

Transition to Independence and Expertise (TIE) Project Evaluation Form
Doctoral Qualifying Examination (TIE Project)
Last Updated 8-20-26

Date:

Student's Name:

Student's Mentor:

Clinical Year in Program:

TIE Project Title:

TIE Committee Chair and Members:

Evaluation: To pass the TIE Project, the student must receive "Meets Expectations" across all domains rated below.

Part 1: Demonstration of Advanced Integrative Knowledge (AIK) in two or more content areas of psychology:

Content areas (check all that apply, minimum of two must be indicated):

Affective
Biological
Cognitive
Development
Social

The Committee rates the student's TIE project on the synthesis/integration of at least two major, distinct scientific content areas to understand complex human behavior and foster a deeper understanding of psychological science and practice.

1a. Integration Across Disciplines (a rating of 3-5 is passing)

Assesses the ability to integrate at least two DSK areas (e.g., biological basis of behavior with cognitive or affective aspects).

- **1:** Treats psychological concepts as isolated facts; unable to connect theories.
- **2:** Connects concepts only when prompted; limited understanding of interaction between areas.
- **3: [Meets Expectations]** Independently synthesizes findings from two or more DSK areas to explain behavior.

- **4:** Skillfully integrates multiple areas to provide a nuanced analysis of complex problems.
- **5:** Demonstrates sophisticated, novel integration across multiple areas independently.

1b. Critical Thinking and Theoretical Integration (a rating of 3-5 is passing)

Assesses the ability to integrate philosophies of science and methodology.

- **1:** Fails to recognize underlying assumptions or methodologies.
- **2:** Identifies assumptions only with assistance.
- **3: [Meets Expectations]** Critically evaluates methodologies and theories in the literature.
- **4:** Synthesizes different theoretical perspectives, acknowledging complexities and nuances.
- **5:** Critiques the field's underlying paradigms, proposing integrative research directions.

Part 2: Demonstration of knowledge of the historical context of the research examined in the TIE Project (a rating of 3 or 4 is passing):

- **1 - Novice/Emerging:** Significant inaccuracies in identifying the school, figure, or historical context. Inability to connect the system to broader psychological developments.
- **2 - Developing/Basic:** Identifies the main figures or school of thought but provides limited context or superficial analysis. Misses significant comparisons or context.
- **3 - Proficient/Competent [Meets Expectations]:** Accurately describes the school/figure and its core tenets. Understands the historical context and can identify key comparisons to other systems.
- **4 - Exceptional/Mastery:** Demonstrates comprehensive understanding of the school/figure. Critically analyzes historical context and its impact on modern psychology. Effectively compares and contrasts opposing systems.

Part 3: TIE Project Overall Evaluation:

Goals of TIE Project include: • Promote critical thinking • Facilitate transition to the independence required to design, execute, and defend a dissertation project. • Promote skills required to function as a clinical scientist (e.g., grant or manuscript writing, data analysis, generating research questions). • Provide training on how to receive and respond to peer review commentary (e.g., as one would expect to do on a manuscript or grant submission). • Create a procedure for which the “end product” will be an independent piece of scholarship (e.g., manuscript/training grant submission/conference presentation).

Rating Description (a rating of 4 or 5 is passing)

- **1: Remedial Level:** Significant concerns about the student's skills in this area; remedial action required
- **2: Entry level:** Student needs regular, intensive supervision in this area

- 3: *Progressing Toward Competence: Student needs routine supervision in this domain; working towards basic competency*
- 4: *Achieved Minimum Competency (**Meets Expectations**: Advanced-practicum level): Student can perform skills in this domain with minimal supervision*
- 5: *Surpassed Minimum Competency (Internship-ready): Student can perform skills in domain completely independently*

As TIE Committee Chair, I assert the above student _____ achieved minimum competency across all areas detailed above / _____ did not achieve minimum competency across all areas above to fulfill the requirements of the TIE Project.

Committee Chair Signature and Date