



UNIVERSITY OF ARKANSAS

**DOCTOR OF PHILOSOPHY DEGREE:
HEALTH, SPORT AND EXERCISE SCIENCE**

STUDENT MANUAL

**DEPARTMENT OF HEALTH, HUMAN
PERFORMANCE, & RECREATION**

THE DOCTOR OF PHILOSOPHY DEGREE IN HEALTH, SPORT AND EXERCISE SCIENCE

The Ph.D. program in the Department of Health, Human Performance and Recreation (HHPR) is a research-focused degree that is designed to prepare scholars in advanced study to contribute to the field through teaching, research, and service.

The Department is comprised of five divisions and offers a Ph.D. degree in Health, Sport and Exercise Science (HSES) with a concentration in three program area:

- Exercise Science
- Health Behavior & Health Promotion
- Recreation and Sport Management

Each concentration has requirements for core coursework (See Appendix A), cognate and elective courses. A cognate is further course work in a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline, as approved by the student's doctoral advisory committee. Elective courses are graduate-level electives as approved by the student's doctoral advisory committee.

Department faculty are actively involved in research, teaching and community engagement. Doctoral students are presented opportunities and encouraged to involve themselves in work with faculty in these areas.

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HSES PhD Academic Policies and Expectations

Graduate Student Handbook

All students enrolled in the HSES PhD program are expected to follow the guidelines and policies spelled out in the Graduate Student Handbook, as published by the University of Arkansas Graduate School. Many of the policies not discussed in this manual can be found in the [Graduate Student Handbook](#).

HSES PhD Admissions Process

Incoming doctoral students should identify an appropriate faculty mentor based on research interests. Students will not be admitted to a program without a mutual agreement between the student and a faculty member.

Doctoral applicants are required to submit three letters of recommendation through the Graduate School site, in addition to official transcripts, CV, and statement of interest. It is possible the applicant will be required to interview with program faculty, particularly if the student is being considered for a graduate assistant position.

HSES PhD Admissions Deadlines

The Graduate School deadline for new applicants is typically December 1 for Spring admission, April 15 for Summer admission and August 1 for Fall admission. However, the HHPR Department has established the following priority deadlines:

- February 1 for Summer/Fall admission (particularly if the student is seeking a graduate assistantship and/or fellowship)
- October 1 for Spring admission

Graduate Assistantships

The HHPR department has a limited number of graduate assistant (GA) positions available to qualified students each year. These positions are 12-month, 50% appointments and require the graduate assistant to provide support to an individual program in the form of course teaching, research assistance, or a combination of both. Decisions regarding how these positions will be awarded is typically made by individual programs. GA positions offer in-state and out-of-state tuition waivers and a competitive monthly stipend. HHPR GAs must enroll for a minimum of 6 credit hours per semester (Fall/Spring) and 3 credit hours during the Summer semester to maintain their funding.

Effective May 1, 2022, graduate students may be paid hourly on top of a 50% graduate assistantship without the pre-approval of the Graduate School Dean. The Graduate School will approve through Workday and the position must comply with appropriate University policies for hourly positions. The Graduate School imposes no limit on hours worked above the graduate assistant position.

Students interested in being considered for a departmental graduate assistantship must first apply to the University of Arkansas Graduate School and be admitted to a HHPR graduate

program. Students pursuing a doctoral degree beginning with the baccalaureate degree may receive financial support as a graduate assistant for no more than twelve semesters (4 years) beyond the baccalaureate degree.

Fellowships

Additional funding for doctoral students is available through the University of Arkansas Graduate School in the form of Distinguished Doctoral Fellowships (DDF) and Doctoral Academy Fellowships (DAF). Both DDFs and DAFs are awarded to new, incoming Ph.D. students upon recommendation of the department head/chair and subsequent approval of the Graduate Dean and the Graduate School Fellowships Advisory Committee. First priority will be given to U.S. citizens and permanent residents. Priority deadline for nominations is February 1 each year.

Minimum qualifications to be considered for DDF funding are:

- Combined GRE of score 308 or greater, GRE writing score of 4.5, and graduate GPA 3.85.

Minimum qualifications to be considered for DAF funding are:

- Combined GRE of score 300 or greater, GRE writing score of 4.0, and graduate GPA 3.65.

Additional [fellowships for Graduate Students](#) are available through the Graduate School.

HHPR GPA Requirements

Students must obtain a minimum 3.0 cumulative grade point average (GPA) on all graded course work to receive a doctoral degree from the University of Arkansas. If a particular concentration in the HSES PhD program requires a higher GPA, it will be noted in the concentration's policy later in this document. If a student's cumulative GPA for courses taken in residence for the PhD falls below a 3.0 at any point during his or her studies, the student will be placed on academic warning. The student will have one semester (excluding summer) to raise the cumulative GPA above a 3.0 or the student will be dismissed from the program. Students who have been previously warned will not be permitted to have their GPA fall below a 3.0 and persist in the program.

Curriculum Requirements

The HSES PhD requires a total minimum of 96 post-bachelor degree credit hours. For doctoral degrees, transfer credit is allowed to fulfill the course requirements of the doctoral degree at the discretion and request of the department/program and with approval of the student's DAC.

Core Course Requirements

All students enrolled in the HSES PhD program take 42 credit hours of required coursework. These are divided into departmental and research and statistics requirements.

Departmental Core Requirements (24 credits)

All students take the following 24 credit hours of departmental core courses. DACs may approve appropriate, equivalent courses (except for dissertation hours) taken at other institutions in lieu of:

HHPR 5353	Research in HHPR
HHPR 5001 ¹	HHPR Seminar
HHPR 700V	Doctoral Dissertation (18 credits)

¹Must be repeated 3 times for a total of 3 credit hours

Research and Statistical Requirements (18 credits)

All students in the HSES PhD program will take minimum of 18 research and/or statistical credits, in addition to HHPR 5353, as approved by the student’s DAC.

Students are permitted to enroll in a maximum of nine (9) credit hours of dissertation before candidacy (passing written and oral exams).

Concentration-Specific Requirements

Each concentration within the HSES PhD program identifies 54 credit hours of approved course work, typically in the areas of concentration core, cognate, and electives. Please refer to each concentration section in this manual for specifics (Appendix A).

Doctoral Advisory Committees (DAC)

Within the first semester, the student should form a Doctoral Advisory Committee (DAC). Typically, the student’s designated faculty mentor upon entry into the program serves as chair of the student’s DAC.

The DAC must consist of at least four faculty members, two of whom hold graduate faculty status in the student’s major field of study. One of those two members serves as the student’s chair or advisor. The other two members can come from any area on campus but must hold graduate faculty status.

The DAC officially approves the student’s program of study (Form in Appendix B) and is responsible for administering and evaluating the student’s candidacy examination. Please see individual concentration sections of this handbook for specific information regarding candidacy examinations.

A [Doctoral Committee Form](#) should be signed by the student and all DAC members once the composition of the committee has been completed. The form should be turned in to the HHPR Graduate Coordinator who will sign and submit it to the Graduate School.

Additionally, the chair of the student’s DAC should complete the [Candidacy Exam Notification](#) form once the student has successfully completed their candidacy exams. This form should be turned in to the HHPR Graduate Coordinator who will sign and submit to the Graduate School.

Once the student successfully completes the candidacy examination, the DAC dissolves and the student will form a Doctoral Dissertation Committee (DDC). The student can choose to select the committee members to serve on the DAC, DDC, or both when completing the form.

Doctoral Student Annual Report

The annual report is designed to provide a doctoral student and their mentor with an opportunity to discuss progress towards degree completion. The report is due on the first Friday in April to the Graduate Coordinator. See report in Appendix C.

Candidacy Examination Procedures

Students in the HSES PhD program are required to sit for candidacy examinations. These examinations include a written component, followed by an oral defense. The candidacy examination should be taken during the student's last semester of coursework excluding dissertation hours.

It is the responsibility of the student to contact the DAC chair at least 6 months prior to completing the written exam. The written component format is at the discretion of the DAC and may include, but is not limited to, one or more of the following items:

- Written comprehensive examination in the form of written test with questions from the student's DAC
- Written comprehensive review of the literature to be submitted to a peer review journal for publication
- First-author peer-review journal article submission
- Preparation and submission of a research grant

Exam Rating Scale: Written Comprehensive Exam

The following three categories are used to determine the outcome of the written Doctoral Candidacy Exams. Scores range from a low of 1 to a high of 5:

- **Pass:** The written portion reflects mastery of the subject matter (scores >3 on all parts of the exam). Written responses reflect an appropriate level of understanding of the content, illustrate a doctoral-level depth of content discussion, contain supporting detail, include adequate references (cited in the text) to the scholarly literature, and the writing style reflects command of the standard, academic use of language at the doctoral level. The student will orally defend all responses; upon successful oral defense, the student will be recommended for candidacy for the PhD degree. Failure to adequately orally defend responses may result in a student being required to re-write or re-defend specific questions of concern.
- **Questionable:** All or most responses are weak (<3 on less than 50% of the questions, or scores no better than a 3 on any question on the exam) and do not reflect an adequate level of depth or understanding of the content, nor an adequate level of synthesis and advanced thought. Supporting detail is lacking, and cited references to the scholarly literature are minimal. The writing style is not professional and contains grammatical and structural errors - not up to the level expected of a doctoral candidate. The student will be expected to successfully defend weak responses, either orally or in writing,

before being recommended for candidacy. This will be decided by the DAC. Successful defense will result in a rating of "Pass," and recommendation for candidacy for the Ph.D. degree. Unsuccessful oral defense will result in a requirement to re-write specific exam questions (see below).

- **Fail:** The response does not reflect an adequate or appropriate level of depth or understanding of the content (<3 on over 50% of the exam content), and reflects lack of synthesis and advanced thought. References to the scholarly literature are weak or absent and not cited, and it is clear the student's communication skills are inappropriate or lacking, based on expectations for academic and professional writing at the doctoral level. The student may petition to re-take the Comp. The student will be required to re-write the entire Comprehensive Exam. The student's Advisory Committee will determine whether to administer the same format/questions, or to write a different exam.

Notification of Results

Within two weeks of completing the exam, students will be informed in writing of the results by the student's DAC chair. This communication should be copied to the HHPG Graduate Coordinator.

Failure to Pass Written Comprehensive Exam

When a student does not pass all or part of the written comprehensive examination, the DAC chair will meet with the student to discuss one of the following options:

- **Option 1:** If it is determined that the student has failed the written exam, the student will rewrite the entire examination, prior to doing an Oral Defense, in the next full semester (a waiting period to be determined by the DAC). The format of the rewrite will be decided upon by the student's DAC. The student must do an Oral Defense of the re-write.
- **Option 2:** If it is determined that the student has performed at a "Questionable" level, the student may be asked to re-write, prior to an oral defense, only portions considered insufficient, and after a waiting period to be determined by the DAC. The student will be allowed to orally defend responses that were evaluated as a "Pass" on the first writing. On the re-write, the student may orally defend their answers to the full committee or to their Advisor, as determined by the DAC. The Advisor and/or DAC will make a decision at the conclusion of the Orals and notify the student and DAC, within 7 days, of the results.

Oral Defense of the Written Comprehensive Exam

Following completion of the written component the student will also undergo an oral defense with the student's DAC. The oral defense should be scheduled within three weeks after completion of the written exam. The committee will discuss the format and the chair will make the final decision regarding the exam. Questions during the oral exam may focus on the student's written exam submission, research methodology and statistics, the student's cognate, and the student's concentration core courses.

The following three categories are used to evaluate and determine the outcome of the Oral Doctoral Comprehensive Exam Defense:

- **Pass:** Oral responses accurately reflect and support content of written responses, include supporting detail, include adequate references to the scholarly literature, and the oral communication reflects command of the standard, academic use of language at the doctoral level. Student responses to probes from the Committee reflect a doctoral level of critical thinking and synthesis. Upon successful oral defense, the student will be recommended for candidacy for the PhD degree. A passing grade is achieved when the majority of the DAC vote as such.
- **Questionable:** Oral responses are weak and do not accurately reflect or support content of written responses, nor an adequate level of synthesis and advanced thought. The student has difficulty responding, at the doctoral level, to probes presented by the committee. The oral communication style is not professional and contains grammatical errors - not up to the level expected of a doctoral candidate. Student may be asked to orally re-defend, after a waiting period determined by the DAC. Subsequent unsuccessful oral defense may result in failure of a particular question and/or requirement to re-write and re-defend specific exam questions. A questionable grade is achieved when the majority of the DAC vote as such.
- **Fail:** The oral responses do not adequately, accurately, or appropriately connect to the content of written responses, and reflect lack of synthesis and advanced thought. It is clear the student's oral communication skills are inappropriate or lacking, based on expectations for academic and professional performance at the doctoral level. The student may be required to orally re-defend all or part of the written Comprehensive Exam, after a waiting period determined by the DAC. Failure to successfully re-defend (2nd attempt) may result in being required to re-write and re-defend specific failed question(s). A failing grade is achieved when the majority of the DAC vote as such.

If a student is determined to be strong (a clear "Pass") in most content areas covered by the Comp, but obviously weak (a clear "Fail") in one area, the student may be required to take additional coursework specific to the content area of weakness. Follow-up could include re-writing and orally defending the weak content area, making a presentation of content studied, or other strategies for assessing student mastery of the content, as determined by the DAC. A doctoral comprehensive examination, or parts of an examination, may be repeated only once. Failure to pass the exam on the second writing and oral defense of all or part of the doctoral comprehensive examination will result in denial of candidacy for the Ph.D. degree.

Once the student passes the exam he/she becomes a candidate for the degree and must register for a minimum of 1 credit hour every semester until degree completion.

Doctoral Dissertation Committees (DDC)

Once the student has successfully completed their candidacy exams, the student should form a Doctoral Dissertation Committee (DDC). The faculty member serving as the DDC chair should be the person best positioned to supervise the student's research. The DDC chair is not necessarily the chair of the DAC, but often faculty members serve in both roles.

The DDC must consist of at least four faculty members, two of whom hold graduate faculty status in the student's major field of study. One of these members serve as the chair, or dissertation director. The third and fourth committee members may come from anywhere, but at least one must be from outside the HPR department. A minimum of three members must hold appointments with the University of Arkansas-Fayetteville. All committee members must hold graduate faculty status.

A [Doctoral Committee Form](#) should be signed by the student and all DDC members once the composition of the committee has been completed. The form should be turned in to the HPR Graduate Coordinator who will sign and submit to the Graduate School.

Once a student has become a doctoral candidate, they must remain continuously enrolled in at least one credit hour as a student at the University of Arkansas until defense of the dissertation. All requirements for a doctoral degree must be completed within seven consecutive calendar years from the date of admission to the program.

Changing or Revising a Committee

Please consult the [Graduate Student Handbook](#) for the policy on changing or revising committee members.

Ex Officio

Ex officio committee members do not hold graduate faculty status at the University of Arkansas. The Graduate Student Handbook defines the role of an ex officio member on a committee as follows: "he/she will be allowed to serve on a student's master's thesis or doctoral dissertation committee, in addition to the minimum number of members required by the Graduate School or the department/program. The ex officio member will be allowed to sign the thesis or dissertation and his/her vote will be recorded but will not be binding for conferring the degree." (Graduate Student Handbook, 6/10/2014, p. 23)

Dissertation Preparation, Proposal and Defense

Students preparing dissertations should familiarize themselves with, and follow all procedures set forth in, the Graduate School's [Guide to Preparing Master's Theses and Doctoral Dissertations](#).

Two formats have been approved for thesis/dissertation. Both use APA style and one conforms to journal format. The journal format requires that **multiple articles** be completed and suitable for journal submission as part of the dissertation document.

Dissertation Proposal

Once a DDC is formed, the progression of the dissertation process involves the student, working with their major advisor (chair of the DDC), developing a formal dissertation proposal, and presenting it to their DDC.

The proposal includes Chapters 1 (Introduction), 2 (Review of the literature) and 3

(Methodology) of the overall dissertation. During the preparation of the proposal, the student may consult with members of the committee for advice and direction. At least two weeks prior to the proposal presentation, and AFTER receiving permission from their DDC chair, the student submits the proposal to each committee member.

The presentation of the proposal is a rigorous procedure; the approved proposal will serve as a contract between the committee and the student. Approval of the proposal indicates that if the student completes the project as described (and appropriately interprets the results), the student will be in favorable standing at the time of the defense. The proposal presentation will be open to all departmental faculty and students.

Students will make a formal presentation and will respond to questions from DDC members. The DDC will then discuss the proposal, recommend how the student should proceed with the dissertation, and indicate changes to be made within the proposal. With the approval of the committee, and once the student has obtained approval (if necessary) from the University of Arkansas Office of Research Compliance, the student should begin data collection and other dissertation procedures.

IRB and/or IACUC approval is required PRIOR to collecting data when using human or animal subjects. Students may not begin dissertation research until the study's protocol has been approved by the University of Arkansas. All necessary forms are available on-line. The IRB/IACUC application (protocol) should be submitted after (not before) a committee-approved dissertation proposal (first three chapters).

If necessary, during the data collection and analysis process, the student may request a meeting of the DDC to review procedures, discuss problems, and/or approve modifications. After completing data collection and analysis, the student writes chapter 4 (Results) and chapter 5 (Discussion, Implications, and Suggestions for Future Study) in the case of a traditional dissertation. For manuscript style dissertations, in lieu of chapters 4 and 5, students will submit their manuscripts and a final chapter with overall conclusions as per recommended by their DDC. Any major deviations from the proposal should be presented in writing and approved by the DDC.

The [Doctoral Dissertation Title Form](#) corresponds with the timeline of the dissertation proposal.

Dissertation Defense

The defense of the completed dissertation should follow the guidelines established by the University of Arkansas Graduate School. At least two weeks prior to the defense, and AFTER receiving approval from their DDC chair, the student provides a complete dissertation draft to the DDC that includes all necessary chapters of the dissertation, as well as tables, figures, appendices, and reference notes. The defense presentation will include aspects of chapters 1 and 2, but should primarily focus on the methods, results, and conclusions. Two weeks prior to the formal defense, the student will announce the presentation; the defense should be open to all departmental faculty and students. Students must complete the [Dissertation Defense](#)

[Announcement](#) on the Graduate School's website.

Per Graduate School policy, students should not provide snacks, food or gifts to their committee during the final oral defense of the dissertation.

When the defense is approved, the committee will sign the required approval forms and the student will then make final changes on the dissertation and comply with submission requirements of the University.

Students are required to submit the following forms to the Graduate School along with their dissertation. Both require the HHPR Department Head or Graduate Coordinator sign prior to submission:

- 1) [Intellectual Property Disclosure](#)
- 2) [Dissertation Submission](#)

Additionally, the student must complete the [Survey of Earned Doctorates](#) and submit the certificate of completion to the Graduate School.

All requirements for a doctoral degree must be completed within seven consecutive calendar years from the date of admission to the program.

Commencement

It is HHPR Department policy that in order for a student to walk in commencement ceremonies, the student must have successfully defended their dissertation as determined by all committee members PRIOR to commencement unless unique circumstances decided by the DDC chair.

Note – a successful defense of the dissertation implies that all committee members have agreed that the student has passed the defense; the student should only have to make minor corrections/changes to the document.

Appendix A
Exercise Science Concentration

EXSC Curriculum

Exercise Science Core (9 credits)

- EXSC 5323 Biomechanics I
- EXSC 5513 Physiology Exercise I
- EXSC 5593 Advanced Exercise Testing and Prescription

Cognate (9 credits)

The student, in consultation with the doctoral advisory committee, will identify further course work comprising a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline.

Electives (36 credits)

The student must complete 36 credit hours of graduate-level electives as approved by the doctoral advisory committee.

Health Behavior and Health Promotion Concentration

The Health Behavior and Health Promotion concentration focuses on training students to become health behavioral scientists/researchers primarily for academic positions in university settings and post-doctoral research fellowships. Additionally, the PhD concentration in Health Behavior and Health Promotion provides training for individuals interested in positions in federal health agencies such as the Centers for Disease Control and Prevention and the National Institutes of Health.

Prerequisites to the Ph.D. in Health Behavior and Health Promotion Degree Track: Applicants must have completed a master's degree or its equivalent in health or a closely related field and meet general admission requirements of the Graduate School and the Department of Health, Human Performance, and Recreation.

PBHL Curriculum

Health Behavior Core (12 credits)

PBHL 5533	Theories of Social and Behavioral Determinants of Health
PBHL 5563	Public Health: Practices and Planning
PBHL 5573	Foundations of Public Health
PBHL 5613	Epidemiology for Public Health Practice

Cognate (6 credits)

The student, in consultation with the doctoral advisory committee, will identify additional course work comprising a field of study in a specific area of interest. Course work may be selected from several related disciplines or a single discipline.

Electives (36 credits)

The student must complete 36 credit hours of graduate-level electives as approved by the doctoral advisory committee.

Recreation and Sport Management Concentration

The Recreation and Sport Management concentration prepares students to become teachers, researchers, and leaders in the area of recreation, sport management and leisure in university settings.

RESM Curriculum

Recreation and Sport Management Core (9 credits)

RESM 612V Directed Reading in Recreation and Sport

RESM 6133 Issues in RESM

HHPR 6233 Management in HHPR

Cognate (9 credits)

The student, in consultation with the doctoral advisory committee, will identify further course work comprising a field of study in an area of interest. Course work may be selected from several related disciplines or a single discipline.

Electives (36 credits)

The student must complete 36 credit hours of graduate-level electives as approved by the doctoral advisory committee.

Appendix B

**Program of Study
PhD, Health, Sport and Exercise Science**

Name:

ID:

Concentration:

Telephone Number (mobile):

Email:

Departmental Core (24)

Dept.	Course #	Course Title	Hours	Grade	Instructor	Term/Year
HHPR	5353	Research in HHPR	3			
HHPR	5001 ²	HHPR Seminar	1			
			1			
			1			
HHPR	700V	Dissertation	18			

²Must be repeated 3 times for a total of 3 credit hours

Required Research/Stats (18)

Dept.	Course #	Course Title	Hours	Grade	Instructor	Term/Year
			3			
			3			
			3			
			3			
			3			
			3			

Concentration Core (9-12)

Dept.	Course #	Course Title	Hours	Grade	Instructor	Term/Year
			3			
			3			
			3			
			3			

Cognate (6-9)

Dept.	Course #	Course Title	Hours	Grade	Instructor	Term/Year
			3			

			3			
			3			

Electives (36)

Dept.	Course #	Course Title	Hours	Grade	Instructor	Term/Year
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			
			3			

Approved:

Student _____ Date _____

Major Advisor _____ Date _____

Committee: _____ Date _____

Committee: _____ Date _____

Committee: _____ Date _____

Committee: _____ Date _____

Dept. Head/Grad. Coordinator: _____ Date _____

Appendix C

PhD Student Annual Report

The objective of the annual report is to document HPR PhD students' progress toward their degree. This document should facilitate communication among the mentor and the graduate student regarding the growth and development of the student toward the successful completion of degree milestones and establish clear expectations on the types of activities and production that is expected each year.

Directions for completing this report:

1. Read all directions carefully.
2. Annual report should reflect only those items completed in the review year (January – December).
3. Provide all required information – **DON'T SAY, SEE CV.**
4. The student should give the completed report to their mentor by the second Friday in January so the mentor can provide written feedback to the student by the first Friday in February. The student should schedule a meeting with their mentor no later than the third Friday in February to discuss the completed report.
5. Final report with faculty feedback, discussion points, and support materials (Complied into one file labeled with only the student's last name) will be sent via a box link provided by the Graduate Coordinator. The final report will be due on the first Friday in March.
6. In addition, the faculty member should submit the signed annual doctoral student academic review to the Graduate Coordinator via a box link by the first Friday in March.

Student Name: _____ Today's Date: _____ Year of Academic Review: _____

Year Started Program: _____

Name of Faculty Advisor/Mentor: _____

Name of Graduate Assistantship Mentor: _____

(Note: Please make sure to complete the GA evaluation with your GA mentor if applicable).

Current career objective (Be specific – Don't say, to finish my doctoral program):

Honors, awards, scholarships obtained this year:

PROGRESS TOWARD DEGREE	Due Date	Completion Date
Doctoral Advisory Committee (DAC) established (list members) 1. 2. 3. 4.		
Program plan approved by DAC		
Written comprehensive/certifying exam		
Oral comprehensive/certifying exam		
Dissertation committee established (list members) 1. 2. 3. 4.		
Defense of dissertation proposal		
Defense of dissertation		
Completion of degree		

ANNUAL REVIEW OF COURSEWORK

Courses you have taken to date with grades (Please provide in a table below):

Courses you plan to take next year (semester/year, course number, and title of course – Please provide in a table below):

Challenges that Faculty/Mentor should be aware of:

Faculty/Mentor Comments on Coursework:

**ANNUAL REVIEW OF RESEARCH/SCHOLARLY PRODUCTIVITY
AND SKILL/KNOWLEDGE DEVELOPMENT**

Research and Scholarly Productivity

Attach a copy of your current curriculum vita/resume that provides complete references for publications, presentations, grants, and other scholarly products – use a highlighter to mark entries added since your most recent annual review and discuss with your faculty mentor. List your research productivity below for this review period under the relevant headings. **Note it is also recommended that the student ([click here](#)) and mentor ([click here](#)) complete a scientific skills assessment about the student and discuss this summary at the annual meeting.*

Total number of peer reviewed publications ever including year in review

Publications (Include PI and your role/contribution for all entries):

Published this year (note if in press):

Currently in review, not yet accepted (please include submission date):

In preparation (please indicate status):

Other Research Roles/Activity:

Presentations (Include PI and your role/contribution for all entries):

Grants (Include PI and your role/contribution for all entries)

Funding carried over from last review:

Submitted this year, but was not awarded:

Submitted this year, and has been funded:

Submitted this year and have not heard back from funding agency:

In preparation (please indicate status):

Research Goals for Next year:

Faculty/Mentor Comments for Research and Scholarly Productivity/Skill Development:

ANNUAL REVIEW OF TEACHING OR CLINICAL EXPERIENCES

Teaching Experience: Please list the courses that you taught and/or invited lectures that you provided this past year. List course number, title, name of primary instructor, and your responsibilities. Please provide teaching evaluation scores for the questions listed below (These scores can be found on end of semester teaching evaluations). Please denote which experiences were part of your assigned GA if applicable with an asterisk.

Please provide courses taught, semester taught, and teaching evaluation scores in the table below.

Teaching Evaluations Items to be Addressed:

1. My instructor displays a personal interest in students and their learning
2. My instructor is effective in teaching the subject matter of this course
3. Overall, I would rate this instructor as

Course Teaching Evaluations				
Course Information	Semester Taught	Question 1	Question 2	Question 3
EX: PHED 2733	EX: Spring	EX: 5	EX: 5	EX: 5

Invited Lectures

Clinical experiences (if applicable)

Other:

Teaching/Clinical Experience Goals for next year

Faculty/Mentor Comments on the Student’s Teaching and/or Clinical Experiences:

ANNUAL REVIEW OF PROFESSIONAL DEVELOPMENT ACTIVITIES AND SERVICE

Graduate students are expected to develop their professional skills that will help them achieve their career objectives and get exposure to service opportunities. Please address each of the following. If you have nothing to report, please indicate with N/A.

Mentorship of Students (e.g., masters, undergraduate – Provide overview of mentorship and exact number of masters and undergraduate students mentored):

Progress toward earning professional credentials (e.g., statistics certification, teaching commendations, etc...)

Volunteer or paid work related to career objective

Service on grad student/departmental/college/university committees

Membership in professional organizations

Conferences or meetings attended

Acquisition of technology skills

Other

What professional development skills do you need to improve on?

Professional Development Goals for Next Year:

Faculty/Mentor Comments on the Student's Professional Development: