**DESCRIPTION OF INSTITUTIONAL ENVIRONMENT AND COMMITMENT TO TRAINING**

**Overall Institutional Environment:** Temple University is a Research I University with a full array of support services available as needed to the research team to complete the proposed project aims. The Dept. of Psychology is itself a multi-disciplinary department with many professors have additional appointments in other departments. Members of the Dept. of Psychology are frequent collaborators with individuals from the Departments of Computer Science, Communication Sciences, and the School of Medicine. This inter-disciplinary environment benefits its graduate students by providing resources and collaborations from across all of these pools. Greater Philadelphia is home to several graduate programs in psychology and neuroscience such as the University of Pennsylvania, Drexel, Rutgers, University of Delaware, and Princeton. This creates an intellectually-stimulating environment to expand students’ professional networks. Our department offers a wide array of seminars and speaker series for students including the Psychology Department Colloquium; Neuroscience Talk Series; Cognition & Neuroscience Brown Bag Series; TUBRIC MRI meeting, etc.

**Structure of Program, Milestones, and Timing:** Temple’s Psychology department has 30+ tenure-line faculty who are clustered into sub-areas: Clinical, Developmental, Social, and Cognition & Neuroscience. In the non-clinical areas, there are several required milestones, depicted in Table 1.To summarize, in Year 1, students are required to make progress on a research project that is then orally presented to the department. In Year 3, a qualifying examination (termed the “preliminary examination”), must be completed. In Year 4, a dissertation proposal, which consists of a written manuscript accompanied by an oral defense, must be completed. The student must provide a careful review of the body of literature in which the desired dissertation research is to be completed, along with proposed experiments and implementation. In Year 5, an original dissertation must be submitted. Other expectations are listed in Table 1. Regarding coursework, students must complete a total of 32 credit hours, including three credits of a professional development seminar, two semesters of graduate statistics, and 6+ credits of dissertation work.

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| **TABLE 1** | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Milestones | 1st-year project | -none- | Qualifying exam | Dissertation proposal | Dissertation defense |
| Other expectations |  | Present at 1 conference/year  Submit 1 manuscript for publication/year | | | |
| Formal evaluations | 2x/year, every year, by all area faculty | | | | |

**Additional Specialized Training**: Students can choose to do a Neuroscience or Quantitative Methods concentration, which require additional coursework. For the latter, students must take an additional nine credits of advanced statistics courses and serve as a TA or instructor for one semester of a statistics course.

**Teaching, and clinical commitments, and qualifying exams:** Students are not required to TA if their mentor has grants to cover their stipend and/or summer support. Some students choose to TA to gain teaching experience. There are no clinical commitments for students in non-clinical areas. The preliminary examination- our qualifying exam - occurs at the end of the third year. This milestone requires a written manuscript accompanied by an oral defense. The student must demonstrate expert knowledge of the reviewed literature.

**What is the average time to degree over the past 10 years**? 5 years

**What is the progress/status of the applicant in relation to the program’s timeline?** The applicant joined the PhD program in August 2019 and is in the fall semester of his fourth year. He has completed the necessary coursework for the Quantitative Methods concentration, completed his qualifying exam, and has defended his dissertation proposal, thus being elevated to candidacy. The applicant has exceeded the requirements of the Psychology Ph.D. program at Temple University. During his first year of PhD studies, he conducted two first-year projects. The first project found differences between adults and children in neural representations of affect using naturalistic stimuli. This resulted in two conference poster presentation awards, two symposia presentations, and a first-author publication. The second explored associations between emotional experiences and self-regulatory behaviors in controlled field studies, which yielded four conference presentations, two middle author publications, and a first author publication under review. The manuscript for the behavioral study which informed this proposal is in preparation and may be under review by the time this proposal is being considered.

**How does the program formally monitor and evaluate a student’s progress?** We evaluate all students twice a year by assessing progress towards milestones and other expectations. Students are provided with written feedback about their progress. In addition, students meet regularly with their mentors and co-mentors to ensure that they are on track to meet all requirements.

**Name of individual(s) providing this information**: Deborah Drabick, PhD, Former Director of Graduate Studies, and Timothy Shipley, PhD, Area Director of Cognition & Neuroscience program.