

**THESIS Proposal  
EXAMINATION REPORT**

Student's Name: \_\_\_\_\_ Date of Oral Examination: \_\_\_\_\_

Degree: \_\_\_\_\_ Specialty: \_\_\_\_\_

As a member of this student's supervisory committee, the Department of Psychology is seeking your evaluation of this work. We would appreciate your candid rating on the scales below and any additional comments you might provide.

Not  
Acceptable                      Proficient                      Exceeds standard                      Exceptional

Guidance on Masters' vs Doctors' proficiency:

Master's students are expected to demonstrate basic-level competencies and to be exposed to

higher-level concepts. For example, whereas a doctoral student may take several courses in statistical analysis, the master's student may have just one or two courses. Besides fewer credit hours, master's education is typically delivered with a larger student-to-faculty ratio than is true of doctoral-level training (Lowe, 1993; Tett et al., 2013). This type of training is consistent with the generalization that master's level students will typically be consumers of knowledge, rather

than producers of new knowledge. As such, they are engaged in applying this knowledge to issues in their discipline. Those involved in research usually do so under the guidance of a doctoral-level psychologist.

As a result of the breadth and depth differences in training, it is expected that compared to a master's student, a doctoral student would have a higher level of proficiency in the areas of

competencies listed. In the future, it may be useful to differentiate various levels of proficiency