, district or organization as author or co-author
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

### TEACHING SKILLS

- \_\_\_\_\_ Leading a course discussion
- \_\_\_\_\_ Conducting an oral presentation in class
- \_\_\_\_\_ Tutoring another student
- \_\_\_\_\_ Learning a new teaching technology (e.g. Blackboard, Powerpoint)
- \_\_\_\_\_ Conducting a workshop
- \_\_\_\_\_ Creating handouts, objectives, assessments, etc. for a class
- \_\_\_\_\_ Guest lecturing or conducting a class section for another instructor
- \_\_\_\_\_ Teaching or substitute teaching in a Pre K – 12 setting
- \_\_\_\_\_ Presenting a paper or poster on a topic related to teaching at a conference
- \_\_\_\_\_ Teaching a full course as an instructor of record
- \_\_\_\_\_ Other (please describe \_\_\_\_\_)

### **Please answer the following questions.**

What goals did you set for yourself this past year?

How would you assess your progress toward these goals?

Were there any circumstances that impeded your progress, and if so, please explain.

What are your goals for the coming year?

What kinds of support do you need to accomplish these goals?