

Program-Level Assessment Plan

Program: Experimental Psychology	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): doctoral program
Department: Psychology	College/School: College of Arts & Sciences
Date (Month/Year): April 2022	Primary Assessment Contact: Brenda Kirchhoff, program coordinator

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	Curriculum Mapping In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	Assessment Methods	
			Artifacts of Student Learning (What) 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	Evaluation Process (How) 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
1	Students will become competent in the conceptualization, design, conducting, analysis, and reporting of psychological research.	The outcome is learned /assessed through: a. Completion of and performance on the thesis (for students who enter the program pre-Master’s degree) and the dissertation (for all students) b. Working with the research mentor and other faculty members or students on other research c. Completion of (and performance in) three required research methods and statistics classes (achieved) d. Presentation of research findings in a peer-reviewed forum outside of the university by the time the Ph.D. is completed.	a. Following each student’s defense of the thesis or dissertation, committee members will complete a set of 20 5-point ratings (1=poor; 5=superior) assessing multiple aspects of each of the major sections of the thesis or dissertation document (see attached “Olson Awards Ratings Ballots”). b. Grades in PSY 5840 (Experimental Psychology Research Vertical Team) will be reviewed to assess performance on other research-related activities	The program coordinator will collect student learning artifact data and create program level summaries. Performance rating forms are attached.

			<ul style="list-style-type: none"> c. At student evaluation meetings, the full program faculty will meet to discuss each student's progress once per semester (for students in their first year of the program) or academic year (for more advanced students), rating the student's "research progress" and "research quality" on a 3-point scale (inadequate, adequate, superior; see attached). d. Grades in the following three required statistics and research methods courses, taken during the first year of the program, will be reviewed: PSY 5080 (Advanced Quantitative Research Methods); PSY 5790 (Applied Univariate Statistics in Behavioral Science); PSY 6500 (Applied Multivariable and Multivariate Statistics in Behavioral Science). e. In addition, whether the student has given a first-authored research presentation (poster or paper) at a peer reviewed conference and/or obtained a peer reviewed publication will be noted, particularly for students in their final year of the program (note: students provide this information on their annual Student Activity Reports; see attached). 	
2	Students will display broad professional knowledge in the field of Experimental Psychology and more specialized knowledge in their area of concentration (i.e., cognitive	The outcome is learned /assessed through: <ul style="list-style-type: none"> a. Performance on the written preliminary examination, as assessed by the faculty examination committee (see attached description of the examination). 	<ul style="list-style-type: none"> a. Each student's written preliminary exam will be graded by the three-person faculty examination committee as "accepted", "accepted pending minor revisions", 	The program coordinator will collect student learning artifact data and create program level summaries. Performance rating forms are attached.

<p>neuroscience, developmental psychology, social psychology) and in their topic of research expertise.</p>	<p>b. Performance on the doctoral oral examination, as assessed by the faculty examination committee (see attached description of the examination).</p> <p>c. Completion of and performance in core courses reflecting the major areas of Experimental Psychology (achieved)</p>	<p>“revise and resubmit”, or “rejected”. Ultimate acceptance indicates that the student has demonstrated comprehensive knowledge of the concentration area as reflected in the paper’s topic, has addressed issues from outside the concentration area that have relevance to the selected topic, and has addressed the historical context of the topic (among other criteria).</p> <p>b. Each student’s doctoral oral exam performance will be graded by the four-person faculty examination committee as passing (with varying levels of distinction, as specified by Graduate Education) or failing. A passing grade indicates that the students displayed knowledge of key fundamental concepts in general psychology, the ability to integrate knowledge from diverse areas within psychology, and the ability to express expert knowledge within the chosen concentration area.</p> <p>c. Grades in the following three required “core” courses in Experimental Psychology will be reviewed: PSY 5120 (Memory and Cognition), PSY 5250 OR PSY 5260 (Cognitive Development or Social Development), and PSY 5300 (Advanced Social Psychology).</p>	
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			<p>d. Faculty members will meet and discuss each student’s progress once per semester (for students in their first year of the program) or academic year (for more advanced students), rating the student’s “academic progress” and “academic quality” (among other characteristics) on a 3-point scale (inadequate, adequate, superior; see attached). Information used in this evaluation is obtained from the annual Student Activity Report (completed by the student) and as provided by the mentor and relevant course instructors.</p>	
3	<p>Students will display an understanding of diversity and ethics issues as they apply to psychological research, teaching, and professional development as an Experimental Psychologist.</p>	<p>The outcome is learned /assessed through:</p> <ul style="list-style-type: none"> a. Performance on the written preliminary examination, as assessed by the faculty examination committee (see attached description of the examination). b. Completion of and performance in the program’s ethics course and the department’s diversity course, as assessed by course instructors. (achieved) c. Satisfactory completion of the CITI (Collaborative Institutional Training Initiative) training on the ethical use of human subjects. 	<ul style="list-style-type: none"> a. Each student’s written preliminary exam will be graded by the three-person faculty examination committee as “accepted”, “accepted pending minor revisions”, “revise and resubmit”, or “rejected”. Ultimate acceptance indicates (among other things) that, when relevant, the student has discussed specific ethical issues tied to the chosen topic and has addressed the topic from a diversity of perspectives; when relevant, this discussion can include issues of human diversity. b. Grades in the following two required courses will be reviewed: PSY 6030 (Human 	<p>The program coordinator will collect student learning artifact data and create program level summaries. Performance rating forms are attached.</p>

			<p>Diversity) and PSY 6800 (Ethics and Professional Issues).</p> <p>c. Students will submit completion reports for the CITI human subjects training to their PSY 5080 instructor. Students must satisfactorily complete all quizzes for the Social/ Behavior Research and/or the Biomedical Research courses (as determined by the type of research to be conducted by the student) in order to pass the training.</p>	
4	<p>Students will display professional development by acquiring skills in the areas of written and oral communication, teaching, and/or general professionalism.</p>	<p>The outcome is learned /assessed through:</p> <p>a. Written and oral communication are required, practiced, and assessed in most of the advanced coursework taken in the program, through completion and defense of the thesis and dissertation, and through completion of the written preliminary and doctoral oral exams.</p> <p>b. Teaching skills (if relevant to the individual student) are acquired through completion of the Teaching of Psychology Course and/or the Certificate in University Teaching Skills (CUTS) program. (achieved)</p> <p>c. General professionalism is acquired through mentoring and faculty feedback throughout the program.</p>	<p>Faculty members will meet and discuss each student’s progress once per semester (for students in their first year of the program) or academic year (for more advanced students), rating the student’s “professional skill acquisition” and “personal and professional development” (among other characteristics) on a 3-point scale (inadequate, adequate, superior; see attached). Faculty reports of the student’s oral communication skills (as demonstrated during classes or during, local, conference, or thesis/dissertation presentations) and written communication skills (as displayed in coursework, the written thesis/dissertation, or the written preliminary exam) will contribute to the written and oral communication components of these ratings. Attendance at colloquia and brown bags, mentoring skills when working with undergraduates in the laboratory, and treatment of others (peers, faculty</p>	<p>The program coordinator will collect student learning artifact data and create program level summaries. Performance rating forms are attached.</p>

			members, students, and research participants) with respect (all as reported by faculty members) will contribute to adequate or superior ratings on the general professionalism component of these items. When relevant, grades in PSY 6000 (Teaching of Psychology, an elective course), completion of the Certificate in University Teaching Skills (CUTS) through the Reinert Center for Transformative Teaching and Learning, and teaching evaluations (for students who have taught a course independently) also will be considered in making these ratings.	
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?
Program level data summaries for each student learning outcome that was assessed during the prior academic year will be provided to all program faculty members and discussed during a program faculty meeting during the fall semester.
2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?
The impact of assessment-informed changes will be discussed during a faculty meeting during the fall semester.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)
1-2 student learning outcomes will be assessed each year.
2. Describe how, and the extent to which, program faculty contributed to the development of this plan.
Experimental program faculty reviewed and discussed our prior assessment plan during a faculty meeting in April of 2022. This revised plan was approved by majority vote during that meeting.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Attachments

Olson Awards Ratings Ballot

Instructions: Please complete both sides of this form. When you are finished, enclose your ballot in a sealed envelope and return to the chairperson of the student's thesis or dissertation committee.

Date of Oral Defense _____

Circle one: Thesis Dissertation

Student's Name: _____

Title: _____

	Poor				Superior
I. Introduction					
1. Originality of the Problem	1	2	3	4	5
2. Importance and significance of the Problem	1	2	3	4	5
II. Literature Review					
1. History of the Problem	1	2	3	4	5
2. Theoretical formulations relation to the Problem	1	2	3	4	5
3. Critical review of the literature	1	2	3	4	5
4. Clarity of conceptual hypotheses and problem statement	1	2	3	4	5
III. Method					
1. Clarity of research design	1	2	3	4	5
2. Originality including justification for departures from or agreement with traditional research design	1	2	3	4	5
3. Appropriateness of methods used (operationalization of variables, sample, research setting, timeline,	1	2	3	4	5

attention to ethical research practices etc.)					
IV. Results					
1. Appropriateness of statistics employed	1	2	3	4	5
2. Adequacy of statistical analyses	1	2	3	4	5
3. Clarity of results presentation	1	2	3	4	5
V. Discussion					
1. Interpretation of statistical results	1	2	3	4	5
2. Description of how results fit with other research findings	1	2	3	4	5
3. Consideration of study limitations, alternative explanations and identification of improvements in design	1	2	3	4	5
4. Extent to which the research makes a contribution to the empirical literature	1	2	3	4	5
VI. Formal					
1. Overall clarity of ideas expressed	1	2	3	4	5
2. Synthesis, organization, and integration of material	1	2	3	4	5
3. Sources adequate, current and/or primary	1	2	3	4	5
4. Overall exposition (conformity to APA style, sufficient conciseness of expression, spelling, grammar, punctuation, etc.)	1	2	3	4	5
TOTAL (100 points)					

Experimental Psychology Program
Graduate Student Evaluation Form

Student Name: _____

Date of Evaluation: _____

Based upon the faculty's discussion you were rated in each of the following dimensions. (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality			
Academic Progress			
Research Quality			
Research Progress			
Professional Skill Acquisition			
Personal and Professional Development			
Fulfillment of Assistantship Duties (if applicable)			

Comments:

Signatures:

Student: _____

Advisor: _____

Date: _____

Date: _____

Experimental Psychology
ANNUAL STUDENT ACTIVITY REPORT

Student name: _____
Student advisor: _____
Year entered program: _____
Academic Year for this report: _____

Instructions: This form is designed for several purposes. First, it will provide the faculty with self-report information regarding your activities, progress, and future plans in the program. Second, this form will provide a record of your accomplishments, achievements, and activities in the program for subsequent use in applying for jobs, postdocs, etc. Because the academic year technically begins with the summer term, please include information for last summer (even when not specifically requested in the question), particularly if you did not already include it in last year's activity report. You also may include information about the upcoming summer when available (in fact, certain questions specifically request such information). However, when reporting information for a summer term, please indicate clearly the particular summer to which you are referring.

COURSEWORK

1. *Please list coursework completed/currently enrolled in for this academic year, along with your grades.*

Fall courses	Grade	Spring courses

Summer courses (if any; no need to include thesis/dissertation hours or PSY 584):

2. *Indicate below any missing grades (NR) or incomplete grades (I) that may be on your record, as well as plans or needs for changing these grades (be sure to check Banner for this information).*

RESEARCH

1. *Describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines for completion of the major components of your thesis or dissertation (e.g., proposal meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense).*

2. *Describe any additional research projects on which you have worked this year. Indicate your contributions to the projects. What is the current status of the research project (i.e., has it led to a manuscript being prepared, submitted, or accepted)?*

3. *List below all presentations at professional meetings and conferences (use APA style) for the current academic year (please include any presentations to occur over the rest of the academic year, including summer—if known).*

4. *List below all manuscripts submitted for publication this academic year, indicating the journal to which it was submitted and the results of editorial review (use APA style).*

5. *List below all articles accepted for publication or published (use APA style) this academic year.*

TEACHING

1. *List any activities related to teaching (e.g., teaching assistant, instructor) during the last academic year. Include the course name, semester taught, enrollment, and your responsibilities.*

2. *Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the SLU Center for Teaching Excellence?*

PROFESSIONAL

1. *List all professional organizations of which you are a student member, including any offices held.*
2. *Describe any professional service and/or leadership positions associated with the university, graduate school, department or program. Indicate your title and dates of service.*
3. *Indicate any other contributions to the profession or community.*

AWARDS, HONORS, ACHIEVEMENTS

1. *List any awards, honors and achievements you have received this academic year.*

ASSISTANTSHIP(S) OR OTHER FUNDING

1. *Were you funded by an internal (i.e., psychology department, experimental program, neuroscience) assistantship this year?*

DOCTORAL EXAMS

1. *Did you take your written preliminary exam this academic year? If so, when was it begun (Fall or Spring semester) and what was the date of final passing (if any)?*

2. *Did you complete your doctoral oral exam this academic year? If so, what was the date and outcome?*

For those who will not be in the program next year

1. *Why will you not be in the program next year (e.g., will have received Ph.D., have decided to take a leave of absence or leave program without degree)?*

2. *What position will you hold next year (if known)?*

3. *Please provide as much future contact information as possible (e.g., mailing address, email address, phone number)?*

Experimental Program Preliminary Exam Requirements

Function/Purpose

The purpose of the written preliminary qualifying exam, taken after the Master's thesis work has been completed and accepted (typically during the 3rd year of the program), is to demonstrate competency in three primary areas:

1. Comprehensive knowledge of declared concentration area (Cognitive Neuroscience, Developmental Psychology, or Social Psychology)
2. Fluency in program core areas of Developmental Psychology, Social Psychology, Cognitive Psychology, and Neuroscience, as relevant
3. The ability to critically evaluate a core knowledge base

Format

The required format for the preliminary exam is a critical review paper, of publishable quality, like those seen in *Psychological Bulletin* or *Psychological Review*. That is, the exam's content should reflect more than a simple descriptive literature review; it should present a reasoned point of view, propose a model, attempt to resolve a theoretical dispute, provide a unique integration of material, etc. In doing so, the paper must address the following issues, in a meaningful way:

1. Comprehensive knowledge of a chosen area of concentration, as reflected in choice of paper topic
2. Research methodology; when relevant, this should include discussion of specific ethical issues tied to chosen topic
3. Diversity of perspectives, including discussion of alternative approaches to problem being addressed; when relevant, this discussion can include the discussion of issues regarding human diversity
4. Discussion of issues from outside area of concentration that have relevancy to review paper topic
5. Historical context of problem area addressed in review paper

Exam Committee

The exam committee is comprised of 3 faculty members within the Experimental Program - 2 of whom must come from the student's concentration area. Exceptions for faculty members outside the program to serve on this committee may be granted through petition in writing from the student and his/her advisor to the Experimental Program Director.

Time Frame and Guidelines

Preliminary exams generally are to be taken in the 3rd year. The first step is to develop a Preliminary Exam Proposal, including a narrative overview/summary of the goals of the paper, followed by an annotated outline describing the major topics to be covered and how they address the criteria listed above, with estimated page numbers and sample references for each major section. Students should work with their mentor in developing this proposal, which typically is between 3 and 7 pages in length. The completed proposal should be submitted to the Preliminary Exam Committee at least one week before a scheduled meeting of the student and committee to discuss the proposal. The student should bring a copy of the Preliminary Exam Agreement/Outcome form to the proposal meeting. The committee may request changes to the proposal before approving it. Because it may be difficult to find times when the entire committee is available, students are advised to begin scheduling this meeting well in advance. The exam is due no later than 8 weeks following the approval date. Failure to turn in a completed exam by this date will result in a grade of “reject” (described below). Exceptions to this timeline may be made under extreme circumstances. The entire committee must agree in writing to any alterations in the timeline.

Committee members must submit their evaluation feedback to the exam committee chair no later than 6 weeks after receiving the initial submission from a student. The exam committee chair must then send the initial committee feedback to the student within one week. Students are allowed 4 weeks from the actual date that they receive the faculty evaluation to complete revisions for an exam receiving an “accepted pending minor revisions” or “revise and resubmit” evaluation. Students will be notified of the final evaluation of the exam within 2 weeks of the committee’s receipt of the revised exam unless it is submitted during the summer.

Preliminary exams can be taken during the fall, spring, or summer semesters. However, exams taken during the spring must be timed so that students will receive faculty evaluation for initial or revised submissions no later than the date of spring commencement, which coincides with faculty contract end dates. Faculty are unavailable to read initial or revised preliminary exams from mid-May until mid-August when they are off contract. Preliminary Exam Proposal meetings can be held during the summer with the written permission of all three faculty members on the committee. Initial preliminary exams that are submitted during the summer will be reviewed by faculty during the first seven weeks of the fall semester. Preliminary exam revisions that are submitted during the summer will be reviewed by faculty during the first two weeks of the fall semester.

Evaluation

Preliminary exams may be given one of four grades, as described below. Members of the preliminary exam committee will convey their feedback regarding the preliminary exam in writing to the chair of the committee no later than the deadlines listed above. The chair will then convey this information in writing to the student, along with the committee’s grade of the exam (reached by consensus). The student will then be responsible for meeting with the individual committee members to obtain clarification and specifics regarding their feedback. The grades are:

1. *Accepted, no revisions required*
2. *Accepted pending minor revisions* Revisions must be completed within 4 weeks of notification of the grade.
3. *Revise and resubmit exam* Only one revision is allowed in order to become accepted, and should be completed within 4 weeks of notification of the grade, or an alternative time frame as determined by the preliminary exam committee.

4. *Rejected* A new preliminary exam may be attempted in the semester following that in which the first preliminary exam was attempted, but only one more attempt is allowed. If this second exam also receives a grade of *reject*, then the student will no longer be allowed to continue in the program.

Upon successful completion of the written preliminary exam, a completed Preliminary Exam Agreement/Outcome form should be submitted to the Program Director. At this point the student should begin preparation for the oral qualifying exam. **Check the Graduate Education web site for appropriate forms and guidelines related to the Doctoral Oral exam.**

Other Preliminary Exam Rules and Policies

1. Because this is an exam, no feedback or discussions concerning exam-related material (i.e., no external help) are allowed once the exam has begun, whether from committee members, peers, or other outside sources (e.g., the writing center). Although the student may seek general assistance during the exam period with skills that may be useful for the exam (e.g., general writing skills), there should be no feedback given on drafts of the exam itself or on content directly related to the exam.
2. The main text (not including the abstract, tables, figures, and references) of written preliminary exams should be approximately 40-50 pages. The main text of the first submission cannot exceed 50 pages (APA format). The main text of revised preliminary exams can be longer than 50 pages, but additional content should be no longer than is necessary to satisfactorily address faculty feedback on the initial submission.

Doctoral Oral Qualifying Exam

The Graduate Education office requires that all students in a doctoral program take an oral qualifying exam prior to the formalized research-phase of their doctoral study. This exam is intended to evaluate broad knowledge of the field, and to serve as an assessment of the student's ability to integrate knowledge across the discipline. Applied to the Graduate Program in Experimental Psychology, the purpose of the oral exam is for the student to provide evidence to the faculty that he/she is competent both in general knowledge of psychology, and in his/her area of expertise. As such, the oral exam specifically will assess the following competencies:

1. Knowledge of key fundamental concepts in general psychology
2. The ability to integrate knowledge from diverse areas within psychology
3. The ability to express expert knowledge within chosen concentration area

Oral Exam Committee

The oral exam committee is comprised of at least 4 faculty members, at least two from within and at least one from outside of the student's concentration area, approved by the department chair. The Chairperson of this committee is the student's major advisor.

Scheduling the Exam

See the Graduate Education web page for the appropriate forms used to schedule the doctoral oral exam. These forms must be on file in the Graduate Education Doctoral Candidacy Advisor's office at least 3 weeks prior to the scheduled exam date. Once these forms are on file, ballots (see below) will be sent by the Doctoral Candidacy Advisor's office to the committee chairperson, who will bring the ballots to the examination.

Oral Exam Format

The specific content of the oral exam, as enumerated above, will be assessed through a professional conversational format, rather than a strict interrogatory format. Students begin the conversation with a 10-15 minute overview of their research interests (e.g., what have you done, where are you now, and where do you see your research interests going in the future?), without audio/visual materials. This overview is meant to serve as the springboard from which the committee can begin to ask questions to assess the student's breadth and depth of knowledge within psychology, so it is not meant to be the sole focus of the exam. Students should not bring their own notes to the exam. It is the Chairperson's responsibility to make sure that a fair amount of time and attention is devoted to assessment of both the student's general and expert knowledge within psychology. It is also the Chairperson's responsibility to make sure that all committee members have the opportunity to ask questions of the student, but it is not necessary that each committee member be given a designated turn for a designated amount of time. The specific format should be agreed upon by the committee prior to the exam, but it is typically structured to reflect the types of interactions one may have during an individual academic job interview, where the student/applicant is first asked to "tell me about yourself", and then addresses questions from individuals representing diverse

perspectives. ***The duration of the exam is at least 60 minutes and is not to exceed 90 minutes.***

Oral Exam Evaluation

At the end of the examination, the student is dismissed and the members of the examination committee independently complete confidential ballots evaluating the student's performance. After the ballots are sealed, the committee discusses the results so that they can be communicated informally to the student. The sealed ballots are then delivered to the Associate Vice President for Graduate Education in care of the Doctoral Candidacy Advisor. The Associate Vice President for Graduate Education formally communicates the outcome of the examination in writing to the student.

According to university policy, "a student receiving two or more unfavorable evaluations fails the examination. Upon authorization of the Associate Vice President for Graduate Education, the oral examination may repeat once. Ordinarily, the second attempt should not be scheduled within the same academic term as the first. The committee that administered the first exam will also administer the second examination under ordinary circumstances. The major-field chairperson will submit a written request for a second examination to the Associate Vice President for Graduate Education well in advance of the desired date of that exam. Should the outcome of the second examination be unsatisfactory, a third exam is rarely approved, and is considered by the Associate Vice President for Graduate Education upon the unanimous recommendation of the examining committee."

Tips for Preparing for and Taking the Doctoral Oral Exam

1. The exam is modeled after an individual academic job interview format, where you are often asked to “tell me about yourself” (i.e., your research) and then have a conversation with and address questions from individuals who may represent diverse areas of psychology. As such, it is a test of whether you can engage in professional conversations with people from various sub-disciplines of psychology. The goal is to show that you can “think on your feet” as a professional. You may not know “the answer” but, of more importance in evaluating your exam performance is whether you can reason professionally (i.e., in a theory-based or evidence-based manner).
2. To prepare for the exam, then, there is not a set list of facts you should learn or articles you should read. You may want to review notes or readings from courses you’ve taken across the various concentrations in our program (cognitive neuroscience, developmental, social), thinking about how that coursework or those topics may relate to your own area of research interest and expertise (as reflected in your thesis, preliminary exam topic, and/or dissertation plans). Think particularly about the areas of expertise represented in your committee and what sorts of questions committee members may have, given their differing backgrounds. Think about how questions may reflect the various elements of your preliminary exam (ethics, diversity, history, methodology) or might arise from your thesis topic/results or your dissertation topic/proposal. You may want to check with individual committee members about whether they’d like to meet with you before the exam, but such a meeting is not required.
3. Because the exam is designed to assess both general and expert knowledge within psychology, you should be able to do more than discuss your own area of expertise, however. You should be able to display comprehensive knowledge of your own broad concentration area (i.e., cognitive neuroscience, developmental, or social), including (among other things) major theories and names of theorists associated with them. In other words, you should be familiar with the sorts of information that would appear in an introductory text for your concentration, whether or not it reflects your own specific area of research expertise. You also should be able to relate your own research expertise to other areas of psychology (i.e., to integrate ideas across concentrations) or to areas outside of the program or department if relevant.
4. Other pointers:
 - a. If you don’t understand a question, ask for clarification.
 - b. It is fine (in fact, it may be desirable) to pause and think things through before answering a question.
 - c. Please do not provide snacks (food, beverages) for the committee.