The requirements, guidelines, and deadlines described in this manual were established by the CLPS faculty in accordance with Graduate School policy. They are designed to ensure that students make steady progress toward their Ph.D. Exceptions to requirements and procedures may be granted by action of the DGS and the Department Chair, or by the faculty as a whole. The general rules and regulations set forth by the Graduate School are available at http://www.brown.edu/academics/gradschool/academics/rules-regulations/graduate-school-handbook. Graduate students are strongly encouraged to familiarize themselves with the Graduate School Handbook.
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1. Department of Cognitive, Linguistic, and Psychological Sciences

In July 2010, the Department of Cognitive, Linguistic, and Psychological Sciences was formed as the integration of the previous Departments of Psychology and of Cognitive and Linguistic Sciences. As part of Brown’s Plan for Academic Enrichment, several new faculty members were hired to complement the faculty from the former departments. In October 2011, CLPS moved into Metcalf, its fully renovated 36,000 square-foot building.

2. Research Areas and Faculty in CLPS

Behavioral neuroscience/Comparative. Neural bases and computational models of: interval timing, auditory perception, flow sensing, memory, and higher cognitive functions; neuro-development, plasticity, and regeneration; canid communication and social cognition. Faculty: Burwell, Church, Colwill, Simmons.

Cognitive neuroscience. The neural basis of cognitive functions such as attention, perception, learning, memory, executive control, decision making, language. Faculty: Amso, Anderson, Badre, Blumstein, Burwell, Frank, Heindel, Watanabe.

Development. Cognitive development, social development, and language acquisition from behavioral, neurological, and computational perspectives. Specific topics include attention and memory, causal reasoning, social learning, behavior-situation interactions, infant speech perception, word recognition and word learning. Emphasis is on child development, but some faculty take a lifespan approach. Faculty: Amso, Cushman, Heindel, Morgan, Sobel, Wright.

Higher-level cognition. Human memory, learning, and cognitive control; inductive inference, causal reasoning, and decision-making; moral reasoning, social cognition and theory of mind and their development. Faculty: Anderson, Badre, Cushman, Frank, Heindel, Krueger, Malle, Sloman, Sobel, Spoehr, Wright.

Neural and computational models of cognition and language. Neural and computational models of processes such as motor control, vision, categorization, learning, reasoning, and language. Faculty: Anderson, Blumstein, Domini, Frank, Morgan, Serre, Sloman.

Perception and action. Computational, psychophysical and ecological approaches to the problems of perceiving shape and motion, recognizing objects and scenes, processing auditory events, perceptual learning, and controlling action. Faculty: Domini, Serre, Song, Simmons, Warren, Watanabe, Welch.

Phonetics and phonology. Acoustic properties of phonetic categories of speech; physiological basis of articulation and perception; phonetic and phonological theories, phonetic/phonological interface. Faculty: Blumstein, Cohen Priva, Morgan.

Psycholinguistics and language processing. The experimental study of language acquisition and language use across linguistic domains and the relationship between experimental and theoretical approaches to language. Faculty: Blumstein, Cohen Priva, Kertz, Morgan.
**Semantics and syntax.** Formal semantics, the syntax-semantics interface, lexical semantics, the interaction of information structure, discourse and pragmatics with semantics and syntax, categorial grammar and related theories of syntax. *Faculty:* Jacobson, Kertz.

**Social psychology.** Social cognition, theory of mind, moral judgment, perception of personality, person-situation interactions, self-image, social projection, intergroup perception, strategic behavior. *Faculty:* Cushman, Krueger, Malle, Wright.

### 3. Graduate Education in CLPS

#### 3.1. Goals and Commitments

Brown University’s Department of Cognitive, Linguistic, and Psychological Sciences (CLPS) is dedicated to the multidisciplinary study of mind, brain, behavior, and language. It offers three Ph.D. programs: Cognitive Science, Linguistics, and Psychology. The programs share several features in common, which are described first. They also differ in some respects, and those differences are discussed next. Because of similarities between the Psychology and Cognitive Science programs, their specific requirements are discussed side by side (p. 10). The requirements for the Linguistics program are discussed beginning on p. 21.

All three graduate programs are designed to educate and train scientists and scholars who will make contributions to society through research, teaching, and applied work. From the first year, students conduct research under faculty direction. Through research apprenticeship and coursework, students gain competence in the scientific questions, theories, and methods relevant to one or more areas of specialization. Programs of study are often individualized, and decisions about research and coursework are made in close collaboration with a research advisor and a graduate committee chosen by each student. Students may change research areas and advisors as their interests develop.

The CLPS Department has several distinct research areas (see p. 4), which serve to shape a student’s specialized training and education. However, we encourage all students to acquire knowledge and techniques from more than one area and to compose advising committees with faculty members from different areas.

Likewise, the CLPS department has close relationships with numerous other departments at Brown (e.g., Neuroscience, Computer Science, Philosophy) that provide opportunities for students not only to take specialized graduate courses but to invite faculty members in those departments to serve in consulting roles on their committees.

#### 3.2. Financial Support

##### 3.2.1. Academic Year

Students accepted into any of the three Ph.D. programs are guaranteed five academic years of financial support contingent on satisfactory progress toward the Ph.D. degree. The support includes full-time tuition, health fee, and a 9-month stipend. Sources of support include university fellowships, teaching assistantships, grant-funded research assistantships, and dissertation fellowships. The Department does not guarantee financial support past the fifth year but has occasionally been able to provide it for one or two semesters for students in good
academic standing. Students in good standing who previously have acquired at least one year of external funding (e.g., an NSF fellowship) receive priority in being awarded sixth-year support.

### 3.2.2. Summer

The department normally provides four years of summer support. This stipend includes health fees and is given to students in good standing who continue to work on research over the summer, which amounts to at least ten weeks of full-time work. (See also Vacation policy, section 6.2). If a student’s research requires time off campus (e.g., field data collection, collaboration with other university, training in a summer institute), the student can apply for continued summer support during this time off campus. To do so, student and research advisor write a brief summer work plan that describes (a) why the off-campus location is advantageous to the student’s research, (b) what the scope of work is, and (c) in what time frame it can be completed. This work plan is submitted to the DGS and appropriate Grad Advisor, who approve continuation of the student’s stipend. It is left to the student’s research advisor to ensure that the work plan is reasonably met in the allotted time frame.

### 3.2.3. External Funding

The ability to obtain independent funding is recognized not only as an important skill a student scholar needs to learn but as an indicator of achievement. It is strongly recommended that all students in the Cognitive Science and Psychology programs apply for externally-funded fellowships (e.g., NSF, Jacob Javitz, NIH). Non-US citizen students, who are not eligible for NSF and NIH funding, should seek alternate funding mechanisms (in consultation with their research advisor) or help their research advisor prepare a regular grant application for external funding. As part of the Proseminar, eligible students apply for an NSF graduate fellowship in the fall of their first year (and, if not awarded one, again in the subsequent fall). All eligible students should also apply for a NRSA Fellowship during the third year of study.

Explore the following sites for information about external funding:

- [http://www.nsfgrfp.org](http://www.nsfgrfp.org)
- [http://www.brown.edu/about/administration/international-affairs/other-funding-sources](http://www.brown.edu/about/administration/international-affairs/other-funding-sources)

### 3.2.4. Travel Support

Financial support for graduate students’ academic travel (e.g., to conferences) typically comes from grants and research funds held by the student’s research advisor. When such funds are not available, students may apply to various sources for travel support:

**Graduate School:**

- [http://www.brown.edu/academics/gradschool/research-travel](http://www.brown.edu/academics/gradschool/research-travel)

**Graduate student council:**

- [http://students.brown.edu/GSC/static/conference-funding](http://students.brown.edu/GSC/static/conference-funding)

**For international travel:**

- [http://www.brown.edu/about/administration/international-affairs/international-affairs-travel-fund-iatf-graduate-students](http://www.brown.edu/about/administration/international-affairs/international-affairs-travel-fund-iatf-graduate-students)
Also look for possible fit with any of the following grant sources:

- http://www.brown.edu/about/administration/international-affairs/other-funding-sources
- https://wiki.brown.edu/confluence/display/bioeeb/Small+grants+for+graduate+and+undergraduate+students

Specific funds are available for summer travel (e.g., to conferences or summer institutes). See www.brown.edu/academics/gradschool/research-travel and p. 69 of Graduate School Handbook (updated September 2012): www.brown.edu/academics/gradschool/graduate-school-handbook

In the event that funds from the Graduate School are either not available or are substantially less than the actual travel costs, CLPS Ph.D. students may apply to the DGS for limited departmental travel support (up to a maximum of $250 per year) if the travel considerably advances the student’s academic progress. For example, presenting a first-authored poster or paper at a major conference or attending a high-level statistics workshop count as such advances; being an author on a poster or attending a workshop that teaches techniques already covered by CLPS course offerings would not.

3.3. Program Requirements

All requirements and deadlines in this Handbook are approved by the faculty on an approval date (shown on the front page of the document), and they apply to students who are admitted on or after this approval date. When revisions to requirements and deadlines occur, they are adopted into the Handbook on a new approval date, and students admitted prior to this new approval date have the option to follow either the revised Handbook or the one in effect at the time of their admission.

In addition, students who entered the CLS or Psychology Departments in AY 2010 or before may choose to adhere either to the requirements described in this Handbook or to the appropriate Graduate Program Handbook (CLS, Linguistics, or Psychology) that was in effect in AY 2010 or at the time of the student’s program admission.

4. General Components: All Ph.D. Programs

All three Ph.D. programs share the following components: the first-year Proseminar (currently recommended, not required for Linguistics Ph.D. students), a first-year project, a preliminary exam in the form of a written paper (with specific guidelines within each program), a four-course teaching requirement, a dissertation proposal, and dissertation with a public defense. Programs differ, however, in coursework and some other program-specific requirements.

4.1. Coursework: General Points

4.1.1. Course Enrollments

First-year students typically enroll for four course credits per semester, which may include one or two credits in Directed Graduate Research (CLPS2096-S____, where the last two digits refer to the appropriate faculty member’s section number).
Students’ specific course choices depend on their Ph.D. program and are discussed in separate sections (5 and 9). However, all students who are supported by a fellowship or research assistantship in a given semester and also serve as a teaching assistant during that semester must enroll in Practicum in Teaching (CLPS 2095). Students who receive their support from a teaching assistantship generally do not sign up for the Practicum.

Before advancing to candidacy students must complete a “residency requirement” of 24 credits, which is often met by enrolling for four course credits in each of the first six semesters. Students supported by a teaching or research assistantship in a given semester normally enroll for only three actual course credits, but the Graduate School counts the assistantship as one additional credit; thus, the student still earns four credits toward the residency requirement.

4.1.2. Grades

Courses intended to meet program requirements should be taken with the ABC/NC grade option, and a grade of B or better is needed to have the course count toward the requirement. Students need to consult with their research adviser and Graduate Advisor if they are considering taking a course with the S/NC option. Even at S/NC, the course must be passed at a B performance level. Courses taken outside the department should also normally be taken with the ABC/NC grade option. If such a course is taken with the S/NC option, the student is responsible for providing a Course Performance Report to the DGS.

4.1.3. Course Levels

Courses at Brown numbered 1000 or higher can satisfy the Quantitative, Methodological, and Specialization requirements. Students should speak with their Graduate Advisor or DGS about the courses’ suitability.

On occasion, undergraduate courses in other departments that are numbered below 1000 may satisfy certain program requirements. To this end, students need to consult with and receive approval from the appropriate Graduate Advisor, and they need to seek approval from the Graduate School to take an undergraduate course for graduate credit.

4.2. First-Year Proseminar

The Proseminar is required for students in Cognitive Science and Psychology and recommended for students in Linguistics. The course introduces incoming Ph.D. students to the department and university, and it provides a brief history and philosophical foundations of the disciplines represented in the department. It also addresses questions of research ethics, provides practice in grant applications, building a professional identity, and foundations in scientific writing and presentation. It also supports students’ early stages of developing a first-year project.

4.3. First-Year Project (FYP)

In their first semester students initiate a first-year project whose content can range from experimental research to computational modeling to theoretical linguistics. In the fall of their second year, students prepare a written report of their FYP and give an oral presentation of its major conclusions.

Students develop this project in collaboration with their first-year research advisor and in consultation with the first-year project committee. Students who do not already have a research advisor upon entering the program should consult with potential advisors during the first few weeks of the first year. The advising relationship should be established by the end of October.
After consulting with the advisor, the student asks two or more other faculty members to serve on the first-year project committee, which the advisor chairs. At least one committee member besides the chair must be a tenure-track CLPS faculty member; other members may be non-tenure-track faculty from CLPS, faculty from other departments, or occasionally faculty from outside Brown (with DGS approval). The names of the committee members should be submitted to the DGS by December 1 of the first semester. Students then develop a first-year project proposal that serves as the framework for the actual project. Regular meetings with the research advisor are essential, and meetings with the committee, or individual members, are strongly recommended. During their first two semesters, students must meet at least once with each member of the committee or with the committee as a whole.

The deadlines for this and related requirements in the first year are summarized in the following table:

### 4.3.1. Summary of Deadlines in the First Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1</td>
<td>Constitute First-Year-Project (FYP) Committee and submit names of committee members to Graduate Advisor (GA) and Director of Graduate Studies (DGS).</td>
</tr>
<tr>
<td>January 15</td>
<td>Submit research proposal to FYP Committee and provide e-copies to the GA and DGS.</td>
</tr>
<tr>
<td>First week of spring semester</td>
<td>Provide a progress report to your research advisor, committee, and GA. The faculty will meet for an evaluation of first-year student progress no later than after spring break.</td>
</tr>
<tr>
<td>End of May</td>
<td>Submit summary of research, teaching, and service activities over the past year to research advisor, GA, and DGS.</td>
</tr>
<tr>
<td>Mid-September</td>
<td>The oral FYP presentations take place. After the presentations, students are strongly encouraged to provide a draft of the written FYP report to their research advisor and committee.</td>
</tr>
<tr>
<td>November 1</td>
<td>The final written FYP report is due. Submit one copy each to your advisor and committee members and e-copies to GA and DGS.</td>
</tr>
</tbody>
</table>

### 4.3.2. FYP Oral Presentations

Each student’s oral presentation (scheduled for mid-September) is expected to provide a short review of the theoretical question or hypothesis, the methods (as appropriate), and the major results. 20 minutes are allotted to the presentation, 10 minutes to questions and discussion.

After the presentations, students are strongly encouraged to provide a draft of their written FYP report to their advisor and committee and do so in sufficient time as to receive feedback from the committee before submitting the final report. Advisors may impose additional intermediate deadlines.
The final version of the FYP report (which is typically between 20 and 40 pages long) is due on November 1, sent electronically to the FYP committee, with an e-copy to the appropriate GA and DGS.

4.3.3. Evaluation

After the student has turned in the first-year project paper, the FYP committee evaluates the report by Thanksgiving break. By the beginning of spring semester the department evaluates all phases of the student’s work and provides a written report to the student on his or her progress and status in the program.

If the FYP report submitted by the Nov 1 deadline is not deemed acceptable by the committee, the student has failed a major program requirement and is put on warning status, which is lifted only if a revised FYP report is approved by a final deadline. This deadline is set by the student’s FYP committee and will typically be no later than the first day of spring semester. If this final attempt to meet the FYP requirement fails again, the student is notified by the mid-semester date of termination status and given notice of withdrawal from the program effective the end of spring semester.

4.3.4. Continuing Research

Students are expected to be actively engaged in research and scholarship as appropriate for their program throughout their enrollment. After their first-year project, many students choose to pursue research in related areas, but some make significant changes in their research direction at this time. These changes may require a change in research advisor or research lab during the second year. Students considering such a change should discuss their plans with the GA or DGS as early as possible.

4.4. Teaching Requirement

Every student must complete at least four semesters of supervised teaching assistance. Each student should get a variety of teaching experiences, including introductory lecture courses, statistics, and lab courses. In undergraduate lecture courses, responsibilities typically include grading, holding office hours, and (in some cases) leading discussion sections. In statistics and laboratory courses, responsibilities typically include conducting sections and supervising student projects. According to the Graduate School Handbook, a full appointment usually requires at least 18 hours of work per week, but should not exceed 20 hours per week averaged over the course of the term. From the third year on, graduate student teaching assistants should request giving at least one lecture in the course to which they are assigned.

Teaching assignments are made by the DGS, taking into account (a) departmental needs based on course enrollments, (b) assignment preferences expressed by the graduate student and faculty instructors, and (c) the general goal of giving each student experience with a variety of different types of courses.

Students who are supported through a teaching assistantship in a given semester are automatically credited with one semester toward their teaching requirement. Students who are financially supported by a research assistantship or fellowship but serve as a teaching assistant in that semester must enroll in CLPS 2095 (Practicum in Teaching) during that semester in order to accumulate their official teaching credit. (Use the course instructor’s section number when registering for CLPS 2095.)
All graduate students are strongly encouraged to participate in the Teaching Certificate Program of the Sheridan Center for Teaching and Learning.

In exceptional cases, a student may request a reduction of the required number of four teaching semesters. For example, some students have had previous graduate teaching experience, and if they can clearly document the institution, course, and their duties and activities in the course, a request for a reduction (two courses at most) may be warranted. Also, if a student has held an external fellowship (e.g., NSF) at Brown that made teaching assignments difficult, a potential request for a one-semester reduction should be discussed with the research advisor and submitted to the DGS.

4.5. Transfer of Credits

Students who have completed graduate work in their fields of study at another institution may be able to transfer up to 8 “tuition units” (one semester course counts as one unit) toward a Ph.D. degree. Such transfers accelerate the time to completion of the Graduate School’s 24 tuition unit requirement. Arriving at the 24 tuition unit requirement earlier than the typical three years does not prevent a student from enrolling in additional courses. Transferring academic credit can spare students and the Graduate School unneeded tuition expenses.

Students may apply for transfer of credit by completing Application for Graduate Transfer Credit in consultation with their program’s Graduate Advisor, who then signs it before it is submitted to the Graduate School.

Some graduate work at another institution may also substitute for a small number of required courses in the student’s CLPS Ph.D. program. Typically the department does not allow substitution for the first-year Proseminar, for more than two core courses, or for more than two specialization courses. Applications for waivers require transcript and course documentation (e.g., syllabus, reading list, homeworks), submitted to the appropriate Graduate Program Advisor.

5. Requirements for the Ph.D. Programs in Cognitive Science and Psychology

Core courses and quantitative courses are typically completed in the first two years, and specialization courses may often last into the third year. All coursework as well as the preliminary exam, the teaching requirement, and the dissertation proposal must be completed to advance to candidacy.

All students are required to update their academic progress (including course work and completion of major requirements) on the Tracking Sheet appropriate for their Ph.D. program. These sheets are sent to every incoming student, and copies are appended to this document.

5.1. First-Year Course Load

Most first-year students take the Proseminar (CLPS2000), a statistics course such as CLPS2906, and one core course during their first semester. The fourth credit is usually a research credit—Graduate First Year Project Research (CLPS2091) or Directed Graduate Research (CLPS2096). During the second semester, many students take another statistics course (e.g., CLPS2908), two substantive courses (such as a core course or an advanced seminar), and a research credit.

During the second and third year, students typically complete their core course requirement as well as their methodological and specialization courses.
5.2. Core Courses

Students in the Cognitive Science or Psychology programs are required to complete a minimum of three core courses. The department offers six core graduate courses that represent areas in which there is substantial faculty research strength. These are:

- Learning/Comparative Cognition
- Neural Bases of Behavior
- Perception
- Social
- Language

A core course in each of the above areas will be offered at least once every two years with no more than three of them being offered in any single semester. This should enable students to complete their core course requirements within their first two years of graduate study without needing to take more than two required courses in any one semester.

Students in the Cognitive Science program must take the following three courses:

- Cognition
- Perception
- Language

Students in the Psychology program must select at least three courses from among:

- Learning/Comparative Cognition
- Neural Bases of Behavior
- Perception
- Social

5.3. Quantitative Requirement

All students in Cognitive Science and Psychology must take two courses (or demonstrate comparable knowledge and proficiency) on experimental design and statistical techniques. The Department currently offers two such courses, but students may choose alternative courses if they better suit their professional training. Students are encouraged to discuss these choices as early as possible with their research advisor, appropriate program graduate advisor, or DGS.

5.4. Methodological Proficiency

All students in Cognitive Science must demonstrate proficiency in two methods important to conducting research in their area of specialization. One of the methods must be a “formal” one, including, but not limited to, formal semantics, computational modeling, computer programming, computer graphics, mathematics, advanced statistical techniques, or analytic philosophy. The other method must be an “empirical” one, including, but not limited to, experimental methods, linguistic analysis, speech analysis and synthesis, movement analysis, field and survey methods, eye-tracking, and neurophysiological/neuroimaging techniques.

The student’s research advisor and committee will determine the methodologies in which the student must demonstrate proficiency and the means by which such proficiency is to be demonstrated—for example, through the successful completion of appropriate coursework or competent use of a particular method in the student’s own research.
Students in Psychology do not currently have this requirement. They will work with their research advisor and committee to design suitable coursework, training, and practice to reach methodological proficiency in their field of graduate work.

5.5. Specialization

All students in Cognitive Science and Psychology must complete at least three additional courses that will allow the student to obtain specialized knowledge in a primary area of expertise. Label and content of such an area of specialization are highly flexible, and so are the specific courses that constitute the area. By the beginning of the 3rd semester, each student consults with her or his research advisor, committee, graduate program advisor, and/or DGS to identify such an area. The student then develops a proposal to take courses in CLPS or related departments, often supplemented by research experience and independent reading, to establish the necessary expertise levels in the chosen area. This proposal must be approved by the research advisor and relevant graduate advisor or DGS.

5.6. Preliminary Exam

Students in Psychology and Cognitive Science complete the “preliminary exam” (as the Graduate School calls it) by writing a scholarly paper on a topic agreed upon by the student and his or her prelim committee. Such a paper is not merely a summative review of a literature but makes a novel theoretical contribution to the reviewed literature. That contribution is typically the foundation for a series of empirical studies outlined in the dissertation proposal.

5.6.1. The Prelim Committee

The prelim committee typically consists of three tenure-track faculty in CLPS and is chaired by the student’s primary research advisor. Sometimes the committee includes one member who is either not a CLPS tenure-track faculty member or is a faculty member from a different department or institution. However, the committee must include at least two regular (tenure-track) faculty in CLPS, and any third member not from this group must be approved by the DGS.

On the last day of the 4th semester (Spring), the student constitutes the prelim committee by submitting the committee member names to the appropriate Graduate Advisor and the DGS.

Over the summer, the student discusses the paper’s topic and scope with the committee. At least one face-to-face meeting is recommended.

5.6.2. The Prelim Proposal

By the first day of the 5th semester (Fall), the student submits a written outline (“proposal”) of the prelim paper to the committee. Typically this document will be 4-8 pages long, but the expected length should be discussed with the prelim committee. The proposal informs the prelim committee of the topic and scope of the paper and presents the overall argument for why this paper will be a valuable scientific contribution.

Students are expected to meet with their committee to receive feedback on the proposal and make revisions. After appropriate revisions and after the committee approves the proposal, the student works independently toward the actual paper’s completion. The deadline for submitting the prelim paper to the committee is January 31.
5.6.3. **The Prelim Paper**

The prelim paper is typically between 40 and 80 pages long, but the expected length should be discussed with the prelim committee. It is not an annotation or summative review of the relevant literature but a comprehensive argument or new theory in light of the literature, with the potential for empirical studies to test the argument or theory. Thus, the student is expected not only to have full command over the relevant literature but to make an independent scholarly contribution. Accordingly, between approval of the proposal and submission of the full paper, the student may discuss specific aspects of the topic or literature with the committee but must not receive feedback on written parts of the paper.

5.6.4. **Evaluation**

The submitted prelim paper is akin to a journal manuscript submission—the best possible paper at the time of submission. After submission by January 31, the committee reads the paper and, by the last day of February, grades it, using the categories **Pass, Minor Revisions, Major Revisions, or Fail**. If the student is asked for revisions, these are due March 31, and after final touches following the committee’s second review, the final prelim paper is due April 15. The committee then records the official grade: **Pass or Fail**, and reports it to the student, the appropriate GA, and the DGS. An e-copy of the final paper is to be sent to the GA and DGS.

If the prelim paper is graded **Fail** by the first grading deadline (end of February), the student has failed a major program requirement and is immediately put on warning status, with a letter from the DGS stating that warning status will be lifted only if a revised paper is approved (graded as **Pass**) by April 31. If this final attempt to meet the prelim requirement fails again, the student is put on termination status and given notice of withdrawal from the program.

5.6.5. **Summary of Deadlines for Preliminary Exam**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day of 4th semester</td>
<td>Constitute preliminary exam committee and submit names of committee members to appropriate GA and DGS. Discussion of topic and scope with committee over the summer. At least one face-to-face meeting is recommended.</td>
</tr>
<tr>
<td>First day of 5th semester</td>
<td>Submit written prelim proposal to committee. Meet with committee to receive feedback and make revisions.</td>
</tr>
<tr>
<td>During 5th semester</td>
<td>Following committee approval of revised proposal, work on prelim paper through fall and into winter break.</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Prelim paper due to committee.</td>
</tr>
<tr>
<td>Last day of Feb</td>
<td>Committee grade due: <strong>Pass, Minor Revisions, Major Revisions, Fail</strong>.</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Revisions (if required) due to committee.</td>
</tr>
<tr>
<td>April 31</td>
<td>Committee’s final grade due.</td>
</tr>
</tbody>
</table>
5.7.  Dissertation

5.7.1.  The Dissertation Committee

During the 6th semester (Spring), students constitute their dissertation committee by submitting the committee member names to the appropriate Graduate Advisor and the DGS. The dissertation committee typically consists of three tenure-track faculty in CLPS and is chaired by the student’s primary research advisor. Sometimes the committee includes one member who is either not a CLPS tenure-track faculty member or is a faculty member from a different department or institution. However, the committee must include at least two regular faculty in CLPS, and any third member not from this group must be approved by the DGS.

Most students’ prelim committee members also serve as dissertation committee members, but occasionally the direction of the dissertation research calls for a member change. It is the student’s responsibility to properly inform the prelim committee member who will not serve on the dissertation committee and to file the committee change with the DGS.

5.7.2.  The Dissertation Proposal

No later than the last day of the 6th semester students submit an outline of their dissertation proposal to their dissertation committee. They then meet with the committee to receive feedback and write the actual dissertation proposal over the summer. The proposal is due to the committee on the first day of classes of the 7th semester.

The dissertation proposal describes in detail the content and scope of the planned dissertation research. It includes the rationale and significance of the proposed research, preliminary studies (if available), research design and methods for planned studies, and statistical analysis. There is no minimum length, but the proposal should be no longer than 20 pages (double spaced).

After submitting the written document to the dissertation committee, the committee reads it, and no later than 4 weeks after submission, the student defends the proposal before the committee. The committee may ask for one or more revisions until the proposal is deemed satisfactory for a high-quality doctoral thesis.

Once the proposal is approved, the student conducts the planned studies over the fourth and fifth year in the program. Students should regularly inform their advisors and dissertation committee members of their progress during this time and discuss any necessary changes to the proposed research.

This schedule, shown on the next page, provides students about 18 months to complete their dissertation work.

5.7.3.  Advancement to Candidacy

Students who have completed all graduate program requirements save the dissertation are admitted to Ph.D. Candidacy. This includes 24 credits, all coursework, teaching requirement, preliminary exam, and dissertation proposal.
5.7.4. **Summary of Deadlines for Dissertation**

<table>
<thead>
<tr>
<th>Period</th>
<th>Deadline Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>During 6th semester</td>
<td>Constitute dissertation committee</td>
</tr>
<tr>
<td>Last day of spring classes</td>
<td>Written outline of dissertation proposal due to committee. Meet with committee to receive feedback and make revisions.</td>
</tr>
<tr>
<td>Summer after 6th semester</td>
<td>Work on dissertation proposal</td>
</tr>
<tr>
<td>7th semester: First day of classes</td>
<td>Submit dissertation proposal to committee.</td>
</tr>
<tr>
<td>Within 4 weeks</td>
<td>Defense of dissertation proposal before committee</td>
</tr>
<tr>
<td>End of 9th semester</td>
<td>Expected to complete dissertation research</td>
</tr>
<tr>
<td>10th semester</td>
<td>Students are strongly encouraged to defend their dissertation by the end of their 10th semester. Defenses during the summer are possible but pose scheduling difficulties.</td>
</tr>
</tbody>
</table>

5.7.5. **Dissertation Fellowship**

Students in good standing who have an approved dissertation proposal are eligible for a dissertation fellowship. This funding mechanism, typically awarded during the fifth year, allows students to focus on dissertation work without distractions from other duties that come with traditional teaching or research assistantships.

5.7.6. **Dissertation Brownbag Talk**

All students working on their dissertation are required to present in one of the department’s brownbag talk series (currently Language/Linguistics, Cognition, Perception and Action, and Social Cognitive Science). This talk should take place roughly at the midway point of the dissertation work (end of 4th year or beginning of 5th year). The purpose is for students to share their evolving dissertation research and receive constructive feedback.

5.7.7. **Dissertation Thesis Document**

Students are expected to complete data collection for their dissertation at the end of the 9th semester and concentrate on writing the doctoral thesis during the 10th semester. Initial drafts of the dissertation or of individual chapters should be submitted first to the student’s advisor for comment and to the other committee members once revisions suggested by the advisor have been incorporated.

A complete copy of the dissertation must be submitted to the committee and the Student Affairs Coordinator no later than 2 weeks before the defense date. Students are urged to provide dissertation drafts to their committees well in advance of this deadline.

Guidelines for preparing the dissertation and relevant university deadlines can be found on the Graduate School website: [brown.edu/academics/gradschool/dissertation-guidelines](http://brown.edu/academics/gradschool/dissertation-guidelines). Within these constraints, students should work with their research advisor and dissertation committee to prepare the dissertation in a style appropriate for the discipline and research area.
5.7.8. Dissertation Defense

Dissertation defenses are scheduled at the beginning of the semester during which the defense is to take place. The proposed date has to be submitted to the Student Affairs Coordinator (Michele Barchi), who ensures room availability and submits the paperwork to the Graduate School. The standard times are Wednesday or Friday at 4:00 p.m., and the standard location is the Friedman Auditorium in Metcalf. For spring graduation, the student must submit the dissertation by May 1, which means that the last acceptable defense date is a week earlier.

Should a summer defense be scheduled, no quorum is set for the number of faculty members attending, but it is expected that faculty members make an effort to attend summer defenses. At least two committee members must be present at the defense. The first week of fall semester is the last defense date that does not incur tuition costs. Further delays require written approval from the Graduate School.

The dissertation defense follows the following format.\(^1\)

(a) The candidate presents a colloquium on the dissertation research (ca. 50 min).

(b) The entire audience (including faculty) has an opportunity to ask questions.

(c) The faculty members remain for additional questions and discussion with the candidate.

(d) After a successful defense, the attending faculty sign the defense approval document, which the Graduate Affairs Coordinator submits to the Graduate School.

5.7.9. Department Copy

The Department of Cognitive, Linguistic, and Psychological Sciences archives bound copies of all Master’s and Doctoral theses completed in the department. Upon receiving approval of the dissertation, students submit a copy of the dissertation (printed on acid-free paper, with title and signature page but no authorization form) to the CLPS Student Affairs Coordinator. The department covers the cost of binding.

6. Evaluations and Continuation in the Program

The Department reviews the progress of each student on a yearly basis to determine whether the student is making satisfactory and timely progress in research, teaching, and program requirements. First-year students receive an additional interim review before the beginning of the second semester in the program, and second-year students receive a brief evaluation once their FYP has been approved. All evaluations are in written form, sent as electronic letters. Students are encouraged to discuss the contents of their evaluations with their research advisors, Graduate Advisors, or DGS.

Besides providing a narrative of the student’s strengths, weaknesses, and recommendations, evaluation letters indicate the student’s standing in the program according to the Graduate School terminology of “Good,” “Satisfactory,” or “Warning.” Note that “Satisfactory” standing, despite its innocuous connotation, indicates the student is not progressing in a timely manner or has shown notable weaknesses in coursework, teaching, or research. If the weaknesses are not removed by the end of the semester in which the evaluation occurred, the student may be put on “Warning” status. In this case, the student receives explicit deadlines by which the problematic

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\(^1\) Students who entered the Cognitive Science or Linguistics program in AY 2010 or earlier may choose to defend using the described format or the older CLS format.
performance must be corrected—normally expiring by the end of the semester in which the “Warning” status was applied. If these problems are not corrected by the indicated time, the student will be terminated effective the end of the subsequent semester.

6.1. Leaves of Absence

The Graduate School has a detailed policy that regulates various forms of leave of absence: [www.brown.edu/academics/gradschool/academics/rules-regulations/graduate-school-handbook](http://www.brown.edu/academics/gradschool/academics/rules-regulations/graduate-school-handbook) (pp. 50-60). The department’s procedures follow it closely.

6.1.1. Types of Leave

See Graduate School Handbook for details on each type of leave.

- **Childbirth Accommodation**: This leave is granted for childbirth or adoption.
- **Family Leave**: This leave is granted for family needs.
- **Medical or Psychological Leave**: This leave is granted for a serious physical or psychological problem encountered by a graduate student.
- **Professional Development Leave**: This leave is granted for an approved educational or professional development opportunity that advances the student’s pedagogical goals.
- **Probationary Leave**: This leave is granted to students for problems with academic performance.
- **Personal Leave**: This leave is an elective leave taken for personal reasons.

All leaves except probationary and personal leaves allow students to extend the terms of their guaranteed funding and should not affect their academic progress or standing. Reinstatement after probationary and personal leaves usually require the student to meet certain conditions that are mutually agreed on at the time the leave is formally requested.

6.1.2. Procedure to Request a Leave

Students are required to discuss their intention for a leave of absence with their research advisor and the DGS. They must use the standard form to formally request a leave (found [here](http://www.brown.edu/academics/gradschool/academics/rules-regulations/graduate-school-handbook) on the Graduate School website) and should attach a separate note explaining the reason for their request. In some cases (typically a personal or probationary leave), this note also contains specific conditions that the student has to meet before being reinstated into the program. This form gets signed by the DGS and Department Chair and passed on to the Graduate School for further processing.

6.1.3. Return From Leave (Reinstatement)

Leaves of absence are normally granted for one to two semesters. To return to active status, and to be eligible for funding in the next academic term, students must notify the Graduate School in writing by *May 1* for a fall-semester return or *November 1* for a spring-semester return. Additional requirements apply to readmission after a medical leave (see Graduate School Handbook, p. 59).

To extend a leave of absence beyond one year, students must file a request for an extension with the Graduate School prior to the expiration of their leave; this request must be accompanied by a supporting letter from the DGS. Students who do not file extension requests will receive a
warning from the Graduate School and may be automatically withdrawn from their graduate programs at Brown.

6.2. Vacation

The Brown Academic Calendar (see www.brown.edu/Administration/Registrar/calendar.html) lists a number of breaks in classes, such as the long winter break, spring break, and the break between summer session and fall semester. This schedule controls the meeting of courses that graduate students may attend or for which they may provide teaching assistance, but it does not otherwise control work schedules. Graduate students are expected to put in essentially full-time work year round, with a reasonable amount of vacation time. Thus, graduate students continue to work on their research during the 5-week inter-semester break in December and January but may take a vacation of 1-2 weeks, preferably during the time the university is closed (12/22-1/4). During the summer at least ten weeks of full-time work is expected of students who receive summer support. Because of the faculty-student interactions involved in research, student vacation times should be arranged in advance with the student’s research advisor.

7. Master’s Degree en Route to Ph.D. in Cognitive Science and Psychology

The Department of Cognitive, Linguistic, and Psychological Sciences does not admit candidates solely for a Master’s degree and does not require a Master’s degree as a prerequisite for the doctorate. Some students elect to complete the Sc.M. en route to the Ph.D. In exceptional circumstances, students who were originally admitted to the Ph.D program may complete their studies with a terminal Master’s degree. In each case, the requirements for a Sc.M. in Psychology and Cognitive Science are as follows.

7.1. Requirements

- One year of full-time residency at Brown (8 tuition units);
- Satisfactory completion of five regular courses (not Directed Research or Teaching Practicum), which must include the Graduate Proseminar, at least one methodology or statistics course, and at least three substantive topic area courses.
- A Master’s thesis or First-Year Project (FYP) report approved to count as a Master’s thesis.
- A satisfactory oral defense of the thesis or FYP presentation.
- Completion of these requirements within 5 years of initial enrollment in the Ph.D. program.

7.2. Administrative Steps

7.2.1. Application for Master’s Degree

All graduate students will receive an email from the Registrar's Office in January, when the application to graduate opens. Students who would like to apply for a Master’s degree en route to their Ph.D. must follow the instructions included in that email and apply by May 1. The registrar then prints an official application form that documents the student’s coursework and residency credits. The DGS confirms on this form that the student has fulfilled all requirements for a Master’s degree, and the Student Affairs Coordinator submits the form to the Graduate School.
7.2.2. Submission of Master’s Thesis

Also by May 1, the student must submit the Master’s Thesis (or the FYP project in lieu of the Master’s thesis) in accordance with the Graduate School guidelines, which include formatting and paper requirements as well as a signature page, title page, and authorization form. See http://brown.edu/academics/gradschool/masters-thesis-Guidelines

In the exceptional case when the research representing a Master’s thesis has already been published, two printed copies of the article may be submitted to the Graduate School. The signature page, title page, and authorization form must still be submitted along with the printed copies.

If a student originally admitted to the Ph.D program decides to complete his or her studies with a terminal Master’s degree but is not enrolled in the semester of degree application, the student’s status can be changed to a terminal Master of Science and the student can submit the thesis to the graduate school with a filing fee ($150 as of 2011).

7.2.3. Approval of the FYP Report as a Master’s Thesis

The student’s primary research advisor confirms with signature that the FYP report meets the scholarly requirements for a Master’s thesis, which includes a satisfactory presentation of the FYP in front of the CLPS faculty. The signature form is available from a link on the thesis guidelines page.

7.2.4. Registration

Students who apply for the Master’s degree en route to their Ph.D. must be actively enrolled at the time the thesis is submitted (typically spring semester). However, if a student registers for fall semester and completes all of the requirements for the Master’s degree during that semester, a fee for spring semester will not be charged, even though the degree itself is formally conferred at the end of spring semester.

7.2.5. Department Copy of Master’s Thesis

The Department of Cognitive, Linguistic, and Psychological Sciences archives copies of all Master’s and Doctoral theses completed in the department. Students submitting their thesis to the Graduate School should also submit a copy to the CLPS Student Affairs Coordinator, printed on acid-free paper, complete with title and signature page (but no authorization form). The department covers the cost of binding.

8. Master’s Degree in Linguistics En Route to Ph.D.

The Department of Cognitive, Linguistic, and Psychological Sciences does not admit candidates solely for a Master’s degree and does not require a Master’s degree as a prerequisite for the doctorate. Some students elect to complete the Sc.M. or M.A. en route to their Ph.D. In exceptional circumstances, students who were originally admitted to the Ph.D program may complete their studies instead with a terminal Master’s degree. In each case, the requirements for a Master’s degree in Linguistics are as follows.

8.1. Requirements

- One year of full-time residency at Brown (8 tuition units);
- Satisfactory completion of eight courses at the graduate level, which must include:
  - Phonetics and phonology: to be demonstrated by at least one course in phonetics and at least one course in phonology;
  - Syntax and semantics: to be demonstrated by at least one course in syntax and at least one course in semantics;
  - Acquisition, computational linguistics, neurolinguistics and/or psycholinguistics: to be demonstrated by at least two courses in these areas.
- Graduate Proseminar is recommended but not required.
- Demonstration of reading knowledge in at least one foreign language.
- Completion of a Master’s thesis, under the supervision of a faculty member from the Department. A proposal for the Master’s thesis and the proposed supervisor must be approved in advance by the department. The Masters thesis is usually begun during the third semester and completed during the fourth semester.
- Completion of these requirements within five years of full-time enrollment since admission.

Submission of the thesis must follow the Graduate School guidelines, which include formatting and paper requirements as well as a signature page, title page, and authorization form. See [http://brown.edu/academics/gradschool/masters-thesis-Guidelines](http://brown.edu/academics/gradschool/masters-thesis-Guidelines)

In the exceptional case when the research representing a Master’s thesis has already been published, two printed copies of the article may be submitted to the Graduate School. The signature page, title page, and authorization form must still be submitted along with the printed copies.

If a student originally admitted to the Ph.D program decides to complete his or her studies with a terminal Master’s degree but is not enrolled in the semester of degree application, the student’s status can be changed to a terminal Master of Science and the student can submit the thesis to the graduate school with a filing fee ($150 as of 2011).

### 8.1.1. Approval of the FYP Report as a Master’s Thesis

The student’s primary research advisor confirms with signature that the FYP report meets the scholarly requirements for a Master’s thesis, which includes a satisfactory presentation of the FYP in front of the CLPS faculty. The signature form is available from a link on the thesis guidelines page.

### 8.1.2. Registration

Students who apply for the Master’s degree en route to their Ph.D. must be actively enrolled at the time the thesis is submitted (typically spring semester). However, if a student registers for fall semester and completes all of the requirements for the Master’s degree during that semester, a fee for spring semester will not be charged, even though the degree itself is formally conferred at the end of spring semester.
8.1.3. Department Copy of Master’s Thesis

The Department of Cognitive, Linguistic, and Psychological Sciences archives copies of all Master’s and Doctoral theses completed in the department. Students submitting their thesis to the Graduate School should also submit a copy to the CLPS Student Affairs Coordinator, printed on acid-free paper, complete with title and signature page (but no authorization form). The department covers the cost of binding.

9. Requirements for the Ph.D. Program in Linguistics

The Ph.D. program in Linguistics prepares students for productive careers in linguistics (including, but not limited to, careers in teaching and research at the university level) or in areas that relate to linguistics, such as artificial intelligence, machine translation, speech recognition development, speech pathology and other clinical applications of linguistics, and other areas related to the study of language. By the time of degree completion each graduate is expected to:

- understand the principles governing the structure of language by studying the traditional core areas (phonetics/phonology, syntax and semantics). Students are also expected to gain an understanding of how the principles governing the structure of language illuminate and interact with either behavioral, neural, or computational approaches to the study of language by acquiring familiarity with one or more additional area, such as psycholinguistics, neuro-linguistics, computational linguistics, and/or language acquisition. Students will be familiar with the ways in which an understanding of linguistic structure provides insights into these areas and how the areas in turn shed light on our understanding of linguistic structure.

- have sufficient methodological skills in one area (whether it be formal linguistics, computational linguistics or one of the areas using experimental methodologies) to conduct independent research, and have sufficient familiarity with the basic methodology of a second area (analytic thinking; computational expertise; and/or experimental techniques) to be able to critically evaluate the literature in that area.

- have developed teaching skills appropriate to the field and commensurate with the responsibilities of a college-level faculty member.

- have an in-depth knowledge of the literature in the students’ dissertation area; have an understanding of the literature in closely related areas, and have the skill to approach new literature and results as they appear, as well as the skill to critically evaluate this literature.

- have made an independent research contribution to the field.

Each student in Linguistics designs an individual program in consultation with the Linguistics Graduate Advisor, her or his research advisor, and any other faculty who can provide needed advice on any aspect of the program. Because student interests and course offerings often change from year to year, each student is required to regularly update and keep on file with the Graduate Advisor and DGS an up-to-date Tracking Form that details student’s planned program and progress toward completing the degree. (A copy of the Tracking Form is attached.) Every student is expected in each year to be engaged either in active research or (at the earlier stages of a graduate career) a program of familiarization with the background results and questions in a specific area that will lead to active research. Students in their fourth year or beyond are also expected to give an informal talk on their research at least once a year.
9.1. First-Year Project

A first-year research or literature review project, including a written report and presentation, is required for the Ph.D. in Linguistics. This can be a piece of independent research, or it can also be a critical evaluation of and synthesis of the literature on some particular question. It must demonstrate an ability for independent critical thinking, an ability to synthesize past results on a particular area, and demonstrate an understanding of the research results in the context of broader questions within the field.

9.2. Course Requirements

Ph.D. students in Linguistics must complete 10 substantive courses in Linguistics and related disciplines, including either taking or auditing the Graduate Proseminar (CLPS 2000). In addition, Ph.D. students in Linguistics must demonstrate familiarity with the following three areas, usually by taking two courses in each area:

- **Phonetics and phonology:** to be demonstrated by at least one course in phonetics and at least one course in phonology.
- **Syntax and semantics:** to be demonstrated by at least one course in syntax and at least one course in semantics.
- **Acquisition, computational linguistics, neurolinguistics and/or psycholinguistics:** to be demonstrated by at least two courses in these areas. The two courses may be from the same or from different areas.

9.3. Foreign Language Requirement

Proficiency in one foreign language must be demonstrated. A native speaker of a language other than English may offer English as the required language. Proficiency may be demonstrated by the completion of an approved course with a grade of B or better; by the passing of an ETS Language test with a score of 550 or better; or by other arrangements made in consultation with the Graduate Advisor in Linguistics and the DGS.

9.4. Preliminary Exam: Major Paper

Each student must write a Major Paper during the third year, which will be a piece of research in some area and will demonstrate an understanding of how the research relates to the students’ chosen area. The particular form and content are set in consultation with a committee of three faculty members, consisting of the student's advisor and two other faculty members. Once the committee has accepted the paper, an oral presentation will be scheduled.

- The major paper and associated oral presentation should demonstrate:
- ability to do substantial original research within the chosen area,
- an understanding of the previous literature and results with the area, and
- an understanding of how the particular topic of the paper ties in to more general issues and results of the field. This will often be demonstrated primarily during the oral presentation.

The oral presentation of the paper consists of a presentation by the student, followed by questions from the audience. The student’s committee will, in writing, provide the student with some general discussion questions that they might raise during the Major Paper defense; these questions might suggest ways that the work relates to the students’ field more broadly and can be
discussed during the question period. (This list is not exhaustive; it is intended to help guide the broader discussion in advance, but additional questions might be asked as appropriate.) This will be done at least two weeks before the scheduled defense. The committee will provide final comments on the paper and defense within four weeks of completion of the defense.

Certification of Doctoral Candidacy will be made after the student has successfully completed the Major Paper. The final Major Paper is due by the end of Spring Break of the 3rd year. The Defense of the Major Paper is to be completed by May 5 of the 3rd year.

9.5. Teaching Requirement

Every student must complete at least four semesters of supervised teaching practice. Teaching assignments are made by the DGS taking into account (a) departmental needs based on course enrollments, (b) assignment preferences expressed by the graduate student and faculty instructors, and (c) the general goal of giving each student experience with a variety of different types of courses over her/his graduate teaching career. Students who receive financial support through a Teaching Assistantship are credited with one semester toward this requirement for each semester they are a teaching assistant. Students who are supported as Research Assistants or are on fellowship may accumulate teaching credits through enrollment in CLPS 2095 (Practicum in Teaching) during semesters where they also assist in undergraduate courses.

- Website of the Sheridan Center for Teaching and Learning:
  [http://www.brown.edu/Administration/Sheridan_Center/](http://www.brown.edu/Administration/Sheridan_Center/)


Upon completion of the language requirement and the Major Paper and oral presentation, a student is advanced to candidacy and should (if s/he has not already done so) choose an advisor for the dissertation. The advisor will normally be a member of the CLPS Department; outside advisors are possible when approved by the departmental faculty. The Dissertation committee should be formed by the last day of the 7th semester (Fall). The student will then submit to the department a dissertation proposal and a proposed committee consisting of at least two other members; both the proposal and the committee must be approved by the department. No dissertation proposal will be considered until the major paper and the foreign language requirements have been satisfied.

Dissertation students should regularly inform their advisors and committee members of their progress and timetable throughout their dissertation research and writing activities. Students should keep the full committee regularly apprised of their progress, and students are strongly advised to submit a full dissertation draft to their committees at least a month before the oral defense. A complete, penultimate version of the dissertation must be submitted to the committee at least two weeks prior to the oral defense. The defense must be scheduled at least two weeks before the final version of the dissertation is due to the Graduate School, usually on May 1, of the year of graduation. Oral defenses that take place in the summer (between Commencement and the beginning of classes of the next academic year) or other times when classes are not in session must be scheduled and advertised to faculty at least two weeks in advance to ensure that a quorum of at least five faculty (including members of the dissertation committee) are able to attend. In the event that a quorum of faculty is not available to attend, the oral defense must be rescheduled.

- Website of Graduate School Dissertation Guidelines:
10. Attendance at and Involvement in Department Events

In their role as CLPS department members, Ph.D. students are strongly expected to attend colloquia, job talks, brownbag talks, and graduate admission events including Visiting Day. Graduate students also often help organize and schedule brownbag talk series in their area (e.g., Cognition, Social Cognitive Science, Language, and Perception/Action).

11. Grievances

The CLPS department is committed to fostering respectful relationships among all department members, and graduate students should find productive and collegial relationships with other students, their advisor, committee members, and other faculty. It is possible, however, that difficulties arise, and the University regulates potential grievance procedures in detail:

- Graduate School manual p. 61;
- http://www.brown.edu/academics/gradschool/grievance-procedures
- Section 10 of the official Faculty Rules and Regulations.

University policy determines that every student must have a fair and prompt hearing of grievances but that all other avenues of resolution should be exhausted before formal grievance procedures can begin. According to regulations, the student must attempt to resolve the issue directly with the person or persons involved. The next step is to take the issue either to the DGS or to the Department Chair. If these steps do not produce a satisfactory outcome, the student should initiate, with the assistance of the DGS and Department Chair, a formal grievance.

12. Ethical Standards

12.1. General Conduct

Each summer, all incoming graduate students are required to take an online tutorial on the rules of conduct defined in the Academic and Student Conduct Codes. The Graduate School is in communication with new students about the online tutorial. Please consult this document if any questions about ethical standards arise. Also, please see the document on Misconduct in Research.

12.2. Human and Animal Subjects

All graduate students are required to comply with the University’s policies and procedures on the ethical conduct of research including the protection of human and animal subjects. The specific policies and procedures can be found at:

- Human Subjects Protection (IRB)
- Animal Care Committee

12.3. Graduate Student Representatives

Each year, two current Ph.D. students serve as Graduate Student Representative (GSR) to the department. The primary role of the GSRs is to liaise between graduate students, faculty, and department staff. Specific duties include:
• Attending orientation sessions and providing information for first-year and visiting students.
• Attending nonconfidential faculty meetings (confidential meetings are those that concern hiring, tenure and promotion, student evaluations, and the like).
• Recruiting graduate student co-hosts for visiting department speakers.
• Organizing accommodations and social activities for interview weekend in the second semester.
• Communicating graduate student needs and requests to faculty members and the DGS; communicating graduate program news and changes to the graduate students.
• Other nonspecific duties as requested by graduate students, faculty, DGS, and staff.

Selection process. In April of each year, the current GSRs ask graduate students to nominate potential GSRs for the subsequent year. The two candidates with the most nominations are offered the positions. If a thus selected student declines the position, the person with the next-highest number of nominations is selected. Nominees are normally restricted to rising second-year students; but students of other class standings may be considered if no rising second-years agree to serve.

12.4. Department Human Subject Pool
During the academic year the department supports a human subject pool based on undergraduate students volunteering to participate in research for course credit. The pool primarily serves research projects by senior honors students, first-year Ph.D. students, and studies in the pilot stage or not otherwise funded. This allows students more freedom to pursue innovative ideas rather than being limited to already-funded projects. The pool is administered through the SONA online system, which provides a means for researchers to post studies (including online studies), schedule appointments with participants, and award course credit. Last year the pool made available more than 2000 subject hours.

Some department faculty keep a database of community participants, several faculty conduct online studies using Qualtrics, and developmental researchers have

13. Resources

13.1. Department Directory
Please find the up to date department directory here:
http://www.brown.edu/Departments/CLPS/people

13.2. Internal Site
https://sites.google.com/a/brown.edu/clps-internal
At this link you get access, as a department member, to:
• e-mailing aliases (e.g., all 2nd-year students, all faculty),
• room scheduling,
• technology support and news,
• visitor scheduling, and
• the department planning calendar.
13.3. Facilities

As part of Brown University's ongoing Plan for Academic Enrichment, CLPS has been formed from the former faculties of the Department of Cognitive & Linguistic Sciences and the Department of Psychology, as well as several new hires. CLPS is housed in a newly renovated 36,000 square foot building with state-of-the-art laboratories, classrooms, and meeting spaces.

- The Virtual Environment Navigation Lab (VENLab), one of the world's largest ambulatory virtual reality facilities
- A wide-area motion capture system for full-body kinematics
- A high-performance 200-node computing cluster
- A research-dedicated 3.0T MRI system
- A 64-channel Event Related Potential (ERP) system
- Multiple laboratories for animal behavior research (e.g., rats, zebra fish, canines)
- Several high-resolution eye-trackers
- Multiple laboratories for behavioral research with children and adults; individually, in dyads or in groups; with digital audio-video recording, processing, and production.
- A large suite of individual testing rooms for computer-presented experiments
- A computer classroom for teaching and learning

13.3.1 Library

The newly renovated Metcalf Research space includes a library that houses a world class collection of Linguistics and Cognitive Science books and journals, available to all students and faculty. The Linguistics collection is comprised largely of donations by professors and consists of a well-rounded collection on theoretical linguistics (including phonology, syntax, and especially semantics) as well as a large collection on various aspects of psycholinguistics. Much of the core of the Linguistics collection was a gift of the late W. Nelson Francis, one of the founders of the linguistics program at Brown and a world-renowned expert on the history and dialects of English, dialectology in general, and—along with the late Henry Kucera—a pioneer in the area of corpus linguistics. Professor Francis generously donated the bulk of his private collection to the department, and it includes a major collection on historical linguistics, history and structure of English, and dialectology. The library's holdings include a number of original papers, mimeographed with fading purple ink, in theoretical linguistics, psycholinguistics, and historical linguistics that had a groundbreaking impact in the 1960s and 1970s and constitute an important record on the history of developments in linguistics. The library's collection in Cognitive Science has significant strengths in the areas of psycholinguistics, language acquisition, cognitive development, human learning and memory, artificial intelligence, and mathematical psychology, primarily through gifts from the collections of Peter D. Eimas and Richard B. Millward, both former faculty members in Psychology and Cognitive Science.

14. Tracking Forms: Soon Available as Web Forms